

2020 – 2021 Faculty Senate ~~—Pending Approval~~ Approved on 9.1.20 mtg. #2

Meeting # 1

Tuesday, April 28, 2020, 4:30 pm – 5:00 pm

Zoom only

Present (only 2020-21 Senators are included): Ahmadzadeh, Bridges, Carter, Cohn, Dezzani, Fairley, Hickman, Keim, Kirchmeier, Lee-Painter, McIntosh, McKellar, Meeuf, Paul, Quinnett, Raja, Sammarruca (w/o vote), Schwarzlaender, R. Smith, Tenuto, Tibbals, Torrey Lawrence (w/o vote), Wargo
Absent: Chopin, Hanigan, Hill, Rashed, Rinker

Provost Designate Lawrence called the meeting to order at 4:32 pm.

The only agenda item for this meeting is to collect nominations for the positions of 2020-21 Senate Chair and Vice-Chair. The 2020-21 Senators will then have the opportunity to think about the nominations and will cast their votes next week.

A survey was placed by Joana Espinoza in the Zoom “chat” function. Up to three nominations are allowed per ballot. After it was noted that responses had stopped coming in, Provost Designate Lawrence asked if there was a motion to close the nomination process. So moved by Tibbals, seconded by Lee-Painter. Motion to close the nominations carried.

The nominees for the position of Chair were read:

- Barb Kirchmeier
- David Lee-Painter
- Delphine Keim
- Mark Schwarzlaender
- Ray Dezzani
- Ben Bridges
- Jerry Fairley
- Robert Rinker
- David Paul

Barb Kirchmeier accepted the nomination and all other nominees declined. Robert Rinker was absent.

The nominees for the position of Vice-Chair were read:

- Jerry Fairley
- David Paul
- Charles Tibbals
- Delphine Keim
- David Lee-Painter
- Russ Meeuf
- Ben Bridges

- Erin Chapman
- Arash Rashed
- Ray Dezzani
- Robert Rinker
- Penny Tenuto

David Paul and Russ Meeuf accepted the nomination. Rashed and Rinker were absent. They will be asked whether they accept the nomination after Secretary Sammarruca has checked that first-year senators are eligible to be officers.

Adjournment: There was a motion to adjourn (Lee-Painter/Fairley). The meeting was adjourned at 4:44 pm.

Respectfully Submitted,

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

**University of Idaho
2020 – 2021 Faculty Senate Agenda**

Meeting #1

Tuesday, April 28, 2020 at 3:30 pm
Zoom Only

- I. Call to Order
- II. Special Orders
 - Nominations of Chair and Vice Chair of the 2020-21 Senate (see FSH 1580 IV)
- III. Adjournment

2020 – 2021 Faculty Senate – ~~Pending Approval~~

Approved 9.1.2020 Mtg #3

Meeting # 2 (open to 2020-21 Senators)

Tuesday, May 5, 2020, 4:30 pm – 5:00 pm

Zoom only

Present: Bridges, Carter, Chapman, Dezzani, Fairley, Hickman, Kirchmeier, Lee-Painter, McIntosh, McKellar, Meeuf, Paul, Quinnett, Raja, Rashed, Rinker, Sammarruca (w/o vote), Schwarzlaender, R. Smith, Tenuto, Tibbals, Torrey Lawrence (w/o vote), Wargo

Absent: Chopin, Ahmadzadeh, Cohn

Provost Lawrence called the meeting to order at 4:36pm.

Approval of Minutes (vote by 2020-21 Senators):

There was a motion (Schwarzlaender/Tibbals) to approve the minutes of the 2020-21 Faculty Senate Meeting #1 (April 28, 2020). The motion carried.

The only other agenda item for this meeting is to collect additional nominations, if any, for the positions of 2020-21 Senate Chair and Vice-Chair and then proceed to the elections. There were no additional nominations. The nominees are:

- Barb Kirchmeier (for the position of Chair)

and, for the position of Vice-Chair:

- Russ Meeuf
- David Paul

Provost Lawrence invited the candidates to say a few words.

Barb Kirchmeier: Barb came to U of I in 1996 as an undergraduate student. She then became a temporary lecturer and later a senior instructor in the English Department. Barb said that she learned a lot this year at Senate and would be honored to work for shared governance as the next Senate Chair.

David Paul: David is a professor of Exercise Physiology. He has been at the U of I since 2007, the longest he has been anywhere in his adult life.

Russ Meeuf: Russ is in the School of Journalism and Mass Media. He has been at the U of I since 2010. He enjoyed serving as a Senator and would welcome the opportunity to work with shared governance.

Barb Kirchmeier received unanimous votes for the position of 2020-21 Senate Chair.

Russ Meeuf received a majority of the votes for the position of 2020-21 Senate Vice-Chair.

Congratulations to the new Senate Officers!

Adjournment: There was a motion to adjourn (Fairley/Lee-Painter). The meeting was adjourned at 4:43pm.

Respectfully Submitted,

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

University of Idaho
2020 – 2021 Faculty Senate Agenda

Meeting #2

Tuesday, May 5, 2020 at 4:30 pm
Zoom Only

- I. Call to Order
- II. Approval of Minutes (Vote)
 - Minutes of the 2020-2021 Faculty Senate Meeting #1 (April 28, 2020) **Attach. #1**
- III. Special Orders
 - Election of Chair and Vice Chair of the 2020-2021 Senate (see FSH 1580 IV)
- IV. Adjournment

Attachments:

- **Attach. #1** Minutes of the 2020-2021 Faculty Senate Meeting #1 (April 28, 2020)

2020 – 2021 Faculty Senate – Pending Approval

Meeting # 1

Tuesday, April 28, 2020, 4:30 pm – 5:00 pm

Zoom only

Present (only 2020-21 Senators are included): Ahmadzadeh, Bridges, Carter, Cohn, Dezzani, Fairley, Hickman, Keim, Kirchmeier, Lee-Painter, McIntosh, McKellar, Meeuf, Paul, Quinnett, Raja, Sammaruca (w/o vote), Schwarzlaender, R. Smith, Tenuto, Tibbals, Torrey Lawrence (w/o vote), Wargo
Absent: Chopin, Hanigan, Hill, Rashed, Rinker

Provost Designate Lawrence called the meeting to order at 4:32 pm.

The only agenda item for this meeting is to collect nominations for the positions of 2020-21 Senate Chair and Vice-Chair. The 2020-21 Senators will then have the opportunity to think about the nominations and will cast their votes next week.

A survey was placed by Joana Espinoza in the Zoom “chat” function. Up to three nominations are allowed per ballot. After it was noted that responses had stopped coming in, Provost Designate Lawrence asked if there was a motion to close the nomination process. So moved by Tibbals, seconded by Lee-Painter. Motion to close the nominations carried.

The nominees for the position of Chair were read:

- Barb Kirchmeier
- David Lee-Painter
- Delphine Keim
- Mark Schwarzlaender
- Ray Dezzani
- Ben Bridges
- Jerry Fairley
- Robert Rinker
- David Paul

Barb Kirchmeier accepted the nomination and all other nominees declined. Robert Rinker was absent.

The nominees for the position of Vice-Chair were read:

- Jerry Fairley
- David Paul
- Charles Tibbals
- Delphine Keim
- David Lee-Painter
- Russ Meeuf
- Ben Bridges

- Erin Chapman
- Arash Rashed
- Ray Dezzani
- Robert Rinker
- Penny Tenuto

David Paul and Russ Meeuf accepted the nomination. Rashed and Rinker were absent. They will be asked whether they accept the nomination after Secretary Sammarruca has checked that first-year senators are eligible to be officers.

Adjournment: There was a motion to adjourn (Lee-Painter/Fairley). The meeting was adjourned at 4:44 pm.

Respectfully Submitted,

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

2020 – 2021 Faculty Senate – Pending Approval**Meeting # 3**

Approved on 9.8.2020 Mtg. #4

Tuesday, September 1, 2020, 3:30 pm – 5:00 pm

Zoom only

Present: Ahmadzadeh, Brantz, Bridges, Carney, Chapman, Dezzani, Fairley, Goebel, Keim, Kirchmeier (Chair), Lee-Painter, McIntosh, McKellar, Meeuf (Vice-Chair), Paul, Quinnett, Raja, Rashed, Rinker, Rose, Sammarruca (w/o vote), Schwarzlaender, Stroebel, Tenuto, Tibbals, Torrey Lawrence (w/o vote), Wargo

Absent: Hichman, R. Smith

Guest Speakers: Jan Johnson, Sarah VanGundy, Jodie Nicotra, Diane Whitney

Call to Order: Chair Kirchmeier called the meeting to order at 3:30pm. She remembered UI student Hailey King, who passed away on August 22, 2020, as a result of a car accident. Hailey was a senior majoring in Animal and Veterinary Science, and an involved and active student Leader. Chair Kirchmeier asked for a minute of silence in honor of the Vandal Family member who died.

Approval of Minutes (vote):

- Minutes of the 2019-20 Meeting #30 – Attach. #1
There were no corrections to the minutes of the 2019-20 Meeting #30. The minutes were approved as distributed.
- Minutes of the 2020-21 Meeting #1 – Attach. #2 & Meeting #2 – Attach. #3
There were no corrections to the minutes of the 2020-21 Meeting #1 and Meeting #2. The minutes were approved as distributed.

Consent Agenda:

- Summer Committee Appointments – Attach. #4
Chair Kirchmeier asked whether anyone wished to remove the item in Attachment #4 from the Consent Agenda for the purpose of discussing it. There were no objections to adopt the Consent Agenda without discussion.

Chair's Report:

- Chair Kirchmeier welcomed everyone to the 2020-2021 Faculty Senate. She hopes there will be time in this “space” for every voice to be heard. We can expect this to be a challenging year for this group. And, as we prepare to advocate on behalf of faculty, staff, and students, we are sure to have conflicting perspectives. It is important that we work together to create a space in which we listen to each other, assume good intent, and strive for consensus to move us forward. Thank you for taking the time to be part of this branch of shared governance. It's time to get to work!
- Some ground rules and protocol issues:
 - Chair Kirchmeier encouraged members to change their display name to their preferred name and pronouns, as well as the college or group they represent.
 - Members should make use of the electronic “raise my hand” feature.
 - Questions can also be typed in the chat.
- Chair Kirchmeier welcomed the new student members and asked them to introduce themselves. They are: Savannah Stroebel, ASUI Academic Affairs Officer; Sierra Brantz, ASUI Health, Wellness, and Safety; Seth Rose, second year Ph.D. student in Education. The student members

expressed their enthusiasm for the opportunity to be a communication vehicle between Senate and their organizations.

- Faculty Senate has been invited to participate in the campus interview process for the new Chief Marketing Officer/Executive Director for University Communications and Marketing. Senators should have received three meeting invites from Brenda Helbling—one for yesterday at 2pm, one for tomorrow at 4pm, and a third for Thursday at 1pm. These invites show up as “Joint Faculty Senate & Staff Council meeting with CMO/ED of UCM Candidate.” Please attend if you are able; only 3 Faculty Senate members attended yesterday’s session. For more information: <https://www.uidaho.edu/president/search/ex-dir-ucm>
- The first University Faculty Meeting of the year will be held via Zoom on Wednesday, September 16 at 2:30pm. This will be a voting meeting, so please help us recruit faculty members to attend so we can have a quorum.
- The option to exclude spring and summer teaching evaluations from any review process (promotion, tenure, annual evaluations or third year reviews) ends on September 15. Please remind your colleagues of this opportunity and upcoming deadline.

There were no questions or comments following the Chair’s report.

Provost’s Report:

- Interim Provost Lawrence elaborated on the September 15 deadline for choosing to have Spring and Summer 2020 course evaluations dropped from any review process. Faculty can exercise this option for all classes or only for some.
- “Talks with Torrey” will resume, probably the week of the 14th, on alternating days. During the summer, there was great attendance and conversations. People can communicate any questions or concerns, and questions can be submitted in advance. They are open to everyone.
- The search for a dean will soon start in the College of Education, Health, and Human Science.
- Updates will come concerning the development of the new university budget model.
- Update on COVID-19 testing: to date, we have completed 7,700 tests, with about 1.1% positive results. On the other hand, the situation in Pullman is quite alarming. The National Guard has been called in to help with testing. We are now in an interim phase before entering a phase of surveillance testing, which may start next week (more information to come). Surveillance testing can be done in a number of ways. If an individual is experiencing symptoms, they should contact the Vandal Health Clinic to be guided through the protocol. Others who may desire a test should send an email to covid19questions@uidaho.edu. Testing protocol will continue to evolve through the year.

Discussion:

In response to a question, Provost Lawrence confirmed that students and employees can be retested at no cost if they show symptoms or may have come in contact with the virus.

A Senator inquired about the list of students who are not eligible to attend classes in person and whether that will continue to be provided. Provost Lawrence said that currently there are still some students on the list. Lists will continue until no names remain or we move to the next testing phase.

A Senator asked about protocols (specifically with regard to in-person classes) for faculty, graduate TAs, or students who are contacted by health officials via contact tracing. Provost Lawrence noted that the institution can support students only if they know about them. For instance, if students have been tested elsewhere, such as at Gritman, and are in quarantine, the university can help with meal

delivery if the student lives in university residences. Names can be submitted through the VandalCARE system.

On a different topic, a Senator inquired about possible new regulations to be issued by the Federal Government which might impact collection of social security. Provost Lawrence noted that there may be State Board and State regulations to consider. The university is looking into requirements and their impact. Nothing has been decided at this time.

The discussion moved back to COVID-19 testing. What is the protocol for students who are contacted by health officials with quarantine instructions? Provost Lawrence reiterated that the university needs to know who they are in order to provide assistance. Our system is working well, we are not overwhelmed by students requiring isolation.

There was a question about enrollment. Provost Lawrence reported a drop of 5.1%. Normally, by the 10th day of the semester, one can have a more reliable figure. But, due the current circumstances, we have extended the deadline for dropping. The degree of financial impact depends on the type of students we are losing (that is, whether they are full-time, in-state or out-of-state, etc.). Financially, we need to deal with both legislative holdbacks and drop in enrollment.

A senator asked whether free flu shots will be provided this year. Provost Lawrence replied that he has encouraged the Dean of Students to do that. They are working on it, and updates will be communicated soon, probably next week.

Committee Reports/Voting Items

- COVID 19 Committee (update) - *David Lee-Painter*
David Lee-Painter provided a brief update on the committee's progress. The committee is proceeding well and moving forward. One document was forwarded to the President and the Provost.

Discussion:

A Senator heard that at ISU the infection rate is 28%. He thanked everyone at U of I who worked tirelessly to increase safety. Provost Lawrence appreciated the comment. He reminded everyone that we all need to be diligent.

David Lee-Painter will be happy to receive email with any questions or concerns.

- UBUNTU (update) - *Jan Janson and Sarah VanGundy* - Attach. #5
Jan Johnson gave a brief update of the recent activities within the UBUNTU committee. They were working on an anti-bullying policy when COVID-19 hit and slowed plans down. They became involved when students were uncomfortable about having Chick-fil-A as a vendor on campus. They are exploring the possibility to have a member of their committee be part of the vetting process when vendors apply. For more than a year, they have been working on a diversity resolution with several groups and faculty. On June 3rd, they sent a letter to the President to condemn police brutality and systemic racism. Soon, UBUNTU will bring the resolution before Senate for a vote.

Discussion:

Some Senator expressed gratitude for the committee's work.

How about a curriculum about systemic racism to be presented to student groups on campus? This idea was welcomed by Vice-Chair Meeuf, who suggested to take it up with the Sociology department, which oversees the certificate in Diversity and Inclusion.

Some Senators observed that the word “equity” might be more appropriate than “inclusion”. Jan Johnson agreed.

Another Senator proposed an ISEM class on systemic racism.

Chair Kirchmeier and Host Espinoza suggested that Senators email their ideas to Jan and also connect with the Sociology department. PCDI was also identified as a group who might want to be involved.

A Senator wondered whether Jan could suggest specific policies for Senate to work on this year. Jan said she will take the question to UBUNTU and provide a detailed response later. She stressed that a main goal is to raise awareness about systemic racism.

Chair Kirchmeier thanked Jan Johnson and encouraged Senators to email her any time.

- FSH 6990 Communicable Disease Emergency Response (vote); *Jodie Nicotra* - Attach. #6
Committee Chair Jodie Nicotra provided a brief background on FSH 6990. The development of FSH 6990 came out of the need for a permanent policy to replace temporary emergency policy FSH 6990 COVID-19 Emergency Response. She went through the proposed policy section by section. The committee decided to take the definitions of “communicable disease” and “outbreak” from those used by the Idaho Department of Health and Welfare. Jodie explained that section D.1 describes how the health emergency is declared, in which case the provisions of section D.2 are triggered. D.2 gives the authority to adopt temporary policies and procedures which may deviate from existing ones. The policy gives the university some leeway to act fast if needed. Finally, section D.3 establishes how the health emergency ends, at which point actions taken under FSH 6990 are terminated.

Discussion:

A lively discussion followed. It was noted that there is a language inconsistency between Sections D.1, D.2, and D.3 of the policy. In D.1 and in D.3, it is prescribed that the president will consult with “...Senate Leadership and Staff Council Leadership...”, whereas section D.2 Faculty Senate and Staff Council are mentioned as the consulting bodies. Several opinions were exchanged: some Senator expressed concerns about a situation where the university needs to act quickly and consulting with the larger bodies may not be practical or feasible. On the other hand – another participant argued – we shouldn’t constrain ourselves too much, such that we may not be able to consult with Senate or Staff Council if the policy is too restrictive.

Another concern was raised. Is the policy too broad, in the sense that it gives too much power to the president? A Senator argued that a university leadership willing to abuse the policy would imply a whole different level of problem. Perhaps it is best to assume a more positive set of circumstances. The question on the table is: how to determine when and how the end of the health emergency should be declared?

The discussion moved back to the inconsistency between D.1, D.3 and D.2. The following motion was made (Meeuf/Tibbals): *In D.2, replace “Staff Council and Senate” with “Staff Council Leadership and Senate Leadership”.*

Any discussion? There was none.

Vote: motion passes.

The discussion continued about the authority to trigger an end of the emergency. It was pointed out that the committee had proposed that Senate should “consent” (see section D.1), but was advised by General Counsel that such formulation is unacceptable as the

president does not need Senate's consent.

Should we set a definite time for assessing the situation? "Periodically" (see section D.3) seems too vague. A Senator proposed that Faculty Senate must approve continuation of the emergency actions every 4 months. Another Senator agreed that this is a reasonable request and not an unfair burden on senate. Other Senators agreed that the current formulation is too "open-ended", although they the administration should have some flexibility.

The following amendment (McIntosh/Fairley) was proposed: *"Faculty Senate must approve continuation of emergency actions every 4 months, unless the end of the 4 months occurs during the summer when Senate is in recess, in which case the approval must be received as soon as the senate begins to meet during the academic year".*

Senate proceeds to vote on the motion: 8 in favor, 11 opposed. The motion failed.

Chair Kirchmeier: We can table the issue until next week, or vote on the original committee Motion as in Attach. #6.

Motion to table the discussion until next week: Lee-Painter/Carney. All in favor.

Adjournment: There was a motion to adjourn (Fairley/Dezzani). The meeting was adjourned at 5:03pm.

Respectfully Submitted,

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

**University of Idaho
2020-21 Faculty Senate Agenda**

Meeting # 3
Tuesday, September 1, 2020 at 3:30 pm
Zoom

- I. Call to Order
- II. Approval of Minutes (Vote)
 - Minutes of the 2019-21 Meeting #30 – **Attach. #1**
 - Minutes of the 2020-21 Meeting #1 – **Attach. #2** & Meeting #2 – **Attach. #3**
- III. Consent Agenda (Vote)
 - Summer Committee Appointments – **Attach. #4**
- IV. Chair's Report
- V. Provost's Report
- VI. Committee Reports/Voting Items
 - COVID 19 Committee (update) - *David Lee Painter*
 - Ubuntu (update) - *Jan Johnson and Sarah VanGundy* - **Attach. #5**
 - FSH 6990 Communicable Disease Emergency Response (vote); *Jodie Nicotra* - **Attach. #6**
- VII. Other Announcements and Communications
 - Placing of senators on committees (Vandal Star, Campus Planning Advisory Committee, Faculty and Staff Policy Group)
 - Remove FSH 1120 Origins and Growth of the UI (non-voting) – **Attach. #7**
 - Remove FSH 4320 Board Policy on Intercollegiate Athletics (non-voting) – **Attach. #8**
 - Remove FSH 1140 Mission and Scope of Higher Ed in Idaho (non-voting) - **Attach. #9**
 - Remove FSH 1220 Institutions of Higher Ed in Idaho (non-voting) - **Attach. #10**
 - Discuss FSH 4325 UI Organization of Intercollegiate Athletics – **Attach. #11**
- VIII. New Business
- IX. Adjournment

Attachments:

- **Attach. #1** Minutes of the 2019-2020 Faculty Senate Meeting #30 (5.5.20)
- **Attach. #2** Minutes of the 2020-2021 Faculty Senate Meeting #1 (4.28.20)
- **Attach. #3** Minutes of the 2020-21 Faculty Senate Meeting #2 (5.5.20)
- **Attach. #4** Summer Committee Appointments
- **Attach. #5** Ubuntu
- **Attach. #6** FSH 6990 Communicable Disease Emergency Response
- **Attach. #7** FSH 1120 Origins and Growth of the UI
- **Attach. #8** FSH 4320 Board Policy on Intercollegiate Athletics
- **Attach. #9** FSH 1140 Mission and Scope of Higher Ed in Idaho
- **Attach. #10** FSH 1220 Institutions of Higher Ed in Idaho
- **Attach. #11** FSH 4325 UI Organization of Intercollegiate Athletics

University of Idaho

2019 – 2020 Faculty Senate – **Pending Approval**

Meeting # 30 (open to 2019-20 and 2020-21 Senators)

Tuesday, May 5, 2020, 3:30 pm – 4:30 pm

Zoom only

Present: Bridges, Caplan, Carter, Chapman, Cosens, DeAngelis, Dezzani, Fairley, Grieb (Chair), Hill, Keim, Kirchmeier (Vice-Chair), Lee-Painter, Meeuf, Paul, Raja, Rashed, Sammarruca (w/o vote), Schwarzlaender, A. Smith, R. Smith, Tibbals, Tenuto, Torrey Lawrence (w/o vote), Kern, McKellar, Hickman (incoming), Wargo (incoming), McIntosh (incoming), Quinnett (incoming), Ahmadzadeh (incoming), Cohn (incoming)

Absent: Chopin, Hanigan, Jeffery

Guest/Presenters: Scott Green, Brian Foisy, Chandra Zenner Ford

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

Approval of Minutes (vote by 2019-2020 Senators):

There was a motion (Tibbals/Lee-Painter) to approve the minutes of the 2019-2020 Faculty Senate Meeting #29 (April 28, 2020). A friendly amendment was proposed by Secretary Sammarruca to add Penny Tenuto to the list of Senators who were present at Meeting #29. The motion to approve the minutes carried.

Chair's Report:

- Chair Grieb welcomed the new senators and thanked the retiring senators for their diligent service: Allan Caplan (CALS), who served two terms; Anne Kern (CDA); Joe DeAngelis (CLASS); Barb Cosens (LAW); Alistair Smith (CNR); Krishnan Raja (COE); and Clinton Jeffery (COE). Thanks also to Jerry Fairley (COS) and Ben Bridges (Staff Council) who are completing their terms and retuning in the fall for new terms. In addition, thanks to Dean Marc Chopin who has served as the Dean's representative for the last two years.

At this point, Vice-Chair Kirchmeier expressed gratitude to Terry Grieb for his 3 years of service at the Senate and great leadership during this past year.

Because President Green needs to leave around 4:00pm, next we will move to the "Special Orders" part of the agenda and come back to the Provost's Report afterward.

Special Orders: Sustainable Financial Model Working Group (SFMWG) White Paper April 2020 – President Scott Green, Vice President of Finance Brian Foisy, Senate Chair Terry Grieb. Attachment #2.

Chair Grieb welcomed Scott Green, Brian Foisy, and Chandra Ford. He began summarizing the charge that was given to the SFMWG. While working on the budget shortfall, at the same time the group had a different, long-range charge, namely, to find different ways to allocate budget dollars every year. The university fiscal year runs from July 1 to June 30. As we enter each fiscal year, the two goals are to (1) balance the budget and (2) build positive cash balance.

The SFMWG consisted of 20 participants, including internal representation from faculty, students, staff, and administration, as well as external representatives. They met a number of times during Fall 2019 and Spring 2020 and focused on 4 general themes as guiding principles: mission alignment, transparency, agility and adaptability, and incentive based. The group looked at four different models to try and achieve these goals: incremental, activity-based, performance-based, and responsibility-centered management (RCM). The group was unanimously opposed to continuing with the current incremental model. With the latter, areas received the same amount of funding whether or not they were increasing enrollment or performing at high level. The SFMWG saw the need for a blended/hybrid model, with a mix of incremental and performance-based. A detailed description of the recommended model is provided in the attached White Paper.

The next steps will include decisions on details of implementation. The group will meet again in the Fall. The White Paper puts us in the position where discussion can be shared with the public for general input and comments, and we will use that feedback to complete the final steps.

President Green joined the discussion and commented on the great summary provided by Chair Grieb. President Green explained that the SFMWG met its challenge. The proposed model would take us from the current incremental one – which has led to bizarre things, such as colleges with lowest enrollment having the highest reserves, something we don’t want to encourage – to one which provides stronger incentives.

President Green emphasized that the White Paper is a really good framework but still many details remain to be worked out. It will not be easy to define metrics. Considerable time has been spent on enrollment and we shouldn’t try and “recreate that wheel.” Right now, we are at about 50/50 split between credit hours and degree enrollment. Many other issues also need to be considered, such as: 6-year graduation rate, amount of collaborations, efficiency. (President Green made reference to page 6 of the White Paper.) Transparency is key for people to understand how those dollars are being allocated. Ultimately, more funding will be provided to colleges that are growing enrollment or those which are growing their research. This provides the right incentives. President Green said we are heading in the right direction, consistent with our mission as a land grant institution.

The next steps will include putting together a team that will carefully look into the metrics. Checks and balances will be in place each year. We need ways to ensure that the model is doing what we intended it to do and that there are no unintended consequences. An important question, to consider carefully, is whether we can really get to 50% of this model being performance based. We also don’t want to unintentionally harm colleges. There will always be some base funding, whether it is 50% or 70%. Last year we were already at 30% incentive (70% base funding) influenced by enrollment. That was the program that John Wiencek established. We may need to wait until Fall for the next steps. We will seek comments and the process will go through next year. By next spring, we hope that the budgeting model will be ready to be implemented in fiscal year 2022.

President Green asked if there were any questions. A Senator requested clarifications about the meaning of “performance-based” metrics. Will funds be distributed at the college level? Or at the level of specific units and programs? President Green responded that he does not want to micromanage within the colleges by imposing how much should go to specific programs. The distribution should be for the deans to manage.

A Senator said he appreciated the effort that went into this process but was worried that there was not enough time for departments to follow the unexpected pivoting of the metrics. Several departments were working toward some metrics which now have pivoted, but there was no time for them to pivot

when they were hit with unexpected metrics. The Senator expressed concern that there may not be time to prepare for upcoming new metrics. He suggested that more time is needed to understand what the metrics are before they are applied. President Green thanked the Senator for his good feedback. President Green explained that there has been a lot of discussion about this matter. Experts at Deloitte or Simplot want it to be done quickly, but we as a public institution are uncomfortable with that approach. We will take it year by year, making adjustments if we feel they are necessary. The President's view is to start out at 30% performance-based, which would not shock the system because that is where we are now. But we will need to model this out, and people should have expectations of what the metrics are and there should be no changes year to year after that. Metrics will be transparent. If changes are required and we want to pivot, we will talk again about metrics and allocations.

A Senator who served on the Academic Program Prioritization Taskforce (APPT) this year noted that there were many recommended changes for how to move forward. The only "overlap" between APPT and the Institutional Planning and Effectiveness Committee (IPEC) is the Provost, who is leaving U of I. The Senator suggested conversations to ensure alignment of the respective metrics within the budget process. The Senator recalled that the deans found it difficult to allocate money in the way it was done this year. President Green appreciated the comment and agreed with the Senator on the importance of such alignment.

The same Senator pointed out that the cost per student is different depending on the discipline, as she learned during the prioritization process. Examples are Law and Engineering. She asked whether that was taken into account with regard to performance-based standards. President Green replied that this aspect was indeed taken into account. Engineering does well with enrollment but at the same time is a high-cost discipline. We need to continue investing in that college going forward. To the extent they can continue to drive research and enrollment, they will benefit. Engineering is part of our land grant mission. We will evaluate every year.

The Senator had an additional question: during program prioritization she noticed that current metrics do not account for cross-college interdisciplinary work. Is there a way to track and credit such effort? She is concerned about this aspect because cross-college collaborations really speak to some of the major challenges that society faces right now (in terms of both research and teaching). President Green responded that, on the research side, we have collaboration metric. But it is a difficult metric to define, and the resulting evaluation is likely to be subjective. With regard to teaching, one can look at credit hours. Sometimes metrics can overlap. Recently this point was raised by a faculty from the School of Business. For example, one can argue that 6-year graduation rate and job placement might build on each other and overcompensate. This is something we need to look at.

A Senator asked how base budgets will be determined. He hopes that it will be done through a thoughtful process and not using existing budgets. President Green confirmed that we need to have a thoughtful process in place. We do not want to move forward to the next year all adjustments we are making during this fiscal year. Hopefully COVID-impacted budgets are not what we will deal with next year. Certain colleges, as well as some non-academic areas, were impacted more than others.

President Green had to leave the meeting but encouraged everyone to send him any additional questions.

Chair Grieb noted that Brian Foisy and Chandra Ford are present. He asked if there were further questions on the budget model. There were none. The discussion turned to the next steps within the process.

Chandra Ford explained that they are going through the process of gathering feedback from Senate, Provost Council, Staff Council, which will be posted online, including some good FAQs and answers. In the next step, we will assemble a group to examine and define metrics – which will take some time, as metrics are difficult to define perfectly. This step may need to wait until early Fall. Over the course of next year, once metrics are decided upon, we will proceed to modeling. People will be able to insert the metrics for their college or department – based on their own historical numbers – and do some internal “experimentation” to see their areas of strengths/weaknesses so they can adjust accordingly. We want people to have enough time to do that.

Brian Foisy said he will not add much as Chandra Ford’s comments were exhaustive. The White Paper is just a framework. Details remain to be worked out, and this will happen during a full year of conversations on metrics, implementation, timeline, and transition issues. Chandra Ford thanked Chair Grieb for participating in the process. Terry Grieb said he appreciated being part of the conversation. The next steps will go across the summer and into the fall.

Provost’s Report:

- Provost Lawrence gave an update on the CARE funding. The rules have changed in the last few weeks, but we are moving forward quickly to make this happens before the semester ends. We can award funds to Spring 2020 students who qualify for federal financial assistance. Will get \$500 or so through checks or direct deposit. Some money is reserved for summer (about \$300). Payments should go out in mid-July. It is a relatively simple system, based on need.
- Reopening plan: a memo was circulated last Friday. The University plan is to roughly follow the Governor’s four-stage Idaho plan. We are now in Stage 1. We continue to work from home and teach classes online. Each time the state moves to a new stage, we will evaluate whether or not to move to that stage, based on a variety of factors. We work closely with Public Health and the State Board of Education. We will follow up with communication to campus every two weeks and each time there is a change. As we plan for Fall, we all are trying to navigate new situations with multiple variables. Many people are working on the various aspects of the situation: HR facilities, the Registrar’s Office, the deans, and more. We are looking at many options that meet faculty and student needs and give flexibility to people in different scenarios. As the recent President’s memo indicated, the starting plan is to open as usual, but we will adapt as needed. More classes will be offered online in case the situation changes. GenEd courses are high priority. We all need to be ready to go back fully online if necessary. It is hard to plan for such a broad spectrum, but it is a possibility. We are also looking at options for high-risk faculty who might not want to teach in person as well as considering the impact of social distancing in the classroom. Limits in space, enrollment, and technology are among the challenges we face. We will need to assess classroom technology capabilities and faculty technology needs, keeping in mind that different departments have different needs. ITS is being a great partner in these efforts. CETL offers summer opportunities and support to faculty who need help with their class development. We are working through HR about personnel processes (such as, high-risk individuals). Beyond classroom space, we need to identify safe solutions for dorms and Greek houses. We are working on procurement of materials (personal protection equipment, sanitizers, thermo scanners). All of this is ongoing. On the academic side, we continue to work with deans to finalize parameters around the Fall and possible changes to the class schedule. The deans will then work with departments and faculty to put together the “puzzle” for each unit. The same solution will not work for everyone. We hope to have soon a better idea of Fall class schedules so that faculty can prepare, and students know their options when registering.

- P&T training: 181 people attended the promotion-and-tenure training on Friday. One more session will be offered tomorrow via Zoom. All materials on the website have been updated according to the new policy. We will add to the website new materials that came out of the training sessions.
- Provost Lawrence thanked Terry Grieb for serving as Senate Vice-Chair (2018-190 and Chair (2019-200, and Barb Kirchmeier for her service as Senate Vice-Chair. Thanks were extended to Francesca Sammarruca for her first year of service as the Secretary of the University Faculty.

Discussion:

A Senator noted that faculty are getting concerned about not receiving much communication from the upper administration concerning the Fall. In particular, research faculty look at May 15 as the date when they are off contract. They effectively disappear to focus on their research. They would like some clear communication from the administration before the end of their contracts. Provost Lawrence replied that they are making every effort to provide those communications as soon as possible.

Chair Grieb commented on the several discussions which took place over the last few days – to the list of things to consider for Fall, he added contingency plans for faculty members who may become ill and cannot complete the semester. For some courses, plans will be easier than others.

A Senator pointed out that there is a very low number of COVID-19 cases in the Moscow area at this time – potentially attributable to decisions that university made in not bringing back students from Spring Break. Clearly, there are serious concerns regarding what may happen in the Fall. She ask whether any consideration was given – in the best interest of the community as well as the university/staff/students – to asking students to quarantine before attending live classes. Provost Lawrence replied that the question did come up and it is on the list of things to think about. The question will be better answered as we get into the summer and we see how things are going with certain states opening up. Washington will not open up as quickly as Idaho. We need to look at stages and rules. We will rely on public health for guidance. In the morning, there was a wrap up meeting/analysis on the last few months. The District Health Director was on call for two hours and gave positive feedback to the university's actions. The Senator's question has significant implications for students' schedules. It would not be possible to have students arrive two weeks early, so this idea would result in the first two weeks in the fall would be online.

A Senator emphasized the importance of encouraging faculty to talk to the students. We have one or two weeks left and we should collect feedback regarding how online teaching is going. We can use such feedback to project a good impression of the university. If students are unhappy, we need to know that as well. Provost Lawrence replied that a survey was actually just completed. There were versions for students, faculty, and staff. The student version ended on Friday. The survey was comprehensive regarding how the university responded, what worked, what didn't. A preliminary analysis indicates that feedback was very positive, with many good suggestions. Students are understanding of what we have been through. The survey will be very valuable, and responses will be distributed to faculty so that people can use it to make plans for the Fall. Response to the faculty survey was encouraged. Chair Grieb followed up on this point: a few other surveys have gone out, but some have not had as good of a response rate.

A Senator inquired about efforts to have coordinated and systematic COVID-19 testing. Provost Lawrence noted that we are ahead of most states on that aspect. The university is talking to Gritman officials. At the moment, we cannot make promises as there are many legal issues still to be dealt with, but we are working on it.

In response to the question whether students will be given the option to attend online or in person, Provost Lawrence said that one of the models being proposed is a “hi-flex” model, where students can attend in person or via Zoom. This way, students can still participate if they are sick, or if exposed and in isolation. Also, students in the high-risk population who wish to spend the semester away from campus, can participate. This is being considered but there are challenges, such as technology in the classrooms (not all classrooms can handle this high-flex mode). We need to identify higher priority classes. IT is ordering equipment to do some upgrades to classes and is planning to expand those efforts during the summer. Another aspect of the high-flex model could be: for Monday/Wednesday/Friday classes, some people may attend in person one day, and attend from home on other days. This model would give all students the opportunity of some personal interaction.

Committee Reports: None

New Business: None

One final reminder of the University Faculty Meeting (*via Zoom*) on Wednesday, May 6, 2020, 2:30pm (PT).

Adjournment: There was a motion to adjourn (A. Smith/Fairley). The meeting was adjourned at 4:30pm.

Respectfully Submitted,

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

2020 – 2021 Faculty Senate – Pending Approval

Meeting # 1

Tuesday, April 28, 2020, 4:30 pm – 5:00 pm

Zoom only

Present (only 2020-21 Senators are included): Ahmadzadeh, Bridges, Carter, Cohn, Dezzani, Fairley, Hickman, Keim, Kirchmeier, Lee-Painter, McIntosh, McKellar, Meeuf, Paul, Quinnett, Raja, Sammaruca (w/o vote), Schwarzlaender, R. Smith, Tenuto, Tibbals, Torrey Lawrence (w/o vote), Wargo
Absent: Chopin, Hanigan, Hill, Rashed, Rinker

Provost Designate Lawrence called the meeting to order at 4:32 pm.

The only agenda item for this meeting is to collect nominations for the positions of 2020-21 Senate Chair and Vice-Chair. The 2020-21 Senators will then have the opportunity to think about the nominations and will cast their votes next week.

A survey was placed by Joana Espinoza in the Zoom “chat” function. Up to three nominations are allowed per ballot. After it was noted that responses had stopped coming in, Provost Designate Lawrence asked if there was a motion to close the nomination process. So moved by Tibbals, seconded by Lee-Painter. Motion to close the nominations carried.

The nominees for the position of Chair were read:

- Barb Kirchmeier
- David Lee-Painter
- Delphine Keim
- Mark Schwarzlaender
- Ray Dezzani
- Ben Bridges
- Jerry Fairley
- Robert Rinker
- David Paul

Barb Kirchmeier accepted the nomination and all other nominees declined. Robert Rinker was absent.

The nominees for the position of Vice-Chair were read:

- Jerry Fairley
- David Paul
- Charles Tibbals
- Delphine Keim
- David Lee-Painter
- Russ Meeuf
- Ben Bridges

- Erin Chapman
- Arash Rashed
- Ray Dezzani
- Robert Rinker
- Penny Tenuto

David Paul and Russ Meeuf accepted the nomination. Rashed and Rinker were absent. They will be asked whether they accept the nomination after Secretary Sammarruca has checked that first-year senators are eligible to be officers.

Adjournment: There was a motion to adjourn (Lee-Painter/Fairley). The meeting was adjourned at 4:44 pm.

Respectfully Submitted,

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

2020 – 2021 Faculty Senate – Pending Approval

Meeting # 2 (open to 2020-21 Senators)

Tuesday, May 5, 2020, 4:30 pm – 5:00 pm

Zoom only

Present: Bridges, Carter, Chapman, Dezzani, Fairley, Hickman, Kirchmeier, Lee-Painter, McIntosh, McKellar, Meeuf, Paul, Quinnett, Raja, Rashed, Rinker, Sammarruca (w/o vote), Schwarzlaender, R. Smith, Tenuto, Tibbals, Torrey Lawrence (w/o vote), Wargo

Absent: Chopin, Ahmadzadeh, Cohn

Provost Lawrence called the meeting to order at 4:36pm.

Approval of Minutes (vote by 2020-21 Senators):

There was a motion (Schwarzlaender/Tibbals) to approve the minutes of the 2020-21 Faculty Senate Meeting #1 (April 28, 2020). The motion carried.

The only other agenda item for this meeting is to collect additional nominations, if any, for the positions of 2020-21 Senate Chair and Vice-Chair and then proceed to the elections. There were no additional nominations. The nominees are:

- Barb Kirchmeier (for the position of Chair)

and, for the position of Vice-Chair:

- Russ Meeuf
- David Paul

Provost Lawrence invited the candidates to say a few words.

Barb Kirchmeier: Barb came to U of I in 1996 as an undergraduate student. She then became a temporary lecturer and later a senior instructor in the English Department. Barb said that she learned a lot this year at Senate and would be honored to work for shared governance as the next Senate Chair.

David Paul: David is a professor of Exercise Physiology. He has been at the U of I since 2007, the longest he has been anywhere in his adult life.

Russ Meeuf: Russ is in the School of Journalism and Mass Media. He has been at the U of I since 2010. He enjoyed serving as a Senator and would welcome the opportunity to work with shared governance.

Barb Kirchmeier received unanimous votes for the position of 2020-21 Senate Chair.

Russ Meeuf received a majority of the votes for the position of 2020-21 Senate Vice-Chair.

Congratulations to the new Senate Officers!

Adjournment: There was a motion to adjourn (Fairley/Lee-Painter). The meeting was adjourned at 4:43pm.

Respectfully Submitted,

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

Attach. #4

Summer 2020 Committee on Committee Appointments

Kristina Running put on the Academic Petitions Committee

Marta Boris Tarre put on the Administrative hearing

Tom Williams and Elizabeth Fortunato put on Radiation Safety Committee

Luigi Boschetti and Leotina Hormel – Scientific Misconduct Committee

Dana Brolley put on Ubuntu

Karin Hatheway-Dial put on UCGE

Darren Kearney put on the Student Conduct Board

Michael McCollough put on Honors Program Committee

Amy Skibiel put on the Campus Planning Advisory Committee

Helen Brown put on the Borah Foundation Committee

Lisette Waits put on the Intellectual Property Committee

~~Campus Community~~ DRAFT
~~August 28~~May 6, 2020

Title: Resolution on Diversity
Author: Ubuntu Committee

WHEREAS Diversity and inclusion are core guiding principles of the UI community;¹

WHEREAS The University of Idaho “values people of diverse cultures, classes, races, ethnicities, sexes, gender identities, mental and/or physical abilities, citizenship, nationalities, sexual orientations, religious backgrounds, ages, epistemologies, academic disciplines, veteran status, life experiences, and identities”;²

WHEREAS Society is strengthened when all members obtain an education;

WHEREAS Institutions of higher education committed to diversity must work toward fostering an equitable and inclusive educational environment that supports those who in the past were excluded;

WHEREAS The perspectives of people from different life experiences enrich the educational experience for all;

WHEREAS Diversity promotes personal growth and a healthy society for all people by challenging stereotypes, encouraging critical thinking, and fostering better communication with people of varied backgrounds;

WHEREAS Diversity strengthens communities and the workplace;

WHEREAS Education within a diverse setting prepares students to become good citizens in an increasingly complex, pluralistic society; it fosters mutual respect and teamwork; and it helps build community;

WHEREAS Sustaining the nation’s prosperity (economic, scientific, social, and cultural) in the 21st century requires us to recognize the talents and abilities of all, especially those from diverse backgrounds and cultures;

WHEREAS Diversity is crucial for increasing recruitment, enrollment and retention of students, faculty, and staff at the University;

¹ <https://www.uidaho.edu/diversity>

² <https://www.uidaho.edu/diversity>

WHEREAS Diversity programs at Idaho universities are being challenged by members of the Idaho legislature who argue that “[the] drive to create a diversified and inclusive culture becomes divisive and exclusionary because it separates and segregates students”;³

WHEREAS this argument reflects a fundamental misunderstanding of the efficacy and importance of diversity programs with respect to attracting, supporting and educating all students to improve the quality of life for individuals, families, and communities in Idaho and beyond;

BE IT RESOLVED that the University of Idaho reaffirms its commitment to supporting diversity and inclusion not only through its policies and procedures, but through its campus and institutional culture. Having diverse bodies in an academic setting is only enriching for all students if the institution they contribute to and learn and grow within is committed to protecting those people by providing robust institutional support to ensure that protection;

BE IT FURTHER RESOLVED that as part of this commitment we remain dedicated to recognizing the importance of students, faculty, and staff from historically marginalized communities as they overcome obstacles to thrive. We further vow to ensure an equitable environment at the University of Idaho. Our vision of diversity is inclusive and includes people who are minoritized because of their gender identity, race, ethnicity, religion, sexuality, nation of origin, size, age, veteran status, family status, diverse abilities, and other unique and important identities;

BE IT FURTHER RESOLVED That as a university community, we remain committed to providing, expanding, and funding appropriate and thoughtful partnerships with current programming offices and maintaining and extending support to such programs that are devoted to increasing equity and diversity on campus such as the Office of Diversity and Equity, the LBGTQA Office and the Green Dot program– but not limited to – areas such as recruitment and retention, student success, academic programming, instructor training, curriculum development, advising, and extracurricular opportunities. We also affirm a renewed commitment to ensuring the mental and physical safety – and a provision of needed support – for students, faculty and staff from historically marginalized backgrounds as they navigate their experience at the University of Idaho. Finally, we affirm a commitment to maintain, fund, and expand academic programs focused on diversity and inclusion on campus (e.g. Africana Studies; American Indian Studies; Certificate in Diversity and Inclusion, Latin American Studies; Women, Gender, and Sexuality Studies).

³ <https://www.idahostatesman.com/news/local/education/boise-state-university/article232600507.html>



POLICY COVER SHEET

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

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

Faculty Staff Handbook (FSH)

x Addition ☐ Revision* ☐ Deletion* ☐ Emergency ☐ Minor Amendment

Policy Number & Title: **FSH 6990 COMMUNICABLE DISEASE EMERGENCY RESPONSE**

Administrative Procedures Manual (APM)

☐ Addition ☐ Revision* ☐ Deletion* ☐ Emergency ☐ Minor Amendment

Policy Number & Title:

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

Originator: Diane Whitney, University Policy and Compliance Coordinator

Policy Sponsor, if different from Originator:

Reviewed by General Counsel X Yes ___ No

Name & Date: Kent Nelson, 8/25/20

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

Temporary emergency policy FSH 6990 COVID-19 Emergency Response was adopted 3/20/2020, allowing the University to depart from existing policy to the extent necessary to implement its response to the COVID-19 pandemic. That policy will expire 9/16/2020. In order to provide for the University's continuing response to COVID-19, and to provide for University's response to future communicable disease emergencies, an ad hoc committee was convened to draft this FSH 6990 Communicable Disease Emergency Response.

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

None in itself, although actions taken pursuant to it may have fiscal impacts.

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

Temporary emergency policy FSH 6990 COVID-19 Emergency Response. Actions taken pursuant to the temporary policy may be viewed on the [Emergency Action Items](#) page of the UI COVID-19 site.

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

To be effective as of the date of final approval.

FSH 6990

Communicable Disease Emergency Response

A. Scope. This policy applies to all University of Idaho students and employees.

B. Purpose. The purpose of this policy is to ensure that the University is able to respond quickly and effectively to protect the UI community and the interests of the institution in the event of a public health emergency caused by a communicable disease outbreak.

C. Definitions

1. Communicable disease: A disease which may be transmitted from one person or an animal to another person either by direct contact or through an intermediate host, vector, inanimate object, or other means which may result in infection, illness, disability or death.
2. Outbreak: An unusual rise in the incidence of a disease. An outbreak may consist of a single case.
3. Public health emergency: For the purposes of this policy, a communicable disease outbreak is determined to be a public health emergency by local, state, or federal health authorities.

Commented [WD(1)]: Definition drawn from <https://healthandwelfare.idaho.gov/Portals/0/Health/Epi/Disease%20Summaries/Rules%20Regulations.pdf>.

Commented [WD(2)]: Definition drawn from <https://healthandwelfare.idaho.gov/Portals/0/Health/Epi/Disease%20Summaries/Rules%20Regulations.pdf>; committee concerned about ambiguity but will address possible amendment to definition at later date.

D. Policy

1. Applicability. In the event of a communicable disease outbreak, the president will consult with local, state, or federal health authorities as appropriate. If the outbreak is determined by public health authorities to be a public health emergency, the president may take action under the provisions of D-2. In the absence of a declaration of public health emergency, and if necessary to protect the UI community and the interests of the institution, the president may, after consultation with public health authorities, ~~and with the consent of~~ Faculty Senate leadership and Staff Council leadership, take action under the provisions of D-2.
2. Temporary policies and procedures. To the extent necessary to implement or enforce the University's response to a public health emergency caused by a communicable disease outbreak, the University may establish temporary policies and procedures which may be inconsistent with existing policies and procedures. Prior to final implementation, the administration shall seek the input of affected constituencies, Staff Council, and Faculty Senate as appropriate and reasonable under the circumstances. Any such policy or procedure must be approved by the president or designee and published online, with a notice published in the Register as soon as reasonably practical.
3. Termination. If there is a declaration of public health emergency by local, state, or federal authorities, temporary actions under this policy will remain in effect only for so long as the declaration of public health emergency remains in effect. In the absence of a declaration of public health emergency, the president, Faculty Senate leadership, and Staff Council leadership, in consultation with public health authorities, shall periodically assess the situation and determine whether actions taken under this policy shall be terminated.

Commented [WD(3)]: Board policy I.E.2.a. states that "[f]or the higher education institutions, the Board expects the Presidents to obtain the necessary input from the faculty, classified and exempt employees, and students, but it holds the Presidents ultimately responsible for the well-being of the institutions, and final decisions at the institutional level rest with the Presidents."

E. Effective date. This policy shall be effective as of the date of final approval.

Attach. #7



POLICY COVER SHEET

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<https://sitecore.uidaho.edu/governance/policy>.

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Faculty Staff Handbook (FSH)

☐ Addition ☐ Revision* ☒ Deletion* ☐ Emergency ☐ Minor Amendment

Chapter & Title: **FSH 1120 ORIGINS AND GROWTH OF THE UNIVERSITY OF IDAHO**

Administrative Procedures Manual (APM)

☐ Addition ☐ Revision* ☐ Deletion* ☐ Emergency x Minor Amendment

Chapter & Title:

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

Originator (see FSH 1460 C) Diane Whitney, Policy Coordinator

Policy Sponsor, if different from Originator:

Reviewed by General Counsel ☒ Yes ☐ No Name & Date: Jim Craig, 8/28/20

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

FSH 1120 is not policy, but rather a historical description of the University. The material will continue to be available in the UI Library special collection "Campus History," available online at <https://www.lib.uidaho.edu/special-collections/>.

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

None.

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

Referenced in FSH 1220, also proposed for deletion, and in FSH 1520.

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

Effective immediately.

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)

ORIGINS AND GROWTH OF
THE UNIVERSITY OF IDAHO

PREAMBLE: This section sketches a very brief history of the University of Idaho. Fuller information can be found in Statutes and Decisions Relating to the University of Idaho by Harrison Dale, former president of the university (Boise, 1944) [see the Appendix], Beacon for Mountain and Plain: Story of the University of Idaho by Rafe Gibbs (Moscow, University of Idaho Press, 1962), This Crested Hill: An Illustrated History of the University of Idaho by Keith C. Peterson (Moscow, University of Idaho Press, 1987). This section was written by the Faculty Secretary's Office for the 1979 edition of the Handbook and has been updated so as to maintain currency of information from time to time since. Unless otherwise noted, the text is as of July 1996. [ed./rev. 7-98]

CONTENTS:

- A. Origins
- B. The University Today

A. ORIGINS. [See also Appendix I.]

A-1. Recognizing that education was vital to the development of Idaho, the legislature set as a major objective the establishment of an institution that would offer to all the people of the territory, on equal terms, higher education that would excel not only in the arts, letters, and sciences, but also in the agricultural and mechanic arts. The federal government's extensive land grants, particularly under the Morrill Act of 1862, provided substantial assistance in this undertaking. Subsequent federal legislation provided further for the teaching function of the institution and for programs of research and extension. In all, approximately 240,000 acres were allocated to the support of Idaho's land-grant institution.

A-2. After selecting Moscow as the site for the new university, in part because Moscow was located in the "center of one of the richest and most populous agricultural sections in the entire Northwest" and the surrounding area was not subject to the "vicissitudes of booms, excitement, or speculation," the University of Idaho was founded January 30, 1889, by an act of the 15th and last territorial legislature. That act, commonly known as the university's charter, became a part of Idaho's organic law by virtue of its confirmation under article IX, section 10, of the state constitution when Idaho was admitted to the union. As the constitution of 1890 provides, "The location of the University of Idaho, as established by existing laws, is hereby confirmed. All the rights, immunities, franchises, and endowments heretofore granted thereto by the territory of Idaho are hereby perpetuated unto the said university. The regents shall have the general supervision of the university and the control and direction of all the funds of, and appropriations to, the university, under such regulations as may be prescribed by law." Under these provisions, the University of Idaho was given status as a constitutional entity. Though the university is to be governed under regulations as may be prescribed by law, the regents were specifically given control of the funds and conditions of employment. Thus, the Board of Regents (designated in the territorial act as a body corporate and named "The Regents of the University of Idaho") has wide ranging authority not inherent in the governing board of the other institutions in Idaho's state system of higher education.

A-3. The regents were also empowered to appoint the university president to administer the institution and serve as president of the university faculty and of the constituent and associated faculties. As provided in the territorial act, the president is the "executive head of the instructional force" and gives "general direction to the instruction and scientific investigation of the university." The act also entrusted the immediate government of the University of Idaho to the faculty. The tradition that the faculty, the president, and the regents are jointly responsible for governing this university has continued to the present.

UI FACULTY-STAFF HANDBOOK

Chapter I: HISTORY, MISSION, GENERAL ORGANIZATION, AND GOVERNANCE

Section 1120: Origins and Growth of the University of Idaho

July 2006

A-4. James H. Forney was named acting president from 1881-1892 and Franklin B. Gault became the first president, welcoming about 30 students and one other professor when the university officially opened its doors, October 3, 1892. Most of the students who entered in 1892 were at the preparatory level; thus, the first graduating class in 1896 numbered only four (two men and two women). The following year the first master's degree was awarded, and the next year saw the appointment of a new president, Joseph P. Blanton, who served until 1900. Since then, UI has had the following presidents: James A. MacLean (1900-1913), Melvin A. Brannon (1914-1917), Ernest H. Lindley (1917-1920), Alfred H. Upham (1920-1928), Frederick J. Kelly (1928-1930), Mervin G. Neale (1930-1937), Harrison C. Dale (1937-1946), Jesse E. Buchanan (1946-1954), Donald R. Theophilus (1954-1965), Ernest W. Hartung (1965-1977), Richard D. Gibb (1977-1989), Elisabeth A. Zinser (1989-1995), Thomas O. Bell, Interim President (1995-1996), and Robert A. Hoover, (1996-2003), Gary G. Michael, Interim President (2003-2004), Timothy P. White, (2004-2008) Steve Daley-Laursen, Interim President (2008-2009), M. Duane Nellis (2009-2013) and Donald L. Burnett Jr., Interim President (2013-2014), Charles (Chuck) A. Staben (2014-present). *[rev. 7-06, rev. 8-13, 3-14]*

A-5. The university catalog for 1893 states that the "college or department of arts," "the college or department of letters," and "the college or department of agriculture" offered five "collegiate courses": "the classical; the scientific; the mechanic arts and civil engineering; the agriculture; the English." The College of Letters and Science was formally established in 1900. Colleges established later, though not necessarily under their current names, are: Agriculture (1901), Engineering (1907), Law (1909), Mines and Earth Resources (1917), Forestry, Wildlife and Range Sciences (1917), Education (1920), Business and Economics (1925), and Art and Architecture (1981). Graduate work has been under the supervision of the College of Graduate Studies since it was created in 1925. The Lionel Hampton School of Music (1969) and the School of Communication (1972) function within the College of Letters and Science, and the Margaret Ritchie School of Family and Consumer Sciences (1974) functions within the College of Agriculture. At UI, schools are not independent academic units.

B. THE UNIVERSITY TODAY.

B-1. The University of Idaho serves as the flagship research and land-grant institution of the state, is a Carnegie Doctoral/Research-Extensive institution, is a principal center for professional education, and is the state's preeminent center for comprehensive and research-oriented graduate programs. *[ed. 7-06]*

B-2. UI is a member of the National Association of State Universities and Land-Grant Colleges. It is accredited by the Northwest Commission on Colleges and Universities and accredited or approved for specific programs by the Accreditation Board for Engineering and Technology, American Bar Association, American Chemical Society, American Dietetics Association, American Society of Landscape Architects, Association of American Law Schools, Council for the Accreditation of Counseling and Related Educational Programs, National Architectural Accrediting Board, National Association of Schools of Art and Design, National Association of School Psychologists, National Association of Schools of Music, National Council for Accreditation of Teacher Education, and Society of American Foresters. *[ed. 7-06]*

B-3. As noted in A-1, substantial federal land-grants were made available during the territorial days and allocated to the university; the income from these properties still contributes to its support. Nevertheless, the institution's main support is from annual legislative appropriations and, primarily for auxiliary services, from student fees. The university also receives gifts, grants, and endowments for scholarships, teaching, research, and development from many sources, both public and private, in part through the UI Foundation and the Idaho Research Foundation.

B-4. Since its small beginning, the student body has grown to over 13,000 undergraduate, graduate and professional students and is made up largely of full-time students who live on campus or within easy commuting distance. Though most of the students come from Idaho, every state in the union and approximately 85 foreign countries are represented. There are more than 750 full-time faculty members in teaching, research, and service and approximately 1500 staff and professional personnel. In addition, the university operates instructional/outreach and research centers and stations around the state, offers a wide variety of high-school and college courses by correspondence, conducts general extension services and continuing education programs in many localities, and participates in numerous interinstitutional programs. The main campus alone now covers over 300 acres and is the site of more than 50 major buildings. Other university lands, including the nearby university farms and experimental forest, exceed 8,000 acres. *[ed. 7-06]*

UI FACULTY-STAFF HANDBOOK

Chapter I: HISTORY, MISSION, GENERAL ORGANIZATION, AND GOVERNANCE

Section 1120: Origins and Growth of the University of Idaho

July 2006

~~**B-5.** Following deliberations and recommendations from the specially appointed University Vision and Resources Task Force (summer 2004) and subsequent open commentary period, the sixteenth president of the University, Timothy P. White, developed the Plan for Renewal of People, Programs and Place (February 2005). The Plan is crafted around our identity as a student-centered, research-extensive and engaged learning community. The plan may be viewed on the web at: <http://www.president.uidaho.edu/documents/Strategic%20Directions2-11-05.pdf&pid=78760&doc=1> [rev. 7-05, 7-06]~~



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Faculty Staff Handbook (FSH)

☐ Addition ☐ Revision* ☒ Deletion* ☐ Emergency ☐ Minor Amendment

Policy Number & Title: **FSH 4320 BOARD POLICY ON INTERCOLLEGIATE ATHLETICS**

Administrative Procedures Manual (APM)

☐ Addition ☐ Revision* ☐ Deletion* ☐ Emergency ☐ Minor Amendment

Policy Number & Title:

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

Originator: Diane Whitney, University Policy and Compliance Coordinator

Policy Sponsor, if different from Originator:

Reviewed by General Counsel X Yes ___ No

Name & Date: Jim Craig, 8/24/20

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

FSH 4320 merely restates SBOE policy and therefore is outside the UI's policymaking authority.

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

None.

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

FSH 4325 UI Organization of Intercollegiate Athletics.

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

4320

BOARD POLICY ON INTERCOLLEGIATE ATHLETICS

PREAMBLE: This section outlines the Board of Regents' policy on intercollegiate athletics. A previous avatar appeared in the 1979 Handbook. This section was rewritten in July of 1987 to reflect changes in the Regents' policy. For further information, contact the President's Office (208-885-6365).

A. DELEGATION OF AUTHORITY. The regents have delegated to the president authority for the conduct of UI's intercollegiate athletic program [see 4325 for a description of the program]. The board requires that the program be administered in conformity with its policies and those of the organizations and conferences with which UI is affiliated. The board's basic policy is contained below.

B. POLICY.

- **B-1.** The board reaffirms the role of intercollegiate athletics as a legitimate and significant component of institutional activity. The responsibility for and control of institutional activities in this area rest with the board.
- **B-2.** In the area of intercollegiate athletics, the board seeks to establish programs which provide opportunities for student athletes to attend college and participate in athletic programs while pursuing and completing academic degrees, reflect accurately the priorities and academic character of its institutions, and serve the needs of the institutions as they seek, through their athletic programs, to establish fruitful and sustaining relationships with their constituencies throughout the state and nation.
- **B-3.** Given these goals, the board has a continuing concern and interest in the academic success of student athletes, the scope and level of competition, and the cost of athletic programs administered by its institutions. Consequently, the board will, from time to time, in the context of this policy statement, promulgate, as necessary, regulations governing the conduct of athletic programs at its institutions.



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Faculty Staff Handbook (FSH)

☐ Addition ☐ Revision* ☒ Deletion* ☐ Emergency ☐ Minor Amendment

Policy Number & Title: **FSH 1140 MISSION AND SCOPE OF HIGHER EDUCATION IN IDAHO**

Administrative Procedures Manual (APM)

☐ Addition ☐ Revision* ☐ Deletion* ☐ Emergency ☐ Minor Amendment

Policy Number & Title:

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

Originator: Diane Whitney, University Policy and Compliance Coordinator

Policy Sponsor, if different from Originator:

Reviewed by General Counsel X Yes ___ No

Name & Date: Kent Nelson 5/15/20

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

FSH 1140 is purely duplicative of SBOE policy. Its subject matter lies squarely within the purview of the SBOE and is in fact pre-empted by SBOE policy.

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

None.

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

Cross-referenced in preamble to FSH 1320.

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

MISSION AND SCOPE OF PUBLIC HIGHER EDUCATION IN IDAHO

PREAMBLE: The following statement of the mission and scope of public postsecondary education in Idaho was adopted on March 3, 1983, by the State Board of Education and Board of Regents of the University of Idaho. A section of the statement, dealing with the mission and scope of post secondary vocational technical education, is not reproduced here. See also 1240, 1320, and 1340. [ed. 7-97]

CONTENTS:

A. Introduction

B. The Roles of Postsecondary Education

C. Principles Governing Instructional Programs

A. INTRODUCTION.

A-1. The state of Idaho has the responsibility to provide educational opportunities for its citizens. To this end the state supports a system of postsecondary education, governed by the State Board of Education, made up of its postsecondary schools, colleges, and universities. The institutions' programs include a wide range of postsecondary offerings. Thus the system, through its institutions, is capable of awarding certificates and degrees at the associate, baccalaureate, master's, and doctoral levels.

A-2. Institutional role and mission statements [see 1240], together with this description of the system's mission and scope, form the basic planning document to guide future decisions about public postsecondary education in Idaho. This planning document will allow the board to encourage diversity among the state's institutions by two different means: (a) by authorizing programs that are compatible with the institutions' role and mission statements and with that of the system of postsecondary education and (b) by supporting the different emphases and specialized programs on the several campuses.

A-3. The scope and mission of postsecondary education will inevitably change. Therefore, the principles stated in this document must be reviewed and either reaffirmed or revised on a regular basis.

B. THE ROLES OF POSTSECONDARY EDUCATION. The mission and scope of public postsecondary education in Idaho must reflect the state's economy, geography, demography, and culture. The relevance of these must be stated in order to articulate the system's general aims and the principles for achieving them.

B-1. If Idaho is to develop and sustain a strong economic, cultural, and technological base, and if its citizens are to be equipped to lead satisfying and responsible lives, its educational institutions must provide quality instruction in the liberal arts, technology, professional careers, and basic and applied sciences.

B-2. The needs of Idaho are changing, and the educational institutions must be capable of changing to meet new needs.

B-3. Idaho, because of its widely dispersed population, cannot realistically provide complete geographic "equality" of access to all educational programs in all regions of the state.

B-4. The long distances within the state, its diversified topography, and the locations of its existing institutions require that each one provide access to general education programs.

B-5. While granting that all institutions have regional missions, and that all, therefore, will provide essential courses for regional clienteles, a number of programs offered by the institutions must serve a primarily statewide mission.

UI FACULTY-STAFF HANDBOOK

Chapter I: HISTORY, MISSION, GENERAL ORGANIZATION, AND GOVERNANCE

Section 1140: Mission and Scope of Public Higher Education in Idaho

2006 (editorial)

~~B-6. The discovery of new knowledge through research is an essential component in developing quality instruction. The knowledge gained through research also forms the cornerstone of many of the public services that the educational institutions provide the state's citizens.~~

~~B-7. Public service is an important responsibility of the institutions.~~

~~C. PRINCIPLES GOVERNING INSTRUCTIONAL PROGRAMS. The principles to guide policy making for instructional programs may conveniently be sorted into three classes: [C-1] those governing existing programs, [C-2] those governing new programs, and [C-3] those governing review of existing programs. The principles governing existing programs may usefully be further divided into two subclasses: [C-1-a] principles relevant to the programs that must be made available in all regions of the state, and [C-1-b] principles relevant to programs offered by single institutions.~~

~~C-1. Principles Governing Existing Instructional Programs.~~

~~a. Programs Made Available in All Regions of the State.~~

~~(1) Recognizing our citizens' needs for an understanding of human institutions and values, for an appreciation of their physical world and the things in it, and for basic skills in communication, mathematical calculations, and problem-solving, access to a broad core of studies in the liberal arts and sciences must be provided in all of the state's institutions. Such studies are fundamental to all academic programs.~~

~~(2) Certain professional and specialized programs widely needed by citizens and industries throughout the state (e.g., programs in education and business) may be made available in each region by the appropriate colleges and universities as consistent with their roles and missions. {ed. 7-00}~~

~~(3) Duplication of certain programs is not only permissible, but is essential to the overall mission of postsecondary education.~~

~~(4) Given the limitations of resources available to postsecondary education, institutions are encouraged to take maximum advantage of articulation, consortia, or other cooperative arrangements with other postsecondary institutions to deliver their educational services.~~

~~b. Programs Not Uniformly Available at Institutions.~~

~~(1) Programs of statewide significance (hereafter designated "statewide programs") shall be assigned as the responsibility of an appropriate institution. (a) Such programs shall be delivered by institutions capable of providing them at a high level of quality. (b) The offering of such programs carries with it the responsibility for meeting statewide rather than just regional needs. Institutions offering them must have adequate resources, and must be prepared through their budgetary processes to meet needs outside their regions by any of a variety of delivery methods. (c) Duplication of statewide programs can rarely be considered as justifiable.~~

~~(2) The Board recognizes the need to provide a number of programs—usually technical or vocational in their aims—to meet the specific industrial or economic activities of a given region. (a) Such programs are usually offered by a SINGLE regional institution. (b) Because such programs are highly subject to changing economic and industrial needs, they may be created, altered, or eliminated on a very brief timetable.~~

~~C-2. Principles Governing the Establishment of New Programs.~~

~~a. The development of new programs will be initiated when there is a clear need for them.~~

UI FACULTY-STAFF HANDBOOK

Chapter I: HISTORY, MISSION, GENERAL ORGANIZATION, AND GOVERNANCE

Section 1140: Mission and Scope of Public Higher Education in Idaho 2006 (editorial)

~~b. The need for new programs will be assessed by the Academic Affairs Council. New program areas, once identified, will be assigned by the board to the appropriate institution for the purposes of planning.~~

~~e. The board shall establish incentives to encourage the internal reallocation of resources as the primary method for funding new programs.~~

~~d. Student exchange programs, resource sharing, and tuition reciprocity are encouraged as means for providing access to essential programs not available in the state.~~

~~**C-3. Principles Governing the Review of Existing Programs.** Over future years, the roles and missions of institutions will change. Because the demand and funding for programs fluctuates, and the need for them may change radically over time, the board requires that all programs be subject to systematic review.~~

~~a. The number of people served by postsecondary education will be determined by the level of funding.~~

~~b. Institutions will be encouraged to shift resources internally to meet changing needs whenever possible.~~

~~e. The board and its institutions shall strictly scrutinize all programs for continuing need and current levels of effectiveness, especially high cost programs.~~

~~d. The board and its institutions will consider alternative ways of supplementing funding for high cost, low enrollment programs.~~



POLICY COVER SHEET

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Faculty Staff Handbook (FSH)

☐ Addition ☐ Revision* ☒ Deletion* ☐ Emergency ☐ Minor Amendment

Policy Number & Title: **FSH 1220 INSTITUTIONS OF HIGHER EDUCATION IN IDAHO**

Administrative Procedures Manual (APM)

☐ Addition ☐ Revision* ☐ Deletion* ☐ Emergency ☐ Minor Amendment

Policy Number & Title:

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

Originator: Diane Whitney, University Policy and Compliance Coordinator

Policy Sponsor, if different from Originator:

Reviewed by General Counsel X Yes ___ No

Name & Date: Kent Nelson 4/27/20

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

FSH 1220 is purely descriptive, not policy, and to the extent that it deals with other institutions is outside the scope of the UI's policymaking authority.

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

None.

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

Referenced in FSH 1240.

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

INSTITUTIONS OF HIGHER EDUCATION IN IDAHO

PREAMBLE: This section enumerates and briefly describes the various institutions of higher education found in the state of Idaho, both public and private ones. It was first introduced to the Handbook in December of 1980 and has been revised from time to time since so as to maintain currency of information.

CONTENTS:

- A. ——— State System of Higher Education
- B. ——— Private Institutions

A. STATE SYSTEM OF HIGHER EDUCATION. The major components of the state system of higher education in Idaho include the State Board of Education and Board of Regents of the University of Idaho (a single body) and the public institutions of higher education. A basic objective is to provide a coordinated system in which the individuality of each institution is maintained, the students are afforded an education of high quality, and the Idaho taxpayers are assured of maximum efficiency and economy:

———— **A-1. STATE BOARD OF EDUCATION AND BOARD OF REGENTS OF THE UNIVERSITY OF IDAHO.** The board is responsible, in varying degrees, for the following institutions and agencies in Idaho: the state institutions of higher education, the public school system, the community colleges, the State Department of Education, the Divisions of Vocational Education and Vocational Rehabilitation, the State School for the Deaf and the Blind, the Eastern Idaho Vocational Technical School, the State Library, the State Historical Society, and the Idaho Educational Public Broadcasting System. [See also 1120 A-2 and 1520 I-1.] The staff in the Office of the State Board of Education, located at Boise, assists the board in all matters pertaining to its constitutional and statutory responsibilities:

———— **A-2. UNIVERSITY OF IDAHO.** UI's history is outlined in 1120, its role and mission in 1240 B, and its particular functions and objectives in 1320. *[ed. 7-97]*

———— **A-3. LEWIS-CLARK STATE COLLEGE.** LCSC was established as Lewiston State Normal School in 1893. In 1947 the name was changed to North Idaho College of Education and changed again in 1955 to Lewis-Clark Normal School. The legislature restored its four-year status in 1965 and gave the college its present name in 1971. For the statement of LCSC's role and mission, see 1240 B-2 e. *[ed. 7-97, 12-13]*

———— **A-4. IDAHO STATE UNIVERSITY.** Located in Pocatello, ISU was established as the Academy of Idaho in 1901, renamed the Idaho Technical Institute in 1915, reorganized as UI's Southern Branch in 1927, designated as Idaho State College in 1947, and granted university status in 1963. For the statement of ISU's role and mission, see 1240 B-4. *[ed. 7-97, 12-13]*

———— **A-5. BOISE STATE UNIVERSITY.** Founded in 1932, BSU began as a church-related junior college. After the church ties were severed in 1939, it was financed through taxation by a junior-college district. After becoming a four-year institution in 1965, Boise College entered the state system in 1969 as a comprehensive state college. University status was granted in 1974. For the statement of BSU's role and mission, see 1240 B-1. *[ed. 7-97]*

———— **A-6. NORTH IDAHO COLLEGE.** Established in Coeur d'Alene in 1933 as a private junior college, NIC became a publicly supported institution in 1939. As a community college, it offers four associate degrees; its basic responsibilities include providing the first two years of a standard four-year program, vocational-technical preparation, and adult education programs. Upper-division courses are sometimes offered on campus through UI.

———— **A-7. COLLEGE OF SOUTHERN IDAHO.** This two-year comprehensive community college located at

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UI FACULTY-STAFF HANDBOOK

Chapter I: HISTORY MISSION, GENERAL ORGANIZATION, AND GOVERNANCE

Section 1220: Institutions of Higher Education in Idaho

2006 (editorial)

Twin Falls has served the Magic Valley area of southern Idaho since 1964. Its primary function is to provide the first two years of college-level instruction, vocational-technical preparation, and adult education programs; it confers associate degrees in arts, sciences, and applied science.

——— **A-8. EASTERN IDAHO TECHNICAL COLLEGE.** EITC was established by the legislature in 1970 to provide postsecondary vocational-technical programs in eastern Idaho. The school is located at Idaho Falls and its primary responsibility is to students of the 10 counties that constitute Junior College District Six.

B. PRIVATE INSTITUTIONS. In addition to the public institutions described above, there are four private institutions of higher education in Idaho. Though these are not supported by the state and, therefore, are not under the aegis of the state board, they contribute significantly to higher education in Idaho, complementing the programs of the publicly supported institutions.

——— **B-1. RICKS COLLEGE.** Ricks College was founded in Rexburg in 1888 by the Church of Jesus Christ of Latter-day Saints as the Bannock Stake Academy. When it was recognized by the Idaho State Board of Education in 1917, the name was changed to Ricks Normal College. Its present name dates from 1923. Ricks College provides a comprehensive program for freshmen and sophomores both in vocational-technical fields and in the arts and sciences. It confers associate degrees and one-year certificates.

——— **B-2. ALBERTSON'S COLLEGE OF IDAHO.** Located in Caldwell and founded in 1891 as the College of Idaho, this four-year institution is church-related (Presbyterian) but nonsectarian in instruction. It offers baccalaureate degrees in 30 major fields and master's degrees in education.

——— **B-3. NORTHWEST NAZARENE COLLEGE.** Located in Nampa and founded in 1913, Northwest Nazarene College is affiliated with the Church of the Nazarene. This four-year, liberal arts college has a balanced program in the humanities, natural sciences, social sciences, and fine arts. NNC grants associate and baccalaureate degrees; it also offers master's degrees in education.

——— **B-4. COLLEGE OF ST. GERTRUDE.** Operated by the Sisters of St. Benedict at Cottonwood and incorporated in 1956 to offer junior-college work, the College of St. Gertrude is a small school offering the degree of Associate in Arts. Its courses are offered in an evening program only and have been accepted for transfer to UI.



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Faculty Staff Handbook (FSH)

☐ Addition ☐ Revision* ☒ Deletion* ☐ Emergency ☐ Minor Amendment

Policy Number & Title: **FSH 4325 UI ORGANIZATION OF INTERCOLLEGIATE ATHLETICS**

Administrative Procedures Manual (APM)

☐ Addition ☐ Revision* ☐ Deletion* ☐ Emergency ☐ Minor Amendment

Policy Number & Title:

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

Originator: Diane Whitney, University Policy and Compliance Coordinator

Policy Sponsor, if different from Originator:

Reviewed by General Counsel X Yes ___ No

Name & Date: Jim Craig 8/26/20

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

FSH 4325 is proposed for deletion because it is mostly descriptive and doesn't serve any policy function (e.g., to guide decisionmaking, mandate or constrain actions, mitigate institutional risk, etc.).

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

None.

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

FSH 4320 Board Policy on Intercollegiate Athletics, which is also proposed for deletion.

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

4325

UI ORGANIZATION OF INTERCOLLEGIATE ATHLETICS

PREAMBLE: This section outlines the organization of intercollegiate athletics at UI, including a statement of philosophy. The original avatar of this section was a part of the 1979 Handbook. It was rewritten in February of 1980 to reflect the consolidation of men's and women's sports into a single athletic program. Since that time it has been revised to mark the dropping of men's baseball and women's field hockey (June, 1981) and men's swimming (November, 1986), and the addition of women's soccer, swimming, and golf (July, 2006). In July of 1996 it was revised to take note of the shift to the Big West athletic conference and in July of 2006 a shift to the Western Athletic Conference. For further information, contact Athletic Department (208-885-0200). See also 4320.

CONTENTS:

- A. Athletic Department
- B. Statement of Philosophy
- C. Competitive Structure
- D. Sports Information

A. ATHLETIC DEPARTMENT. The intercollegiate athletic program is administered by the Athletic Department. The department consists of the director of athletics, assistant director/senior women's administrator, senior associate athletic director, assistant director for development, and the staff, coaches, and trainers for seven men's and nine women's teams. Approximately 330 students participate in intercollegiate athletics. {rev. 7-06}

B. STATEMENT OF PHILOSOPHY.

B-1. The Athletic Department adheres to the belief that intercollegiate athletics is an integral part of the educational framework of the university. The athletic program for men and women serves as a method of education by which a significant contribution may be made to the total development of the student athlete.

B-2. The athletic program serves to inspire the pursuit of excellence through the honest effort and personal integrity of all concerned and through the provision of coaching, facilities, and equipment to enable student athletes to realize their potential. In this way, the athletic program can be a source of pride for all associated with the university.

B-3. The primary objective of the athletic program is to provide a quality competitive intercollegiate program for UI student athletes that will enrich their lives, enhance the image of the institution, and be complementary to the academic mission of UI.

C. COMPETITIVE STRUCTURE. UI belongs to both regional and national athletic associations. Any full-time undergraduate student who meets the standards for eligibility of the governing association is eligible to participate in intercollegiate athletics. For men's and women's athletics, membership is held in the Western Athletic Conference and in Division I of the National Collegiate Athletic Association (NCAA). UI fields teams for men in football, basketball, cross country, indoor track and field, outdoor track and field, tennis, and golf. Women's teams compete in volleyball, basketball, indoor track and field, outdoor track and field, tennis, cross country, soccer, swimming, and golf. {rev. 7-06}

D. SPORTS INFORMATION. The director of sports information is responsible for publicity, promotion, and public relations for the intercollegiate athletic program. The duties of the director's office include preparation of publications and news releases, relations with sports news media, and coordination of press box arrangements. {ed. 7-97}

2020 – 2021 Faculty Senate ~~Pending Approval~~ Approved on 9.15.2020 Mtg. #5Meeting # 4

Tuesday, September 8, 2020, 3:30 pm – 5:00 pm

Zoom only

Present: Ahmadzadeh, Brantz, Carney, Chapman, Dezzani, Fairley, Goebel, Hichman, Keim, Kirchmeier (Chair), Lee-Painter, McIntosh, McKellar, Meeuf (Vice-Chair), Paul, Quinnett, Raja, Rashed, Rinker, Rose, Sammarruca (w/o vote), Smith, Stroebel, Tenuto, Tibbals, Torrey Lawrence (w/o vote), Wargo

Absent: Bridges (excused), Schwarzlaender (excused)

Guest Speakers: Diane Whitney

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

Approval of Minutes (vote):

- Minutes of the 2020-21 Meeting #3 – Attach. #1
There were no corrections to the minutes of the 2020-21 Meeting #3. The minutes were approved as distributed.

Chair's Report:

- Chair Kirchmeier invited everyone to congratulate Faculty Senator Dan Hickman. Last week Dan and his wife welcomed a baby boy named Charlie into the world!
- Zoom etiquette:
 - Change your display name to your preferred name + pronouns + the college or group you are representing here
 - Raise your hand using the electronic "raise my hand" feature.
 - Type questions in the chat if that works better for you.
- The first University Faculty Meeting of the year will be held via Zoom on Wednesday, September 16 at 2:30pm. This will be a voting meeting, so please encourage fellow faculty members to attend so we can conduct the business which requires a quorum.
- Three upcoming deadlines to keep in mind:
 - option to exclude spring and summer teaching evaluations from any review process (promotion, tenure, annual evaluations or third year reviews) ends on September 15.
 - Sabbatical applications are due on October 30.
 - Honorary degree nominations are due on November 16.

Please help us spread the word about these upcoming deadlines by sharing with your colleagues

There were no questions or comments following the Chair's report.

Provost's Report:

- Update on COVID-19: our schedule for surveillance testing moved up last week as a reaction to the increasing number of COVID-19 cases in Whitman County. A number of people were invited to voluntary testing: on-campus students, students from the Greek system or living off campus, and all our employees residing in Whitman County. That testing happened last week and we are planning to test more groups this week. We have moved forward with testing wastewater. The idea is to take wastewater samples from certain on-campus locations and test them for evidence of Corona virus. A team of U of I researchers and faculty, with the help

of Facilities, has developed 8 different places where they can take sewage samples coming out of buildings. Some samples were taken last Thursday and results were available on Friday. Those results showed noticeable amount of COVID-19 in two dorm areas. There was a lot of discussion during the weekend about how to increase testing of students who live in those areas. In the meantime, researchers are continuing to develop their methods and plan to take a broader spectrum of samples. We will be testing the students from those dorm areas this week. The testing capacity will increase and will be moved back to campus for a few days. Our usual protocol is working well, with individuals who test positive moving into isolation, which is handled through Public Health. The situation could evolve quickly, as it happened between last Friday night and Tuesday morning, during which time multiple plans were put into place. As the situation continues to evolve, we will release updates on a weekly basis.

Discussion:

A Senator reported that, at the Renfrew Colloquium, the speaker mentioned that some specific neighborhoods had been tested but did not wish to identify those neighborhoods. The Senator also shared that she had become aware of concerns about the university not being transparent about surveillance testing. Provost Lawrence replied that he had not attended the colloquium. He wondered whether the neighborhoods mentioned in the presentation might be part of the Greek system.

There were no more questions or comments following the Provost's report.

Committee Reports/Voting Items

- FSH 6990 tabled from 9/1/20 – continued conversation - *Diane Whitney*
There was a motion (Tibbals/Lee-Painter) to bring back the issue for discussion. Chair Kirchmeier noted that, although Jodie Nicotra was absent, other members of the ad hoc committee that worked on FSH 6990 were present and could answer questions.

Discussion:

Vice-Chair Meeuf gave a brief summary of the status. Point D.3. of the policy was under discussion, in particular when to terminate the emergency actions and who has the authority to make that decision. Vice-Chair Meeuf showed two versions of the policy (referred to as A and B) he had drafted together with other Senators. In option A, the end of D.3 reads:

"In the absence of a declaration of public health emergency, the president, in consultation with Faculty Senate leadership, Staff Council leadership, and public health authorities, shall review the situation every 180 days to determine whether actions taken under this policy shall be terminated".

In option B, it says: "

"In the absence of a declaration of public health emergency, actions taken under this policy will remain in effect for 180 days.

a. At any time prior to the expiration of 180 days, the president, in consultation with Faculty Senate leadership, Staff Council leadership, and public health authorities, may terminate the temporary actions if deemed no longer necessary.

b. Actions taken under this policy may be granted a one-time 180-day renewal by the president. Prior to renewing the actions, the president shall seek input from Faculty Senate leadership, Staff Council leadership, and public health authorities."

A Senator asked what the rationale was for choosing 180 days. Chair Kirchmeier responded that it was mainly a matter of consistency with the current Temporary Emergency COVID-19 Response policy.

A motion was made (Ahmadzadeh/Dezzani) to amend the proposed policy as in option A. More discussion followed. After additional clarifications about the two options were provided, the motion was withdrawn by Ahmadzadeh with the approval of Dezzani. A Senator proposed that the president should consult with the full Senate and Staff Council after the 180-day period and not just with the leaderships of these bodies. This proposal gained traction. Vice-Chair Meeuf moved (and was seconded by Lee-Painter) to amend the policy with option B. The discussion that followed clearly favored removing the word “*Leadership*” from item D.3 so that Senate and Staff Council would be fully involved. Vice-Chair Meeuf accepted the friendly amendment to remove the word “*Leadership*.” Lee-Painter approved the friendly amendment as well. A Senator asked to see the final version to be voted on, which was displayed on the screen. Vote: the motion to amend passes.

Tibbals/Dezzani move to approve FSH 6990 with the amendments. Motion passes. This policy will be presented at the General Faculty Meeting of September 16th.

- COVID-19 Committee Update – *David Lee-Painter*
Committee Chair Lee-Painter noted that Provost Lawrence had already given a great update. The committee is retooling and adapting to better support the university efforts and avoid duplications. They plan to work more closely with the university Covid-19 Team. David Lee-Painter asked that his email address be included in the next set of Faculty Secretary talking points and encouraged everyone to email him with any questions.

Other Announcements and Communications

- Placing senators on committees (Vandal Star, Campus Planning Advisory Committee, Faculty and Staff Policy Group)
 - Vandal Star: Chair Kirchmeier explained that the committee meets every other Tuesday from 1:30pm to 2:30pm. Some Senators said they have some philosophical disagreement with Vandal Star and thus they prefer not to be involved. Chair Kirchmeier said that the committee has evolved and would really welcome Senate representation. No Senator was yet ready to volunteer but they will think about it.
 - Campus Planning Advisory Committee: (Chair Kirchmeier placed the link to the committee description in the zoom chat). Senator Quinnett volunteered.
 - Faculty and Staff Policy Group (FSPG): Secretary Sammarruca gave a brief background on the FSPG membership described in FSH 1640.41. Last Spring, the Committee on Committees had agreed that a member of Faculty Senate would be appropriate along with the (already present) member of Staff Council. Charles Tibbles volunteered.
- Chair Kirchmeier introduced the next 4 items. They are proposed for deletion because they are descriptive as opposed to being actual policies; or they are Board Policy and thus not under our purview; or because they are just outdated.
 - Remove FSH 1120 Origins and Growth of the UI (non-voting)
 - Remove FSH 4320 Board Policy on Intercollegiate Athletics (non-voting)
 - Remove FSH 1140 Mission and Scope of Higher Ed in Idaho (non-voting)
 - Remove FSH 1220 Institutions of Higher Ed in Idaho (non-voting)

There were no specific questions or comments about these 4 items. A Senator asked for clarifications about the nature and purpose of FSH. Secretary Sammarruca commented that FSH is meant to be a collection of policies, although redundant or out-of-place sections can be found in FSH, which is why some “house cleaning” is necessary. Invited to comment, Policy and Compliance Coordinator Diane Whitney expanded on the role of FSH and the meaning of a policy, which the university is bound to comply with. Board policy does not belong in FSH but can be linked and looked up online. Procedures to implement the policies in FSH have traditionally been housed in APM (Administrative Procedure Manual). Diane encouraged Senators to visit the policy website.

Chair Kirchmeier reiterated that, indeed, we use FSH as a policy guide. When appropriate, we can link to other resources, such as special collections in the library, for historical background and other non-policy information about the university.

- Discuss FSH 4325 UI Organization of Intercollegiate Athletics

Discussion:

This policy is proposed for deletion because, as it is written, it is mostly descriptive (thus not a policy) and outdated. It’s about values rather than policy. Does someone think it should be rewritten as a policy? As FSH 4325 is mostly about values, if it is deleted, do those values appear anywhere else in FSH? This is not clear.

The Athletic Director and General Counsel do not think we need a policy on Intercollegiate Athletics. A Senator said it might be important to have some guidance. It could be turned into a policy. If so, how?

A Senator asked whether there is faculty representation on Athletics Boards. In fact, one of the Senators is currently the senate representative at the President’s Athletics Advising Committee. He reported that the committee seldom meets (once a year). He had inquired with the committee about issues that Senate could take on but nothing came up. Chair Kirchmeier added that there is nothing in FSH 1640 dealing with athletics, and therefore Senate cannot charge that committee.

Provost Lawrence noted that the committee has varied considerably between presidents. Also, depending on the situation in athletics, some groups may have been more involved than others. The U of I does have a faculty representative on Athletics, as required by NCAA.

A Senator wondered whether faculty have any say in athletics. It was noted that, while athletics is outside faculty purview, other aspects such as GPA requirements and academic standing for athletes are faculty concerns.

A Senator suggested that this item may be more appropriate for the strategic plans of the Athletic Department.

Chair Kirchmeier framed the question as: shall we let FSH 4325 go for now, and later perhaps propose a new policy with additional components? Senators express agreement with that course of action.

New Business

Chair Kirchmeier encouraged Senators to use this space to propose new ideas for later discussion.

A Senator raised the issue of the budget. We have removed a number of fees, experienced drop in enrollment, lost revenue. Shall we expect more furlough? Chair Kirchmeier invited provost Lawrence to provide a budget update the following week.

Another Senator expressed serious concerns about an aspect of the P&T unit level review in FSH 3500, namely, the gathering of input about the P&T candidate from all faculty, staff, and students in the unit.

A Senator was confused about the role of “Clinical Faculty” within the new P&T policy.

Chair Kirchmeier noted that concerns/problems with the new P&T policy will be addressed at the Faculty Affairs Committee.

Adjournment: There was a motion to adjourn (Chapman/Lee-Painter). The meeting was adjourned at 5:00pm.

Respectfully Submitted,

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

University of Idaho
2019 – 2020 Faculty Senate Agenda

Meeting # 4

Tuesday, September 8, 2020 at 3:30 pm
Zoom

- I. Call to Order
- II. Approval of Minutes (Vote)
 - Minutes of the 2019-2020 Faculty Senate Meeting #3, Sept. 1, 2020 **Attach. #1**
- III. Chair's Report
- IV. Provost's Report
- V. Committee Report
 - FSH 6990 Tabled from 9/1/20 – continued conversation - *Jodie Nicotra & Diane Whitney* **Attach. #2**
 - COVID-19 Committee Update – *David Lee-Painter*
- VI. Other Announcements and Communications
 - Placing senators on committees (Vandal Star, Campus Planning Advisory Committee, Faculty and Staff Policy Group)
 - Remove FSH 1120 Origins and Growth of the UI (non-voting) **Attach. #3**
 - Remove FSH 4320 Board Policy on Intercollegiate Athletics (non-voting) **Attach. #4**
 - Remove FSH 1140 Mission and Scope of Higher Ed in Idaho (non-voting) **Attach. #5**
 - Remove FSH 1220 Institutions of Higher Ed in Idaho (non-voting) **Attach. #6**
 - Discuss FSH 4325 UI Organization of Intercollegiate Athletics **Attach. #7**
- VII. Special Orders
- VIII. New Business
- IX. Adjournment

Attachments:

- **Attach. #1** Minutes of the 2019-2020 Faculty Senate Meeting #3, Sept. 1, 2020
- **Attach. #2** FSH 6990 Communicable Disease Emergency Response
- **Attach. #3** FSH 1120 Origins and Growth of the UI
- **Attach. #4** FSH 4320 Board Policy on Intercollegiate Athletics
- **Attach. #5** FSH 1140 Mission and Scope of Higher Ed in Idaho
- **Attach. #6** FSH 1220 Institutions of Higher Ed in Idaho
- **Attach. #7** FSH 4325 UI Organization of Intercollegiate Athletics

2020 – 2021 Faculty Senate – Pending Approval

Meeting # 3

Tuesday, September 1, 2020, 3:30 pm – 5:00 pm

Zoom only

Present: Ahmadzadeh, Brantz, Bridges, Carney, Chapman, Dezzani, Fairley, Goebel, Keim, Kirchmeier (Chair), Lee-Painter, McIntosh, McKellar, Meeuf (Vice-Chair), Paul, Quinnett, Raja, Rashed, Rinker, Rose, Sammarruca (w/o vote), Schwarzlaender, Stroebel, Tenuto, Tibbals, Torrey Lawrence (w/o vote), Wargo

Absent: Hichman, R. Smith

Guest Speakers: Jan Johnson, Sarah VanGundy, Jodie Nicotra, Diane Whitney

Call to Order: Chair Kirchmeier called the meeting to order at 3:30pm. She remembered UI student Hailey King, who passed away on August 22, 2020, as a result of a car accident. Hailey was a senior majoring in Animal and Veterinary Science, and an involved and active student Leader. Chair Kirchmeier asked for a minute of silence in honor of the Vandal Family member who died.

Approval of Minutes (vote):

- Minutes of the 2019-20 Meeting #30 – Attach. #1
There were no corrections to the minutes of the 2019-20 Meeting #30. The minutes were approved as distributed.
- Minutes of the 2020-21 Meeting #1 – Attach. #2 & Meeting #2 – Attach. #3
There were no corrections to the minutes of the 2020-21 Meeting #1 and Meeting #2. The minutes were approved as distributed.

Consent Agenda:

- Summer Committee Appointments – Attach. #4
Chair Kirchmeier asked whether anyone wished to remove the item in Attachment #4 from the Consent Agenda for the purpose of discussing it. There were no objections to adopt the Consent Agenda without discussion.

Chair's Report:

- Chair Kirchmeier welcomed everyone to the 2020-2021 Faculty Senate. She hopes there will be time in this “space” for every voice to be heard. We can expect this to be a challenging year for this group. And, as we prepare to advocate on behalf of faculty, staff, and students, we are sure to have conflicting perspectives. It is important that we work together to create a space in which we listen to each other, assume good intent, and strive for consensus to move us forward. Thank you for taking the time to be part of this branch of shared governance. It's time to get to work!
- Some ground rules and protocol issues:
 - Chair Kirchmeier encouraged members to change their display name to their preferred name and pronouns, as well as the college or group they represent.
 - Members should make use of the electronic “raise my hand” feature.
 - Questions can also be typed in the chat.
- Chair Kirchmeier welcomed the new student members and asked them to introduce themselves. They are: Savannah Stroebel, ASUI Academic Affairs Officer; Sierra Brantz, ASUI Health, Wellness, and Safety; Seth Rose, second year Ph.D. student in Education. The student members

expressed their enthusiasm for the opportunity to be a communication vehicle between Senate and their organizations.

- Faculty Senate has been invited to participate in the campus interview process for the new Chief Marketing Officer/Executive Director for University Communications and Marketing. Senators should have received three meeting invites from Brenda Helbling—one for yesterday at 2pm, one for tomorrow at 4pm, and a third for Thursday at 1pm. These invites show up as “Joint Faculty Senate & Staff Council meeting with CMO/ED of UCM Candidate.” Please attend if you are able; only 3 Faculty Senate members attended yesterday’s session. For more information: <https://www.uidaho.edu/president/search/ex-dir-ucm>
- The first University Faculty Meeting of the year will be held via Zoom on Wednesday, September 16 at 2:30pm. This will be a voting meeting, so please help us recruit faculty members to attend so we can have a quorum.
- The option to exclude spring and summer teaching evaluations from any review process (promotion, tenure, annual evaluations or third year reviews) ends on September 15. Please remind your colleagues of this opportunity and upcoming deadline.

There were no questions or comments following the Chair’s report.

Provost’s Report:

- Interim Provost Lawrence elaborated on the September 15 deadline for choosing to have Spring and Summer 2020 course evaluations dropped from any review process. Faculty can exercise this option for all classes or only for some.
- “Talks with Torrey” will resume, probably the week of the 14th, on alternating days. During the summer, there was great attendance and conversations. People can communicate any questions or concerns, and questions can be submitted in advance. They are open to everyone.
- The search for a dean will soon start in the College of Education, Health, and Human Science.
- Updates will come concerning the development of the new university budget model.
- Update on COVID-19 testing: to date, we have completed 7,700 tests, with about 1.1% positive results. On the other hand, the situation in Pullman is quite alarming. The National Guard has been called in to help with testing. We are now in an interim phase before entering a phase of surveillance testing, which may start next week (more information to come). Surveillance testing can be done in a number of ways. If an individual is experiencing symptoms, they should contact the Vandal Health Clinic to be guided through the protocol. Others who may desire a test should send an email to covid19questions@uidaho.edu. Testing protocol will continue to evolve through the year.

Discussion:

In response to a question, Provost Lawrence confirmed that students and employees can be retested at no cost if they show symptoms or may have come in contact with the virus.

A Senator inquired about the list of students who are not eligible to attend classes in person and whether that will continue to be provided. Provost Lawrence said that currently there are still some students on the list. Lists will continue until no names remain or we move to the next testing phase.

A Senator asked about protocols (specifically with regard to in-person classes) for faculty, graduate TAs, or students who are contacted by health officials via contact tracing. Provost Lawrence noted that the institution can support students only if they know about them. For instance, if students have been tested elsewhere, such as at Gritman, and are in quarantine, the university can help with meal

delivery if the student lives in university residences. Names can be submitted through the VandalCARE system.

On a different topic, a Senator inquired about possible new regulations to be issued by the Federal Government which might impact collection of social security. Provost Lawrence noted that there may be State Board and State regulations to consider. The university is looking into requirements and their impact. Nothing has been decided at this time.

The discussion moved back to COVID-19 testing. What is the protocol for students who are contacted by health officials with quarantine instructions? Provost Lawrence reiterated that the university needs to know who they are in order to provide assistance. Our system is working well, we are not overwhelmed by students requiring isolation.

There was a question about enrollment. Provost Lawrence reported a drop of 5.1%. Normally, by the 10th day of the semester, one can have a more reliable figure. But, due the current circumstances, we have extended the deadline for dropping. The degree of financial impact depends on the type of students we are losing (that is, whether they are full-time, in-state or out-of-state, etc.). Financially, we need to deal with both legislative holdbacks and drop in enrollment.

A senator asked whether free flu shots will be provided this year. Provost Lawrence replied that he has encouraged the Dean of Students to do that. They are working on it, and updates will be communicated soon, probably next week.

Committee Reports/Voting Items

- COVID 19 Committee (update) - *David Lee-Painter*
David Lee-Painter provided a brief update on the committee's progress. The committee is proceeding well and moving forward. One document was forwarded to the President and the Provost.

Discussion:

A Senator heard that at ISU the infection rate is 28%. He thanked everyone at U of I who worked tirelessly to increase safety. Provost Lawrence appreciated the comment. He reminded everyone that we all need to be diligent.

David Lee-Painter will be happy to receive email with any questions or concerns.

- UBUNTU (update) - *Jan Janson and Sarah VanGundy* - Attach. #5
Jan Johnson gave a brief update of the recent activities within the UBUNTU committee. They were working on an anti-bullying policy when COVID-19 hit and slowed plans down. They became involved when students were uncomfortable about having Chick-fil-A as a vendor on campus. They are exploring the possibility to have a member of their committee be part of the vetting process when vendors apply. For more than a year, they have been working on a diversity resolution with several groups and faculty. On June 3rd, they sent a letter to the President to condemn police brutality and systemic racism. Soon, UBUNTU will bring the resolution before Senate for a vote.

Discussion:

Some Senator expressed gratitude for the committee's work.

How about a curriculum about systemic racism to be presented to student groups on campus? This idea was welcomed by Vice-Chair Meeuf, who suggested to take it up with the Sociology department, which oversees the certificate in Diversity and Inclusion.

Some Senators observed that the word “equity” might be more appropriate than “inclusion”. Jan Johnson agreed.

Another Senator proposed an ISEM class on systemic racism.

Chair Kirchmeier and Host Espinoza suggested that Senators email their ideas to Jan and also connect with the Sociology department. PCDI was also identified as a group who might want to be involved.

A Senator wondered whether Jan could suggest specific policies for Senate to work on this year. Jan said she will take the question to UBUNTU and provide a detailed response later. She stressed that a main goal is to raise awareness about systemic racism.

Chair Kirchmeier thanked Jan Johnson and encouraged Senators to email her any time.

- FSH 6990 Communicable Disease Emergency Response (vote); *Jodie Nicotra* - Attach. #6
Committee Chair Jodie Nicotra provided a brief background on FSH 6990. The development of FSH 6990 came out of the need for a permanent policy to replace temporary emergency policy FSH 6990 COVID-19 Emergency Response. She went through the proposed policy section by section. The committee decided to take the definitions of “communicable disease” and “outbreak” from those used by the Idaho Department of Health and Welfare. Jodie explained that section D.1 describes how the health emergency is declared, in which case the provisions of section D.2 are triggered. D.2 gives the authority to adopt temporary policies and procedures which may deviate from existing ones. The policy gives the university some leeway to act fast if needed. Finally, section D.3 establishes how the health emergency ends, at which point actions taken under FSH 6990 are terminated.

Discussion:

A lively discussion followed. It was noted that there is a language inconsistency between Sections D.1, D.2, and D.3 of the policy. In D.1 and in D.3, it is prescribed that the president will consult with “...Senate Leadership and Staff Council Leadership...”, whereas section D.2 Faculty Senate and Staff Council are mentioned as the consulting bodies. Several opinions were exchanged: some Senator expressed concerns about a situation where the university needs to act quickly and consulting with the larger bodies may not be practical or feasible. On the other hand – another participant argued – we shouldn’t constrain ourselves too much, such that we may not be able to consult with Senate or Staff Council if the policy is too restrictive.

Another concern was raised. Is the policy too broad, in the sense that it gives too much power to the president? A Senator argued that a university leadership willing to abuse the policy would imply a whole different level of problem. Perhaps it is best to assume a more positive set of circumstances. The question on the table is: how to determine when and how the end of the health emergency should be declared?

The discussion moved back to the inconsistency between D.1, D.3 and D.2. The following motion was made (Meeuf/Tibbals): *In D.2, replace “Staff Council and Senate” with “Staff Council Leadership and Senate Leadership”.*

Any discussion? There was none.

Vote: motion passes.

The discussion continued about the authority to trigger an end of the emergency. It was pointed out that the committee had proposed that Senate should “consent” (see section D.1), but was advised by General Counsel that such formulation is unacceptable as the

president does not need Senate's consent.

Should we set a definite time for assessing the situation? "Periodically" (see section D.3) seems too vague. A Senator proposed that Faculty Senate must approve continuation of the emergency actions every 4 months. Another Senator agreed that this is a reasonable request and not an unfair burden on senate. Other Senators agreed that the current formulation is too "open-ended", although they the administration should have some flexibility.

The following amendment (McIntosh/Fairley) was proposed: *"Faculty Senate must approve continuation of emergency actions every 4 months, unless the end of the 4 months occurs during the summer when Senate is in recess, in which case the approval must be received as soon as the senate begins to meet during the academic year".*

Senate proceeds to vote on the motion: 8 in favor, 11 opposed. The motion failed.

Chair Kirchmeier: We can table the issue until next week, or vote on the original committee Motion as in Attach. #6.

Motion to table the discussion until next week: Lee-Painter/Carney. All in favor.

Adjournment: There was a motion to adjourn (Fairley/Dezzani). The meeting was adjourned at 5:03pm.

Respectfully Submitted,

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



POLICY COVER SHEET

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

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

Faculty Staff Handbook (FSH)

x Addition ☐ Revision* ☐ Deletion* ☐ Emergency ☐ Minor Amendment

Policy Number & Title: **FSH 6990 COMMUNICABLE DISEASE EMERGENCY RESPONSE**

Administrative Procedures Manual (APM)

☐ Addition ☐ Revision* ☐ Deletion* ☐ Emergency ☐ Minor Amendment

Policy Number & Title:

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

Originator: Diane Whitney, University Policy and Compliance Coordinator

Policy Sponsor, if different from Originator:

Reviewed by General Counsel X Yes ___No

Name & Date: Kent Nelson, 8/25/20

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

Temporary emergency policy FSH 6990 COVID-19 Emergency Response was adopted 3/20/2020, allowing the University to depart from existing policy to the extent necessary to implement its response to the COVID-19 pandemic. That policy will expire 9/16/2020. In order to provide for the University's continuing response to COVID-19, and to provide for University's response to future communicable disease emergencies, an ad hoc committee was convened to draft this FSH 6990 Communicable Disease Emergency Response.

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

None in itself, although actions taken pursuant to it may have fiscal impacts.

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

Temporary emergency policy FSH 6990 COVID-19 Emergency Response. Actions taken pursuant to the temporary policy may be viewed on the [Emergency Action Items](#) page of the UI COVID-19 site.

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

To be effective as of the date of final approval.

FSH 6990

Communicable Disease Emergency Response

A. Scope. This policy applies to all University of Idaho students and employees.

B. Purpose. The purpose of this policy is to ensure that the University is able to respond quickly and effectively to protect the UI community and the interests of the institution in the event of a public health emergency caused by a communicable disease outbreak.

C. Definitions

1. Communicable disease: A disease which may be transmitted from one person or an animal to another person either by direct contact or through an intermediate host, vector, inanimate object, or other means which may result in infection, illness, disability or death.
2. Outbreak: An unusual rise in the incidence of a disease. An outbreak may consist of a single case.
3. Public health emergency: For the purposes of this policy, a communicable disease outbreak is determined to be a public health emergency by local, state, or federal health authorities.

Commented [WD(1)]: Definition drawn from <https://healthandwelfare.idaho.gov/Portals/0/Health/Epi/Disease%20Summaries/Rules%20Regulations.pdf>.

Commented [WD(2)]: Definition drawn from <https://healthandwelfare.idaho.gov/Portals/0/Health/Epi/Disease%20Summaries/Rules%20Regulations.pdf>; committee concerned about ambiguity but will address possible amendment to definition at later date.

D. Policy

1. Applicability. In the event of a communicable disease outbreak, the president will consult with local, state, or federal health authorities as appropriate. If the outbreak is determined by public health authorities to be a public health emergency, the president may take action under the provisions of D-2. In the absence of a declaration of public health emergency, and if necessary to protect the UI community and the interests of the institution, the president may, after consultation with public health authorities, ~~and with the consent of~~ Faculty Senate leadership and Staff Council leadership, take action under the provisions of D-2.
2. Temporary policies and procedures. To the extent necessary to implement or enforce the University's response to a public health emergency caused by a communicable disease outbreak, the University may establish temporary policies and procedures which may be inconsistent with existing policies and procedures. Prior to final implementation, the administration shall seek the input of affected constituencies, Staff Council **leadership**, and Faculty Senate **leadership** as appropriate and reasonable under the circumstances. Any such policy or procedure must be approved by the president or designee and published online, with a notice published in the Register as soon as reasonably practical.
3. Termination. If there is a declaration of public health emergency by local, state, or federal authorities, temporary actions under this policy will remain in effect only for so long as the declaration of public health emergency remains in effect. In the absence of a declaration of public health emergency, the president, **in consultation with** Faculty Senate leadership, and Staff Council leadership, ~~and in consultation with~~ public health authorities, shall periodically assess the situation and determine whether actions taken under this policy shall be terminated.

Commented [WD(3)]: Board policy I.E.2.a. states that "[f]or the higher education institutions, the Board expects the Presidents to obtain the necessary input from the faculty, classified and exempt employees, and students, but it holds the Presidents ultimately responsible for the well-being of the institutions, and final decisions at the institutional level rest with the Presidents."

E. Effective date. This policy shall be effective as of the date of final approval.



POLICY COVER SHEET

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

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

Faculty Staff Handbook (FSH)

☐ Addition ☐ Revision* ☒ Deletion* ☐ Emergency ☐ Minor Amendment

Chapter & Title: **FSH 1120 ORIGINS AND GROWTH OF THE UNIVERSITY OF IDAHO**

Administrative Procedures Manual (APM)

☐ Addition ☐ Revision* ☐ Deletion* ☐ Emergency x Minor Amendment

Chapter & Title:

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

Originator (see FSH 1460 C) Diane Whitney, Policy Coordinator

Policy Sponsor, if different from Originator:

Reviewed by General Counsel ☒ Yes ☐ No Name & Date: Jim Craig, 8/28/20

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

FSH 1120 is not policy, but rather a historical description of the University. The material will continue to be available in the UI Library special collection "Campus History," available online at <https://www.lib.uidaho.edu/special-collections/>.

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

None.

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

Referenced in FSH 1220, also proposed for deletion, and in FSH 1520.

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

Effective immediately.

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)

ORIGINS AND GROWTH OF
THE UNIVERSITY OF IDAHO

PREAMBLE: This section sketches a very brief history of the University of Idaho. Fuller information can be found in Statutes and Decisions Relating to the University of Idaho by Harrison Dale, former president of the university (Boise, 1944) [see the Appendix], Beacon for Mountain and Plain: Story of the University of Idaho by Rafe Gibbs (Moscow, University of Idaho Press, 1962), This Crested Hill: An Illustrated History of the University of Idaho by Keith C. Peterson (Moscow, University of Idaho Press, 1987). This section was written by the Faculty Secretary's Office for the 1979 edition of the Handbook and has been updated so as to maintain currency of information from time to time since. Unless otherwise noted, the text is as of July 1996. [ed./rev. 7-98]

CONTENTS:

- A. Origins
- B. The University Today

A. ORIGINS. [See also Appendix I.]

A-1. Recognizing that education was vital to the development of Idaho, the legislature set as a major objective the establishment of an institution that would offer to all the people of the territory, on equal terms, higher education that would excel not only in the arts, letters, and sciences, but also in the agricultural and mechanic arts. The federal government's extensive land grants, particularly under the Morrill Act of 1862, provided substantial assistance in this undertaking. Subsequent federal legislation provided further for the teaching function of the institution and for programs of research and extension. In all, approximately 240,000 acres were allocated to the support of Idaho's land-grant institution.

A-2. After selecting Moscow as the site for the new university, in part because Moscow was located in the "center of one of the richest and most populous agricultural sections in the entire Northwest" and the surrounding area was not subject to the "vicissitudes of booms, excitement, or speculation," the University of Idaho was founded January 30, 1889, by an act of the 15th and last territorial legislature. That act, commonly known as the university's charter, became a part of Idaho's organic law by virtue of its confirmation under article IX, section 10, of the state constitution when Idaho was admitted to the union. As the constitution of 1890 provides, "The location of the University of Idaho, as established by existing laws, is hereby confirmed. All the rights, immunities, franchises, and endowments heretofore granted thereto by the territory of Idaho are hereby perpetuated unto the said university. The regents shall have the general supervision of the university and the control and direction of all the funds of, and appropriations to, the university, under such regulations as may be prescribed by law." Under these provisions, the University of Idaho was given status as a constitutional entity. Though the university is to be governed under regulations as may be prescribed by law, the regents were specifically given control of the funds and conditions of employment. Thus, the Board of Regents (designated in the territorial act as a body corporate and named "The Regents of the University of Idaho") has wide ranging authority not inherent in the governing board of the other institutions in Idaho's state system of higher education.

A-3. The regents were also empowered to appoint the university president to administer the institution and serve as president of the university faculty and of the constituent and associated faculties. As provided in the territorial act, the president is the "executive head of the instructional force" and gives "general direction to the instruction and scientific investigation of the university." The act also entrusted the immediate government of the University of Idaho to the faculty. The tradition that the faculty, the president, and the regents are jointly responsible for governing this university has continued to the present.

UI FACULTY-STAFF HANDBOOK

Chapter I: HISTORY, MISSION, GENERAL ORGANIZATION, AND GOVERNANCE

Section 1120: Origins and Growth of the University of Idaho

July 2006

A-4. James H. Forney was named acting president from 1881-1892 and Franklin B. Gault became the first president, welcoming about 30 students and one other professor when the university officially opened its doors, October 3, 1892. Most of the students who entered in 1892 were at the preparatory level; thus, the first graduating class in 1896 numbered only four (two men and two women). The following year the first master's degree was awarded, and the next year saw the appointment of a new president, Joseph P. Blanton, who served until 1900. Since then, UI has had the following presidents: James A. MacLean (1900-1913), Melvin A. Brannon (1914-1917), Ernest H. Lindley (1917-1920), Alfred H. Upham (1920-1928), Frederick J. Kelly (1928-1930), Mervin G. Neale (1930-1937), Harrison C. Dale (1937-1946), Jesse E. Buchanan (1946-1954), Donald R. Theophilus (1954-1965), Ernest W. Hartung (1965-1977), Richard D. Gibb (1977-1989), Elisabeth A. Zinser (1989-1995), Thomas O. Bell, Interim President (1995-1996), and Robert A. Hoover, (1996-2003), Gary G. Michael, Interim President (2003-2004), Timothy P. White, (2004-2008) Steve Daley-Laursen, Interim President (2008-2009), M. Duane Nellis (2009-2013) and Donald L. Burnett Jr., Interim President (2013-2014), Charles (Chuck) A. Staben (2014-present). *[rev. 7-06, rev. 8-13, 3-14]*

A-5. The university catalog for 1893 states that the "college or department of arts," "the college or department of letters," and "the college or department of agriculture" offered five "collegiate courses": "the classical; the scientific; the mechanic arts and civil engineering; the agriculture; the English." The College of Letters and Science was formally established in 1900. Colleges established later, though not necessarily under their current names, are: Agriculture (1901), Engineering (1907), Law (1909), Mines and Earth Resources (1917), Forestry, Wildlife and Range Sciences (1917), Education (1920), Business and Economics (1925), and Art and Architecture (1981). Graduate work has been under the supervision of the College of Graduate Studies since it was created in 1925. The Lionel Hampton School of Music (1969) and the School of Communication (1972) function within the College of Letters and Science, and the Margaret Ritchie School of Family and Consumer Sciences (1974) functions within the College of Agriculture. At UI, schools are not independent academic units.

B. THE UNIVERSITY TODAY.

B-1. The University of Idaho serves as the flagship research and land-grant institution of the state, is a Carnegie Doctoral/Research-Extensive institution, is a principal center for professional education, and is the state's preeminent center for comprehensive and research-oriented graduate programs. *[ed. 7-06]*

B-2. UI is a member of the National Association of State Universities and Land-Grant Colleges. It is accredited by the Northwest Commission on Colleges and Universities and accredited or approved for specific programs by the Accreditation Board for Engineering and Technology, American Bar Association, American Chemical Society, American Dietetics Association, American Society of Landscape Architects, Association of American Law Schools, Council for the Accreditation of Counseling and Related Educational Programs, National Architectural Accrediting Board, National Association of Schools of Art and Design, National Association of School Psychologists, National Association of Schools of Music, National Council for Accreditation of Teacher Education, and Society of American Foresters. *[ed. 7-06]*

B-3. As noted in A-1, substantial federal land-grants were made available during the territorial days and allocated to the university; the income from these properties still contributes to its support. Nevertheless, the institution's main support is from annual legislative appropriations and, primarily for auxiliary services, from student fees. The university also receives gifts, grants, and endowments for scholarships, teaching, research, and development from many sources, both public and private, in part through the UI Foundation and the Idaho Research Foundation.

B-4. Since its small beginning, the student body has grown to over 13,000 undergraduate, graduate and professional students and is made up largely of full-time students who live on campus or within easy commuting distance. Though most of the students come from Idaho, every state in the union and approximately 85 foreign countries are represented. There are more than 750 full-time faculty members in teaching, research, and service and approximately 1500 staff and professional personnel. In addition, the university operates instructional/outreach and research centers and stations around the state, offers a wide variety of high-school and college courses by correspondence, conducts general extension services and continuing education programs in many localities, and participates in numerous interinstitutional programs. The main campus alone now covers over 300 acres and is the site of more than 50 major buildings. Other university lands, including the nearby university farms and experimental forest, exceed 8,000 acres. *[ed. 7-06]*

UI FACULTY-STAFF HANDBOOK

Chapter I: HISTORY, MISSION, GENERAL ORGANIZATION, AND GOVERNANCE

Section 1120: Origins and Growth of the University of Idaho

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~~**B-5.** Following deliberations and recommendations from the specially appointed University Vision and Resources Task Force (summer 2004) and subsequent open commentary period, the sixteenth president of the University, Timothy P. White, developed the Plan for Renewal of People, Programs and Place (February 2005). The Plan is crafted around our identity as a student-centered, research-extensive and engaged learning community. The plan may be viewed on the web at: <http://www.president.uidaho.edu/documents/Strategic%20Directions2-11-05.pdf&pid=78760&doc=1> [rev. 7-05, 7-06]~~



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Faculty Staff Handbook (FSH)

☐ Addition ☐ Revision* ☒ Deletion* ☐ Emergency ☐ Minor Amendment

Policy Number & Title: **FSH 4320 BOARD POLICY ON INTERCOLLEGIATE ATHLETICS**

Administrative Procedures Manual (APM)

☐ Addition ☐ Revision* ☐ Deletion* ☐ Emergency ☐ Minor Amendment

Policy Number & Title:

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

Originator: Diane Whitney, University Policy and Compliance Coordinator

Policy Sponsor, if different from Originator:

Reviewed by General Counsel X Yes ___ No

Name & Date: Jim Craig, 8/24/20

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

FSH 4320 merely restates SBOE policy and therefore is outside the UI's policymaking authority.

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

None.

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

FSH 4325 UI Organization of Intercollegiate Athletics.

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

4320

BOARD POLICY ON INTERCOLLEGIATE ATHLETICS

PREAMBLE: This section outlines the Board of Regents' policy on intercollegiate athletics. A previous avatar appeared in the 1979 Handbook. This section was rewritten in July of 1987 to reflect changes in the Regents' policy. For further information, contact the President's Office (208-885-6365).

A. DELEGATION OF AUTHORITY. The regents have delegated to the president authority for the conduct of UI's intercollegiate athletic program [see 4325 for a description of the program]. The board requires that the program be administered in conformity with its policies and those of the organizations and conferences with which UI is affiliated. The board's basic policy is contained below.

B. POLICY.

- **B-1.** The board reaffirms the role of intercollegiate athletics as a legitimate and significant component of institutional activity. The responsibility for and control of institutional activities in this area rest with the board.
- **B-2.** In the area of intercollegiate athletics, the board seeks to establish programs which provide opportunities for student athletes to attend college and participate in athletic programs while pursuing and completing academic degrees, reflect accurately the priorities and academic character of its institutions, and serve the needs of the institutions as they seek, through their athletic programs, to establish fruitful and sustaining relationships with their constituencies throughout the state and nation.
- **B-3.** Given these goals, the board has a continuing concern and interest in the academic success of student athletes, the scope and level of competition, and the cost of athletic programs administered by its institutions. Consequently, the board will, from time to time, in the context of this policy statement, promulgate, as necessary, regulations governing the conduct of athletic programs at its institutions.



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Faculty Staff Handbook (FSH)

☐ Addition ☐ Revision* ☒ Deletion* ☐ Emergency ☐ Minor Amendment

Policy Number & Title: **FSH 1140 MISSION AND SCOPE OF HIGHER EDUCATION IN IDAHO**

Administrative Procedures Manual (APM)

☐ Addition ☐ Revision* ☐ Deletion* ☐ Emergency ☐ Minor Amendment

Policy Number & Title:

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

Originator: Diane Whitney, University Policy and Compliance Coordinator

Policy Sponsor, if different from Originator:

Reviewed by General Counsel X Yes ___ No

Name & Date: Kent Nelson 5/15/20

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

FSH 1140 is purely duplicative of SBOE policy. Its subject matter lies squarely within the purview of the SBOE and is in fact pre-empted by SBOE policy.

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

None.

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

Cross-referenced in preamble to FSH 1320.

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

MISSION AND SCOPE OF PUBLIC HIGHER EDUCATION IN IDAHO

PREAMBLE: The following statement of the mission and scope of public postsecondary education in Idaho was adopted on March 3, 1983, by the State Board of Education and Board of Regents of the University of Idaho. A section of the statement, dealing with the mission and scope of post secondary vocational technical education, is not reproduced here. See also 1240, 1320, and 1340. [ed. 7-97]

CONTENTS:

A. Introduction

B. The Roles of Postsecondary Education

C. Principles Governing Instructional Programs

A. INTRODUCTION.

A-1. The state of Idaho has the responsibility to provide educational opportunities for its citizens. To this end the state supports a system of postsecondary education, governed by the State Board of Education, made up of its postsecondary schools, colleges, and universities. The institutions' programs include a wide range of postsecondary offerings. Thus the system, through its institutions, is capable of awarding certificates and degrees at the associate, baccalaureate, master's, and doctoral levels.

A-2. Institutional role and mission statements [see 1240], together with this description of the system's mission and scope, form the basic planning document to guide future decisions about public postsecondary education in Idaho. This planning document will allow the board to encourage diversity among the state's institutions by two different means: (a) by authorizing programs that are compatible with the institutions' role and mission statements and with that of the system of postsecondary education and (b) by supporting the different emphases and specialized programs on the several campuses.

A-3. The scope and mission of postsecondary education will inevitably change. Therefore, the principles stated in this document must be reviewed and either reaffirmed or revised on a regular basis.

B. THE ROLES OF POSTSECONDARY EDUCATION. The mission and scope of public postsecondary education in Idaho must reflect the state's economy, geography, demography, and culture. The relevance of these must be stated in order to articulate the system's general aims and the principles for achieving them.

B-1. If Idaho is to develop and sustain a strong economic, cultural, and technological base, and if its citizens are to be equipped to lead satisfying and responsible lives, its educational institutions must provide quality instruction in the liberal arts, technology, professional careers, and basic and applied sciences.

B-2. The needs of Idaho are changing, and the educational institutions must be capable of changing to meet new needs.

B-3. Idaho, because of its widely dispersed population, cannot realistically provide complete geographic "equality" of access to all educational programs in all regions of the state.

B-4. The long distances within the state, its diversified topography, and the locations of its existing institutions require that each one provide access to general education programs.

B-5. While granting that all institutions have regional missions, and that all, therefore, will provide essential courses for regional clienteles, a number of programs offered by the institutions must serve a primarily statewide mission.

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Chapter I: HISTORY, MISSION, GENERAL ORGANIZATION, AND GOVERNANCE

Section 1140: Mission and Scope of Public Higher Education in Idaho

2006 (editorial)

~~B-6. The discovery of new knowledge through research is an essential component in developing quality instruction. The knowledge gained through research also forms the cornerstone of many of the public services that the educational institutions provide the state's citizens.~~

~~B-7. Public service is an important responsibility of the institutions.~~

~~C. PRINCIPLES GOVERNING INSTRUCTIONAL PROGRAMS. The principles to guide policy making for instructional programs may conveniently be sorted into three classes: [C-1] those governing existing programs, [C-2] those governing new programs, and [C-3] those governing review of existing programs. The principles governing existing programs may usefully be further divided into two subclasses: [C-1 a] principles relevant to the programs that must be made available in all regions of the state, and [C-1 b] principles relevant to programs offered by single institutions.~~

~~C-1. Principles Governing Existing Instructional Programs.~~

~~a. Programs Made Available in All Regions of the State.~~

~~(1) Recognizing our citizens' needs for an understanding of human institutions and values, for an appreciation of their physical world and the things in it, and for basic skills in communication, mathematical calculations, and problem-solving, access to a broad core of studies in the liberal arts and sciences must be provided in all of the state's institutions. Such studies are fundamental to all academic programs.~~

~~(2) Certain professional and specialized programs widely needed by citizens and industries throughout the state (e.g., programs in education and business) may be made available in each region by the appropriate colleges and universities as consistent with their roles and missions. {ed. 7-00}~~

~~(3) Duplication of certain programs is not only permissible, but is essential to the overall mission of postsecondary education.~~

~~(4) Given the limitations of resources available to postsecondary education, institutions are encouraged to take maximum advantage of articulation, consortia, or other cooperative arrangements with other postsecondary institutions to deliver their educational services.~~

~~b. Programs Not Uniformly Available at Institutions.~~

~~(1) Programs of statewide significance (hereafter designated "statewide programs") shall be assigned as the responsibility of an appropriate institution. (a) Such programs shall be delivered by institutions capable of providing them at a high level of quality. (b) The offering of such programs carries with it the responsibility for meeting statewide rather than just regional needs. Institutions offering them must have adequate resources, and must be prepared through their budgetary processes to meet needs outside their regions by any of a variety of delivery methods. (c) Duplication of statewide programs can rarely be considered as justifiable.~~

~~(2) The Board recognizes the need to provide a number of programs—usually technical or vocational in their aims—to meet the specific industrial or economic activities of a given region. (a) Such programs are usually offered by a SINGLE regional institution. (b) Because such programs are highly subject to changing economic and industrial needs, they may be created, altered, or eliminated on a very brief timetable.~~

~~C-2. Principles Governing the Establishment of New Programs.~~

~~a. The development of new programs will be initiated when there is a clear need for them.~~

UI FACULTY-STAFF HANDBOOK

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Section 1140: Mission and Scope of Public Higher Education in Idaho 2006 (editorial)

~~b. The need for new programs will be assessed by the Academic Affairs Council. New program areas, once identified, will be assigned by the board to the appropriate institution for the purposes of planning.~~

~~e. The board shall establish incentives to encourage the internal reallocation of resources as the primary method for funding new programs.~~

~~d. Student exchange programs, resource sharing, and tuition reciprocity are encouraged as means for providing access to essential programs not available in the state.~~

~~**C-3. Principles Governing the Review of Existing Programs.** Over future years, the roles and missions of institutions will change. Because the demand and funding for programs fluctuates, and the need for them may change radically over time, the board requires that all programs be subject to systematic review.~~

~~a. The number of people served by postsecondary education will be determined by the level of funding.~~

~~b. Institutions will be encouraged to shift resources internally to meet changing needs whenever possible.~~

~~e. The board and its institutions shall strictly scrutinize all programs for continuing need and current levels of effectiveness, especially high cost programs.~~

~~d. The board and its institutions will consider alternative ways of supplementing funding for high cost, low enrollment programs.~~



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Faculty Staff Handbook (FSH)

☐ Addition ☐ Revision* ☒ Deletion* ☐ Emergency ☐ Minor Amendment

Policy Number & Title: **FSH 1220 INSTITUTIONS OF HIGHER EDUCATION IN IDAHO**

Administrative Procedures Manual (APM)

☐ Addition ☐ Revision* ☐ Deletion* ☐ Emergency ☐ Minor Amendment

Policy Number & Title:

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

Originator: Diane Whitney, University Policy and Compliance Coordinator

Policy Sponsor, if different from Originator:

Reviewed by General Counsel X Yes ___ No

Name & Date: Kent Nelson 4/27/20

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

FSH 1220 is purely descriptive, not policy, and to the extent that it deals with other institutions is outside the scope of the UI's policymaking authority.

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

None.

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

Referenced in FSH 1240.

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

INSTITUTIONS OF HIGHER EDUCATION IN IDAHO

PREAMBLE: This section enumerates and briefly describes the various institutions of higher education found in the state of Idaho, both public and private ones. It was first introduced to the Handbook in December of 1980 and has been revised from time to time since so as to maintain currency of information.

CONTENTS:

- A. ——— State System of Higher Education
- B. ——— Private Institutions

A. STATE SYSTEM OF HIGHER EDUCATION. The major components of the state system of higher education in Idaho include the State Board of Education and Board of Regents of the University of Idaho (a single body) and the public institutions of higher education. A basic objective is to provide a coordinated system in which the individuality of each institution is maintained, the students are afforded an education of high quality, and the Idaho taxpayers are assured of maximum efficiency and economy:

———— **A-1. STATE BOARD OF EDUCATION AND BOARD OF REGENTS OF THE UNIVERSITY OF IDAHO.** The board is responsible, in varying degrees, for the following institutions and agencies in Idaho: the state institutions of higher education, the public school system, the community colleges, the State Department of Education, the Divisions of Vocational Education and Vocational Rehabilitation, the State School for the Deaf and the Blind, the Eastern Idaho Vocational-Technical School, the State Library, the State Historical Society, and the Idaho Educational Public Broadcasting System. [See also 1120 A-2 and 1520 I-1.] The staff in the Office of the State Board of Education, located at Boise, assists the board in all matters pertaining to its constitutional and statutory responsibilities:

———— **A-2. UNIVERSITY OF IDAHO.** UI's history is outlined in 1120, its role and mission in 1240 B, and its particular functions and objectives in 1320. *[ed. 7-97]*

———— **A-3. LEWIS-CLARK STATE COLLEGE.** LCSC was established as Lewiston State Normal School in 1893. In 1947 the name was changed to North Idaho College of Education and changed again in 1955 to Lewis-Clark Normal School. The legislature restored its four-year status in 1965 and gave the college its present name in 1971. For the statement of LCSC's role and mission, see 1240 B-2 e. *[ed. 7-97, 12-13]*

———— **A-4. IDAHO STATE UNIVERSITY.** Located in Pocatello, ISU was established as the Academy of Idaho in 1901, renamed the Idaho Technical Institute in 1915, reorganized as UI's Southern Branch in 1927, designated as Idaho State College in 1947, and granted university status in 1963. For the statement of ISU's role and mission, see 1240 B-4. *[ed. 7-97, 12-13]*

———— **A-5. BOISE STATE UNIVERSITY.** Founded in 1932, BSU began as a church-related junior college. After the church ties were severed in 1939, it was financed through taxation by a junior-college district. After becoming a four-year institution in 1965, Boise College entered the state system in 1969 as a comprehensive state college. University status was granted in 1974. For the statement of BSU's role and mission, see 1240 B-1. *[ed. 7-97]*

———— **A-6. NORTH IDAHO COLLEGE.** Established in Coeur d'Alene in 1933 as a private junior college, NIC became a publicly-supported institution in 1939. As a community college, it offers four associate degrees; its basic responsibilities include providing the first two years of a standard four-year program, vocational-technical preparation, and adult education programs. Upper-division courses are sometimes offered on campus through UI.

———— **A-7. COLLEGE OF SOUTHERN IDAHO.** This two-year comprehensive community college located at

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UI FACULTY-STAFF HANDBOOK

Chapter I: HISTORY MISSION, GENERAL ORGANIZATION, AND GOVERNANCE

Section 1220: Institutions of Higher Education in Idaho

2006 (editorial)

Twin Falls has served the Magic Valley area of southern Idaho since 1964. Its primary function is to provide the first two years of college-level instruction, vocational-technical preparation, and adult education programs; it confers associate degrees in arts, sciences, and applied science.

——— **A-8. EASTERN IDAHO TECHNICAL COLLEGE.** EITC was established by the legislature in 1970 to provide postsecondary vocational-technical programs in eastern Idaho. The school is located at Idaho Falls and its primary responsibility is to students of the 10 counties that constitute Junior College District Six.

B. PRIVATE INSTITUTIONS. In addition to the public institutions described above, there are four private institutions of higher education in Idaho. Though these are not supported by the state and, therefore, are not under the aegis of the state board, they contribute significantly to higher education in Idaho, complementing the programs of the publicly supported institutions.

——— **B-1. RICKS COLLEGE.** Ricks College was founded in Rexburg in 1888 by the Church of Jesus Christ of Latter-day Saints as the Bannock Stake Academy. When it was recognized by the Idaho State Board of Education in 1917, the name was changed to Ricks Normal College. Its present name dates from 1923. Ricks College provides a comprehensive program for freshmen and sophomores both in vocational-technical fields and in the arts and sciences. It confers associate degrees and one-year certificates.

——— **B-2. ALBERTSON'S COLLEGE OF IDAHO.** Located in Caldwell and founded in 1891 as the College of Idaho, this four-year institution is church-related (Presbyterian) but nonsectarian in instruction. It offers baccalaureate degrees in 30 major fields and master's degrees in education.

——— **B-3. NORTHWEST NAZARENE COLLEGE.** Located in Nampa and founded in 1913, Northwest Nazarene College is affiliated with the Church of the Nazarene. This four-year, liberal arts college has a balanced program in the humanities, natural sciences, social sciences, and fine arts. NNC grants associate and baccalaureate degrees; it also offers master's degrees in education.

——— **B-4. COLLEGE OF ST. GERTRUDE.** Operated by the Sisters of St. Benedict at Cottonwood and incorporated in 1956 to offer junior-college work, the College of St. Gertrude is a small school offering the degree of Associate in Arts. Its courses are offered in an evening program only and have been accepted for transfer to UI.



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Faculty Staff Handbook (FSH)

☐ Addition ☐ Revision* ☒ Deletion* ☐ Emergency ☐ Minor Amendment

Policy Number & Title: **FSH 4325 UI ORGANIZATION OF INTERCOLLEGIATE ATHLETICS**

Administrative Procedures Manual (APM)

☐ Addition ☐ Revision* ☐ Deletion* ☐ Emergency ☐ Minor Amendment

Policy Number & Title:

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

Originator: Diane Whitney, University Policy and Compliance Coordinator

Policy Sponsor, if different from Originator:

Reviewed by General Counsel X Yes ___ No

Name & Date: Jim Craig 8/26/20

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

FSH 4325 is proposed for deletion because it is mostly descriptive and doesn't serve any policy function (e.g., to guide decisionmaking, mandate or constrain actions, mitigate institutional risk, etc.).

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

None.

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

FSH 4320 Board Policy on Intercollegiate Athletics, which is also proposed for deletion.

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

4325

UI ORGANIZATION OF INTERCOLLEGIATE ATHLETICS

PREAMBLE: This section outlines the organization of intercollegiate athletics at UI, including a statement of philosophy. The original avatar of this section was a part of the 1979 Handbook. It was rewritten in February of 1980 to reflect the consolidation of men's and women's sports into a single athletic program. Since that time it has been revised to mark the dropping of men's baseball and women's field hockey (June, 1981) and men's swimming (November, 1986), and the addition of women's soccer, swimming, and golf (July, 2006). In July of 1996 it was revised to take note of the shift to the Big West athletic conference and in July of 2006 a shift to the Western Athletic Conference. For further information, contact Athletic Department (208-885-0200). See also 4320.

CONTENTS:

- A. Athletic Department
- B. Statement of Philosophy
- C. Competitive Structure
- D. Sports Information

A. ATHLETIC DEPARTMENT. The intercollegiate athletic program is administered by the Athletic Department. The department consists of the director of athletics, assistant director/senior women's administrator, senior associate athletic director, assistant director for development, and the staff, coaches, and trainers for seven men's and nine women's teams. Approximately 330 students participate in intercollegiate athletics. {rev. 7-06}

B. STATEMENT OF PHILOSOPHY.

B-1. The Athletic Department adheres to the belief that intercollegiate athletics is an integral part of the educational framework of the university. The athletic program for men and women serves as a method of education by which a significant contribution may be made to the total development of the student athlete.

B-2. The athletic program serves to inspire the pursuit of excellence through the honest effort and personal integrity of all concerned and through the provision of coaching, facilities, and equipment to enable student athletes to realize their potential. In this way, the athletic program can be a source of pride for all associated with the university.

B-3. The primary objective of the athletic program is to provide a quality competitive intercollegiate program for UI student athletes that will enrich their lives, enhance the image of the institution, and be complementary to the academic mission of UI.

C. COMPETITIVE STRUCTURE. UI belongs to both regional and national athletic associations. Any full-time undergraduate student who meets the standards for eligibility of the governing association is eligible to participate in intercollegiate athletics. For men's and women's athletics, membership is held in the Western Athletic Conference and in Division I of the National Collegiate Athletic Association (NCAA). UI fields teams for men in football, basketball, cross country, indoor track and field, outdoor track and field, tennis, and golf. Women's teams compete in volleyball, basketball, indoor track and field, outdoor track and field, tennis, cross country, soccer, swimming, and golf. {rev. 7-06}

D. SPORTS INFORMATION. The director of sports information is responsible for publicity, promotion, and public relations for the intercollegiate athletic program. The duties of the director's office include preparation of publications and news releases, relations with sports news media, and coordination of press box arrangements. {ed. 7-97}

Meeting # 5

Tuesday, September 15, 2020, 3:30 pm – 5:00 pm

Zoom only

Present: Ahmadzadeh, Brantz, Bridges, Carney, Chapman, Dezzani, Fairley, Goebel, Hichman, Keim, Kirchmeier (Chair), Lee-Painter, McKellar, Meeuf (Vice-Chair), Paul, Quinnett, Raja, Rashed, Rinker, Sammarruca (w/o vote), Schwarzlaender, Smith, Stroebel, Tibbals, Torrey Lawrence (w/o vote), Wargo

Absent: Tenuto (excused), McIntosh (excused), Rose (excused)

Guest Speakers: Rich Seamon, Brian Smentkowski, Suzi Ball

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

Approval of Minutes (vote):

- Minutes of the 2020-21 Meeting #4– Attach. #1
There were no corrections to the minutes of the 2020-21 Meeting #4. The minutes were approved as distributed.

Chair's Report:

- Zoom etiquette:
 - Change your display name to your preferred name + pronouns + the college or group you are representing here
 - Raise your hand using the electronic “raise my hand” feature.
 - Type questions in the chat if that works better for you.
- If there are students on your ineligible to attend class list(s) with whom you know there are special circumstances, please contact Diane Kelly-Riley at dkr@uidaho.edu by **Tomorrow, September 16, 2020 at 5 PM PDT** with the following information:
 - The first and last name(s),
 - Vandal ID number(s),
 - Course Prefix(es) and Number(s)
 - A brief description of the arrangement(s).
- The first University Faculty Meeting of the year will be held via Zoom on Wednesday, September 16 at 2:30pm. This will be a voting meeting, so please encourage fellow faculty members to attend so we can conduct the business which requires a quorum.
- The Women's Center will partner with Violence Prevention Programs and other campus entities to host Take Back the Night—an event to spread awareness of interpersonal violence on campus and to show support for those affected by it—on Thursday, September 17.
- The University Committee for General Education is seeking feedback on plans for using the six institutionally designated general education credits. Please contact your UCGE representative for more information and to provide feedback. <https://www.uidaho.edu/-/media/UIDaho-Responsive/Files/governance/committee-members/2020-2021/university-committee-for-general-education-20-21.pdf?la=en&hash=993BC2C13F2C80ED7AF6911F7C315DF004351CF0>

There were no questions or comments following the Chair's report.

Provost's Report:

- The Provost acknowledged Diane Kelly-Riley and Brandi Terwilliger who conducted the first Q&A session for supervisors. The session was well attended.
- The ranking from U.S. News & World Report came out. There is some good news: we moved up from last year in a number of factors. We are now ranked 37 among best value schools compared to 79 from last year, which is above all other national universities in the West. We rank #3 among all public colleges and universities nationwide. Overall ranking of all public universities: we are now #170 compared to 179 last year. Some of our programs earned special recognition: the undergraduate programs in Business and in Computer Science, and the doctoral degree in Engineering. Read more at <https://www.uidaho.edu/news/usnwr>
- "Talks with Torrey" will restart on Thursday 9/24 at 11:30 am, alternating every other week between Thursdays and Wednesdays.
- Follow-up: we are working on making flu shots available on campus.
- Follow-up: the on Online Workinggroup membership is a very large group and chaired by Jerry McMurtry. They are completing their findings and recommendations from their summer work. For more information, see the President's website: <https://www.uidaho.edu/president/university-working-groups/online-education>
- Update on enrollment: the general figure is a drop of 5.4% compared to this time last Fall, with 7.1% for new students and 4.7% for continuing students. Four colleges – Arts and Architecture, Law, CLASS, and CNR– have experienced an increase in enrollment. For Law, this is due to the closure of a law school in Boise. The number of foreign students is down by 28.2%, due to the many complications with travel and COVID-19. Non-resident students paying full tuition are down by 17%, but WUE students are up 20%. Non-degree students are down by 50%. Of course, the financial impact on the institution varies for different types of students who are lost.
- Update on budget: units and colleges are managing the legislative hold-back, amounting to 2.7% on top of other significant cuts. In addition, there are COVID-related costs. We hope for more federal support, but additional national relief funds are presently on hold. At this time, there is too much uncertainty to know exactly how big our financial challenges are. Brian Foisy will give a more detailed report in a few weeks when we know more.
- Update on COVID-19: the most recent memo from the president contains important information. Six hundred students from dorm areas where the wastewater revealed the presence of the Corona virus were tested, and only 6 were positive. We have seen a very high testing compliance rate from students, which we expect to reach 100%. To date, over 8,500 tests have been performed, and the infection rate is still around 1.1%. Masks are worn across campus (also outdoors). So far, we had only 8 calls to Campus Security about infractions. Testing continues. Those who traveled over the holiday weekend are being tested this week.
- Finally, the smoke situation. The news is bad. Air filters are being clogged by the oily smoke. At the same time, filters are becoming less and less available across the country due to the large demand. We had to shut down nearly all HVAC systems to avoid damaging the system so we had to go back to online/virtual instruction. We will send an update by 1PM tomorrow about plans for Thursday and Friday. The forecast is not good, and we may have to deal with this situation for the next few days. The Centers will make their own arrangements.

Discussion:

A Senator asked about the impact on faculty and staff salaries. Should we expect additional furlough? Provost Lawrence replied that there are presently no talks about additional furlough, although it is a possibility. We may know more in the next couple of weeks.

There was a question about plans to acquire more filters next year to avoid similar problems. Provost Lawrence answered that it is a complicated matter due to the very large number of filters. A larger stock may have to be requested, and he will bring it up to Facilities.

A Senator asked whether the buildings on campus are locked. That may create problems for those who need to go in for internet access. Provost Lawrence will check to be sure. (From chat: Facilities report that most buildings are locked. If you need access, contact Campus Security at 885-2254.)

There were no more questions or comments for the Provost.

Committee Reports

- COVID-19 Committee Update – *David Lee-Painter*
Committee Chair Lee-Painter reported that the committee is working on improving communication channels. There are 4 graduate and 4 undergraduate students on the committee, and their contribution is being very valuable. David Lee-Painter encouraged everyone to email him or covid19questions@uidaho.edu with any questions or concerns.

Other Announcements and Communications

- FSH 1590 Unit Bylaws (voting) – *Faculty Affairs Committee (FAC) Attach. #2*
Current FAC Chair Rich Seamon gave a brief introduction and background of the proposed changes to FSH 1590 Unit Bylaws. The purpose is primarily to provide greater uniformity both in format and content across the various unit bylaws. The overarching idea is to facilitate review by making bylaws across campus more uniform. Since 2007 (last time unit bylaws were approved), some have grown non-compliant, and the review process is cumbersome. Some of the original provisions have been kept in place. Clarifications have been included about, for instance, the process to review bylaws.

Discussion:

A Senator and former department chair commented that these changes will make the work within the units much smoother.

Secretary Sammarruca noted that templates will be available for unit and college bylaws which will greatly facilitate the reorganization process.

There were no more questions or comments. A motion was made (Lee-Painter/Fairley) to approve the FAC proposal. No further discussion was requested. The votes were as follows: 20 in favor, 0 against.

Special Orders

- Faculty efforts during COVID – *Brian Smentkowski, CETL Director*
Brian Smentkowski wishes to celebrate faculty success. The purpose of his presentation is to recognize faculty efforts and highlight points of pride. Our faculty have been inventive, flexible, nimble, adaptable in finding new ways to teach our students. At a time of unprecedented uncertainty, faculty have been innovative pedagogically and technologically, communicative and inclusive. In Spring 2020 and Summer 2020, faculty have invested 13,338 and 15,120 faculty development hours, respectively. These numbers do not reflect the one-on-one work done daily. Since the second week of March, 32 sessions have been offered, 14 of which during the summer, when faculty are off-contract. They spent 17,000 hours to prepare for the Fall. The attendance at the CETL sessions was 817 and 1300 in Spring and Summer, respectively. Faculty have developed new communication strategies. What is next? Continuing the collaborative

approach to figure out new ways. CETL's goal is to support faculty success. There will be new faculty seminars, "Faculty Spotlights," and a Student Success Conference next year. We are committed to increasing community engagement in learning and scholarship. Faculty input is very important for what we should be doing next.

Discussion:

A Senator expressed gratitude to Brian for having acknowledged the faculty's efforts, particularly the thousands of hours of their unpaid time during the summer. Idaho legislators are not aware of these circumstances, but they should be.

Provost Lawrence followed up and offered to be the contact person with the legislators.

- *Vandal Gateway - Suzi Ball, Vandal Gateway Coordinator*

Suzi Ball took on this new position the first day of classes. First, she provided a brief background on her experience in higher education. She is very excited about the VGP program and thanked everyone who helped make it possible, in spite of its "bumpy" start. She proceeded to give an overview of where the program is. Students admitted under the one-year VGP program do not meet the standard admission criteria. They are given extra support, both academic and social, and participate in enrichment activities. As they move to the second semester, they are allowed to take electives to explore their interests in preparation for selecting their major. There are currently 24 students in the program, who represent a broad demographic. So far, we received positive feedback, mostly focused on specific instructors. VGP is a cohesive program which cannot function well without the help and support of the faculty. As the students move on, the support will not stop. The program provides access to deserving students who may otherwise not have an opportunity to higher education. We are in the process of drafting admission criteria.

Discussion:

A Senator noted that admission criteria are the faculty's prerogative. Suzi Ball replied that the draft is meant to be just a starting point for the faculty consideration.

Chair Kirchmeier followed up and clarified that she had asked Suzi to work on an initial draft to get the conversation going.

Secretary Sammarruca wondered about possible recruiting for Spring 2021. VGP is not in the Catalog, because UCC did not approve that proposal last Spring. Could we admit VGP students as we have always done for those who do not meet standard criteria, namely through a petition to the Admissions Committee? Suzi replied that there would be no problems with admitting additional students for the spring from the programmatic standpoint.

A Senator expressed concerns that students would fall significantly behind in the College of Arts and Architecture if they were allowed to take electives for the first time in their second semester. She offered to be of assistance with this problem that VGP students could potentially encounter. Suzi noted that during the first year VGP students would take mainly GenEd courses.

A Senator recalled that one of the initial concerns when Senate first approved the VGP pilot program was about data gathering. How will data be collected? Suzi explained that both qualitative and quantitative data will be collected. They plan to assess, for instance, how useful the program services are and whether the students are utilizing them, and how students are following through in their second year. They plan to come up with academic metrics and

communicate with faculty about those metrics. They want data to help them improve and redirect their course as necessary.

Addressing an earlier question, Mark Warner noted that there is no mechanism to recruit for Spring 2021, as the emergency policy which allowed the pilot program has expired.

Secretary Sammarruca followed up: FSL has been talking about the possibility of Spring 2021 recruiting for VGP – it makes sense to use the resources which are available since fewer students than expected are currently in the program. She cited from FSH 4345 and noted that, while there are requirements which apply to the students admitted prior to September 4, 2020, nothing in the policy seems to address additional students.

Vice-Chair Meeuf wondered: if we find a way to allow VGP admissions for Spring 2021 within current policies, should we? Suzi confirmed that the present cohort is smaller than expected and that resources would be available.

Adjournment: There was a motion to adjourn (Tibbles/Lee-Painter). The meeting was adjourned at 5:01pm.

Respectfully Submitted,

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

University of Idaho
2019 – 2020 Faculty Senate Agenda
Meeting # 5

Tuesday, Tuesday Sept. 15, 2020 3:30 pm PT
Zoom

- I. Call to Order
- II. Approval of Minutes (Vote)
 - Minutes of the 2020-2021 Faculty Senate Meeting #4, Sept. 8, 2020 **Attach. #1**
- III. Chair's Report
- IV. Provost's Report
- V. Committee Reports
 - COVID 19 Committee (update) – *David Lee Painter*
- VI. Other Announcements and Communications
 - FSH 1590 Unit Bylaws (voting) – *Faculty Affairs Committee Attach. #2*
- VII. Special Orders
 - Faculty efforts during COVID – *Brian Smentkowski, CETL Director*
 - Vandal Gateway - *Suzi Ball, Vandal Gateway Coordinator*
- VIII. New Business
- IX. Adjournment

Attachments:

- **Attach. #1** Minutes of the 2020-2021 Faculty Senate Meeting #4 Sept. 8, 2020
- **Attach. #2** FSH 1590 Unit Bylaws

2020 – 2021 Faculty Senate – Pending Approval

Meeting # 4

Tuesday, September 8, 2020, 3:30 pm – 5:00 pm

Zoom only

Present: Ahmadzadeh, Brantz, Carney, Chapman, Dezzani, Fairley, Goebel, Hichman, Keim, Kirchmeier (Chair), Lee-Painter, McIntosh, McKellar, Meeuf (Vice-Chair), Paul, Quinnett, Raja, Rashed, Rinker, Rose, Sammarruca (w/o vote), Smith, Stroebel, Tenuto, Tibbals, Torrey Lawrence (w/o vote), Wargo

Absent: Bridges (excused), Schwarzlaender (excused)

Guest Speakers: Diane Whitney

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

Approval of Minutes (vote):

- Minutes of the 2020-21 Meeting #3 – Attach. #1
There were no corrections to the minutes of the 2020-21 Meeting #3. The minutes were approved as distributed.

Chair's Report:

- Chair Kirchmeier invited everyone to congratulate Faculty Senator Dan Hickman. Last week Dan and his wife welcomed a baby boy named Charlie into the world!
- Zoom etiquette:
 - Change your display name to your preferred name + pronouns + the college or group you are representing here
 - Raise your hand using the electronic "raise my hand" feature.
 - Type questions in the chat if that works better for you.
- The first University Faculty Meeting of the year will be held via Zoom on Wednesday, September 16 at 2:30pm. This will be a voting meeting, so please encourage fellow faculty members to attend so we can conduct the business which requires a quorum.
- Three upcoming deadlines to keep in mind:
 - option to exclude spring and summer teaching evaluations from any review process (promotion, tenure, annual evaluations or third year reviews) ends on September 15.
 - Sabbatical applications are due on October 30.
 - Honorary degree nominations are due on November 16.

Please help us spread the word about these upcoming deadlines by sharing with your colleagues

There were no questions or comments following the Chair's report.

Provost's Report:

- Update on COVID-19: our schedule for surveillance testing moved up last week as a reaction to the increasing number of COVID-19 cases in Whitman County. A number of people were invited to voluntary testing: on-campus students, students from the Greek system or living off campus, and all our employees residing in Whitman County. That testing happened last week and we are planning to test more groups this week. We have moved forward with testing wastewater. The idea is to take wastewater samples from certain on-campus locations and test them for evidence of Corona virus. A team of U of I researchers and faculty, with the help

of Facilities, has developed 8 different places where they can take sewage samples coming out of buildings. Some samples were taken last Thursday and results were available on Friday. Those results showed noticeable amount of COVID-19 in two dorm areas. There was a lot of discussion during the weekend about how to increase testing of students who live in those areas. In the meantime, researchers are continuing to develop their methods and plan to take a broader spectrum of samples. We will be testing the students from those dorm areas this week. The testing capacity will increase and will be moved back to campus for a few days. Our usual protocol is working well, with individuals who test positive moving into isolation, which is handled through Public Health. The situation could evolve quickly, as it happened between last Friday night and Tuesday morning, during which time multiple plans were put into place. As the situation continues to evolve, we will release updates on a weekly basis.

Discussion:

A Senator reported that, at the Renfrew Colloquium, the speaker mentioned that some specific neighborhoods had been tested but did not wish to identify those neighborhoods. The Senator also shared that she had become aware of concerns about the university not being transparent about surveillance testing. Provost Lawrence replied that he had not attended the colloquium. He wondered whether the neighborhoods mentioned in the presentation might be part of the Greek system.

There were no more questions or comments following the Provost's report.

Committee Reports/Voting Items

- FSH 6990 tabled from 9/1/20 – continued conversation - *Diane Whitney*
There was a motion (Tibbals/Lee-Painter) to bring back the issue for discussion. Chair Kirchmeier noted that, although Jodie Nicotra was absent, other members of the ad hoc committee that worked on FSH 6990 were present and could answer questions.

Discussion:

Vice-Chair Meeuf gave a brief summary of the status. Point D.3. of the policy was under discussion, in particular when to terminate the emergency actions and who has the authority to make that decision. Vice-Chair Meeuf showed two versions of the policy (referred to as A and B) he had drafted together with other Senators. In option A, the end of D.3 reads:

"In the absence of a declaration of public health emergency, the president, in consultation with Faculty Senate leadership, Staff Council leadership, and public health authorities, shall review the situation every 180 days to determine whether actions taken under this policy shall be terminated".

In option B, it says: "

"In the absence of a declaration of public health emergency, actions taken under this policy will remain in effect for 180 days.

a. At any time prior to the expiration of 180 days, the president, in consultation with Faculty Senate leadership, Staff Council leadership, and public health authorities, may terminate the temporary actions if deemed no longer necessary.

b. Actions taken under this policy may be granted a one-time 180-day renewal by the president. Prior to renewing the actions, the president shall seek input from Faculty Senate leadership, Staff Council leadership, and public health authorities."

A Senator asked what the rationale was for choosing 180 days. Chair Kirchmeier responded that it was mainly a matter of consistency with the current Temporary Emergency COVID-19 Response policy.

A motion was made (Ahmadzadeh/Dezzani) to amend the proposed policy as in option A. More discussion followed. After additional clarifications about the two options were provided, the motion was withdrawn by Ahmadzadeh with the approval of Dezzani. A Senator proposed that the president should consult with the full Senate and Staff Council after the 180-day period and not just with the leaderships of these bodies. This proposal gained traction. Vice-Chair Meeuf moved (and was seconded by Lee-Painter) to amend the policy with option B. The discussion that followed clearly favored removing the word “*Leadership*” from item D.3 so that Senate and Staff Council would be fully involved. Vice-Chair Meeuf accepted the friendly amendment to remove the word “*Leadership*.” Lee-Painter approved the friendly amendment as well. A Senator asked to see the final version to be voted on, which was displayed on the screen. Vote: the motion to amend passes.

Tibbals/Dezzani move to approve FSH 6990 with the amendments. Motion passes. This policy will be presented at the General Faculty Meeting of September 16th.

- COVID-19 Committee Update – *David Lee-Painter*
Committee Chair Lee-Painter noted that Provost Lawrence had already given a great update. The committee is retooling and adapting to better support the university efforts and avoid duplications. They plan to work more closely with the university Covid-19 Team. David Lee-Painter asked that his email address be included in the next set of Faculty Secretary talking points and encouraged everyone to email him with any questions.

Other Announcements and Communications

- Placing senators on committees (Vandal Star, Campus Planning Advisory Committee, Faculty and Staff Policy Group)
 - Vandal Star: Chair Kirchmeier explained that the committee meets every other Tuesday from 1:30pm to 2:30pm. Some Senators said they have some philosophical disagreement with Vandal Star and thus they prefer not to be involved. Chair Kirchmeier said that the committee has evolved and would really welcome Senate representation. No Senator was yet ready to volunteer but they will think about it.
 - Campus Planning Advisory Committee: (Chair Kirchmeier placed the link to the committee description in the zoom chat). Senator Quinnett volunteered.
 - Faculty and Staff Policy Group (FSPG): Secretary Sammarruca gave a brief background on the FSPG membership described in FSH 1640.41. Last Spring, the Committee on Committees had agreed that a member of Faculty Senate would be appropriate along with the (already present) member of Staff Council. Charles Tibbles volunteered.
- Chair Kirchmeier introduced the next 4 items. They are proposed for deletion because they are descriptive as opposed to being actual policies; or they are Board Policy and thus not under our purview; or because they are just outdated.
 - Remove FSH 1120 Origins and Growth of the UI (non-voting)
 - Remove FSH 4320 Board Policy on Intercollegiate Athletics (non-voting)
 - Remove FSH 1140 Mission and Scope of Higher Ed in Idaho (non-voting)
 - Remove FSH 1220 Institutions of Higher Ed in Idaho (non-voting)

There were no specific questions or comments about these 4 items. A Senator asked for clarifications about the nature and purpose of FSH. Secretary Sammarruca commented that FSH is meant to be a collection of policies, although redundant or out-of-place sections can be found in FSH, which is why some “house cleaning” is necessary. Invited to comment, Policy and Compliance Coordinator Diane Whitney expanded on the role of FSH and the meaning of a policy, which the university is bound to comply with. Board policy does not belong in FSH but can be linked and looked up online. Procedures to implement the policies in FSH have traditionally been housed in APM (Administrative Procedure Manual). Diane encouraged Senators to visit the policy website.

Chair Kirchmeier reiterated that, indeed, we use FSH as a policy guide. When appropriate, we can link to other resources, such as special collections in the library, for historical background and other non-policy information about the university.

- Discuss FSH 4325 UI Organization of Intercollegiate Athletics

Discussion:

This policy is proposed for deletion because, as it is written, it is mostly descriptive (thus not a policy) and outdated. It’s about values rather than policy. Does someone think it should be rewritten as a policy? As FSH 4325 is mostly about values, if it is deleted, do those values appear anywhere else in FSH? This is not clear.

The Athletic Director and General Counsel do not think we need a policy on Intercollegiate Athletics. A Senator said it might be important to have some guidance. It could be turned into a policy. If so, how?

A Senator asked whether there is faculty representation on Athletics Boards. In fact, one of the Senators is currently the senate representative at the President’s Athletics Advising Committee. He reported that the committee seldom meets (once a year). He had inquired with the committee about issues that Senate could take on but nothing came up. Chair Kirchmeier added that there is nothing in FSH 1640 dealing with athletics, and therefore Senate cannot charge that committee.

Provost Lawrence noted that the committee has varied considerably between presidents. Also, depending on the situation in athletics, some groups may have been more involved than others. The U of I does have a faculty representative on Athletics, as required by NCAA.

A Senator wondered whether faculty have any say in athletics. It was noted that, while athletics is outside faculty purview, other aspects such as GPA requirements and academic standing for athletes are faculty concerns.

A Senator suggested that this item may be more appropriate for the strategic plans of the Athletic Department.

Chair Kirchmeier framed the question as: shall we let FSH 4325 go for now, and later perhaps propose a new policy with additional components? Senators express agreement with that course of action.

New Business

Chair Kirchmeier encouraged Senators to use this space to propose new ideas for later discussion.

A Senator raised the issue of the budget. We have removed a number of fees, experienced drop in enrollment, lost revenue. Shall we expect more furlough? Chair Kirchmeier invited provost Lawrence to provide a budget update the following week.

Another Senator expressed serious concerns about an aspect of the P&T unit level review in FSH 3500, namely, the gathering of input about the P&T candidate from all faculty, staff, and students in the unit.

A Senator was confused about the role of “Clinical Faculty” within the new P&T policy.

Chair Kirchmeier noted that concerns/problems with the new P&T policy will be addressed at the Faculty Affairs Committee.

Adjournment: There was a motion to adjourn (Chapman/Lee-Painter). The meeting was adjourned at 5:00pm.

Respectfully Submitted,

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



POLICY COVER SHEET

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

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

Faculty Staff Handbook (FSH)

☐ Addition ☒ Revision* ☐ Deletion* ☐ Emergency ☐ Minor Amendment

Policy Number & Title: **FSH 1590 Unit Bylaws**

Administrative Procedures Manual (APM)

☐ Addition ☐ Revision* ☐ Deletion* ☐ Emergency ☐ Minor Amendment

Policy Number & Title:

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

Originator: Diane Whitney, Policy Coordinator

Policy Sponsor, if different from Originator: Torrey Lawrence, Interim Provost

Reviewed by General Counsel X Yes ___ No

Name & Date: Jim Craig 9/1/20

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

This policy has been revised by FAC to clarify the procedure for development and approval of unit bylaws and to update the list of required contents, particularly to reflect the fact that with the adoption of FSH 3500, P & T procedure should no longer be contained in unit bylaws. In order to promote efficiency in the review and approval of unit bylaws, the provost will adopt a standard university bylaws template, which will be in concordance with the contents required by FSH 1590.

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

Standardizing bylaws contents and format will significantly reduce the administrative burden of reviewing them.

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

Many FSH policies affect the drafting of unit bylaws, notably FSH 1420, 3320, 1540, and 3500.

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

UI FACULTY-STAFF HANDBOOK

CHAPTER ONE:

HISTORY, MISSION, GENERAL ORGANIZATION, AND GOVERNANCE

January-February 2019

2020

1590

UNIT BY-LAWS

PREAMBLE: Responding to widespread disparities among unit bylaws, the Faculty-Staff Handbook and Regents policies, this section was adopted by the university faculty at its April 27, 2004 meeting. In 2012 changes were made to provide guidance, clarify language, and define "unit". In July 2014 language was added to ensure tenure-track faculty are involved in review of non-tenure-track faculty. In July 2018 the elimination of the requirement to do annual position descriptions in FSH 3050 necessitated a change to this policy to remove language that referred to an annual process. [rev. 7-12, 7-14, 1-19]

A. Definitions.

~~A-1. Unit: For purposes of this policy, units shall be those listed in the chart of the organization of the university faculty in FSH 1560. [add. 7-12]~~

BA. Development and Approval of BylawsPolicy.

~~A-1. Each recognized unit shall will develop a set of bylaws (see Regents Policy III. C. 3 RGP I.A.2 and RGP I.C.2), setting forth the rules (see B-1 below) by which the unit is governed [for specifics with regard to promotion and tenure see FSH 3050 B, 3320, 3520 G-1 and 3560 E-1]. For purposes of this policy, units shall be those listed in the chart of the organization of the university faculty in FSH 1560.~~

~~A-2. Unit bylaws are subject to compliance with laws and regulations instituted by higher governing authorities in the following order of hierarchy (see RGP I.A.4.):~~

- ~~a. Applicable federal laws and regulations~~
- ~~b. Applicable state laws and regulations These bylaws should be consistent with college bylaws and Faculty Staff Handbook.~~
- ~~c. Board of Regents/State Board of Education policies and procedures~~
- ~~d. University-wide policies and procedures~~
- ~~e. College/division policies and procedures~~
- ~~f. Unit/Department policies and procedures.~~

~~A-3. Units shall develop their bylaws in collaboration with appropriate unit administrators. When possible, bylaws should be developed in collaboration with the dean. BThe bylaws must be approved by a majority of unit faculty (see FSH 1520 II.1, II.3 and FSH 1540 A)). If applicable, this should be done in collaboration with the dean. These bylaws must then be sent to theFollowing unit faculty approval, bylaws are sent to the policy coordinator for review. who may review them in consultation with general counsel. The bylaws thenBylaws thenThe policy coordinator shall then, as appropriate, send the bylaws for approval to the dean, the provost, the president, and, if required, Board of Regents (RGP I.S.3, II.B.3. II.G.1H.A.2). The unitpolicy coordinator shall provide the provost with a copy of the final approved bylaws. [rev. 7-12, ed. 7-14]3.~~

~~A-2. For purposes of this policy, units shall be those listed in the chart of the organization of the university faculty in FSH 1560.~~

~~A-3. Unit bylaws are subordinate to policies within the Faculty Staff Handbook and college bylaws. College bylaws are subordinate to policies within the Faculty Staff Handbook (RGP I.A.4).~~

~~Departments/programs may incorporate or adopt college bylaws by reference and colleges may incorporate or adopt~~

Commented [WD(1): Section A reworked to clarify development and approval procedure

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~~specific relevant Faculty Staff Handbook provisions. The majority of the faculty of the unit, must approve the bylaws and any revisions (see FSH 1520 II.1, II.3, & IV.8; and FSH 1540 A).~~

~~A-42. At least every five years, each uUnit shall review their bylaws and go through the steps in A-34 and revisions must be approved by a majority of unit faculty (see FSH 1520 II.1, II.3 and FSH 1540 A), the president, and Board of Regents, as required by Regents Policy III C. 3 (RGP I.A.2). [rev. 7-12, ed. 7-14]~~

~~3. Unit bylaws are subordinate to policies within the Faculty Staff Handbook, and college bylaws. College bylaws are subordinate to policies within the Faculty Staff Handbook (RGP I.A.4).~~

~~A-3. eEach unit should shall review its bylaws annually for consistency with college bylaws and the Faculty Staff Handbook, (uUnits are strongly encouraged to seek assistance from General Counsel). The bylaws will shall undergo a thorough review and be re-approved at least every five years, and copies shall be sent to the offices of the Faculty Secretary and Provost. [rev. 7-12, ed. 12-13]~~

~~B-4-B. Content. A unit's bylaws should shall contain the following information according and conform to the standard university bylaws template provided by the pProvost: [ed. 7-12, 7-14]~~

- ~~the mission statement of the unit, including the objectives of the unit and its role; The name, objectives, and authority of the unit.~~
- ~~The membership of the unit.~~
- ~~For each administrative position, the title, responsibilities, procedures for appointment, procedures for formal review, and term of appointment.~~
- ~~Policies on unit governance, including rules of order, meeting procedures, quorum, attendance participation at meetings, student representation, and voting rights.;~~
- ~~Policies on standing and special committees, including function, membership and selection procedure, terms of office, meeting procedures, and vacancies.~~
- ~~The organizational structure of the unit, including the responsibilities of the unit administrator and the constitution and function of committees, their terms, and selection procedure;~~
- ~~—~~
- ~~specific unit procedures, in addition to required human resources procedures, by which faculty and staff searches and hirings are conducted; [ed. 7-12]~~
- ~~the unit's criteria and procedures for annual performance evaluation and third-year review;~~
- ~~the makeup of all review committees (third year, periodic and promotion) will include tenure-track faculty; [add. 7-14]~~
- ~~The unit's criteria and procedures for appointment to rank, annual performance evaluation and third-year review.~~
- ~~The unit's substantive promotion and tenure criteria (note that procedural requirements for promotion and tenure reside exclusively in the Faculty Staff Handbook) guidelines [see 3050, B-1] and procedures. [ed. 7-12]~~
- ~~Specific unit procedures, in addition to required human resources procedures, by which faculty and staff searches and hiring are conducted. [ed. 7-12]~~
- ~~—~~
- ~~Pthe procedures for amendment of the bylaws (note B-2 above).~~

Commented [LT-V(2)]: Misleading and suggests duplicative policies that are impossible to keep current.

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Commented [WD(3)]: This section reworked to be concordant with standard university bylaws template being developed in collaboration with provost.

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Commented [TA(4)]: check against P&T. Do all units have mission statements?

Commented [WD(5R4)]: New bylaws template requires "objectives"

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2020 – 2021 Faculty Senate – Approved at Mtg #7 9.29.20**Meeting # 6**

Tuesday, September 22, 2020, 3:30 pm – 5:00 pm

Zoom only

Present: Ahmadzadeh, Brantz, Bridges, Carney, Chapman, Dezzani, Fairley, Goebel, Hichman, Keim, Kirchmeier (Chair), Lee-Painter, McIntosh, McKellar, Meeuf (Vice-Chair), Paul, Quinnett, Raja, Rashed, Rinker, Rose, Sammaruca (w/o vote), Schwarzlaender, Smith, Stroebel, Tibbals, Torrey Lawrence (w/o vote), Wargo

Absent: Smith

Guest Speakers: *Ben Kirchmeier and Bill Smith*

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

Approval of Minutes (vote):

- Minutes of the 2020-21 Meeting #5– Attach. #1
There were no corrections to the minutes of the 2020-21 Meeting #5. The minutes were approved as distributed.

Chair's Report:

- Zoom etiquette:
 - Change your display name to your preferred name + pronouns + the college or group you are representing here
 - Raise your hand using the electronic “raise my hand” feature.
 - Type questions in the chat if that works better for you.
- Thank you all for your help getting folks to attend the University Faculty Meeting last week and thank you to those of you who attended.
- The Ombud's report is available; please see the link in today's Register. If you haven't already done so, please read it.
- Two upcoming deadlines to keep in mind:
 - Sabbatical applications are due on October 30.
 - Honorary degree nominations are due on November 16.Please help us spread the word about these upcoming deadlines by sharing with your colleagues.

There were no questions or comments following the Chair's report.

Provost's Report:

- The Provost echoed Chair Kirchmeier in encouraging everyone to read the Ombud's report. There is interesting information after this tumultuous year.
- Yesterday's email from President Green contained a good update on where we are with COVID-19 testing. Last week we had an increased rate of positive results, but we are still in a good range. We will be watching this week's results carefully.
- As the smoke cleared up, building started to reopen on Saturday. By Sunday, we were able to reopen all buildings, but we will continue to be alert. To follow up on a previously asked question as to why we don't have a larger stock of filters to last longer: we do have a large stock of filters, but we were burning them at a much faster rate than usual – for example, some filters might only last 3-4 days instead of the normal 3-4 months – so we had to shut the system down to avoid damage.

- Another follow-up to a previous question about the Federal Tax Deferral Program: Idaho will not participate in that program and, thus, neither will the university.
- Follow up on flu shots: HR confirmed shots are available at no charge for anyone under a U of I Health Plan. One can get them anywhere shots are available (doctor's office, pharmacies, etc.). The Office of the Dean of Students is looking into hosting a flu shot clinic for students.
- The first "Talks with Torrey" is on Thursday 9/24 at 11:30am to 12:30pm (PT). Questions can be submitted in advance or asked at the meeting.

There were no questions or comments for the Provost.

Committee Reports

- COVID-19 Committee Update – *David Lee-Painter*.
Dean of Students Blaine Eckles visited the committee and was very helpful. Our present focus is on next semester, especially mental health and morale, as well as testing and reporting. David Lee-Painter encouraged everyone to email him or covid19questions@uidaho.edu with any questions or concerns.
Discussion:
A Senator asked whether the recently reported 4.7% rate of positive tests should be reason for concern. Provost Lawrence took the question and noted that the higher rate was detected in a specific group of people – over about 200-300 tests. The rate over 10,000 tests moved up from 1.1% to 1.2%. More focused testing is planned. We will continue to monitor carefully.
- Borah Foundation – *Ben Kirchmeier and Bill Smith*.
The Borah Foundation Committee has put together a virtual symposium starting next week. The keynote speakers will be Beatrice Fihn and Kim Campbell. Beatrice Fihn is Executive Director of the International Campaign to Abolish Nuclear Weapons (ICAN), the 2017 Nobel Peace Prize Laureate. She will speak Monday, September 28, at 12:30. Link: <https://uidaho.zoom.us/j/97746088280>. Kim Campbell is the first and only female Prime Minister of Canada and has spent her ground-breaking career shattering barriers for women, cultivating the next generation of leaders and speaking out on human rights and the impact of climate change. As a member of Global Leadership for Climate Action — a task force of world leaders — she is a champion for the environment, making a strong business and economic case for sustainability. She will speak on Tuesday, September 29, at 7:00pm. Ben Kirchmeier also gave a brief historical background of the Borah Foundation. In addition to these two outstanding guests, this year the event will feature a Hiroshima display. In response to a question, Ben Kirchmeier noted that the event will be recorded, besides being accessible through U of I Live and Zoom.

Other Announcements and Communications

- Remove FSH 6925 Law Library (non-voting) Attach. #2
Chair Kirchmeier provided a brief rationale for the removal of FSH 6925. It is essentially procedural, changes often, and thus it is not well housed in FSH.
There was no discussion on this item.
- ASUI proposal to make election day a UI holiday.
Savannah Stroebel and Sierra Brantz, ASUI Senate representatives, presented the ASUI proposal and its motivations. The main purpose is to give students more time to vote. At the same time, the free day will be beneficial to faculty and staff, particularly at a time when everyone is busy

with classes, COVID-related circumstances, and family responsibilities. Students will know that voting matters, which is especially important for first-time voters who may not be familiar with the process of asking for absentee ballots. They will also see that U of I cares about students doing their civic duties as citizens. A whole day would be useful because, when one is finally able to make it to the polls in between classes or meetings, they are likely to find long lines and possibly be unable to vote. ASUI believes that the college experience is not just about academics, but also about learning citizenship and maturing into an adult. If we can help give students the opportunity to vote in person, we are helping them become more educated about their voting duties. Savannah and Sierra would like to listen to the Senators' concerns and communicate those concerns to ASUI.

Discussion:

Can we do it? Are we allowed to have another holiday? Savannah and Sierra said that ASUI has communicated with Provost Lawrence, who confirmed that we can add another holiday as long as we maintain the minimum number of State Board mandated instructional days. We can change our policies, but not State Board policies. Registrar Lindsey Brown noted that we already are at the minimum, so this could be a hurdle.

Who makes decisions about holidays? Provost Lawrence answered that the president does, but President Green delegated the task to him.

Other Senators, although generally supportive of the ASUI idea, suggested to also explore other possibilities, such as voting mentoring, more advertising, more active involvement. Also, would we want to do this every year or just this year? Chair Kirchmeier noted that, although it would be good to be able to do something this year, we can still be proactive for future years.

A Senator observed that, while he appreciates the importance of getting people out to vote, we do have polling stations on campus. Taking alternative actions, such as broad advertising, would be a better solution. Students should know how to vote, but do we have to make it easy for them? Should we not stay neutral? Do we know whether this was ever done in other schools? Was this initiative supported by a large body of students? This Senator suggested that we should think more about this. Savannah and Sierra replied that the idea had been around for a while, with previous Leaderships getting closer and closer to an actual proposal. There is now a new Student Leadership who feels strongly committed to advancing this initiative.

A Senator brought up the possibility of excused absences. Provost Lawrence reiterated that U of I is clearly committed to remove hurdles to students' voting. We can educate students and encourage instructors to apply flexibility with absences on election day. Furthermore, there is in FSH a policy addressing employees' leave for the purpose of voting.

Chair Kirchmeier closed the roundtable by reading a Senator's comment about the fact that efforts to help students can also be effective in recruiting. The discussion transitioned smoothly to the next agenda item.

Special Orders

- Faculty responsibility for recruitment: roundtable.
Chair Kirchmeier introduced the new roundtable format – an idea that came up at the August 2020 Senate Retreat as an alternative to the traditional presentation followed by Q&A. People who are present to answer questions and, generally contribute to the forum, are: Provost

Lawrence, Vice Provost for Faculty Diane Kelly-Riley, Assistant Vice Provost Bobbi Gerry (SEM), Director of Recruiting Peter Lien, and Dean Kahler (Vice Provost, SEM).

Discussion:

Chair Kirchmeier opened the roundtable by posing the question: What are faculty responsibilities in student recruiting?

Faculty in a land-grant institution should be involved in recruiting, but there is no recognition and thus no incentive to do so. It was noted, however, that FSH 1565 was revised last year by FAC to address recognition of faculty's recruiting efforts in their position description. They are now part of "outreach."

A Senator reported that faculty have expressed concerns about communication problems and lack of knowledge about, specifically, what we are supposed to do. Perceptions and instructions are different from college to college. Some faculty are told not to get involved, other feel under pressure to do so. They feel lost and would like a "to do list" consistent with the strategic recruiting plans of the university.

The Chair encouraged feedback from the Recruiters about the specific question: What should we do and how does that fit in the larger university plans?

Vice Provost Kahler said that everyone's role is appreciated and valued, but he does not want to overburden the faculty. Some faculty have expressed the wish not to get involved. He explained that there are students at different levels of interest. At the initial phase of recruiting, we may contact about 100,000 students and try to recruit them for the upcoming year. Our recruiters and the Recruiting Marketing Team are in charge of this phase (looking for names, sending packets through the mail etc....). The pool is then reduced to those students who have expressed interest in learning more about the U of I – the pool of "inquiries". When a student becomes an "inquiry," different people may start to get involved, and faculty involvement is most valuable. We do not want faculty to believe that they are expected to be involved with the 100,000 initial pool or to look for additional names – although they can, if they wish. An "inquiry" student may visit campus or attend Vandal events, at which point our sale pitch focus on specific academic programs. Faculty have the opportunity to engage with the student and share their excitement about their programs. When the student gets to the application stage and is admitted, the pool is down to about 10,000 students who have shown significant interest. At that point, we send data to the colleges where faculty can have rich conversations with students and parents about their programs. Vice Provost Kahler reiterated that everyone is welcome to contribute.

In response to a question, as well as to address the general concerns about communication tools, Bobbi Gerry reported that the new tool, "Slate," is in the training stage. With Slate, everyone who wishes to be informed and play a role in recruiting, can easily do so. This tool is student-centered. When a student applies, a faculty can see the application prior to meeting with the student during a campus visit and ask individualized questions rather than engage in a generic conversation.

Generally, Senators agreed that a better coordination of what everyone is doing would be helpful. Someone suggested to look at the "big picture" rather than the details, namely, to try and identify why enrollment has been dropping for two years. Vice Provost Kahler agreed that we must have broader conversations. There are robust recruiting strategies, but often people

are not aware of them. He would be happy to visit Senate periodically to keep faculty informed. He reported that we have recruiters on campus twice per year. This year, due to COVID-19, all visits have been virtual.

In response to the question of graduate student recruiting, Senators were informed that Jerry McMurtry is working on that with Bobbi Gerry. The Chair asked whether it is possible to have a link to a document with the university recruiting strategies. Vice Provost Kahler said it is standard practice to keep strategies from becoming too public.

The Vice Chair directed a question to Torrey Lawrence and Diane Kelly-Riley about incentive to participate in recruiting. Torrey Lawrence said that the budget model developed this year should help. Colleges need to be clear about the metrics (credit hours, enrollment, etc.). Diane Kelly-Riley agreed that the budget is a key factor. Faculty should play a strong role in enrollment, which will be a major metric. Secretary Sammarruca reiterated that the position description allows for such efforts to be included and noted that negotiating an appropriate position description is a key point to get proper recognition for recruiting efforts in the annual evaluation

Additional suggestions were proposed, such as using Extension offices to advertise, create recruiting stations across the state, encourage faculty who give presentations to take the opportunity to advertise their programs. Advertising strategies for transfer students were also brought up. We “purchase” names from other schools and Community Colleges. There are also strategies for specific groups, such as adult students. We have recruiters in and out of state. The recruitment team is very diverse, and they are now looking for a Multicultural Director for Recruiting. Several recruiters are bilingual, and two international recruiters are part of the team. For more information, see <https://www.uidaho.edu/admissions/apply/admissions-counselors>

The Chair called for a motion to adjourn.

Adjournment: There was a motion to adjourn (Lee-Painter/Ahmadzadeh). The meeting was adjourned at 5:02pm.

Respectfully Submitted,

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

University of Idaho
2020 – 2021 Faculty Senate Agenda

Meeting # 6
Tuesday, September 22, 2020 at 3:30 pm
Zoom

- I. Call to Order
- II. Approval of Minutes (Vote)
 - Minutes of the 2019-2020 Faculty Senate Meeting #5, Sept. 15, 2020 **Attach. #1**
- III. Chair's Report
- IV. Provost's Report
- V. Committee Reports
 - COVID 19 Update – *David Lee Painter*
 - Borah Foundation – *Ben Kirchmeier and Bill Smith*
- VI. Other Announcements and Communications
 - Remove FSH 6925 Law Library (non-voting) **Attach. #2**
 - ASUI proposal to make election day a UI holiday
- VII. Special Orders
 - Faculty responsibility for recruitment roundtable
- VIII. New Business
- IX. Adjournment

Attachments:

- **Attach. #1** Minutes of the 2020-2021 Faculty Senate Meeting #5, Sept. 15, 2020
- **Attach. #2** FSH 6925 Law Library

2020 – 2021 Faculty Senate – Pending Approval

Meeting # 5

Tuesday, September 15, 2020, 3:30 pm – 5:00 pm

Zoom only

Present: Ahmadzadeh, Brantz, Bridges, Carney, Chapman, Dezzani, Fairley, Goebel, Hichman, Keim, Kirchmeier (Chair), Lee-Painter, McKellar, Meeuf (Vice-Chair), Paul, Quinnett, Raja, Rashed, Rinker, Sammaruca (w/o vote), Schwarzlaender, Smith, Stroebel, Tibbals, Torrey Lawrence (w/o vote), Wargo

Absent: Tenuto (excused), McIntosh (excused), Rose (excused)

Guest Speakers: Rich Seamon, Brian Smentkowski, Suzi Ball

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

Approval of Minutes (vote):

- Minutes of the 2020-21 Meeting #4– Attach. #1
There were no corrections to the minutes of the 2020-21 Meeting #4. The minutes were approved as distributed.

Chair's Report:

- Zoom etiquette:
 - Change your display name to your preferred name + pronouns + the college or group you are representing here
 - Raise your hand using the electronic “raise my hand” feature.
 - Type questions in the chat if that works better for you.
- If there are students on your ineligible to attend class list(s) with whom you know there are special circumstances, please contact Diane Kelly-Riley at dkr@uidaho.edu by **Tomorrow, September 16, 2020 at 5 PM PDT** with the following information:
 - The first and last name(s),
 - Vandal ID number(s),
 - Course Prefix(es) and Number(s)
 - A brief description of the arrangement(s).
- The first University Faculty Meeting of the year will be held via Zoom on Wednesday, September 16 at 2:30pm. This will be a voting meeting, so please encourage fellow faculty members to attend so we can conduct the business which requires a quorum.
- The Women's Center will partner with Violence Prevention Programs and other campus entities to host Take Back the Night—an event to spread awareness of interpersonal violence on campus and to show support for those affected by it—on Thursday, September 17.
- The University Committee for General Education is seeking feedback on plans for using the six institutionally designated general education credits. Please contact your UCGE representative for more information and to provide feedback. <https://www.uidaho.edu/-/media/UIDaho-Responsive/Files/governance/committee-members/2020-2021/university-committee-for-general-education-20-21.pdf?la=en&hash=993BC2C13F2C80ED7AF6911F7C315DF004351CF0>

There were no questions or comments following the Chair's report.

Provost's Report:

- The Provost acknowledged Diane Kelly-Riley and Brandi Terwilliger who conducted the first Q&A session for supervisors. The session was well attended.
- The ranking from U.S. News & World Report came out. There is some good news: we moved up from last year in a number of factors. We are now ranked 37 among best value schools compared to 79 from last year, which is above all other national universities in the West. We rank #3 among all public colleges and universities nationwide. Overall ranking of all public universities: we are now #170 compared to 179 last year. Some of our programs earned special recognition: the undergraduate programs in Business and in Computer Science, and the doctoral degree in Engineering. Read more at <https://www.uidaho.edu/news/usnwr>
- "Talks with Torrey" will restart on Thursday 9/24 at 11:30 am, alternating every other week between Thursdays and Wednesdays.
- Follow-up: we are working on making flu shots available on campus.
- Follow-up: the on Online Workinggroup membership is a very large group and chaired by Jerry McMurtry. They are completing their findings and recommendations from their summer work. For more information, see the President's website: <https://www.uidaho.edu/president/university-working-groups/online-education>
- Update on enrollment: the general figure is a drop of 5.4% compared to this time last Fall, with 7.1% for new students and 4.7% for continuing students. Four colleges – Arts and Architecture, Law, CLASS, and CNR– have experienced an increase in enrollment. For Law, this is due to the closure of a law school in Boise. The number of foreign students is down by 28.2%, due to the many complications with travel and COVID-19. Non-resident students paying full tuition are down by 17%, but WUE students are up 20%. Non-degree students are down by 50%. Of course, the financial impact on the institution varies for different types of students who are lost.
- Update on budget: units and colleges are managing the legislative hold-back, amounting to 2.7% on top of other significant cuts. In addition, there are COVID-related costs. We hope for more federal support, but additional national relief funds are presently on hold. At this time, there is too much uncertainty to know exactly how big our financial challenges are. Brian Foisy will give a more detailed report in a few weeks when we know more.
- Update on COVID-19: the most recent memo from the president contains important information. Six hundred students from dorm areas where the wastewater revealed the presence of the Corona virus were tested, and only 6 were positive. We have seen a very high testing compliance rate from students, which we expect to reach 100%. To date, over 8,500 tests have been performed, and the infection rate is still around 1.1%. Masks are worn across campus (also outdoors). So far, we had only 8 calls to Campus Security about infractions. Testing continues. Those who traveled over the holiday weekend are being tested this week.
- Finally, the smoke situation. The news is bad. Air filters are being clogged by the oily smoke. At the same time, filters are becoming less and less available across the country due to the large demand. We had to shut down nearly all HVAC systems to avoid damaging the system so we had to go back to online/virtual instruction. We will send an update by 1PM tomorrow about plans for Thursday and Friday. The forecast is not good, and we may have to deal with this situation for the next few days. The Centers will make their own arrangements.

Discussion:

A Senator asked about the impact on faculty and staff salaries. Should we expect additional furlough? Provost Lawrence replied that there are presently no talks about additional furlough, although it is a possibility. We may know more in the next couple of weeks.

There was a question about plans to acquire more filters next year to avoid similar problems. Provost Lawrence answered that it is a complicated matter due to the very large number of filters. A larger stock may have to be requested, and he will bring it up to Facilities.

A Senator asked whether the buildings on campus are locked. That may create problems for those who need to go in for internet access. Provost Lawrence will check to be sure. (From chat: Facilities report that most buildings are locked. If you need access, contact Campus Security at 885-2254.)

There were no more questions or comments for the Provost.

Committee Reports

- COVID-19 Committee Update – *David Lee-Painter*
Committee Chair Lee-Painter reported that the committee is working on improving communication channels. There are 4 graduate and 4 undergraduate students on the committee, and their contribution is being very valuable. David Lee-Painter encouraged everyone to email him or covid19questions@uidaho.edu with any questions or concerns.

Other Announcements and Communications

- FSH 1590 Unit Bylaws (voting) – *Faculty Affairs Committee (FAC) Attach. #2*
Current FAC Chair Rich Seamon gave a brief introduction and background of the proposed changes to FSH 1590 Unit Bylaws. The purpose is primarily to provide greater uniformity both in format and content across the various unit bylaws. The overarching idea is to facilitate review by making bylaws across campus more uniform. Since 2007 (last time unit bylaws were approved), some have grown non-compliant, and the review process is cumbersome. Some of the original provisions have been kept in place. Clarifications have been included about, for instance, the process to review bylaws.

Discussion:

A Senator and former department chair commented that these changes will make the work within the units much smoother.

Secretary Sammarruca noted that templates will be available for unit and college bylaws which will greatly facilitate the reorganization process.

There were no more questions or comments. A motion was made (Lee-Painter/Fairley) to approve the FAC proposal. No further discussion was requested. The votes were as follows: 20 in favor, 0 against.

Special Orders

- Faculty efforts during COVID – *Brian Smentkowski, CETL Director*
Brian Smentkowski wishes to celebrate faculty success. The purpose of his presentation is to recognize faculty efforts and highlight points of pride. Our faculty have been inventive, flexible, nimble, adaptable in finding new ways to teach our students. At a time of unprecedented uncertainty, faculty have been innovative pedagogically and technologically, communicative and inclusive. In Spring 2020 and Summer 2020, faculty have invested 13,338 and 15,120 faculty development hours, respectively. These numbers do not reflect the one-on-one work done daily. Since the second week of March, 32 sessions have been offered, 14 of which during the summer, when faculty are off-contract. They spent 17,000 hours to prepare for the Fall. The attendance at the CETL sessions was 817 and 1300 in Spring and Summer, respectively. Faculty have developed new communication strategies. What is next? Continuing the collaborative

approach to figure out new ways. CETL's goal is to support faculty success. There will be new faculty seminars, "Faculty Spotlights," and a Student Success Conference next year. We are committed to increasing community engagement in learning and scholarship. Faculty input is very important for what we should be doing next.

Discussion:

A Senator expressed gratitude to Brian for having acknowledged the faculty's efforts, particularly the thousands of hours of their unpaid time during the summer. Idaho legislators are not aware of these circumstances, but they should be.

Provost Lawrence followed up and offered to be the contact person with the legislators.

- *Vandal Gateway - Suzi Ball, Vandal Gateway Coordinator*

Suzi Ball took on this new position the first day of classes. First, she provided a brief background on her experience in higher education. She is very excited about the VGP program and thanked everyone who helped make it possible, in spite of its "bumpy" start. She proceeded to give an overview of where the program is. Students admitted under the one-year VGP program do not meet the standard admission criteria. They are given extra support, both academic and social, and participate in enrichment activities. As they move to the second semester, they are allowed to take electives to explore their interests in preparation for selecting their major. There are currently 24 students in the program, who represent a broad demographic. So far, we received positive feedback, mostly focused on specific instructors. VGP is a cohesive program which cannot function well without the help and support of the faculty. As the students move on, the support will not stop. The program provides access to deserving students who may otherwise not have an opportunity to higher education. We are in the process of drafting admission criteria.

Discussion:

A Senator noted that admission criteria are the faculty's prerogative. Suzi Ball replied that the draft is meant to be just a starting point for the faculty consideration.

Chair Kirchmeier followed up and clarified that she had asked Suzi to work on an initial draft to get the conversation going.

Secretary Sammarruca wondered about possible recruiting for Spring 2021. VGP is not in the Catalog, because UCC did not approve that proposal last Spring. Could we admit VGP students as we have always done for those who do not meet standard criteria, namely through a petition to the Admissions Committee? Suzi replied that there would be no problems with admitting additional students for the spring from the programmatic standpoint.

A Senator expressed concerns that students would fall significantly behind in the College of Arts and Architecture if they were allowed to take electives for the first time in their second semester. She offered to be of assistance with this problem that VGP students could potentially encounter. Suzi noted that during the first year VGP students would take mainly GenEd courses.

A Senator recalled that one of the initial concerns when Senate first approved the VGP pilot program was about data gathering. How will data be collected? Suzi explained that both qualitative and quantitative data will be collected. They plan to assess, for instance, how useful the program services are and whether the students are utilizing them, and how students are following through in their second year. They plan to come up with academic metrics and

communicate with faculty about those metrics. They want data to help them improve and redirect their course as necessary.

Addressing an earlier question, Mark Warner noted that there is no mechanism to recruit for Spring 2021, as the emergency policy which allowed the pilot program has expired.

Secretary Sammarruca followed up: FSL has been talking about the possibility of Spring 2021 recruiting for VGP – it makes sense to use the resources which are available since fewer students than expected are currently in the program. She cited from FSH 4345 and noted that, while there are requirements which apply to the students admitted prior to September 4, 2020, nothing in the policy seems to address additional students.

Vice-Chair Meeuf wondered: if we find a way to allow VGP admissions for Spring 2021 within current policies, should we? Suzi confirmed that the present cohort is smaller than expected and that resources would be available.

Adjournment: There was a motion to adjourn (Tibbles/Lee-Painter). The meeting was adjourned at 5:01pm.

Respectfully Submitted,

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



POLICY COVER SHEET

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

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

Faculty Staff Handbook (FSH)

☐ Addition ☐ Revision* ☒ Deletion* ☐ Emergency ☐ Minor Amendment

Policy Number & Title: **FSH 6925 LAW LIBRARY**

Administrative Procedures Manual (APM)

☐ Addition ☐ Revision* ☐ Deletion* ☐ Emergency ☐ Minor Amendment

Policy Number & Title:

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

Originator: Diane Whitney, University Policy and Compliance Coordinator

Policy Sponsor, if different from Originator: Jerry Long, Dean, College of Law

Reviewed by General Counsel X Yes ___ No Name & Date: Jim Craig, 9/18/20

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

FSH 6925 is mostly descriptive and procedural and does not serve any of the standard functions of policy such as guiding decision making, mitigating institutional risk, etc. The information is subject to frequent updates and is already housed on the library website. This deletion has the support of the Dean of the College of Law.

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

None.

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

Referenced in FSH 6920.

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

6925

LAW LIBRARY

~~PREAMBLE:~~ This section provides information on the Law Library. For further information contact the Law Library (208-885-2160).

~~**A. GENERAL.** The College of Law maintains a library that houses the largest collection of legal materials in the state. The collection includes: statute and case law from all federal and state jurisdictions, Canada, and Great Britain; law reviews and other legal periodicals; treatises relating to legal subjects; also, indexes and digests of law. The Law Library is a selective U.S. government depository and receives documents related to legal research only.~~

~~**B. CIRCULATION POLICY.** Members of the UI community are free to use the Law Library for legal research. On presentation of proper identification, patrons may borrow treatises and any materials with~~

~~white check-out cards for a two-week period. Statutes and codes, reports of court decisions, periodicals, some loose-leaf services, and such reference aids as indexes, digests, and directories may not circulate. Materials in the reference aid category may not be removed from the area in which they are shelved; all other noncirculating items may be checked out on blue "carrel slips" for in-library use only.~~

~~**C. PHOTOCOPY SERVICES.** Photocopies of library materials will be furnished either on cash payment or, with proper identification and budget number, on charge to departmental budgets.~~

Meeting # 7

Tuesday, September 29, 2020, 3:30 pm – 5:00 pm

Zoom only

Present: Brantz, Bridges, Carney, Chapman, Dezzani, Goebel, Hichman, Keim, Kirchmeier (Chair), Lee-Painter, McIntosh, McKellar, Meeuf (Vice-Chair), Paul, Quinnett, Raja, Rashed, Rinker, Sammarruca (w/o vote), Schwarzlaender, Smith, Stroebel, Tibbals, Torrey Lawrence (w/o vote), Wargo

Absent: Ahmadzadeh, Fairley, Rose

Guest Speakers: *Diane Carter*

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

Approval of Minutes (vote):

- Minutes of the 2020-21 Meeting #6 – Attach. #1
Secretary Sammarruca reported that an error was corrected on the attendance list (Senator McIntosh was present but did not appear on the list). There were no other corrections to the minutes of the 2020-21 Meeting #6. The minutes were approved as corrected.

Consent Agenda (Vote)

- Summer 2020 Graduates – Attach. #2
There was no request to remove this item from the consent agenda for the purpose of discussion. The item is adopted as reported.

Chair's Report:

- Tonight is the closing keynote of the Borah Symposium. Please join me at 7:00pm via Zoom to hear the Right Honorable Kim Campbell speak about the culture of power. <https://uidaho.zoom.us/j/99250957441>
- Last Friday, Russ Meeuf sent out an email asking for your help finding undergraduate students to fill open positions on our committees. Please send your nominations to Russ as soon as possible.
- Two upcoming deadlines to keep in mind:
 - Sabbatical applications are due on October 30.
 - Honorary degree nominations are due on November 16.

Please help us spread the word about these upcoming deadlines by sharing with your colleagues.

There were no questions or comments following the Chair's report.

Provost's Report:

- Follow up on flu shots: There will be a flu shot clinic on campus in October. Dates and location TBA. The focus will be on students, but everyone will be allowed. Anyone under a U of I Health Plan can get them at no charge anywhere shots are available (doctor's office, pharmacies, etc.).
- COVID-19 update: Updates are in memo from yesterday. We had two weeks of increased infection rate. There is concern about the Greek system. We have increased surveillance testing significantly – about 1,200 tests will be done this week.
- An important message to take back to your faculty and students: Anyone who received an invitation to participate in surveillance testing is strongly encouraged to participate. When we did it a few weeks ago, we had mixed participation. High participation will maximize the effectiveness of surveillance testing.

- By Friday, we may not have all the testing results, but we will have some and we should be able to assess where we are. If we determine that the situation is contained, we will return to in-person instruction. Otherwise, we may have to move online and offer remote delivery. If we can't make a decision by Friday, we will still send an update this Friday. Please watch your email.
- Although the ASUI proposal to declare election day a university holiday had great support, it creates challenges from the policy standpoint. We would need to add one instructional day, either during Thanksgiving week, which presents challenges, or at the end of the semester, which presents even more challenges. Provost Lawrence had a good discussion with the ASUI President about legal and policy issues and they both agree to drop the proposal for this year. However, there are other steps we can take, such as encouraging flexible hours on election day and getting information out to the students.
- Spring 2021 schedule: This item is on today's agenda. We will need to make a decision as soon as possible.
- Homecoming is next week – largely virtual, with few in-person events outside following standard protocol. The focus will be on current students, not alumni returning to campus.
- Provost Lawrence acknowledged Barb Kirchmeier: she was recognized by the Idaho State Board of Education's ~~OE~~ General Education Committee and by the Capital Educators Credit Union as this year's "Innovative Educator for Written Communication." Congratulations to Barb, who is receiving this award for the second time!

Discussion:

Can students who tested negative last week sign up to be tested again if they are concerned about possible exposure? Provost Lawrence recommended to direct questions to covid19questions@uidaho.edu for help with identifying contact issues and scheduling.

A Senator asked for clarification about faculty being notified that in-person classes are allowed. Provost Lawrence replied that it depends on the testing results, which are received every 12 hours, to help us make a decision. In any case, some information will be communicated this Friday.

When the university reports that the percentage of positive cases has gone, for instance, from 1.1% to 1.2% due to increased rate in a particular cross section of the university population, how are these values calculated? Are negative results from, say, a month ago included? Provost Lawrence explained that the value of 11.4% resulted from the ratio of the positive tests last week to the total number of tests over the same period. That is, it was based primarily on targeted testing so it is expected to be higher. On the other hand, the total number of positive tests relative to the total number of test results received (about 11,000 to date), is 1.81%. Provost Lawrence also noted that different institutions report results in different ways, so one must be careful with making comparisons.

The Chair asked about the recent random invitations to participate in surveillance testing. If an employee is teleworking and has no concerns about exposure, should they still be tested? Provost Lawrence will check on that. [Answer: They are still invited to be tested.]

Given that a higher rate of infection has been detected in certain groups, does the university have a targeted action plan? Yes. Testing is adjusted regularly to follow discoveries in surveillance testing. Provost Lawrence reported that 10% of the Greek Chapters have been asked to quarantine, and others have quarantined voluntarily. All members of some chapters will be tested. Three groups of students can be identified: off-campus students, on-campus students, and the Greek system. We are trying to find out whether the increased rate within the Greek system is also in other groups.

Committee Reports

- COVID-19 Committee Update – *David Lee-Painter*.

David Lee-Painter expressed his appreciation of Torrey Lawrence. He also recognized the dedicated students and faculty on the committee. Last week the committee discussed scheduling for Spring 2021. (Attachment #3 was brought forward.)

Discussion:

The discussion focused on which of the options – “As Scheduled,” Option #1, Option #2, Option #3, or Option #4 – might be best. David Lee-Painter reported that “As Scheduled” was the option preferred by the committee.

A Senator noted that faculty have expressed concerns about shifting back and forth between different teaching modes, especially for those classes where the standard “Socratic” teaching method is not appropriate. David Lee-Painter reported that, based on the input of the four faculty members who are part of the committee, faculty would find the shift manageable if a schedule was decided and followed consistently.

A Senator inquired about the cost of performing two rounds of tests – before the semester and after Spring Break. Provost Lawrence took this question and said we will do what is best for our students and the curriculum. There are currently many unknowns, but cost is not a main concern.

The Chair raised the question of how we can best support the decision-making process. Provost Lawrence suggested a survey to collect broad faculty feedback as soon as possible because registration will start soon. It would be advisable to narrow down the number of options. A Senator commented positively on the idea of reducing the options.

A discussion followed about the best way to promote safety and minimize the cost. A Senator proposed that eliminating Spring Break may achieve both goals. A Senator said the best time to go online should not be the time of the year where it is easier to be outdoors. Other Senators felt that eliminating Spring Break and any long weekend would be detrimental.

Provost Lawrence said he would like to send the survey out the next day. The Chair proposed to work with David Lee-Painter on narrowing down the options. Provost Lawrence noted that Option #4 was generally not welcome, while Option #3 implies conflict with WSU graduation, a serious problem for the community. This leaves three options: 1) leaving things as they are; 2) the “Thanksgiving model”; and 3) eliminating spring break altogether. The Chair agreed that we should move forward with the survey to faculty, staff, and students. Would a Friday deadline be too soon? It could work, if it is a simple survey. Generally, Senators agreed that fewer options is best. A document explaining the available options will be attached to the email announcing the survey.

- UCGE Update – *Diane Carter*

Diane Carter gave a presentation ([attached to these minutes](#)) with updates from the University Committee on General Education. She reported on the new committee composition and the expanded committee functions, which include soliciting and approving proposals and courses to be included in the University’s General Education. The committee charge includes: engagement in program review and making recommendations for the continuous refinement of general

education (previously the task of General Education Assessment Committee [GEAC]); and exploring the need/advisability of re-certifying, re-examining, or re-envisioning American Diversity and International Courses. Per current (stopgap) measures outlined in Catalog section J-3-F, students must take one course in American Diversity and one in International and must complete a Senior Experience course (1 - 16 credits, depending on the program).

By unanimous vote of the committee, the current stopgap (American Diversity, one International, one Senior Capstone) will become permanent. This does not preclude changes in the future, when funding may be available for new general education initiatives. Diane Carter concluded by noting that new General Education courses will be forwarded to UCC.

Discussion:

A Senator expressed concern about the absence of a provision for a Western Civilization course, which was required when the Senator was at Berkley. Students enrolled in the Senator's Political Geography class have no idea or understanding of historical developments because they have no background in European history and civilization. Is there any provision for the development of a Western Civilization course? Diane Carter responded that any program is welcome to submit a course they think fits into the learning outcomes for the various areas of General Education. UCGE is open to consider what faculty put forward. There are guidelines on the UCGE webpage with information on learning objectives requirements for the various types of courses. Faculty can see what is being offered and what UCGE is looking for. Additional ideas are welcome.

Special Orders

- Employee and Student Morale: roundtable.

Chair Kirchmeier introduced the purpose of the roundtable. We want this to be a space where all voices are heard, and ideas for improving the morale can be proposed. The Chair started the discussion posing the question: "What is the current state of the morale?"

Discussion:

A Senator said the morale is the lowest he has seen during his time at U of I. People feel hopeless. The main reasons are the financial situation, loss of junior faculty, consolidation of programs, loss of resources, and more work with less resources.

A Senator said that, while this is a difficult time, he sees a willingness to engage and deal with the problems we are facing.

Another Senator agreed but said that another furlough would be detrimental to the morale. He expressed concerns about inequities between faculty and staff due to different sets of rules.

A Senator commented that the university morale reflects the overall morale during this strange year. We need to have this conversation in a broader context, where diversity issues are part of larger inequities.

Other Senators agreed that morale is low. People are exhausted, stress level is high, workload is high, and consequently, morale goes down.

A Senator said that we can't just stay calm and carry on or be happy to have a job. This Senator read the Ombuds Report and she also had the opportunity to meet with the Ombuds. There are issues of trust. She would like to retire at U of I but does not think it will happen. She is struggling to provide students with the support they need, while trying to do more meaningful

work as an artist. She would like to feel valued and wishes that everyone was seen as a human being.

Additional comments were offered about the difficult times we live in at the national and global level. Mental health is a concern, particularly as we go into the winter season. A Senator reiterated the importance of having larger conversations with the students rather than just helping adjust to a “new normal.”

An off-campus Senator noted that Zoom-only meetings helped her feel more connected to the group, being able to see everyone’s face. Her students are teachers, who, in turn, teach in K-12 classrooms and must help their students adjust. She is concerned about “ripple effects.”

A Senator suggested to be careful and try not to transfer our stress to the students. He also recalled the support the university community showed for lower-paid employees when furlough was being discussed. He felt we cared for each other like a family, which makes him hopeful that, together, we can get through these hard times.

The Vice Chair reported that he heard multiple comments from his peers about low morale due to factors such as increased workload and increased class sizes. He wondered: what is the end goal of this hard work? If the university continued to operate in the same way, it would not be a good end goal. One of the biggest concerns that were communicated to him is about program prioritization. There are also issues unrelated to finances, such as lack of accountability, bullying, and harassment. Some people feel there is no place to share these concerns. They feel hopeless and discouraged about filing a grievance and actually being heard.

Provost Lawrence pointed to the sudden shut-down of operations in March and April and its impact on employees, such as challenges to work from home and childcare problems. Before the pandemic, we were not aware of other employees’ challenges, which may “collide” with those of other employees, thus creating stress and adding to the low-morale problem.

The Chair noted that the facts in the Ombuds Report are very real. What can we do to help, as Senate? The Secretary suggested that a more focused discussion on the morale in the workplace is necessary, while we continue to be aware of and discuss issues at the national and/or global level. The Ombuds Report shows some worrisome statistics for the past year (such as the increased number of cases involving female employees).

A Senator suggested a rotating series of conversations, addressing both local issues and broader ones and how the latter can be integrated in the curriculum.

The Chair called for a motion to adjourn.

Adjournment: There was a motion to adjourn (Tibbles/Lee-Painter). The meeting was adjourned at 5:00pm.

Respectfully Submitted,

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



University
of Idaho

UNIVERSITY COMMITTEE ON GENERAL EDUCATION

REPORT TO FACULTY SENATE



NEW COMMITTEE COMPOSITION

- I** One member from each of the six SBOE-designated GEM areas
- I** One each from the colleges of Agricultural and Life Sciences, Art and Architecture, Business and Economics, Education, Engineering, Natural Resources and Library
- I** Two undergraduate students appointed by ASUI
- I** 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, Executive Director of International Programs Office



EXPANDED COMMITTEE FUNCTION

- I Solicit and approve proposals and courses to be included in the University 's general education
- I Engage in program review and make recommendations for the continuous refinement of general education (previously the task of General Education Assessment Committee [GEAC])



COMMITTEE CHARGE

- I** Finalize a plan for six institutionally-designated General Education credits moving forward
- I** Review Institutional Learning Outcomes (ILO's) and consider aligning to NACE competencies and NWCCU suggested Learning Outcomes.
- I** Explore the need/advisability of re-certifying, re-examining, or re-envisioning American Diversity and International Courses.



WHERE WE ARE NOW

2020-2021

- I Current (stopgap) measure outlined in Catalog section J-3-F:
 - Students must take one course in each of the following:
 - American Diversity
 - International
 - Catalog Section J-3-G also stipulates that students must complete a Senior Experience course. (1 - 16 credits, depending on the program)



CONSIDERED FOR 6 INSTITUTIONALLY-DESIGNATED CREDITS

I GESC Proposal for Integrated Education:

- First-year experience
- Mid-cycle research course
- Senior Capstone
- Housed in the colleges

I Empower academic advisors to develop and deliver an online FYE

I Continue with current stopgap



MOVING FORWARD

2021 AND BEYOND

- By unanimous vote of the committee, the current stopgap (one American Diversity, one International, Senior Capstone) will become permanent
- Some students may still need to take more than 36 credits to fulfill all gen ed requirements (depending on their program)
- This does not preclude changes in the future, when funding may be available for new general education initiatives

WHAT ABOUT DOUBLE-DIPPING?

- I Considered advisability of eliminating double-dipping to prevent students from bypassing international and American diversity course requirements
- I After much discussion, the committee voted to continue to allow double-dipping, but is now considering whether to review and possibly revamp learning objectives for International and American Diversity courses and then review current offerings with those in mind.
 - To that end, the committee is currently working to develop an explicit statement of purpose for the University of Idaho's six institutionally-designated credits as well as learning objectives for American Diversity and International courses.



COURSE CLARIFICATION AND CLEANUP

COURSES PREVIOUSLY DESIGNATED AS AMERICAN DIVERSITY AND INTERNATIONAL WILL NOW BE DESIGNATED IN ONLY ONE AREA:

I LAS 306 Culture and Institutions of Latin America = International

I SPAN 306 Culture and Institutions of Latin America = International

I SPAN 411 Chicano and Latino Literature = American Diversity

I SPAN 413 Spanish American Short Fiction = American Diversity

I HIST 315 Comparative African-American Cultures = International

I HIST 414 History and Film = American Diversity



NEW GENERAL EDUCATION COURSES

TO BE FORWARDED TO UCC

- I** FTV 100, Film History & Aesthetics (Humanities)
- I** FTV 201, Global Film Styles (International)
- I** RSTM380 Principles of Travel and Tourism (International)
- I** JAMM100 Media & Society (Social Science)



QUESTIONS?

University of Idaho
2020 – 2021 Faculty Senate Agenda

Meeting #7

Tuesday, September 29, 2020 3:30 pm
Zoom

- I. Call to Order
- II. Approval of Minutes (Vote)
 - Minutes of the 2020-2021 Faculty Senate Meeting #6 Sept. 22, 2020 **Attach. #1**
- III. Consent Agenda (Vote)
 - Summer 2020 Graduates **Attach. #2**
- IV. Chair's Report
- V. Provost's Report
- VI. Committee Reports
 - COVID 19 Committee Update – *David Lee Painter* **Attach. #3**
 - UCGE Update – *Diane Carter*
- VII. Special Orders
 - Roundtable Discussion – Employee and Student Morale
- VIII. New Business
- IX. Adjournment

Attachments:

- **Attach. #1** Minutes of the 2020-2021 Faculty Senate Meeting #6 Sept. 22, 2020
- **Attach. #2** Summer 2020 Graduates
- **Attach. #3** Spring 2021 Calendar Options

2020 – 2021 Faculty Senate – Pending Approval

Meeting # 6

Tuesday, September 22, 2020, 3:30 pm – 5:00 pm

Zoom only

Present: Ahmadzadeh, Brantz, Bridges, Carney, Chapman, Dezzani, Fairley, Goebel, Hichman, Keim, Kirchmeier (Chair), Lee-Painter, McKellar, Meeuf (Vice-Chair), Paul, Quinnett, Raja, Rashed, Rinker, Rose, Sammaruca (w/o vote), Schwarzlaender, Smith, Stroebel, Tibbals, Torrey Lawrence (w/o vote), Wargo

Absent: Smith

Guest Speakers: *Ben Kirchmeier and Bill Smith*

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

Approval of Minutes (vote):

- Minutes of the 2020-21 Meeting #5– Attach. #1
There were no corrections to the minutes of the 2020-21 Meeting #5. The minutes were approved as distributed.

Chair's Report:

- Zoom etiquette:
 - Change your display name to your preferred name + pronouns + the college or group you are representing here
 - Raise your hand using the electronic “raise my hand” feature.
 - Type questions in the chat if that works better for you.
- Thank you all for your help getting folks to attend the University Faculty Meeting last week and thank you to those of you who attended.
- The Ombud's report is available; please see the link in today's Register. If you haven't already done so, please read it.
- Two upcoming deadlines to keep in mind:
 - Sabbatical applications are due on October 30.
 - Honorary degree nominations are due on November 16.Please help us spread the word about these upcoming deadlines by sharing with your colleagues.

There were no questions or comments following the Chair's report.

Provost's Report:

- The Provost echoed Chair Kirchmeier in encouraging everyone to read the Ombud's report. There is interesting information after this tumultuous year.
- Yesterday's email from President Green contained a good update on where we are with COVID-19 testing. Last week we had an increased rate of positive results, but we are still in a good range. We will be watching this week's results carefully.
- As the smoke cleared up, building started to reopen on Saturday. By Sunday, we were able to reopen all buildings, but we will continue to be alert. To follow up on a previously asked question as to why we don't have a larger stock of filters to last longer: we do have a large stock of filters, but we were burning them at a much faster rate than usual – for example, some filters might only last 3-4 days instead of the normal 3-4 months – so we had to shut the system down to avoid damage.

- Another follow-up to a previous question about the Federal Tax Deferral Program: Idaho will not participate in that program and, thus, neither will the university.
- Follow up on flu shots: HR confirmed shots are available at no charge for anyone under a U of I Health Plan. One can get them anywhere shots are available (doctor's office, pharmacies, etc.). The Office of the Dean of Students is looking into hosting a flu shot clinic for students.
- The first "Talks with Torrey" is on Thursday 9/24 at 11:30am to 12:30pm (PT). Questions can be submitted in advance or asked at the meeting.

There were no questions or comments for the Provost.

Committee Reports

- COVID-19 Committee Update – *David Lee-Painter*.
Dean of Students Blaine Eckles visited the committee and was very helpful. Our present focus is on next semester, especially mental health and morale, as well as testing and reporting. David Lee-Painter encouraged everyone to email him or covid19questions@uidaho.edu with any questions or concerns.
Discussion:
A Senator asked whether the recently reported 4.7% rate of positive tests should be reason for concern. Provost Lawrence took the question and noted that the higher rate was detected in a specific group of people – over about 200-300 tests. The rate over 10,000 tests moved up from 1.1% to 1.2%. More focused testing is planned. We will continue to monitor carefully.
- Borah Foundation – *Ben Kirchmeier and Bill Smith*.
The Borah Foundation Committee has put together a virtual symposium starting next week. The keynote speakers will be Beatrice Fihn and Kim Campbell. Beatrice Fihn is Executive Director of the International Campaign to Abolish Nuclear Weapons (ICAN), the 2017 Nobel Peace Prize Laureate. She will speak Monday, September 28, at 12:30. Link: <https://uidaho.zoom.us/j/97746088280>. Kim Campbell is the first and only female Prime Minister of Canada and has spent her ground-breaking career shattering barriers for women, cultivating the next generation of leaders and speaking out on human rights and the impact of climate change. As a member of Global Leadership for Climate Action — a task force of world leaders — she is a champion for the environment, making a strong business and economic case for sustainability. She will speak on Tuesday, September 29, at 7:00pm. Ben Kirchmeier also gave a brief historical background of the Borah Foundation. In addition to these two outstanding guests, this year the event will feature a Hiroshima display. In response to a question, Ben Kirchmeier noted that the event will be recorded, besides being accessible through U of I Live and Zoom.

Other Announcements and Communications

- Remove FSH 6925 Law Library (non-voting) Attach. #2
Chair Kirchmeier provided a brief rationale for the removal of FSH 6925. It is essentially procedural, changes often, and thus it is not well housed in FSH.
There was no discussion on this item.
- ASUI proposal to make election day a UI holiday.
Savannah Stroebel and Sierra Brantz, ASUI Senate representatives, presented the ASUI proposal and its motivations. The main purpose is to give students more time to vote. At the same time, the free day will be beneficial to faculty and staff, particularly at a time when everyone is busy

with classes, COVID-related circumstances, and family responsibilities. Students will know that voting matters, which is especially important for first-time voters who may not be familiar with the process of asking for absentee ballots. They will also see that U of I cares about students doing their civic duties as citizens. A whole day would be useful because, when one is finally able to make it to the polls in between classes or meetings, they are likely to find long lines and possibly be unable to vote. ASUI believes that the college experience is not just about academics, but also about learning citizenship and maturing into an adult. If we can help give students the opportunity to vote in person, we are helping them become more educated about their voting duties. Savannah and Sierra would like to listen to the Senators' concerns and communicate those concerns to ASUI.

Discussion:

Can we do it? Are we allowed to have another holiday? Savannah and Sierra said that ASUI has communicated with Provost Lawrence, who confirmed that we can add another holiday as long as we maintain the minimum number of State Board mandated instructional days. We can change our policies, but not State Board policies. Registrar Lindsey Brown noted that we already are at the minimum, so this could be a hurdle.

Who makes decisions about holidays? Provost Lawrence answered that the president does, but President Green delegated the task to him.

Other Senators, although generally supportive of the ASUI idea, suggested to also explore other possibilities, such as voting mentoring, more advertising, more active involvement. Also, would we want to do this every year or just this year? Chair Kirchmeier noted that, although it would be good to be able to do something this year, we can still be proactive for future years.

A Senator observed that, while he appreciates the importance of getting people out to vote, we do have polling stations on campus. Taking alternative actions, such as broad advertising, would be a better solution. Students should know how to vote, but do we have to make it easy for them? Should we not stay neutral? Do we know whether this was ever done in other schools? Was this initiative supported by a large body of students? This Senator suggested that we should think more about this. Savannah and Sierra replied that the idea had been around for a while, with previous Leaderships getting closer and closer to an actual proposal. There is now a new Student Leadership who feels strongly committed to advancing this initiative.

A Senator brought up the possibility of excused absences. Provost Lawrence reiterated that U of I is clearly committed to remove hurdles to students' voting. We can educate students and encourage instructors to apply flexibility with absences on election day. Furthermore, there is in FSH a policy addressing employees' leave for the purpose of voting.

Chair Kirchmeier closed the roundtable by reading a Senator's comment about the fact that efforts to help students can also be effective in recruiting. The discussion transitioned smoothly to the next agenda item.

Special Orders

- Faculty responsibility for recruitment: roundtable.
Chair Kirchmeier introduced the new roundtable format – an idea that came up at the August 2020 Senate Retreat as an alternative to the traditional presentation followed by Q&A. People who are present to answer questions and, generally contribute to the forum, are: Provost

Lawrence, Vice Provost for Faculty Diane Kelly-Riley, Assistant Vice Provost Bobbi Gerry (SEM), Director of Recruiting Peter Lien, and Dean Kahler (Vice Provost, SEM).

Discussion:

Chair Kirchmeier opened the roundtable by posing the question: What are faculty responsibilities in student recruiting?

Faculty in a land-grant institution should be involved in recruiting, but there is no recognition and thus no incentive to do so. It was noted, however, that FSH 1565 was revised last year by FAC to address recognition of faculty's recruiting efforts in their position description. They are now part of "outreach."

A Senator reported that faculty have expressed concerns about communication problems and lack of knowledge about, specifically, what we are supposed to do. Perceptions and instructions are different from college to college. Some faculty are told not to get involved, other feel under pressure to do so. They feel lost and would like a "to do list" consistent with the strategic recruiting plans of the university.

The Chair encouraged feedback from the Recruiters about the specific question: What should we do and how does that fit in the larger university plans?

Vice Provost Kahler said that everyone's role is appreciated and valued, but he does not want to overburden the faculty. Some faculty have expressed the wish not to get involved. He explained that there are students at different levels of interest. At the initial phase of recruiting, we may contact about 100,000 students and try to recruit them for the upcoming year. Our recruiters and the Recruiting Marketing Team are in charge of this phase (looking for names, sending packets through the mail etc....). The pool is then reduced to those students who have expressed interest in learning more about the U of I – the pool of "inquiries". When a student becomes an "inquiry," different people may start to get involved, and faculty involvement is most valuable. We do not want faculty to believe that they are expected to be involved with the 100,000 initial pool or to look for additional names – although they can, if they wish. An "inquiry" student may visit campus or attend Vandal events, at which point our sale pitch focus on specific academic programs. Faculty have the opportunity to engage with the student and share their excitement about their programs. When the student gets to the application stage and is admitted, the pool is down to about 10,000 students who have shown significant interest. At that point, we send data to the colleges where faculty can have rich conversations with students and parents about their programs. Vice Provost Kahler reiterated that everyone is welcome to contribute.

In response to a question, as well as to address the general concerns about communication tools, Bobbi Gerry reported that the new tool, "Slate," is in the training stage. With Slate, everyone who wishes to be informed and play a role in recruiting, can easily do so. This tool is student-centered. When a student applies, a faculty can see the application prior to meeting with the student during a campus visit and ask individualized questions rather than engage in a generic conversation.

Generally, Senators agreed that a better coordination of what everyone is doing would be helpful. Someone suggested to look at the "big picture" rather than the details, namely, to try and identify why enrollment has been dropping for two years. Vice Provost Kahler agreed that we must have broader conversations. There are robust recruiting strategies, but often people

are not aware of them. He would be happy to visit Senate periodically to keep faculty informed. He reported that we have recruiters on campus twice per year. This year, due to COVID-19, all visits have been virtual.

In response to the question of graduate student recruiting, Senators were informed that Jerry McMurtry is working on that with Bobbi Gerry. The Chair asked whether it is possible to have a link to a document with the university recruiting strategies. Vice Provost Kahler said it is standard practice to keep strategies from becoming too public.

The Vice Chair directed a question to Torrey Lawrence and Diane Kelly-Riley about incentive to participate in recruiting. Torrey Lawrence said that the budget model developed this year should help. Colleges need to be clear about the metrics (credit hours, enrollment, etc.). Diane Kelly-Riley agreed that the budget is a key factor. Faculty should play a strong role in enrollment, which will be a major metric. Secretary Sammarruca reiterated that the position description allows for such efforts to be included and noted that negotiating an appropriate position description is a key point to get proper recognition for recruiting efforts in the annual evaluation

Additional suggestions were proposed, such as using Extension offices to advertise, create recruiting stations across the state, encourage faculty who give presentations to take the opportunity to advertise their programs. Advertising strategies for transfer students were also brought up. We “purchase” names from other schools and Community Colleges. There are also strategies for specific groups, such as adult students. We have recruiters in and out of state. The recruitment team is very diverse, and they are now looking for a Multicultural Director for Recruiting. Several recruiters are bilingual, and two international recruiters are part of the team. For more information, see <https://www.uidaho.edu/admissions/apply/admissions-counselors>

The Chair called for a motion to adjourn.

Adjournment: There was a motion to adjourn (Lee-Painter/Ahmadzadeh). The meeting was adjourned at 5:02pm.

Respectfully Submitted,

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

University of Idaho Summer 2020 Candidates for Degree

College of Agricultural & Life Sciences

Aguilera Vasquez	Faviola	B.S.F.C.S.	CFCS-Family Dev & Aging Opt
Awad	Koroles Nader Nakl	M.S.	Applied Economics
Barsch	Hagan	B.S.Ag.Econ.	Ag Econ-Agribusiness Emph
Cooper	Courtney	Ph.D.	Water Resources-Law,Mgt,Pol Op
Gerwig	Katie	B.S.Ag.L.S.	Ag Science, Comm, & Leadership
Guetling	Christie	M.S.	Plant Science
Hollingshead	Andrew	Ph.D.	Plant Science
Hubbard	Tyler	M.S.	Water Resources-Law,Mgt,Pol Op
Jacobsen	Thomas	M.S.	Agricultural Education
Lemgo	Evelyn	M.S.	Applied Economics
Paladugula	Moorti Prabhakara	M.S.	Food Science
Peterson	Jessie	B.S.Ag.Econ.	Ag Econ-Agribusiness Emph
Poudel	Sabina	B.S.F.C.S.	Apparel, Textiles, & Design
Ropski	Elizabeth	M.S.	Family and Consumer Sciences
Smith	Jordan	B.S.Ag.Ed.	Agricultural Education
Thurgood	Garrett	M.S.	Plant Science
Tian	Guang	M.S.	Applied Economics
Torso	Kathleen	Ph.D.	Water Resources-Sci & Mgmt Opt
Trebitz	Karen	Ph.D.	Water Resources-Law,Mgt,Pol Op
Vander Stelt	Lee	B.S.Ag.Econ.	Ag Econ-Agribusiness Emph
Wilson	Henry	M.S.	Applied Economics-Agribus Emph
Yang	Jingya	M.S.	Plant Science

College of Art & Architecture

Allen	Elizabeth	M.S.	Bioregional Plng & Comm Dsgn
Bryan	Parker	B.S.Arch.	Architecture
Cisco	Reilly	M.S.	Integrated Arch & Design
Cline	Ian	M.L.A.	Landscape Architecture
Ixta	Laura	M.Arch.	Architecture
Ixta	Laura	B.S.Arch.	Architecture
Lempesis	Brendan	B.S.Arch.	Architecture
Macaw	Chase	M.Arch.	Architecture
Shakya	Beniya	M.Arch.	Architecture
Williams	Kristin	B.S.Arch.	Architecture
Zabriskie	Elaine	M.L.A.	Landscape Architecture
Zamorano-Gonzalez	Adriana	B.S.Arch.	Architecture

College of Business & Economics

Abu Hasan	Naif Mohammed Y	B.S.Bus.	Finance
Alanazi	Ammar	B.S.Bus.	Finance
Alanazi	Ammar	Academic Certificate	Entrepreneurship
Almuaqel	Abdulaziz	M.Acct.	Accountancy
Atherstone	Thomas	B.S.Bus.	Mgmt & HR-Management Emph

Cole	Grant	M.Acct.	Accountancy
Coppola	Thomas	B.S.Bus.	Marketing-PGA Golf Mgmt Opt
Davies	Katelyn	B.S.Bus.	Mgmt & HR-Management Emph
Ehly	Vivianne	M.Acct.	Accountancy
Esser	Olivia	M.Acct.	Accountancy
Freitas	Jessica	M.Acct.	Accountancy
Gibson	Brittany	M.Acct.	Accountancy
Gross	Cameron	B.S.Bus.	Bus Econ-Finan Econ Opt
Gustavsen	Calen	M.Acct.	Accountancy
Hightower	Lloyd	B.S.Bus.	Marketing-Gen Marketing Emph
Hoerner	Cody	M.Acct.	Accountancy
Hou	Ruofan	B.S.Bus.	Marketing-Gen Marketing Emph
Hubbard	Kennedy	B.S.Bus.	Marketing-Gen Marketing Emph
Kasper	Johanna	B.S.Bus.	Accounting
Kondaveeti	Mary Jones	B.S.Bus.	Management Information Systems
Lakey	Jennifer	B.S.Bus.	Operations Management
Lebsock	Matthew	B.S.Bus.	Operations Management
Lynn	Jakob	B.S.Bus.	Bus Econ-General Opt
Moss	Reno	B.S.Bus.	Marketing-Gen Marketing Emph
Penn	Michael	B.S.Bus.	Marketing-Gen Marketing Emph
Russell	Claire	B.S.Bus.	Marketing-Gen Marketing Emph
Ryden	John	M.Acct.	Accountancy
Schutt	Jeffery	B.S.Bus.	Operations Management
Waisanen	Cassandra	B.S.Bus.	Accounting
Waite	Zachary	B.S.Bus.	Finance
Wang	Sixue	B.S.Bus.	Mgmt & HR-Human Res Mgmt Emph
Watson	Jesse	B.S.Bus.	Operations Management
Woest	Chloe	B.S.Bus.	Mgmt & HR-Management Emph
Wright	Britta	B.S.Bus.	Accounting

College of Education, Health & Human Sciences

Allison	Matthew	Ed.S.Ed.Ldrshp	Educational Leadership
Amundson	Megan	M.Ed.	Physical Education
Ball	Jennavere	B.S.E.S.H.	Exercise Science & Health
Behrens	Makenna	B.S.E.S.H.	Exercise Science & Health
Borchers	Tyler	B.S.Rec.	Rec, Sport, & Tourism Mgmt
Branson	Coral	M.Ed.	Curriculum and Instruction
Bridgman	Jessica	M.Ed.	Physical Education
Casanova	Madeline	Ph.D.	Education
Creek	Cliff	M.Ed.	Educational Leadership
Galan	Sam	M.Ed.	Rehab Couns & Human Services
Gissel	Gregory	B.S.Rec.	Rec, Sport, & Tourism Mgmt
Grant	Kevan	M.Ed.	Educational Leadership
Hyde	Luke	B.S.Ed.	Secondary Education
Killmaster	Jami	M.Ed.	Educational Leadership
Knudson	Brynn	M.S.	Adult/Org Learnng & Leadership

Knudson	Brynn	Academic Certificate	Human Resource Development
Krier	Elsa	M.S.	Adult/Org Learnng & Leadership
Krier	Elsa	Academic Certificate	Human Resource Development
Lichte	Amy	M.Ed.	Special Education
Martinson	Grant	M.Ed.	Curriculum and Instruction
Meade	Rechelle	B.S.E.S.H.	Exercise Science & Health
Meier	Sarah	Academic Certificate	Human Resource Development
Morgan	Alexis	M.S.	Adult/Org Learnng & Leadership
Myers	Marcus	Ed.S.Ed.Ldrshp	Educational Leadership
Nelson	Megan	Ph.D.	Education
Olson	Timothy	M.Ed.	Physical Education
Reuben	Sienna	M.Ed.	Curr & Instr-Teacher Cert Emph
Salmon	Michael	B.S.E.S.H.S.	Exer, Sprrt, Hlth Sci-Pre-PT
Schomburg	Allison	B.S.E.S.H.	Exercise Science & Health
Shaw	Aubrey	Ph.D.	Education
Sorrell	Andrea	B.S.Ed.	Career & Tech Ed-Wrkfc Trn&Dev
Thacker	Russell	Ph.D.	Education
Walgamott	Ruby	B.S.Ed.	Career & Tech Ed-Wrkfc Trn&Dev
Warren	Hollee	B.S.E.S.H.S.	Exer, Sprrt, Hlth Sci-Pre-PT
White	Leah	M.Ed.	Educational Leadership
Wright	Hailey	B.S.E.S.H.	Exercise Science & Health

College of Engineering

Ajao	Babatunde	M.S.	Electrical Engineering
Altaieb	Suhaim	B.S.M.E.	Mechanical Engineering
Armstrong	Shanna	M.S.	Technology Management
Avelar	Zachary	B.S.M.E.	Mechanical Engineering
Benjamin	Jacob	Ph.D.	Computer Science
Bogert	Melissa	M.S.	Mechanical Engineering
Burkhalter	Colin	M.S.	Mechanical Engineering
Carne	Robert	B.S.M.E.	Mechanical Engineering
Chen	Yutong	B.S.E.E.	Electrical Engineering
Christensen II	Thomas	M.S.	Chemical Engineering
Cosso	John	B.S.M.E.	Mechanical Engineering
Doud	Jessica	Academic Certificate	Critical Infrastructure Resil
Duggal	Yamini	B.S.C.S.	Computer Science
Dustin	Jeremiah	M.S.	Nuclear Engineering
Eddy	Camille	B.S.M.E.	Mechanical Engineering
Giduthuri	Anthony Tushar	M.S.	Chemical Engineering
Hardy	Raymon	M.S.	Computer Science
Hardy	Raymon	Academic Certificate	Critical Infrastructure Resil
Hartley	Jayden	B.S.M.E.	Mechanical Engineering
Hughes	Keith	Academic Certificate	Human Safety Performance
Hulse	Hayden	B.S.M.E.	Mechanical Engineering
Jalali Khalilabadi	Amirreza	M.Engr.	Electrical Engineering
Jelries Ferdinand	Jasper Sharon Ferdi	M.Engr.	Mechanical Engineering

Jillepalli	Ananth	Ph.D.	Computer Science
Kiss	Alexander	B.S.M.E.	Mechanical Engineering
Lingaraju	Kaushik	M.S.	Computer Engineering
Lingaraju	Kaushik	Academic Certificate	Power Syst Protection & Relay
Maramreddy	Abhilash Reddy	B.S.C.S.	Computer Science
Marikis	Stefanie	B.S.	Biological Engineering
Marsden	Elliott	B.S.M.E.	Mechanical Engineering
McKenzie	Kirk	B.S.M.E.	Mechanical Engineering
Middleton	Jacob	M.S.	Mechanical Engineering
Mohammad	Umair	Ph.D.	Electrical Engineering
Mulinti	Manjunath	M.S.	Computer Science
Neel	Andrew	B.S.M.E.	Mechanical Engineering
Orchard	Joshua	M.Engr.	Mechanical Engineering
Orji	Berlinda Oluebube	M.S.	Chemical Engineering
Orme	Mark	M.S.	Technology Management
Pitchai	Sooryaprakash	M.Engr.	Electrical Engineering
Pithapur	Mohammed	Academic Certificate	Power Syst Protection & Relay
Ravishankar	Ranjitha	M.S.	Electrical Engineering
Ready	Ryan	M.S.	Electrical Engineering
Richards	James	M.S.	Nuclear Engineering
Richardson	Philip	M.S.	Electrical Engineering
Rodriguez	Lennin	B.S.C.S.	Computer Science
Sanabia	Michael	B.S.M.E.	Mechanical Engineering
Seegmiller	Will	M.S.	Mechanical Engineering
Sharma	Puneet	M.Engr.	Mechanical Engineering
Shi	Meng	Ph.D.	Chemical Engineering
Soltani	Morteza	Ph.D.	Electrical Engineering
Swenson	Caitlin	B.S.M.E.	Mechanical Engineering
Theodossiou	Sophia	Ph.D.	Biological Engineering
Townsend	Marshall	M.S.	Mechanical Engineering
Venugopal	Varsha	M.S.	Computer Science
Wang	Rui	Ph.D.	Electrical Engineering
Wills	Cody	B.S.M.E.	Mechanical Engineering
Wobo	Francis	M.Engr.	Chemical Engineering
Xu	Changyao	B.S.E.E.	Electrical Engineering
Young	Kevin	M.S.	Computer Science
Zhao	Huiyu	B.S.E.E.	Electrical Engineering

College of Law

Chiang	I-An	J.D.	Law
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College of Letters, Arts & Social Sciences

Addington	Kayla	B.S.	Film & Television Studies
Aguilera Vasquez	Faviola	B.A.	Spanish
Al Dhahouri	Jamal	B.G.S.	General Studies
Allen	Cody	B.S.	Criminology

Baril	Bethany	B.S.	Psychology
Bergner	John	M.A.	Anthropology
Bishop	Zachery	B.A.	Political Science
Bravo	Karla	B.G.S.	General Studies
Broxson	Ian	B.G.S.	General Studies
Burt	Rebecca	B.G.S.	General Studies
Carter	Emily	B.S.	Psychology
Carter	Emily	Academic Certificate	Diversity & Stratification
Chavez	Jonathan	B.S.	Sociology-Criminology Emph
Clark	Whitney	B.S.	Organizational Sciences
Cockle	Elaine	B.S.	Psychology
Corona	Kimberly	B.S.	Sociology-Criminology Emph
Cutting	Kyle	B.S.	Sociology-Gen Sociology Emph
Dawson	Travis	M.P.A.	Public Administration
Dimico	Nicholas	B.S.	Broadcasting & Digital Media
Doan	Dustin	B.S.	Organizational Sciences
Flaig	Saraya	B.A.	History-General Emph
Gilbert	Halle	B.A.	International Studies
Hilpert	Drayke	B.G.S.	General Studies
Hutchison	Janaye	B.S.	Psychology
Johnson	Melanie	B.G.S.	General Studies
Kinthead	Jasmine	B.A.	International Studies
Kohlman	Matthew	B.S.	Economics
Lange	Adriana	B.S.	Psychology
Lewis	Misty	B.S.	Organizational Sciences
Lewis	Amberlea	B.S.	Advertising
Mapendo	Valer	B.S.	Sociology-Gen Sociology Emph
McInnis	Mary	M.S.	Psychology
Minard	Nathan	M.S.	Psychology
Montenegro	Jaida	M.S.	Psychology
Mueca	Andrea	B.A.	International Studies
Nicol	Kyle	B.G.S.	General Studies
O'Brien	Molly	B.A.	Political Science
Pierce	Allison	B.S.	Sociology-Criminology Emph
Rayborn	Andrew	B.Mus.	Music:Composition
Reeves	Katelyn	B.G.S.	General Studies
Rehrmann	Karl Michael	B.A.	History-General Emph
Rose	Austin	M.F.A.	Theatre Arts
Samuel	Isaiah	M.S.	Psychology
Schroeder	Whitney	M.P.A.	Public Administration
Shepherd	Treighton	B.S.	Psychology
Skidmore	Kathryn	B.Mus.	Music:Business-Arts Admin Emph
Smith	Sandra	B.S.	Economics
Stevinson	Cynthia	M.A.	English
Stoeser	Emily	B.S.	Public Relations
Strobel	Hunter	B.Mus.	Music Ed-Instrumental Emph
Symonds	Bethany	B.S.	History

Taylor	Robert	B.G.S.	General Studies
Tentinger	Logan	B.S.	Psychology
Tidd	Matthew	B.S.	Philosophy
Wildwood	Rose	B.S.	Psychology
Wright	Donovan	M.S.	Psychology

College of Natural Resources

Branigan	Emily	M.N.R.	Natural Res-Env Ed&Sci Comm Em
Bullock	Kelsey	M.N.R.	Natural Res-Env Ed&Sci Comm Em
Cuddy	Zachary	B.S.Wildl.Res.	Wildlife Resources
Drake	Zachary	M.N.R.	Natural Res-Env Ed&Sci Comm Em
Ekins	James	Ph.D.	Natural Resources
Erwin	Daniel	M.N.R.	Natural Res-Env Ed&Sci Comm Em
Fitzgerald	Laura	M.N.R.	Natural Res-Env Ed&Sci Comm Em
Gage	Mitchell	M.N.R.	Natural Res-Env Ed&Sci Comm Em
Goodrich	Hali	M.N.R.	Natural Res-Env Ed&Sci Comm Em
Griffith	Alexander	M.N.R.	Natural Res-Env Ed&Sci Comm Em
Heaton	Joshua	M.N.R.	Natural Res-Env Ed&Sci Comm Em
Higheagle	Sierra	M.S.	Natural Resources
Hight	Lucas	B.S.Fire.Ecol.Mgmt.	Fire Ecology & Management
Hipp	Amanda	M.N.R.	Natural Res-Env Ed&Sci Comm Em
Hudson-Heck	Ellen	Academic Certificate	Environmental Ed & Sci Comm
LeDesma	Ashley	M.N.R.	Natural Res-Integrated Nat Res
LeDesma	Ashley	Academic Certificate	Fire Ecology, Mgt & Technology
Lindquist	Anna	M.N.R.	Natural Res-Env Ed&Sci Comm Em
Lundblad	Carl	Ph.D.	Natural Resources
Maine	Alexa	Ph.D.	Environmental Science
Matthews	Kathryn	M.S.	Natural Resources
McIntyre	Heather	M.S.	Environmental Science
Mead	Adria	M.S.	Environmental Science
Melchiorre	Andrea	Ph.D.	Natural Resources
O'Leary	Casey	M.N.R.	Natural Res-Env Ed&Sci Comm Em
Puype	Amanda	B.S.Wildl.Res.	Wildlife Resources
Savadow	Eric	M.N.R.	Natural Res-Env Ed&Sci Comm Em
Seufert	Courtney	M.N.R.	Natural Res-Env Ed&Sci Comm Em
Shepard	Mark	M.N.R.	Natural Res-Env Ed&Sci Comm Em
Stasiewicz	Amanda	Ph.D.	Natural Resources
Stewart	Hannah	M.N.R.	Natural Res-Env Ed&Sci Comm Em
Washington	Chad	M.S.	Natural Resources
White	David	M.N.R.	Natural Res-Env Ed&Sci Comm Em
Zamora	George	B.S.Env.S.	Env Sc-Biological Science Opt

College of Science

Adhikari	Shiva	M.S.	Chemistry
Bland	Colby	Academic Certificate	Data Analytics
Butterfield	Landen	B.S.	Geography

Butterfield	Landen	Academic Certificate	Geographic Information Systems
Cook	Isaac	B.S.	Geological Sci-Gen Geol Opt
Emehiser	Raymond	Ph.D.	Chemistry
Esposito	Emma	M.S.	Neuroscience
Hale	Scott	M.A.T.	Mathematics
Harbin	Jacob	B.S.	Geological Sci-Gen Geol Opt
Hull-Nye	Dylan	M.S.	Statistical Science
Mackin	Robert	Ph.D.	Microbiol, Molec Biol/Biochem
Meek	Kevin	Ph.D.	Mathematics
Mezazem	Raymond	M.S.	Statistical Science
Miley	Emilie	Academic Certificate	Statistics
Nelson	Megan	Academic Certificate	Statistics
Nemati	Shahla	Ph.D.	Physics
Randall	John	B.S.Biochem.	Biochemistry
Shepard	Caroline	M.S.	Chemistry
Sincerbeaux	Gwen	B.S.	Math:Applied-Mathematical Biol
Steven	Cody	Ph.D.	Geology
Swaninger	Emma	M.S.	Geology
Week	Robert	Ph.D.	Bioinformatics & Comptnl Biol
Wetzel	Kelsey	M.S.	Geology
Wixom	Katherine	B.S.	Biology
Wold	Jamie	B.S.	Geological Sci-Phys Geol Opt

Attach #3

Discussion: Spring 2020 Calendar Options

For Faculty Senate discussion on Tuesday, September 29, 2020

Assumptions:

- COVID-19 challenges continue so our safety protocols will continue. We are not assuming a widely available vaccine will be available.
- Try to have Commencement in May. Multiple ceremonies may be needed for social distancing.
- Required testing of all students on arrival in January may require us to start online/remote. Exact duration TBD based on lab capacity. (Students don't arrive as early as they do in August.)
- Required testing of all students would be needed after a one-week Spring Break.

As Scheduled:

Classes Begin: Wed, Jan 13 (followed by 1-2 weeks of online/remote instruction for testing)

Spring Break: M-F, March 15-19 (followed by 1-2 weeks of online/remote instruction for testing)

Dead Week: M-F, May 3-7

Exam Week: M-F, May 10-14

Commencement: Sat, May 15

- Pro: No changes
- Con: Will need 1-2 weeks online/remote at beginning of semester and after spring break

Option #1: Delay spring break and go online/remote after the break (similar to Fall 2020)

Classes Begin: Wed, Jan 13

Spring Break: **M-F, April 19-23**

Dead Week: M-F, May 3-7

Exam Week: M-F, May 10-14

Commencement: **Sat, May 15 (cancel?)**

- Pro: avoid testing everyone in middle of semester
- Con: online/remote for one week plus Dead Week and Exam Week (3 weeks total); commencement may need to be cancelled unless seniors return; spring break not aligned with local schools; the break is too late

Option #2: Start one week later and eliminate spring break completely

Classes Begin: **Wed, Jan 20**

Spring Break: **None**

Dead Week: M-F, May 3-7

Exam Week: M-F, May 10-14

Commencement: Sat, May 15

- Pro: Minimize travel; no mid-term comprehensive testing needed
- Con: Is this good for mental health? This is 16 weeks with only one long weekend (Pres' Day)

Option #3: End semester one week earlier and eliminate spring break completely

Classes Begin: Wed, Jan 13

Spring Break: **None**

Dead Week: **M-F, April 26-30**

Exam Week: **M-F, May 3-7**

Commencement: **Sat, May 8**

- Pro: Minimize travel; no mid-term comprehensive testing needed

- Con: Mental health for 16 weeks with only one long weekends (Pres' Day); end of semester timing will align with WSU including Commencement

Option #4: Start 3 days later, eliminate spring break, add two 3-day weekends

Classes Begin: **Tues, Jan 19** (Mon, Jan 18 is MLK Day)

Spring Break: **None, but add one 3-day weekend in March and one 3-day weekend in April**

Dead Week: M-F, May 3-7

Exam Week: M-F, May 10-14

Commencement: Sat, May 15

- Pro: Minimize travel; no mid-term comprehensive testing needed; 3 long weekends will give people a chance to rest and regroup
- Con: Disruptive for Monday/Friday classes, some travel may still occur during long weekends (but they could be tested like Labor Day in Sept 2020)

Option #5: Other Ideas???

Classes Begin:

Spring Break:

Dead Week:

Exam Week:

Commencement:

- Pro:
- Con:

Other Notes

- WWAMI and Law both follow a modified schedule

Questions if the calendar is changed:

- Will it be done through a Presidential Emergency Action after appropriate consultation?
 - Survey all faculty, staff, and students?
 - Gather feedback through Senate?
- Are contractual changes needed for Temp Faculty?
- What is the impact to Housing, Dining, and other Aux Services?
- Are there regulatory challenges for Financial Aid, ROTC, Athletics, etc.?
- Will add/drop dates be extended because of staring online/remote?

2020 – 2021 Faculty Senate – ~~Pending Approval~~ Approved at mtg. #9 10.13.2020

Meeting # 8

Tuesday, October 6, 2020, 3:30 pm – 5:00 pm

Zoom only

Present: Ahmadzadeh, Brantz, Bridges, Carney, Chapman, Dezzani, Fairley, Goebel, Hichman, Keim, Kirchmeier (Chair), Lee-Painter, McIntosh, McKellar, Meeuf (Vice-Chair), Paul, Raja, Rashed, Rinker, Rose, Sammarruca (w/o vote), Schwarzlaender, Smith, Stroebel, Torrey Lawrence (w/o vote)

Absent: Wargo (excused), Tibbals (excused), Quinnett

Guest Speakers: *Chandra Zenner Ford, Scott Green, Brad Ritts*

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

Approval of Minutes (vote):

- Minutes of the 2020-21 Meeting #7 – Attach. #1
There were no corrections to the minutes of the 2020-21 Meeting #7. The minutes were approved as distributed.

Chair's Report:

- While we are asking that you make every effort to get curriculum changes and program changes to the appropriate office as soon as possible, this year UCC has created some flexibility with its deadlines and is accepting materials through October 15. If you have questions, please reach out to UCC chair Jim Connors (jconnors@uidaho.edu).
- This is Homecoming Week! Tomorrow is the Homecoming Faculty Staff Alumni Luncheon from 11:00-2:00pm on Zoom, and other Homecoming events are happening throughout the week, mostly virtually. For more information, check the Homecoming schedule online.
- Thank you to the folks who worked to set up the Zoom lab and study space on the third floor of the Student Health Center. This is a space where students can attend their virtual classes while on campus, eliminating the necessity to be at home for Zoom classes and on-campus for Hyflex and in-person classes.
- Two upcoming deadlines to keep in mind:
 - Sabbatical applications are due on October 30, 2020.
 - Honorary degree nominations are due on November 16, 2020.
 - Deadline to request delay for promotion and/or tenure is March 14, 2021.Please help us spread the word about these upcoming deadlines by sharing with your colleagues.

There were no questions or comments following the Chair's report.

Provost's Report:

- The Zoom Room mentioned in the Chair's report is the result of great work from the Dean of Students Office, particularly Director of Health and Wellness Rusty Vineyard. The original plan was to close between 12pm and 1pm, but they are reconsidering the closure to allow greater flexibility for the students.
- COVID-19 update: Updates can be found in the Friday and Monday memos from the President and the Provost. We continue to have some concerns about spread in the Greek system, and several Greek Houses are in quarantine. We will test all students starting this week. For the time being, the class delivery method is at the instructor's discretion. More information will come.

- Spring 2021 schedule: The survey sent to staff, faculty, and students closed yesterday at 5pm. We received 2,913 responses (about 28% of the university population) and approximately 7,000 comments. (The survey results are attached to these minutes.) Option C (semester starts a week later with no Spring Break) was the least popular, while Option A (no changes) and B (delayed spring break) were the most popular. A decision will have to be made after considering a variety of factors.
- Preferred names: There is strong support for the use of preferred names on Vandalweb and BbLearn. Various groups, such as ITS and the Registrar's Office, are involved and are working on this. More will be reported next week, when this item is on the agenda.

Discussion:

A Senator expressed surprise at the survey results. Is Option A (no changes) a wise decision? Sending the students home for Spring Break and then testing them all again will add substantial costs. Moreover, we will have to go online for a week after the break, which is disruptive. Provost Lawrence recognized that there are many aspects still to consider before determining the best option. Although the 7,000 comments have not yet been organized, some people mention mental health concerns if there is no break.

Another Senator wondered whether Option B (late Spring Break) might be a good compromise, because it avoids testing everyone again after the break.

We test all students, but not faculty and staff who are in contact with students. Why not? The Provost explained that there are different employment challenges with requiring employees to be tested. President Green added that the data for only employees is excellent – less than five positive cases in our testing. The numbers are also good for student-employees and for students living off campus. Based on data, there is no compelling reason to test everyone. However – Provost Lawrence added – surveillance testing for employees will continue next week through the university system.

Can employees who feel the need to be tested do so through the university? Provost Lawrence replied that, if an employee is symptomatic, they should consult their healthcare provider to obtain an order for the test and then can be tested through the university. If an employee wants to be tested for other reasons, such as contact, they should send requests to covid19questions@uidaho.edu.

The discussion moved back to the Spring schedule. It was noted again that Option C is the safest and most cost-effective, but it may be problematic to choose it given the survey results. Option A requires two full sets of testing, whereas only one set would be necessary with Option B. Provost Lawrence confirmed, aside for unforeseen circumstances that may require additional testing (as is the case this semester).

A clarification was asked on flu shots: To whom will they be available free of charge? Provost Lawrence said that the focus will be on students – they are paid for largely by student fees – but everyone covered by a U of I Health Plan can get them at no charge through their physician, pharmacies, etc.

A Senator was concerned about receiving information from multiple sources for the lists of students who are ineligible to attend classes. The Senator would appreciate more consistency. The Provost explained that there two categories listed on the "Ineligible Lists": students who were not tested, and students who tested positive. Students in quarantine are not included in the list of positive cases, because Public Health manages those cases and they do not know who is a U of I student. Thus, we have no way to cross-check all quarantine cases, aside from those which have been imposed by the university

or are self-disclosed. Furthermore, the situation changes every day, and quarantine and isolation periods can be different from case to case. We will look for ways to reduce these messages for the Spring semester. For the time being, the suggestion is to work with both the ineligible lists and absence notifications that come from the Dean of Students Office.

Committee Reports

- COVID-19 Committee Update – *David Lee-Painter*.
David Lee-Painter said that the committee is working to support the university and expressed appreciation for the hard work of Torrey Lawrence and everyone on the COVID-19 Team. There were no questions.

Other Announcements and Communications

- Review of the R1 White Paper – *Research Working Group*. Attach.#2
The Chair welcomed Scott Green, Chandra Zenner Ford, and Brad Ritts. Chandra Zenner Ford said they hope for reactions and feedback from the Senate, and so does the President, so we can best guide the next Vice President for Research and Economic development, Chris Nomura. She acknowledged Brad Ritts for his valuable contribution to the Working Group. Chandra Zenner Ford suggested starting an open forum. Brad Ritts recalled that the R1 White Paper draft was ready in late Spring 2020 and went through a review by the deans and other groups, who provided good advice. Brad Ritts pointed to the Executive Summary and the bullet points on p.7, and invited questions or comments.

Discussion

A Senator noted that Ph.D. degrees are needed in the Humanities, which do not have graduate programs. Brad Ritts said that this is not a critical component. What we need is a lot more Ph.D. graduates (overall). For a doctoral institution, 20 Ph.D. per year are required, whereas 150 per year are needed to become an R1 university. We are closer to a non-doctoral university than we are to an R1 university.

A Senator raised the point of additional faculty needed to mentor more graduate students. The Vice Chair agreed that this is also a workload issue. Why invest in RAs but only reallocate TAs? Would it not be more strategic to invest in more TAs for those programs with heavy teaching load? Brad Ritts acknowledged that the appropriate strategies depend on specific needs. This is just one strategy. Because R1 is the goal, new money is called “research support,” but RAs can teach as well. This is not an investment one can do uniformly across campus. Reallocation of TAs is based on historical practices of strategic prioritization. We want to take a holistic approach to graduate support, and TA support can, in turn, support R1 goals by contributing to good undergraduate education in departments with no graduate programs. Ultimately, it’s about what is best for the university overall, which is to support teaching and continue to invest in research.

The discussion moved to terminal degrees such as MFA and how they factor into the R1 goals. MFA uses TAs and generate many credits. The TAs graduate and typically go on to teach. Did the Working Group think of the interconnection between many factors, such as competitive salaries and waivers? Brad Ritts agreed that there is a unique relation among graduate student research, education, undergraduate teaching, and research. The Working Group focused on R1, but we want to accomplish other goals as well. Back to the question: a terminal M.S. degree does not count towards doctoral degrees for the R1 status.

A Senator argued that producing Ph.Ds. takes a lot of time and effort for mentors. On the other end, the Academic Program Prioritization (APP) emphasized undergraduate education. Thus faculty, who have limited time, are not incentivized. Brad Ritts agreed, but noted that many aspects are still in transition, but if they line up, we can work together on different goals, rather than taking them as mutually exclusive. The Senator added that, as compared with the last APP, colleges are now judged on a new model and a different set of priorities and standards. President Green took the question and said that the details of the Financial Model and its implementation are still being worked on. Different working groups realized that alignment of their respective goals is important and can be achieved. Typically, \$1M per year is needed to subsidize TAs. Last year budget cuts were passed on to the deans who had to cut TA support. As research was a priority, the potential loss of TAs was covered. Thus, there is commitment to the teaching mission. The R1 status is attainable. Approval of the P3 project from the State Board will come to a vote in November. New money together with the new Financial Model will provide incentives. CAFE is an example. With the R1 status, we will attract more talent and thus do better research. If we get money from the P3 project, we will continue on this path. Achieving R1 status should be doable, perhaps at the next cycle.

To the observation that cutting TAs in a department where all graduate students are TAs amounts to cutting Ph.D. degrees, President Green answered that we need to take a holistic approach.

What is the position of the State Board and the legislators on this point? Do they consider graduate or undergraduate education to be more important? President Green replied that both can be important. They are not mutually exclusive – for instance, he will invest \$1M in undergraduate scholarships.

A Senator reported that he had lost his own teaching assistantship to TA reallocation and had to find other means of support. But that is not easy for everyone.

The Chair and another Senator also shared that their departments had lost a number of TAs.

A Senator commented that postdoctoral associates are a priority – they are the best way to get graduate students involved in research. Whether we have TAs or RAs is not necessarily relevant, as both help bring in extramural funding. Furthermore, graduate students need the teaching experience while, at the same time, faculty get some teaching relief. So, the two positions go hand in hand. This Senator noted that, because advising graduate students no longer appears in the position description, there is no incentive for faculty to invest time in graduate student mentoring. Furthermore, it is easier to obtain funding for two years – enough to see M.S. students to completion – as compared to four years, which is why this Senator has had numerous M.S. students. A final comment was about the importance to improve department/college webpages to attract more graduate students. Brad Ritts said that extensive discussion went on in the Working Group about accountability and the different priorities perceived by faculty. As we deploy new resources, we will be able to take more risks.

Another kind of support for graduate students are library resources. There is no mention of it in the R1 White Paper. Were those conversations part of the Working Group's discussion? Brad Ritts reported that there were such conversations and challenges were identified with COGS, the library, OSP, Research and Faculty Development. Having acknowledged that, it is important to prioritize those areas that can give immediate results. There are a number of different

directions one can take, but we need to take the right first step to move forward successfully, not one that may stall our progress.

A Senator observed that typical grants are for a three-year period but seeing a Ph.D. student to completion requires more than that. Faculty hope for the best but they cannot be sure that support will continue past the three years. Some back-up support would be important to improve flexibility. Brad Ritts recognized that there is some uncertainty and the intention is to provide some “cushion” so that faculty may have more confidence when hiring graduate students.

The existence of matching funds was brought up as a big issue for some sponsors. Brad Ritts agreed with that, especially for postdoc allocations. The group is looking into this aspect.

Success in graduate student recruiting depends on the reputation of our faculty. Postdoctoral Fellows can help spread word of our reputation when they leave. Has the Working Group talked about how we can invest in areas of excellence? Indeed – Brad Ritts replied – investments need to be strategic. We need to identify our strongest programs. Investments will be guided by a thorough discussion about accountability.

A Senator asked whether the group has looked at R1 institutions and what makes them function. These universities have talented and well-known faculty and larger structures in place. Are we also thinking long-term? Brad Ritts noted that our faculty are very resourceful even without great infrastructures. But we do need to address cultural issues to best understand what is going to move us towards the boundary. Clearly, \$3M per year cannot achieve everything. There are plans from Advancement to free F&A dollars. So, there are plans to increase resources over time (see the Appendix in the White Paper). Some of those points can be acted on right now at some department level. The boundary between R1 and R2 is diffuse. On any particular metric, there can be R2 institutions which are better than the weakest R1 university.

Do we have the support of the State Board (SB)? How is this playing with the legislators? President Green answered this question. We do have SB support. As for the legislators, it varies. Some appreciate projects in agriculture or natural resources, but not necessarily research with long-term impact. They ask specific questions on areas of interest to them, such as the potato storage facility in Kimberly or CAFE. We have the potential to create a “virtuous circle.” For instance, there are possibilities of joint appointments and postdocs with INL, which will have the greatest impact on the Engineering program. They have investments in cyber security, computing, environmental impact, water issues, and more. There are also opportunities in partnerships with the industry. We need to think “outside the box” and look at the opportunities, not the obstacles.

The Chair pointed to p.2 of the White Paper and noted that most of our art programs do not award Ph.D. degrees, so TA reallocation will strongly impact the Humanities and the Arts. In closing, the Chair said that Chandra will be happy to answer more questions by email, such as those in the Zoom chat which could not be addressed for lack of time.

The Chair called for a motion to adjourn.

Adjournment: There was a motion to adjourn (Ahmadzadeh /Carney). The meeting was adjourned at 5:04pm.

Respectfully Submitted,

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

University of Idaho
2020 – 2021 Faculty Senate Agenda

Meeting # 8

Tuesday, October 6, 2020 at 3:30 pm
Zoom

- I. Call to Order
- II. Approval of Minutes (Vote)
 - Minutes of the 2020-2021 Faculty Senate Meeting #6 Sept. 29, 2020 **Attach. #1**
- III. Chair's Report
- IV. Provost's Report
- V. Committee Reports
 - COVID 19 Committee Update – *David Lee Painter*
- VI. Other Announcements and Communications
 - Review the R1 White Paper – *Research Working Group* **Attach. #2**
- VII. Special Orders
- VIII. New Business
- IX. Adjournment

Attachments:

- **Attach. #1** Minutes of the 2020-2021 Faculty Senate Meeting #6 Sept. 29, 2020
- **Attach. #2** R1 White Paper

Attach #1

(Includes PPT from UCGE update)

2020 – 2021 Faculty Senate – Pending Approval

Meeting # 7

Tuesday, September 29, 2020, 3:30 pm – 5:00 pm

Zoom only

Present: Brantz, Bridges, Carney, Chapman, Dezzani, Goebel, Hichman, Keim, Kirchmeier (Chair), Lee-Painter, McIntosh, McKellar, Meeuf (Vice-Chair), Paul, Quinnett, Raja, Rashed, Rinker, Sammarruca (w/o vote), Schwarzlaender, Smith, Stroebel, Tibbals, Torrey Lawrence (w/o vote), Wargo

Absent: Ahmadzadeh, Fairley, Rose

Guest Speakers: *Diane Carter*

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

Approval of Minutes (vote):

- Minutes of the 2020-21 Meeting #6 – Attach. #1
Secretary Sammarruca reported that an error was corrected on the attendance list (Senator McIntosh was present but did not appear on the list). There were no other corrections to the minutes of the 2020-21 Meeting #6. The minutes were approved as corrected.

Consent Agenda (Vote)

- Summer 2020 Graduates – Attach. #2
There was no request to remove this item from the consent agenda for the purpose of discussion. The item is adopted as reported.

Chair's Report:

- Tonight is the closing keynote of the Borah Symposium. Please join me at 7:00pm via Zoom to hear the Right Honorable Kim Campbell speak about the culture of power. <https://uidaho.zoom.us/j/99250957441>
- Last Friday, Russ Meeuf sent out an email asking for your help finding undergraduate students to fill open positions on our committees. Please send your nominations to Russ as soon as possible.
- Two upcoming deadlines to keep in mind:
 - Sabbatical applications are due on October 30.
 - Honorary degree nominations are due on November 16.

Please help us spread the word about these upcoming deadlines by sharing with your colleagues.

There were no questions or comments following the Chair's report.

Provost's Report:

- Follow up on flu shots: There will be a flu shot clinic on campus in October. Dates and location TBA. The focus will be on students, but everyone will be allowed. Anyone under a U of I Health Plan can get them at no charge anywhere shots are available (doctor's office, pharmacies, etc.).
- COVID-19 update: Updates are in memo from yesterday. We had two weeks of increased infection rate. There is concern about the Greek system. We have increased surveillance testing significantly – about 1,200 tests will be done this week.
- An important message to take back to your faculty and students: Anyone who received an invitation to participate in surveillance testing is strongly encouraged to participate. When we did it a few weeks ago, we had mixed participation. High participation will maximize the effectiveness of surveillance testing.

- By Friday, we may not have all the testing results, but we will have some and we should be able to assess where we are. If we determine that the situation is contained, we will return to in-person instruction. Otherwise, we may have to move online and offer remote delivery. If we can't make a decision by Friday, we will still send an update this Friday. Please watch your email.
- Although the ASUI proposal to declare election day a university holiday had great support, it creates challenges from the policy standpoint. We would need to add one instructional day, either during Thanksgiving week, which presents challenges, or at the end of the semester, which presents even more challenges. Provost Lawrence had a good discussion with the ASUI President about legal and policy issues and they both agree to drop the proposal for this year. However, there are other steps we can take, such as encouraging flexible hours on election day and getting information out to the students.
- Spring 2021 schedule: This item is on today's agenda. We will need to make a decision as soon as possible.
- Homecoming is next week – largely virtual, with few in-person events outside following standard protocol. The focus will be on current students, not alumni returning to campus.
- Provost Lawrence acknowledged Barb Kirchmeier: she was recognized by the Idaho State Board of Education's ~~OE~~ General Education Committee and by the Capital Educators Credit Union as this year's "Innovative Educator for Written Communication." Congratulations to Barb, who is receiving this award for the second time!

Discussion:

Can students who tested negative last week sign up to be tested again if they are concerned about possible exposure? Provost Lawrence recommended to direct questions to covid19questions@uidaho.edu for help with identifying contact issues and scheduling.

A Senator asked for clarification about faculty being notified that in-person classes are allowed. Provost Lawrence replied that it depends on the testing results, which are received every 12 hours, to help us make a decision. In any case, some information will be communicated this Friday.

When the university reports that the percentage of positive cases has gone, for instance, from 1.1% to 1.2% due to increased rate in a particular cross section of the university population, how are these values calculated? Are negative results from, say, a month ago included? Provost Lawrence explained that the value of 11.4% resulted from the ratio of the positive tests last week to the total number of tests over the same period. That is, it was based primarily on targeted testing so it is expected to be higher. On the other hand, the total number of positive tests relative to the total number of test results received (about 11,000 to date), is 1.81%. Provost Lawrence also noted that different institutions report results in different ways, so one must be careful with making comparisons.

The Chair asked about the recent random invitations to participate in surveillance testing. If an employee is teleworking and has no concerns about exposure, should they still be tested? Provost Lawrence will check on that. [Answer: They are still invited to be tested.]

Given that a higher rate of infection has been detected in certain groups, does the university have a targeted action plan? Yes. Testing is adjusted regularly to follow discoveries in surveillance testing. Provost Lawrence reported that 10% of the Greek Chapters have been asked to quarantine, and others have quarantined voluntarily. All members of some chapters will be tested. Three groups of students can be identified: off-campus students, on-campus students, and the Greek system. We are trying to find out whether the increased rate within the Greek system is also in other groups.

Committee Reports

- COVID-19 Committee Update – *David Lee-Painter*.

David Lee-Painter expressed his appreciation of Torrey Lawrence. He also recognized the dedicated students and faculty on the committee. Last week the committee discussed scheduling for Spring 2021. (Attachment #3 was brought forward.)

Discussion:

The discussion focused on which of the options – “As Scheduled,” Option #1, Option #2, Option #3, or Option #4 – might be best. David Lee-Painter reported that “As Scheduled” was the option preferred by the committee.

A Senator noted that faculty have expressed concerns about shifting back and forth between different teaching modes, especially for those classes where the standard “Socratic” teaching method is not appropriate. David Lee-Painter reported that, based on the input of the four faculty members who are part of the committee, faculty would find the shift manageable if a schedule was decided and followed consistently.

A Senator inquired about the cost of performing two rounds of tests – before the semester and after Spring Break. Provost Lawrence took this question and said we will do what is best for our students and the curriculum. There are currently many unknowns, but cost is not a main concern.

The Chair raised the question of how we can best support the decision-making process. Provost Lawrence suggested a survey to collect broad faculty feedback as soon as possible because registration will start soon. It would be advisable to narrow down the number of options. A Senator commented positively on the idea of reducing the options.

A discussion followed about the best way to promote safety and minimize the cost. A Senator proposed that eliminating Spring Break may achieve both goals. A Senator said the best time to go online should not be the time of the year where it is easier to be outdoors. Other Senators felt that eliminating Spring Break and any long weekend would be detrimental.

Provost Lawrence said he would like to send the survey out the next day. The Chair proposed to work with David Lee-Painter on narrowing down the options. Provost Lawrence noted that Option #4 was generally not welcome, while Option #3 implies conflict with WSU graduation, a serious problem for the community. This leaves three options: 1) leaving things as they are; 2) the “Thanksgiving model”; and 3) eliminating spring break altogether. The Chair agreed that we should move forward with the survey to faculty, staff, and students. Would a Friday deadline be too soon? It could work, if it is a simple survey. Generally, Senators agreed that fewer options is best. A document explaining the available options will be attached to the email announcing the survey.

- UCGE Update – *Diane Carter*

Diane Carter gave a presentation ([attached to these minutes](#)) with updates from the University Committee on General Education. She reported on the new committee composition and the expanded committee functions, which include soliciting and approving proposals and courses to be included in the University’s General Education. The committee charge includes: engagement in program review and making recommendations for the continuous refinement of general

education (previously the task of General Education Assessment Committee [GEAC]); and exploring the need/advisability of re-certifying, re-examining, or re-envisioning American Diversity and International Courses. Per current (stopgap) measures outlined in Catalog section J-3-F, students must take one course in American Diversity and one in International and must complete a Senior Experience course (1 - 16 credits, depending on the program).

By unanimous vote of the committee, the current stopgap (American Diversity, one International, one Senior Capstone) will become permanent. This does not preclude changes in the future, when funding may be available for new general education initiatives. Diane Carter concluded by noting that new General Education courses will be forwarded to UCC.

Discussion:

A Senator expressed concern about the absence of a provision for a Western Civilization course, which was required when the Senator was at Berkley. Students enrolled in the Senator's Political Geography class have no idea or understanding of historical developments because they have no background in European history and civilization. Is there any provision for the development of a Western Civilization course? Diane Carter responded that any program is welcome to submit a course they think fits into the learning outcomes for the various areas of General Education. UCGE is open to consider what faculty put forward. There are guidelines on the UCGE webpage with information on learning objectives requirements for the various types of courses. Faculty can see what is being offered and what UCGE is looking for. Additional ideas are welcome.

Special Orders

- Employee and Student Morale: roundtable.

Chair Kirchmeier introduced the purpose of the roundtable. We want this to be a space where all voices are heard, and ideas for improving the morale can be proposed. The Chair started the discussion posing the question: "What is the current state of the morale?"

Discussion:

A Senator said the morale is the lowest he has seen during his time at U of I. People feel hopeless. The main reasons are the financial situation, loss of junior faculty, consolidation of programs, loss of resources, and more work with less resources.

A Senator said that, while this is a difficult time, he sees a willingness to engage and deal with the problems we are facing.

Another Senator agreed but said that another furlough would be detrimental to the morale. He expressed concerns about inequities between faculty and staff due to different sets of rules.

A Senator commented that the university morale reflects the overall morale during this strange year. We need to have this conversation in a broader context, where diversity issues are part of larger inequities.

Other Senators agreed that morale is low. People are exhausted, stress level is high, workload is high, and consequently, morale goes down.

A Senator said that we can't just stay calm and carry on or be happy to have a job. This Senator read the Ombuds Report and she also had the opportunity to meet with the Ombuds. There are issues of trust. She would like to retire at U of I but does not think it will happen. She is struggling to provide students with the support they need, while trying to do more meaningful

work as an artist. She would like to feel valued and wishes that everyone was seen as a human being.

Additional comments were offered about the difficult times we live in at the national and global level. Mental health is a concern, particularly as we go into the winter season. A Senator reiterated the importance of having larger conversations with the students rather than just helping adjust to a “new normal.”

An off-campus Senator noted that Zoom-only meetings helped her feel more connected to the group, being able to see everyone’s face. Her students are teachers, who, in turn, teach in K-12 classrooms and must help their students adjust. She is concerned about “ripple effects.”

A Senator suggested to be careful and try not to transfer our stress to the students. He also recalled the support the university community showed for lower-paid employees when furlough was being discussed. He felt we cared for each other like a family, which makes him hopeful that, together, we can get through these hard times.

The Vice Chair reported that he heard multiple comments from his peers about low morale due to factors such as increased workload and increased class sizes. He wondered: what is the end goal of this hard work? If the university continued to operate in the same way, it would not be a good end goal. One of the biggest concerns that were communicated to him is about program prioritization. There are also issues unrelated to finances, such as lack of accountability, bullying, and harassment. Some people feel there is no place to share these concerns. They feel hopeless and discouraged about filing a grievance and actually being heard.

Provost Lawrence pointed to the sudden shut-down of operations in March and April and its impact on employees, such as challenges to work from home and childcare problems. Before the pandemic, we were not aware of other employees’ challenges, which may “collide” with those of other employees, thus creating stress and adding to the low-morale problem.

The Chair noted that the facts in the Ombuds Report are very real. What can we do to help, as Senate? The Secretary suggested that a more focused discussion on the morale in the workplace is necessary, while we continue to be aware of and discuss issues at the national and/or global level. The Ombuds Report shows some worrisome statistics for the past year (such as the increased number of cases involving female employees).

A Senator suggested a rotating series of conversations, addressing both local issues and broader ones and how the latter can be integrated in the curriculum.

The Chair called for a motion to adjourn.

Adjournment: There was a motion to adjourn (Tibbles/Lee-Painter). The meeting was adjourned at 5:00pm.

Respectfully Submitted,

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



University
of Idaho

UNIVERSITY COMMITTEE ON GENERAL EDUCATION

REPORT TO FACULTY SENATE



NEW COMMITTEE COMPOSITION

- I** One member from each of the six SBOE-designated GEM areas
- I** One each from the colleges of Agricultural and Life Sciences, Art and Architecture, Business and Economics, Education, Engineering, Natural Resources and Library
- I** Two undergraduate students appointed by ASUI
- I** 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, Executive Director of International Programs Office



EXPANDED COMMITTEE FUNCTION

- I Solicit and approve proposals and courses to be included in the University 's general education
- I Engage in program review and make recommendations for the continuous refinement of general education (previously the task of General Education Assessment Committee [GEAC])

COMMITTEE CHARGE

- I** Finalize a plan for six institutionally-designated General Education credits moving forward
- I** Review Institutional Learning Outcomes (ILO's) and consider aligning to NACE competencies and NWCCU suggested Learning Outcomes.
- I** Explore the need/advisability of re-certifying, re-examining, or re-envisioning American Diversity and International Courses.



WHERE WE ARE NOW

2020-2021

- I Current (stopgap) measure outlined in Catalog section J-3-F:
 - Students must take one course in each of the following:
 - American Diversity
 - International
 - Catalog Section J-3-G also stipulates that students must complete a Senior Experience course. (1 - 16 credits, depending on the program)



CONSIDERED FOR 6 INSTITUTIONALLY-DESIGNATED CREDITS

I GESC Proposal for Integrated Education:

- First-year experience
- Mid-cycle research course
- Senior Capstone
- Housed in the colleges

I Empower academic advisors to develop and deliver an online FYE

I Continue with current stopgap



MOVING FORWARD

2021 AND BEYOND

- By unanimous vote of the committee, the current stopgap (one American Diversity, one International, Senior Capstone) will become permanent
- Some students may still need to take more than 36 credits to fulfill all gen ed requirements (depending on their program)
- This does not preclude changes in the future, when funding may be available for new general education initiatives

WHAT ABOUT DOUBLE-DIPPING?

- I Considered advisability of eliminating double-dipping to prevent students from bypassing international and American diversity course requirements
- I After much discussion, the committee voted to continue to allow double-dipping, but is now considering whether to review and possibly revamp learning objectives for International and American Diversity courses and then review current offerings with those in mind.
 - To that end, the committee is currently working to develop an explicit statement of purpose for the University of Idaho's six institutionally-designated credits as well as learning objectives for American Diversity and International courses.



COURSE CLARIFICATION AND CLEANUP

COURSES PREVIOUSLY DESIGNATED AS AMERICAN DIVERSITY AND INTERNATIONAL WILL NOW BE DESIGNATED IN ONLY ONE AREA:

I LAS 306 Culture and Institutions of Latin America = International

I SPAN 306 Culture and Institutions of Latin America = International

I SPAN 411 Chicano and Latino Literature = American Diversity

I SPAN 413 Spanish American Short Fiction = American Diversity

I HIST 315 Comparative African-American Cultures = International

I HIST 414 History and Film = American Diversity



NEW GENERAL EDUCATION COURSES

TO BE FORWARDED TO UCC

- I** FTV 100, Film History & Aesthetics (Humanities)
- I** FTV 201, Global Film Styles (International)
- I** RSTM380 Principles of Travel and Tourism (International)
- I** JAMM100 Media & Society (Social Science)



QUESTIONS?

R1/RESEARCH WORKING GROUP FINAL REPORT

Executive Summary

The R1/Research Working Group convened in the first half of 2020 to examine the landscape of research and graduate education at the University of Idaho with the objective of identifying actions to be taken that would improve the research culture at the university and incentivize greater research and doctoral degree productivity. These actions would positively impact the university and increase the delivery and quality of the university's research, educational, and outreach missions. These actions would produce measurable improvements in research output and graduate degree completion, consistent with the university's objective of moving toward an "R1" (Doctoral Universities – Very High Research Activity) classification in the Carnegie Classification of Institutions of Higher Education.

The Working Group emphasized the importance of creating a long term, robust culture for research and graduate education, signaling clear institutional support and prioritization of research and graduate education, insisting on accountability for results, and investing in mechanisms to incentivize and germinate research. The Working Group recognizes that the university has historically, and currently, falls short in achievement in each of these areas and explored some of the causes for these shortcomings. The Working Group emphasized that specific actions and investments outlined in this plan must be accompanied by clear and consistent messaging from university leadership about the importance of research and graduate education (messaging that must align with observable actions taken to prioritize research and graduate education) and real accountability for deans, department chairs, and faculty to deliver on the university's research and graduate education expectations.

The plan supported by the Working Group emphasizes investment in three areas: (1) support for post-doctoral scholars, (2) support for graduate students, and (3) reallocation of F&A funds collected from sponsored projects. The plan proposed by the Working Group consists of the following actions:

- Immediate investment in post-doctoral fellowships (\$2 million of an indicative \$3 million base investment plan) – rapidly expanding post-doctoral scholars is the primary mechanism supported by the Working Group;
- Immediate investment in graduate education to maintain historical levels of graduate student support with direct investment into Research Assistantships (\$1 million of an indicative \$3 million base investment plan);
- Immediate reallocation of some existing Teaching Assistantships to prioritize support for vibrant graduate programs in departments with robust externally funded research productivity and productive doctoral programs;
- Immediate commitment to change allocation of F&A funds growth over 2019 baseline to 50% retained centrally and 50% reinvested in research;
- An Advancement initiative to increase endowed graduate fellowships across the university (leveraging university investments for match);
- An Advancement initiative to raise up to \$88 million in endowed undergraduate scholarships (or up to \$24.5 million in expendable undergraduate scholarship funds) to change the allocation of F&A by providing alternate revenue for up to \$3.5 million of annual undergraduate scholarships currently funded by F&A retained centrally;
- A clear commitment to accountability by investing in more productive programs and divesting from programs that do not meet expectations.

Context

Comprehensive research universities provide essential contributions to societies by:

- Generating economic impact through their research activities, including a high-skilled workforce attracted to direct work at the research institutions and supporting businesses;
- Production of new knowledge and new technologies that generates spin-off economic activity and new businesses;
- Production of a trained workforce, including advanced professional and technical workforce;
- Providing a center of education, innovation, culture, arts, sports, and other amenities;
- Providing accessible, high-quality higher education.

All of these contributions are amplified in the case of land grant research universities due to their state-wide mission and presence and their mission of practical, applied research with impact on industry, business, and society.

Research and graduate education are inextricably linked. Many graduate degrees require original research and scholarly productivity. Vibrant research groups are centered around individual professors or groups of professors surrounded by graduate students, undergraduate researchers, and post-doctoral scholars. It is these graduate students and post-doctoral scholars that provide much of the energy, new ideas, interpersonal collaboration, and hands-on work that advances the collective efforts of the research group, the department, and the university. Vibrant research groups result in vibrant graduate programs and vibrant graduate programs support vibrant research groups.

Research is not an activity separate from education. Excellent researchers are more engaged in their field and involved in creating new knowledge and new technologies. Students who learn from these practitioners are learning the state-of-the-art, they're learning how to innovate, and they learn material that is not yet in textbooks. Excellent researchers are high performers that generally demonstrate high performance in their instructional responsibilities, just as in their research responsibilities. Active programs in research and graduate education generate opportunities for undergraduate research and create a venue for research and instructional interactions between undergraduates, graduate students, and post-doctoral scholars that simply do not exist outside of research universities; these opportunities result in graduates with greater in-depth knowledge in their field, more hands-on skills and experience, and greater analytical capacity than they would otherwise have.

For these reasons, the University of Idaho must cultivate the best possible climate for research productivity and excellence. Any investment or action taken to elevate the scope, quantity, and quality of research at the university will result in good outcomes, by generating new knowledge, putting new technologies into practice, and creating student opportunities. With sufficient expansion of productivity in research and graduate education, the University of Idaho, currently a top-tier R2 university, could be reclassified as an R1 university. Any steps in that direction will indicate improvement in the university's research climate and improved opportunities for student success.

The R1/Research Working Group's Charge from President Green

The task for this Working Group is to propose a pathway, or a set of alternative pathways for U of I to improve its research productivity sufficient to be classified as an R1 university. The committee should explore all alternatives, including research incentivization, institutional support, faculty role statement and expectations, graduate educational programs and priorities, and any other pertinent areas. The

Working Group is asked to develop specific, actionable recommendations and determine the cost and recommended resource levels of those recommendations. The Working Group is not asked to address the feasibility or desirability of attaining R1 classification (although the proposed roadmaps should be feasible if properly resourced) or identify how the recommended actions would be resourced.

-- Delivered by President Green to Working Group on 28 January 2020

Process

The Working Group convened in January 2020 and completed its work over the span of spring semester, meeting three times.

The initial meeting on 28 January was focused on information gathering and sharing. The group heard about the Carnegie Classification, U of I's research performance and planning, U of I's graduate education performance and planning, and expectations around research and graduate education at the university. The group heard presentations on these topics from the VPRED, Dean of COGS, and the Vice Provost. The Working Group followed up on this meeting with information requests regarding external research funding by faculty and department and a number of other areas.

The second meeting, on 25 February, focused on small group discussions and report-out of specific strategies and tactics for improving the research climate and productivity at the university. The Working Group focused its efforts on three questions: (1) which Carnegie metrics can the U of I most effectively address? (2) what specific actions or investments can materially improve these metrics? (3) how can the research culture and climate at U of I be improved?

Following the 25 February meeting, the chair, working with subsets of the Working Group, compiled a set of mechanisms favored by the Working Group as most impactful and estimated the scale of investments and actions required to materially impact the U of I Carnegie ranking. These tools and actions were combined into a series of indicative scenarios for the Working Group to consider and shared with the Working Group for review and evaluation in advance of the 3rd meeting. The chair and the executive sponsor reviewed progress and initial results with President Green a week prior to the third meeting of the Working Group.

The third meeting, on 10 April, reviewed the potential tools and investments identified to improve U of I's performance in research and graduate education and discussed which combinations of actions would yield the best results and have greatest impact. President Green participated in the third meeting, offering feedback, and he further instructed the group to consider a base case \$3 million ongoing annual investment and to specifically indicate an action plan for that scale of investment. President Green emphasized the importance of maximizing results of investment to improve in key Carnegie metrics and continue toward achieving the unambiguous goal of attaining an R1 classification. The meeting ended with a clear set of priorities and investments favored by the Working Group – the plan outlined in this whitepaper.

Following the third meeting in April, the chair and executive sponsor completed follow-up engagements with the Provost, VP of Advancement, and VP and AVP of Finance and Administration to seek feedback on and support for the Working Group's recommendations and drafted this whitepaper.

Working Group Participants

Chair: Brad Ritts, Interim Vice President for Research and Economic Development
Executive Sponsor: Chandra Zenner Ford, President's Office
Toni Broyles, President's Office
Ginger Carney, Dean, College of Science
Rich Christensen, Director, Nuclear Engineering
P. Michael Davidson, Institute Chancellor's Professor Emeritus, University of Tennessee
Raymond Dixon, Department Chair, Curriculum and Instruction
Cher Hendricks, Vice Provost, Academic Initiatives
Connor Hill, Graduate Professional Student Association Chair, Chemical Engineering
Katherine Himes, Director, McClure Center for Public Policy Research
Diane Kelly-Riley, Associate Dean for Research and Faculty Affairs, College of Letters, Arts and Social Sciences
Torrey Lawrence, Interim Provost
Amy Lientz, Director, Supply Chain – Energy Industry, Idaho National Laboratory
Jane Lucas, Postdoctoral Associate, Soil and Water Systems
Shirley Luckhart, Faculty, Entomology, Plant Pathology and Nematology
Trina Mahoney, Assistant Vice President, University Budget and Planning
Russell McClanahan, Facility Manager, Integrated Research and Innovation Center
Jerry McMurtry, Dean, College of Graduate Studies
Lee Ostrom, Center Executive Officer, Idaho Falls
Michael Parrella, Dean, College of Agricultural and Life Sciences
Barrie Robison, Professor, Biological Sciences, and Director, Institute for Bioinformatics and Evolutionary Studies (IBEST)
Lisette Waits, Department Head, Fish and Wildlife Sciences

The Carnegie Classification

The Carnegie Classification of Institutions of Higher Education, housed at Indiana University, classifies the landscape of higher education. The University of Idaho is classified as a Doctoral University because it awards more than 20 research/scholarship doctoral degrees (if annual production of research/scholarship doctoral degrees is below 20, a university is classified as a Master's University). Because the U of I has more than \$5 million in research expenditures (2019 expenditures were \$113 million) it would be classified as either R1 (Doctoral Universities – Very High Research Activity) or R2 (Doctoral Universities – High Research Activity) based on its performance relative to 260 other Carnegie Doctoral Research Universities. The University of Idaho is currently classified as R2: Doctoral Universities – High Research Activity.

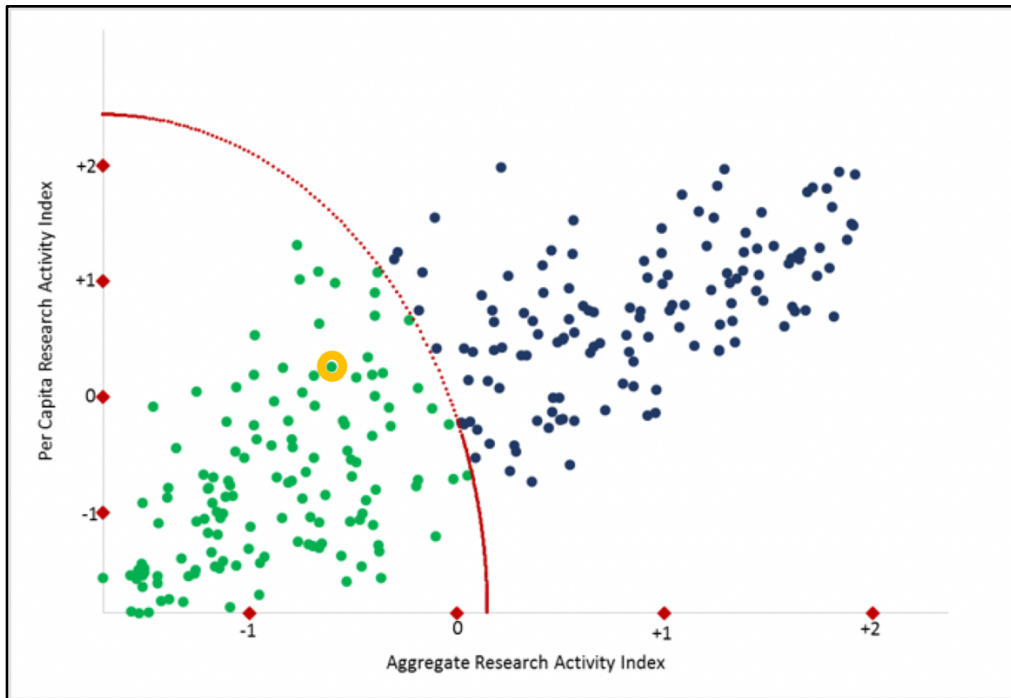


FIGURE 1. 2018 Carnegie Classification of Doctoral Research Institutions (<https://carnegieclassifications.iu.edu/>). Green points are R2 institutions, with U of I circled in gold. Blue points are R1 institutions. Horizontal axis is based on university-wide metrics of quantity of research and doctoral degree productivity. Vertical axis is based on same metrics divided by population of faculty (per-capita faculty measure of productivity).

The classification of Doctoral Research Universities into R1 and R2 is a result of a comparison of the universities on criteria that measure the quantity of research productivity, doctoral research degree completion, and workforce characteristics, including faculty size and quantity of non-faculty researchers with Ph.Ds. The specific metrics used in the most recent classification are research expenditures, research/scholarship doctoral degrees completed, and non-faculty researchers with Ph.Ds. These metrics are measured for science and engineering, social science, and humanities fields and are measured on both total university and per-faculty basis.

The Carnegie Classification methodology has changed in the past, including changing metrics, and could change in the future. The next classification is planned for 2021.

Specific Actions to Impact Research at University of Idaho

The Working Group had wide-ranging discussions about tools and approaches to improve the quality and quantity of research and graduate education at the university. These approaches ranged from actions that would immediately impact U of I performance on Carnegie metrics, to strategies to improve climate, incentivization, and accountability that would certainly create a better research climate and culture but would have a less direct or less material or less immediate impact on Carnegie metrics. Over the course of this process, the Working Group increasingly focused on the most directly impactful strategies to increase research and graduate degree production – these approaches are reflected in this whitepaper. Other tools and approaches with merit, but that were not included in the high-priority, high-impact strategies are listed in the Appendix, many of which can be implemented to complement the university-wide strategy recommended here.

The tools and approaches discussed by the Working Group centered on addressing some of the main challenges and obstacles to increasing research and graduate education at the university:

- Perceived lack of incentivization and value placed on research by university leadership from peers and department chairs to deans, senior-most university leadership, and the State Board of Education;
- Perceived lack of reward or accountability (and in some cases perceived disincentivization) for research and graduate education in faculty tenure and promotion decisions and changes in employee compensation;
- Lack of adequate base funding in departments to run vibrant graduate programs (specifically, not enough TA or other graduate support to allow admission of sufficient graduate cohorts on the expectation of achieving some research funding while maintaining a safety net for graduate student support);
- Lack of organizational capability to increase grant proposal submissions, execute additional research, and increase graduate student advising;
- Limited major external partnerships, joint programs, and industry engagements.

As the result of the second meeting of the Working Group, and in preparation for the third meeting, the Working Group focused on a number of high-impact, priority tools or approaches. These tools or approaches were identified as being the most effective for resulting in a material change in the U of I Carnegie Classification and form the building blocks for a strategy that would consist of implementation of a combination of these tools, described in Table 1.

TABLE 1. High-impact tools or approaches to consider incorporating into final strategy recommendation.

Tool or Approach	Description	Priority
New Post-Doctoral Fellowships	Institute Vandal Post-Doctoral Fellows program; award fellowships based on total research expenditures, successful completion of doctoral degrees, and leverage opportunities	1
TA Reallocation	Reallocate a portion of university-funded TAs to PIs and departments with vibrant research programs (measured by research expenditures and graduate student completion) needing flexible support	2
New Graduate Research Fellowships/Assistantships	Fund new Research Assistantships and Vandal Graduate Fellows program, allocated based on research expenditures, successful completion of doctoral degrees, and leverage opportunities	2
Reallocate F&A Funds	Decrease the percentage of funds retained by central to fund non-research activities, and increase the percentage of funds returned to colleges, departments, PIs, and VPRED	3
Strategic Initiatives Fund	Create a university-level fund to launch new major cross-college initiatives	4
ORED RISE Investments	Create a permanent funding mechanism for existing RISE grant program (Research, Infrastructure, and Scholarly Excellence)	4
Research and Faculty Development Staffing	Increase staffing in Research and Faculty Development Team, either centrally or distributed in colleges	5
Graduate Studies Staffing	Increase staffing in COGS to accommodate increased graduate student and post-doctoral scholar population	5

Recommended Strategy

The strategy recommended by the Working Group includes components that combine (1) immediate investment of new ongoing annual funding; (2) immediate changes to existing resource allocation; (3) fundraising to enable expansion of investments over time. The strategy depicted in Figure 2 is based on an indicative \$3 million initial investment of new annual ongoing funding, although this amount could be expanded or contracted based on available funding.



FIGURE 2. The three components of the recommended strategy for U of I to achieve R1 classification. These are post-doctoral scholar support, graduate student support, and F&A funds reallocation to researchers, with leadership and faculty accountability for execution and desired results.

The strategy the Working Group supports emphasizes investment in these three areas: (1) support for post-doctoral scholars, (2) support for graduate students, and (3) reallocation of F&A funds. Specifically, this proposed strategy for U of I to achieve R1 status consists of the following actions:

- *The primary mechanism supported by the Working Group* is the immediate investment in post-doctoral fellowships (\$2 million of an indicative \$3 million base investment plan) to rapidly expand the numbers of post-doctoral scholars;
- Immediate investment in graduate education to maintain historical levels of graduate student support, with direct investment into Research Assistantships (\$1 million of an indicative \$3 million base investment plan);
- Immediate reallocation of some existing Teaching Assistantships to prioritize support for vibrant graduate programs in departments with robust externally funded research productivity and productive doctoral programs;
- Immediate commitment to change allocation of F&A funds growth over 2019 baseline to 50% central – 50% reinvestment in research;
- An Advancement initiative to increase endowed graduate fellowships across the university (leveraging university investments for match);
- An Advancement initiative to raise up to \$88 million in endowed undergraduate scholarships (or up to \$24.5 million in expendable undergraduate scholarship funds) to change the allocation of F&A funds by providing alternate revenue for up to \$3.5 million of annual undergraduate scholarships currently funded by F&A funds retained centrally;
- A clear commitment to accountability by investing in more productive research and graduate degree programs and divesting from programs that do not meet expectations.

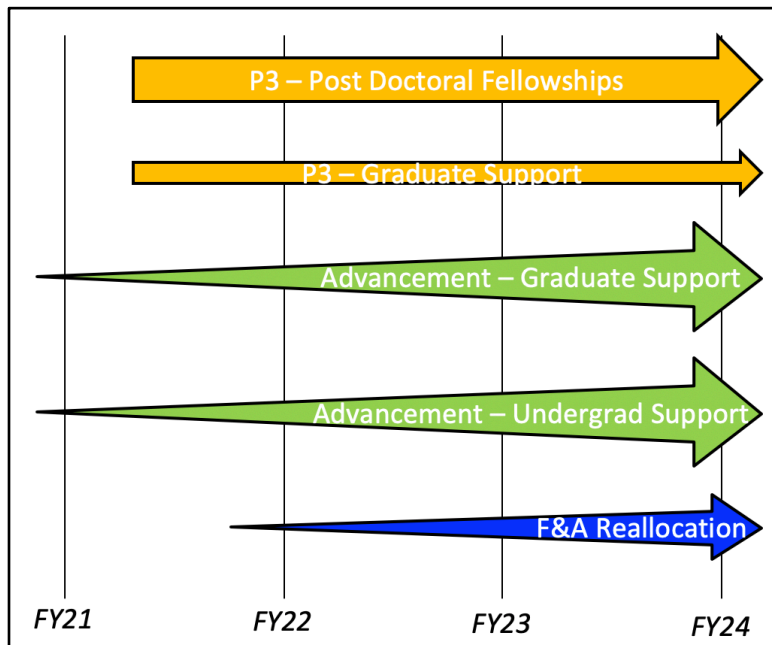


FIGURE 3. Indicative funding streams for the recommended R1 Working Group strategy. Arrow size indicates the scale of investment. Yellow arrows represent the initial investment (an indicative P3 investment of \$3 million in new ongoing annual funding is the base case). Green arrows represent money raised through Advancement. The blue arrow shows revenue invested in research from F&A reallocation.

The focus on post-doctoral scholar funding as the primary mechanism (over focus on funding for doctoral education) results from the Working Group’s conclusion that funding post-doctoral scholars was most expeditious and that funding post-doctoral scholars have good potential to improve graduate education through increased mentorship and grantsmanship, in conjunction with faculty. In particular, post-doctoral scholar funding was concluded to be most expeditious because post-doctoral scholars were in a position to have immediate impact on research productivity, were relatively cost-efficient, and because investments in post-doctoral scholars would be directly considered in two Carnegie metrics: research expenditures and number of non-faculty researchers with doctoral degrees.

Achieving the expected results of these investments will be critical to advancing toward an R1 classification. As a result, accountability for performance and results will be essential. Further, to achieve the maximum impact of these investments, it is essential that these investments be aggressively leveraged with granting agencies, industry, national labs, and other potential partners to secure additional funding and investments.

The Working Group’s recommendations to plan for the implementation of these investments are outlined in Table 2.

TABLE 2. Implementation Recommendations.

Recommended Action	Implementation Considerations
Post-Doctoral Fellowships	<ul style="list-style-type: none"> A small committee led by the VPRED and including key deans and the Provost should develop a mechanism to allocate Post-Doctoral Fellowships where they will result in the greatest increase in research expenditures

	<p>and graduate degree completion; Some part of the process or allocation should include an open call for proposals from faculty</p> <ul style="list-style-type: none"> • These investments should be leveraged by providing them as matching positions for major grants or using them as a promised match to entice major gifts • Allocation should consider strategies to focus on areas of excellence or strength for greater impact, and consider opportunities like key partnerships and unique assets
Investment in Graduate Research Assistantships	<ul style="list-style-type: none"> • A small committee led by the COGS Dean and including key deans, the VPRED, and the Provost should develop the mechanism to allocate these new assistantships to areas that will support vibrant, externally funded research/scholarship doctoral degree programs; some part of this process or allocation should include an open call for proposals from the faculty • Advancement should use these new assistantships as enticements to solicit additional Graduate Research Fellowships by offering these as a match (e.g., offering to provide a second named graduate fellowship for any donor who endows 1 fellowship, or even offering a 2:1 fellowship match)
Reallocation of Existing Graduate Teaching Assistantships	<ul style="list-style-type: none"> • A small committee led by the COGS Dean and including key deans, the VPRED, and the Provost should re-examine the allocation of teaching assistantships and investigate how more teaching assistantships can be allocated to departments where they are needed to support vibrant graduate programs that successfully produce research/scholarship doctoral degrees and externally-funded research programs • The committee should remain cognizant of the important role that TAs play in delivering the instructional mission of the university, but should explore opportunities to replace TAs in departments with high instructional loads, but low Ph.D. production with instructors (even reallocating some TA funding toward instructors to allow remaining TAs to be focused on vibrant graduate programs)
Reallocation of F&A Funds Growth Above Baseline	<ul style="list-style-type: none"> • A strong communication plan should be implemented to make this a clear and concrete statement of support for research from the President's and Provost's offices indicating the potential for future F&A funds reallocation with initial success
Advancement Campaign for New Graduate Research Fellowships	<ul style="list-style-type: none"> • Advancement should use the new university-funded positions as enticements to solicit additional Graduate Research Fellowships by offering these as a match (e.g., offering to provide a second named graduate fellowship for any donor who endows 1 fellowship, or even offering a 2:1 fellowship match) • These could be named fellowships for donors, or fund a prestigious university fellowship program
Advancement Campaign for either an \$88 million endowment or \$24.5 million in expendable gifts for undergraduate scholarships (to allow F&A reallocation)	<ul style="list-style-type: none"> • The endowment would replace the current \$3.5 million spent annually on undergraduate scholarships from F&A funds, allowing a 40:60 central:returned F&A split to be implemented with no loss in level of undergraduate support; the same could be achieved for a seven year commitment with \$24.5 million in expendable undergraduate scholarship funds; a lesser annual investment in undergraduate scholarships could still allow a lesser reallocation of F&A funds • At the time of this investment and reallocation of the F&A, the distribution of the returned F&A funds between college, department, PI, and VPRED would need to be determined

Commitment to Accountability	<ul style="list-style-type: none"> • A small committee led by the VPRED and Provost and including key deans should develop strategies to ensure that expectations are in place to accompany new investments allocated to each unit and that researchers, departments, and colleges are accountable for executing as planned on the investments and delivering results; accountability should include concrete mechanisms like tenure and promotions, CEC, and divestment
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Summary

This proposed strategy takes definitive steps to address the obstacles to improved research and graduate productivity with concrete actions and investments. The three-pronged approach -- support for post-doctoral scholars, support for graduate students, and reallocation of F&A funds -- sends a clear message of support for research and graduate education and provides the tangible resources to incentivize the right impactful activities and enable success. By making the initial investment (an indicative annual \$3 million investment), launching advancement efforts, changing the F&A fund distribution policy, and expecting accountability, this plan unites the President, Provost, Vice President for Advancement, Vice President for Finance and Administration, and Vice President for Research and Economic Development in clear support and concrete action to improve research and graduate education at the University of Idaho.

Appendix: Additional Actions

The Working Group identified and discussed a number of concrete actions that could improve the climate and culture for research and graduate education at the University of Idaho. Many of these suggestions can be implemented at any organizational level (i.e., departments, programs, or individuals could control many of these without broader university action) and with limited investment. While these are not major pillars of this Working Group's plan to drive to R1, they are important ideas and suggestions that should be considered and implemented where possible as the university develops its research culture and emphasis on research excellence.

1. Reevaluate teaching buyout policies and design these to meet educational mission requirements while enabling greater capacity for research and graduate education
2. Reevaluate faculty teaching loads, allowing for differential teaching loads depending on faculty research expectations and productivity
3. Improve graduate student and post-doctoral recruitment and retention by leveraging unique resources (Idaho natural environment, proximity to national laboratories, industry connections, etc)
4. Focus on partnerships with industry by increasing industry connections at all levels and developing focused capacity in Corporate and Foundation Relations or another office to develop corporate connections and expand "high-touch" research and educational relationships
5. Look for opportunities for strategic focus, including cluster hires and areas for emerging funding priority
6. Look for opportunities for cross-disciplinary synergy, particularly in areas that can combine science and engineering with social sciences and humanities
7. Increase focus on research productivity and potential when hiring and promoting faculty
8. Increase social events and other opportunities for researchers to interact within the university and with external researchers, thought leaders, and experts. Increase informal social events, add a virtual (or actual) faculty club, support seminar series, and topical events.
9. Increase expectations for faculty to advise graduate students to completion and complete significant, externally funded research; hold faculty accountable in CEC and tenure and promotion
10. Hold department chairs, deans, and departments accountable for meeting expectations for graduate degree completion and research productivity
11. Develop comprehensive plans for research infrastructure construction, maintenance, and support
12. Organize activities around big themes or grand challenges
13. Consider offering graduate minors

14. Examine expansion of programs that offer research/scholarship doctoral degrees, particularly in the humanities and social sciences
15. Increase quality and access to mentoring for faculty to meet expectations
16. Focus on developing internal undergraduate-to-Ph.D. pipelines or MS-to-Ph.D. pipelines
17. Explore potential for shared post-doctoral scholars, possibly incentivize with access to resources like space in IRIC
18. Undergraduate class in writing graduate fellowships (perhaps through the honors college)
19. Involve industry and government in graduate committees and education where appropriate, perhaps through a Fellow-Mentor-Advisor program (a funded graduate fellow with a traditional faculty advisor and an additional industry mentor)
20. Bonuses or incentives for grantsmanship and graduate education
21. Provide pathways for self-funded research faculty
22. Design leadership incentives and metrics to align with R1 goal
23. Take advantage of university's smaller size to increase cross-disciplinary research connections
24. Allow different roles and expectations for different faculty
25. Remove administrative obstacles to research and graduate education, concentrate on developing culture to enable necessary activities and agreements
26. Increase events to convene important discussions with external stakeholder and communicate U of I research
27. Develop programs and strategies that take advantage of unique characteristics of Idaho
28. Explicitly include research productivity in program prioritization
29. Improve research computing infrastructure and funding sustainability
30. Reconceptualize program clusters, consider new departmental, college, or school organizations around research problems or themes
31. Create a post-doctoral support system, including university membership in National Postdoctoral Association

2020 – 2021 Faculty Senate – ~~Pending Approval~~ Approved at Meeting #10
Meeting # 9 **10/20/20**
Tuesday, October 13, 2020, 3:30 pm – 5:00 pm
Zoom only

Present: Ahmadzadeh, Brantz, Bridges, Carney, Chapman, Dezzani, Fairley, Goebel, Hickman, Keim, Kirchmeier (Chair), Lee-Painter, McIntosh, McKellar, Meeuf (Vice-Chair), Paul, Quinnett, Raja, Rashed, Rinker, Rose, Sammaruca (w/o vote), Schwarzlaender, Smith, Stroebel, Tibbals, Wargo, Torrey Lawrence (w/o vote)

Absent:

Guest Speakers: *Lindsey Brown, Dan Ewart, Richard Seamon, Kristin Haltinner, Jan Johnson*

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

Approval of Minutes (vote):

- Minutes of the 2020-21 Meeting #8 – Attach. #1
The Secretary reported that she included the following clarification on p.4 as requested by President Green: *“Achieving R1 status should be doable, not likely in the next cycle since we are approaching that review, perhaps at the next cycle which would be 3 years after that.”* She also corrected the misspelled name of a Senator. There were no other corrections to the minutes of the 2020-21 Meeting #8. The minutes were approved as amended.

Chair’s Report:

- Please distribute the Talking Points to your colleges. We are getting reports that faculty are not getting the Talking Points. Make sure to update your contact lists from last year and regularly distribute the Talking Points.
- Please join me at the Palouse Literary Festival on Zoom this week. This festival is organized by MA and MFA graduate students in the English department. This year’s events include readings by MFA alum and award-winning author Joe Wilkins. Zoom link for all events: <https://uidaho.zoom.us/j/7242893322>
 - Thursday, 10/15, 7pm Reading by Joe Wilkins
 - Friday, 10/16, 7pm reading by Ching-In Chen
 - Saturday, 10/17, 2pm Pop-up prose
 - Saturday, 10/17, 7pm DJ Lee with Mike Bishop
- Three upcoming deadlines to keep in mind:
 - Sabbatical applications are due on October 30, 2020.
 - Honorary degree nominations are due on November 16, 2020.
 - Deadline to request delay for promotion and/or tenure is March 14, 2021.Please help us spread the word about these upcoming deadlines by sharing with your colleagues.

There were no questions or comments following the Chair’s report.

Provost’s Report:

- Another event to highlight: a week from today, Tuesday, October 20, the 2020 Community Talk will be delivered by Common Reader author Cristina Henriquez. She will talk about her book. It’s open to the public, but one must [register in advance](#). Everyone is encouraged to attend.

- COVID-19 update: communications were sent on Friday and Monday by the President and the Provost. The news is generally good. Campus-wide testing showed a clear downward trend. Two weeks ago we had something like a “spike” which caused some concerns. We ramped up testing and saw the rate go down quite a bit last week and even further this week. Wastewater testing continues to be expanded and the results are lining up with the findings from the last few weeks. Plan to return to original class formats on Monday, Oct. 19. Further information will be sent when all the comprehensive testing is completed.
- There have been questions concerning the recent recommendation from the White House to move U of I, Boise State, and BYU-Idaho fully online. We are not going to follow the recommendation because we believe it is based on inaccurate data, such as that 80% of college-age individuals in Latah County are positive. This does not match any of our findings, and we have by far the most comprehensive testing system of any university in the state. We will continue to work with Public Health and our Modeling Team. Sampling wastewater is going well. We are not far from Thanksgiving and, if everyone is diligent, we will be able to remain open until then. It is in the living groups where we have seen the positivity rate increase.
- The State requires public release of enrollment data on October 15. With that, there will also be an update on the financial implications of enrollment.
- The Provost acknowledged Lindsey Brown and her Staff for their amazing amount of work related to testing, such as coordinating exchange of information with Gritman. They deserve great appreciation. Thanks also to everyone on campus for the extra work they are doing this semester.

Discussion:

A Senator asked whether staff is required to telework after the Fall break or whether buildings on campus will remain accessible. Provost Lawrence responded that the change after the break impacts only instruction. Campus will remain open, unless circumstances require reconsideration.

The focus shifted to the budget. A Senator asked: we heard that the State of Idaho has a \$300M budget surplus. With regard to the 5% temporary holdback from our budget, are the SBOE and the President trying to get those dollars back? The Provost answered that this is definitely on the President’s radar. There are no clear news yet, but conversations are taking place.

The Provost moved on to address questions on the Spring semester schedule. A decision should be communicated in about a week. It is very likely that we will start remote while we test all students. With the experience we are gaining this semester, we will be able to make accurate predictions of how long testing will take in January. The plan for Spring Break will also be communicated at the same time.

The Chair inquired whether faculty might be able to opt out of course evaluations beyond Spring and Summer 2020 in consideration of the latest, and sudden, changes in delivery modes required by recent circumstances. The Provost said this matter is being discussed with the Teaching Committee. On the one hand, we don’t want to lose the feedback entirely; on the other hand, we must keep in mind the possible negative impact of these unintended teaching irregularities on a faculty’s record. Other options for evaluation of teaching may be considered. In fact, finding better ways to evaluate teaching (such as peer reevaluation) is part of a broader conversation often brought up on campus.

Other Announcements and Communications

- Preferred Names (Lindsey Brown & Dan Ewart) – Attach. #2

The Chair introduced the topic and pointed out that two faculty members, Kristin Haltinner and Jan Johnson, Co-Chairs of the Ubuntu committee, were also present to answer questions as needed.

Lindsey Brown gave a brief history of the project, which started October 2019, when a Working Group (WG) was assembled to explore the scope of the project. The WG met in February and made a recommendation to move forward, but soon after the pandemic hit. Similar to ID changes (which now carry the Vandal number), there are about 100 systems that connect to Banner, so there are multiple implications. Dan Ewart spoke with the President about the size of the project in terms of hours, people, and resources. It will be brought up and ranked at the IT Governance and Prioritization discussion at the next meeting of the President's Cabinet. Although some strides were made with the assistance of HR, this must be a concerted effort requiring resources on a large scale.

Responding to a Senator who inquired about the justification for this change, Kristin Haltinner explained the significance and importance of allowing students to use preferred names. At this time, students who wish to use preferred names must email all their instructors to let them know how they prefer to be addressed in a classroom discussion – a request that may be rejected by the instructor. This can escalate to circumstances where the student no longer participates in classroom discussions, or their privacy and safety can be compromised. On the other hand, faculty who care go to great lengths to assist students who are in this situation. But it is not only about transgender students – it may impact international students or anyone else, for that matter. Kristin noted that nearly 200 universities use preferred names, many (but not all) of which use BbLearn and Banner. Not allowing students to be who they are can be fatal, in addition to violating our mission.

The Secretary inquired about the timeline for the project to be fully completed. Lindsey Brown and Dan Ewart replied that there are other projects, and sharing resources is an issue. As a rough order of magnitude, it would probably take 1,700 work hours – most likely an underestimated figure.

Can the system be implemented in small parts? Lindsey Brown was of the opinion that it is best to do it all and well, due to the many “parts” which need to come together.

The Vice Chair reported frustration from some of his constituents because BbLearn does not interface with any other platform, even though it is the primary mode for faculty to engage with students. Could we start from BbLearn, since it seems to be “isolated” from other platforms? Lindsey Brown noted that from BbLearn one can input grades in Vandalweb. We need to be consistent to eliminate the risk of assigning a grade to the wrong student. Dan Ewart added that we can scale the project moving forward, keeping in mind that BbLearn, Vandalstar, and Vandalweb are the most important platforms that need to be changed.

Responding to a follow-up question from the Vice Chair, Lindsey Brown pointed out that it is impossible to change names just in one place. Changing names impacts many other areas, from HR to finances. For instance, issuing refund checks requires legal names. Even though we already have preferred names on the Vandal card – as the Chair observed – Vandal Cards are not official IDs.

A Senator commented that it is important to make sure the name change does not create problems for the students after they graduate – when they apply for a job, or a prospective employer needs to contact the university.

Apparently, a “Best Practices” document to help faculty work with the students in the meantime does not exist. But Kristin Haltinner, Jan Johnson, and Chair Kirchmeier expressed interest to work on such a “manual.” Perhaps a project for the Ubuntu committee? A broader conversation with CETL? Dan Ewart said that research has been done in this area. Guidelines and recommendations do exist, but they are specific to a particular school. We need to look at the whole project.

How long would it take to have the preferred-name feature be functional on BbLearn? Dan and Lindsey reiterated that it is hard to predict a timeline. The change has to flow from Banner to BbLearn.

There were some additional comments from the Chair and the Vice Chair about the possibility of implementing the change in Blackboard, even if not in Banner. It would be helpful to have a quick change just on a discussion board, like we do with Zoom, where the participants can have their preferred names displayed. Lindsey Brown mentioned some experiment done earlier along those lines. There were problems. If they change their last name, for instance by marriage, that information can only come from Banner.

The Chair thanked everyone for participating in the discussion. She will work with Ubuntu to explore further the possibility of a simple temporary solution for BbLearn only, while the larger project moves forward.

- **Class Delivery Methods Roundtable (Rich Seamon)**
Chair Kirchmeier provided a brief background for this roundtable: The Faculty Affairs Committee (FAC) is considering possible FSH changes to address course delivery issues that have come up during the pandemic. The starting point was: what rights, if any, do faculty have to choose their course delivery methods during a health emergency or pandemic? The committee realized that the issue is broad and complicated and would like to gather input from Senate to help them clearly define their goals and potentially proceed to policy changes or creation. Rich Seamon, Chair of FAC, and the Secretary, ex-officio FAC member, will lead the discussion.

Rich Seamon confirmed that FAC is in information-gathering mode. Part of the committee’s charge is to consider working conditions and related problems which may arise for faculty. Presently, the main issue is, of course, the COVID-19 situation. An example of the concerns expressed by FAC members is the impact that sudden changes in class delivery methods can have on junior faculty, who may have to spend the weekend reworking their lecture plan on very short notice rather than meeting other obligations, such as scholarship or writing. The impact is strongest for people with significant outside obligations, such as family obligations or caregiving for aging parents. We realize that there is an HR aspect to this, but we are also trying to find ways to ensure that the needs of faculty are met. The administration has been extremely understanding and flexible – we appreciate the work of David Lee-Painter and the COVID-19 Advisory Committee – but all of this is an *ad hoc* response. There is no reason to assume that similar situations will not happen again – recently, a serious wildfire problem shut down operations and required adaptation. This is what we are trying to address.

Secretary Sammarruca said she echoed Rich Seamon's presentation. She added that there is nothing in FSH to address these issues. Therefore, she opened the discussion proposing the general question: What would you like to see in FSH that might have made things easier and more comfortable for you as instructors as we moved through the pandemic?

Chair Kirchmeier heard from a number of constituents that the ability to choose their class delivery methods, based on best practices, pedagogy, and teaching philosophy, would have made planning easier. But they were not able to do so. Another question was: Why is there nothing in FSH that gives the instructor or, at least the department chair, the ability to make those decisions?

One of the things that would have been helpful to another Senator: there are five different delivery methods – face-to-face, hybrid, Hy-Flex, online, and virtual. We need better definitions of what they mean and what the expectations are for the students. She teaches in person but has no live stream capability. Several students asked to Zoom in and she accommodated them by recording the sessions. Whether we do or do not need all five options, a set of standard expectations would be helpful.

In response to the previous comment, Provost Lawrence clarified that there are actually eight different teaching formats – some of them used not nearly as much as the others mentioned in the question. A chart was distributed in late July to students and faculty – another will be distributed for the Spring – explaining those formats and what is expected of the students. This is one of the issues to be finalized for the Spring. Hopefully, the document will be helpful. With regard to standard expectations, a generalization that works for everyone is not possible.

A Senator commented in the chat on the abrupt shifts mentioned by Rich Seamon. We could have such situations on snow days. These sudden changes are very hard on faculty.

With regard to impact on faculty, Rich Seamon noted that expectations for faculty must be clear both at the hiring stage and on an on-going base. Teaching effectiveness is often an important criterion for P&T. Thus, there should be some way to reflect input from the faculty in what is best for teaching effectiveness in their case.

While recognizing and appreciating the hard work the university invested to assist faculty with various methods of class delivery, a Senator said that the lack of adequate technology in some classrooms poses limitations.

A Senator seconded the idea to consolidate the options. Prior to the COVID pandemic, on his campus they offered classes on Zoom but discouraged students from making use of them. When the need arose, they were fortunate to have the experience which helped them through a smooth transition. Engineering Outreach has existed for a long time and developed a significant infrastructure. But in recent times, the question came up: why would students take a class through Engineering Outreach and pay more when they can just Zoom into a class? So, on his campus, they developed a system which worked well, although it did not have many of the features offered by Engineering Outreach – such as ways to prevent cheating on tests. This Senator suggested to consider all of this carefully when we return to “normal.” We do have the experience now, but do we want to go forward with this even when there is no need?

A Senator reiterated the importance of setting clear expectations for the students. They may not understand to which degree they can be accommodated in a particular teaching format. This can create confusion and problems, as well as put excessive burden on the faculty. Provost Lawrence agreed on the importance of communicating clear expectations. We have more experience now, and we will go into the Spring with better understanding and preparation.

Secretary Sammarruca suggested that the main goal should not be the development of a large infrastructure to sustain multiple delivery methods, but rather to design a process to guide us through future pandemics or natural disasters on matters of class delivery and the role of faculty in making those choices. Rich Seamon emphasized the need of a mechanism to modify the position description if, for instance, the faculty spent more time than anticipated on teaching. The faculty must be alerted of the opportunity and of the process for requesting such modification. Documentation must be maintained and properly considered going into the P&T process. Secretary Sammarruca added that, while junior faculty are impacted the most, all faculty are. For instance, this year professional evaluations need to be done looking through the proper “lens,” that is, accounting for the work that faculty actually did since March 2020.

A Senator said that, while he understands the need for flexibility in the position description, he worries about budget constraints. In his college, the GenEd budget is very small.

The Vice Chair stressed the importance of keeping faculty labor visible. We will not go back to normal with the students having the same expectations as prior to COVID. Whether future changes and shifts are due to new circumstances to which we need to adapt or they are routine changes, we must ensure that faculty work is visible, recognized, and rewarded. The concern is: now that we all have adjusted and are capable of delivering classes in multiple formats, we should not build on the assumption that what we have learned and done during the pandemic will remain an expected part of our teaching efforts and position descriptions.

Provost Lawrence summarized: there are two different directions this conversation can follow, 1) defining the steps to take in an emergency situation, or 2) defining a “new normal.” Which one are we addressing? A lot can be done towards the second point, but not much can be done in policy regarding the first point.

Secretary Sammarruca said she hopes we can fill the void in FSH (rather than resorting to many emergency policies when needed) to assist faculty deliver classes the best way they can under difficult circumstances.

The Chair thanked FAC and everyone for the useful discussion. She hopes more committees will come to Senate to discuss their work in progress.

The Chair called for a motion to adjourn.

Adjournment: There was a motion to adjourn (Fairley/Lee-Painter). The meeting was adjourned at 4:58pm.

Respectfully Submitted,

Francesca Sammarruca

Secretary of the University Faculty & Secretary to Faculty Senate

University of Idaho
2020 – 2021 Faculty Senate Agenda

Meeting # 9

Tuesday, October 13, 2020 at 3:30 pm
Zoom

- I. Call to Order
- II. Approval of Minutes (Vote)
 - Minutes of the 2019-2020 Faculty Senate Meeting #8 October 6, 2020 - **Attach. #1**
- III. Chair's Report
- IV. Provost's Report
- V. Other Announcements and Communications
 - Preferred Names (Lindsey Brown & Dan Ewart) - **Attach. #2**
 - Class Delivery Methods Roundtable (Rich Seamon)
- VI. New Business
- VII. Adjournment

Attachments:

- **Attach. #1** Minutes of the 2020-2021 Faculty Senate Meeting #8 October 6, 2020
- **Attach. #2** Preferred Names Handout

2020 – 2021 Faculty Senate – Pending Approval

Meeting # 8

Tuesday, October 6, 2020, 3:30 pm – 5:00 pm

Zoom only

Present: Ahmadzadeh, Brantz, Bridges, Carney, Chapman, Dezzani, Fairley, Goebel, Hichman, Keim, Kirchmeier (Chair), Lee-Painter, McIntosh, McKellar, Meeuf (Vice-Chair), Paul, Raja, Rashed, Rinker, Rose, Sammarruca (w/o vote), Schwarzlaender, Smith, Stroebel, Torrey Lawrence (w/o vote)

Absent: Wargo (excused), Tibbals (excused), Quinnett

Guest Speakers: *Chandra Zenner Ford, Scott Green, Brad Ritts*

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

Approval of Minutes (vote):

- Minutes of the 2020-21 Meeting #7 – Attach. #1
There were no corrections to the minutes of the 2020-21 Meeting #7. The minutes were approved as distributed.

Chair's Report:

- While we are asking that you make every effort to get curriculum changes and program changes to the appropriate office as soon as possible, this year UCC has created some flexibility with its deadlines and is accepting materials through October 15. If you have questions, please reach out to UCC chair Jim Connors (jconnors@uidaho.edu).
- This is Homecoming Week! Tomorrow is the Homecoming Faculty Staff Alumni Luncheon from 11:00-2:00pm on Zoom, and other Homecoming events are happening throughout the week, mostly virtually. For more information, check the Homecoming schedule online.
- Thank you to the folks who worked to set up the Zoom lab and study space on the third floor of the Student Health Center. This is a space where students can attend their virtual classes while on campus, eliminating the necessity to be at home for Zoom classes and on-campus for Hyflex and in-person classes.
- Two upcoming deadlines to keep in mind:
 - Sabbatical applications are due on October 30, 2020.
 - Honorary degree nominations are due on November 16, 2020.
 - Deadline to request delay for promotion and/or tenure is March 14, 2021.Please help us spread the word about these upcoming deadlines by sharing with your colleagues.

There were no questions or comments following the Chair's report.

Provost's Report:

- The Zoom Room mentioned in the Chair's report is the result of great work from the Dean of Students Office, particularly Director of Health and Wellness Rusty Vineyard. The original plan was to close between 12pm and 1pm, but they are reconsidering the closure to allow greater flexibility for the students.
- COVID-19 update: Updates can be found in the Friday and Monday memos from the President and the Provost. We continue to have some concerns about spread in the Greek system, and several Greek Houses are in quarantine. We will test all students starting this week. For the time being, the class delivery method is at the instructor's discretion. More information will come.

- Spring 2021 schedule: The survey sent to staff, faculty, and students closed yesterday at 5pm. We received 2,913 responses (about 28% of the university population) and approximately 7,000 comments. (The survey results are attached to these minutes.) Option C (semester starts a week later with no Spring Break) was the least popular, while Option A (no changes) and B (delayed spring break) were the most popular. A decision will have to be made after considering a variety of factors.
- Preferred names: There is strong support for the use of preferred names on Vandalweb and BbLearn. Various groups, such as ITS and the Registrar's Office, are involved and are working on this. More will be reported next week, when this item is on the agenda.

Discussion:

A Senator expressed surprise at the survey results. Is Option A (no changes) a wise decision? Sending the students home for Spring Break and then testing them all again will add substantial costs. Moreover, we will have to go online for a week after the break, which is disruptive. Provost Lawrence recognized that there are many aspects still to consider before determining the best option. Although the 7,000 comments have not yet been organized, some people mention mental health concerns if there is no break.

Another Senator wondered whether Option B (late Spring Break) might be a good compromise, because it avoids testing everyone again after the break.

We test all students, but not faculty and staff who are in contact with students. Why not? The Provost explained that there are different employment challenges with requiring employees to be tested. President Green added that the data for only employees is excellent – less than five positive cases in our testing. The numbers are also good for student-employees and for students living off campus. Based on data, there is no compelling reason to test everyone. However – Provost Lawrence added – surveillance testing for employees will continue next week through the university system.

Can employees who feel the need to be tested do so through the university? Provost Lawrence replied that, if an employee is symptomatic, they should consult their healthcare provider to obtain an order for the test and then can be tested through the university. If an employee wants to be tested for other reasons, such as contact, they should send requests to covid19questions@uidaho.edu.

The discussion moved back to the Spring schedule. It was noted again that Option C is the safest and most cost-effective, but it may be problematic to choose it given the survey results. Option A requires two full sets of testing, whereas only one set would be necessary with Option B. Provost Lawrence confirmed, aside for unforeseen circumstances that may require additional testing (as is the case this semester).

A clarification was asked on flu shots: To whom will they be available free of charge? Provost Lawrence said that the focus will be on students – they are paid for largely by student fees – but everyone covered by a U of I Health Plan can get them at no charge through their physician, pharmacies, etc.

A Senator was concerned about receiving information from multiple sources for the lists of students who are ineligible to attend classes. The Senator would appreciate more consistency. The Provost explained that there two categories listed on the "Ineligible Lists": students who were not tested, and students who tested positive. Students in quarantine are not included in the list of positive cases, because Public Health manages those cases and they do not know who is a U of I student. Thus, we have no way to cross-check all quarantine cases, aside from those which have been imposed by the university

or are self-disclosed. Furthermore, the situation changes every day, and quarantine and isolation periods can be different from case to case. We will look for ways to reduce these messages for the Spring semester. For the time being, the suggestion is to work with both the ineligible lists and absence notifications that come from the Dean of Students Office.

Committee Reports

- COVID-19 Committee Update – *David Lee-Painter*.
David Lee-Painter said that the committee is working to support the university and expressed appreciation for the hard work of Torrey Lawrence and everyone on the COVID-19 Team. There were no questions.

Other Announcements and Communications

- Review of the R1 White Paper – *Research Working Group*. Attach.#2
The Chair welcomed Scott Green, Chandra Zenner Ford, and Brad Ritts. Chandra Zenner Ford said they hope for reactions and feedback from the Senate, and so does the President, so we can best guide the next Vice President for Research and Economic development, Chris Nomura. She acknowledged Brad Ritts for his valuable contribution to the Working Group. Chandra Zenner Ford suggested starting an open forum. Brad Ritts recalled that the R1 White Paper draft was ready in late Spring 2020 and went through a review by the deans and other groups, who provided good advice. Brad Ritts pointed to the Executive Summary and the bullet points on p.7, and invited questions or comments.

Discussion

A Senator noted that Ph.D. degrees are needed in the Humanities, which do not have graduate programs. Brad Ritts said that this is not a critical component. What we need is a lot more Ph.D. graduates (overall). For a doctoral institution, 20 Ph.D. per year are required, whereas 150 per year are needed to become an R1 university. We are closer to a non-doctoral university than we are to an R1 university.

A Senator raised the point of additional faculty needed to mentor more graduate students. The Vice Chair agreed that this is also a workload issue. Why invest in RAs but only reallocate TAs? Would it not be more strategic to invest in more TAs for those programs with heavy teaching load? Brad Ritts acknowledged that the appropriate strategies depend on specific needs. This is just one strategy. Because R1 is the goal, new money is called “research support,” but RAs can teach as well. This is not an investment one can do uniformly across campus. Reallocation of TAs is based on historical practices of strategic prioritization. We want to take a holistic approach to graduate support, and TA support can, in turn, support R1 goals by contributing to good undergraduate education in departments with no graduate programs. Ultimately, it’s about what is best for the university overall, which is to support teaching and continue to invest in research.

The discussion moved to terminal degrees such as MFA and how they factor into the R1 goals. MFA uses TAs and generate many credits. The TAs graduate and typically go on to teach. Did the Working Group think of the interconnection between many factors, such as competitive salaries and waivers? Brad Ritts agreed that there is a unique relation among graduate student research, education, undergraduate teaching, and research. The Working Group focused on R1, but we want to accomplish other goals as well. Back to the question: a terminal M.S. degree does not count towards doctoral degrees for the R1 status.

A Senator argued that producing Ph.Ds. takes a lot of time and effort for mentors. On the other end, the Academic Program Prioritization (APP) emphasized undergraduate education. Thus faculty, who have limited time, are not incentivized. Brad Ritts agreed, but noted that many aspects are still in transition, but if they line up, we can work together on different goals, rather than taking them as mutually exclusive. The Senator added that, as compared with the last APP, colleges are now judged on a new model and a different set of priorities and standards. President Green took the question and said that the details of the Financial Model and its implementation are still being worked on. Different working groups realized that alignment of their respective goals is important and can be achieved. Typically, \$1M per year is needed to subsidize TAs. Last year budget cuts were passed on to the deans who had to cut TA support. As research was a priority, the potential loss of TAs was covered. Thus, there is commitment to the teaching mission. The R1 status is attainable. Approval of the P3 project from the State Board will come to a vote in November. New money together with the new Financial Model will provide incentives. CAFE is an example. With the R1 status, we will attract more talent and thus do better research. If we get money from the P3 project, we will continue on this path. Achieving R1 status should be doable, perhaps at the next cycle.

To the observation that cutting TAs in a department where all graduate students are TAs amounts to cutting Ph.D. degrees, President Green answered that we need to take a holistic approach.

What is the position of the State Board and the legislators on this point? Do they consider graduate or undergraduate education to be more important? President Green replied that both can be important. They are not mutually exclusive – for instance, he will invest \$1M in undergraduate scholarships.

A Senator reported that he had lost his own teaching assistantship to TA reallocation and had to find other means of support. But that is not easy for everyone.

The Chair and another Senator also shared that their departments had lost a number of TAs.

A Senator commented that postdoctoral associates are a priority – they are the best way to get graduate students involved in research. Whether we have TAs or RAs is not necessarily relevant, as both help bring in extramural funding. Furthermore, graduate students need the teaching experience while, at the same time, faculty get some teaching relief. So, the two positions go hand in hand. This Senator noted that, because advising graduate students no longer appears in the position description, there is no incentive for faculty to invest time in graduate student mentoring. Furthermore, it is easier to obtain funding for two years – enough to see M.S. students to completion – as compared to four years, which is why this Senator has had numerous M.S. students. A final comment was about the importance to improve department/college webpages to attract more graduate students. Brad Ritts said that extensive discussion went on in the Working Group about accountability and the different priorities perceived by faculty. As we deploy new resources, we will be able to take more risks.

Another kind of support for graduate students are library resources. There is no mention of it in the R1 White Paper. Were those conversations part of the Working Group's discussion? Brad Ritts reported that there were such conversations and challenges were identified with COGS, the library, OSP, Research and Faculty Development. Having acknowledged that, it is important to prioritize those areas that can give immediate results. There are a number of different

directions one can take, but we need to take the right first step to move forward successfully, not one that may stall our progress.

A Senator observed that typical grants are for a three-year period but seeing a Ph.D. student to completion requires more than that. Faculty hope for the best but they cannot be sure that support will continue past the three years. Some back-up support would be important to improve flexibility. Brad Ritts recognized that there is some uncertainty and the intention is to provide some “cushion” so that faculty may have more confidence when hiring graduate students.

The existence of matching funds was brought up as a big issue for some sponsors. Brad Ritts agreed with that, especially for postdoc allocations. The group is looking into this aspect.

Success in graduate student recruiting depends on the reputation of our faculty. Postdoctoral Fellows can help spread word of our reputation when they leave. Has the Working Group talked about how we can invest in areas of excellence? Indeed – Brad Ritts replied – investments need to be strategic. We need to identify our strongest programs. Investments will be guided by a thorough discussion about accountability.

A Senator asked whether the group has looked at R1 institutions and what makes them function. These universities have talented and well-known faculty and larger structures in place. Are we also thinking long-term? Brad Ritts noted that our faculty are very resourceful even without great infrastructures. But we do need to address cultural issues to best understand what is going to move us towards the boundary. Clearly, \$3M per year cannot achieve everything. There are plans from Advancement to free F&A dollars. So, there are plans to increase resources over time (see the Appendix in the White Paper). Some of those points can be acted on right now at some department level. The boundary between R1 and R2 is diffuse. On any particular metric, there can be R2 institutions which are better than the weakest R1 university.

Do we have the support of the State Board (SB)? How is this playing with the legislators? President Green answered this question. We do have SB support. As for the legislators, it varies. Some appreciate projects in agriculture or natural resources, but not necessarily research with long-term impact. They ask specific questions on areas of interest to them, such as the potato storage facility in Kimberly or CAFE. We have the potential to create a “virtuous circle.” For instance, there are possibilities of joint appointments and postdocs with INL, which will have the greatest impact on the Engineering program. They have investments in cyber security, computing, environmental impact, water issues, and more. There are also opportunities in partnerships with the industry. We need to think “outside the box” and look at the opportunities, not the obstacles.

The Chair pointed to p.2 of the White Paper and noted that most of our art programs do not award Ph.D. degrees, so TA reallocation will strongly impact the Humanities and the Arts. In closing, the Chair said that Chandra will be happy to answer more questions by email, such as those in the Zoom chat which could not be addressed for lack of time.

The Chair called for a motion to adjourn.

Adjournment: There was a motion to adjourn (Ahmadzadeh /Carney). The meeting was adjourned at 5:04pm.

Respectfully Submitted,

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

University of Idaho Survey: Spring 2021 Calendar Options

October 1-5, 2020

Color Key

> 40%

30-39%

20-29%

0-19%

Option A As scheduled without changes

Option B Delay spring break until April then go online/remote

Option C Eliminate spring break and start one week later

			1st Choice	1st %	2nd Choice	2nd %	3rd Choice	3rd %
Faculty								
	357	Option A (no change)	100	28%	104	29%	131	37%
		Option B (April SB)	145	41%	139	39%	52	15%
		Option C (no SB)	109	31%	106	30%	111	31%
		No pref	3	1%	8	2%	63	18%
	40%	Total	357		357		357	
Staff								
	381	Option A (no change)	70	18%	98	26%	175	46%
		Option B (April SB)	156	41%	170	45%	46	12%
		Option C (no SB)	149	39%	97	25%	114	30%
		No pref	6	2%	16	4%	46	12%
	21%	Total	381		381		381	
Students								
	2175	Option A (no change)	985	45%	828	38%	408	19%
		Option B (April SB)	925	43%	928	43%	318	15%
		Option C (no SB)	247	11%	368	17%	1184	54%
		No pref	18	1%	51	2%	265	12%
	24%	Total	2175		2175		2175	
ALL								
	2913	Option A (no change)	1155	40%	1030	35%	714	25%
		Option B (April SB)	1226	42%	1237	42%	416	14%
		Option C (no SB)	505	17%	571	20%	1409	48%
		No pref	27	1%	75	3%	374	13%
	28%	Total	2913		2913		2913	

Preferred First Name Utilization: Analysis & Recommendation

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Introduction:

The University of Idaho recognizes that faculty, staff and students may desire to use and identify with a first and/or middle name that is different from their legal name. While we strive to support everyone in our Vandal family, there are legal and procedural considerations associated with the ability to use a preferred name. However, we are prepared to begin planning our next steps.

Technology enhancements at U of I now allow us to use preferred names. As our technology systems are highly integrated, a coordinated effort across various offices on campus is needed to ensure a consistent experience. To guide these efforts, a Preferred Name Workgroup has been tasked to guide decision-making and implementation of the use of preferred name.

Groups involved in analysis

- Admissions – Bobbi Gerry, Melissa Goodwin
- Faculty – Kristin Haltinner
- Finance – Delora Shoop
- Financial Aid – Randi Croyle
- Human Resources – Mindi Wood
- ITS – Mike Beery
- LGBTQA Office – Julia Keleher
- Registrar – Lindsey Brown
- Students – Athene Peterson, Jacob Lockhart, Hannah Spear, and Amber*
- Title IX – Erin Agidius
- UCM – Jodi Walker

* Student last name not shown to respect their privacy.

The analysis team is aware that this change will affect other areas of the University of Idaho, however we determined that the above groups were the most pertinent to forming a recommendation. Department-specific impacts, benefits, and risks are broken down in the sections below.

The purpose of this document is to outline the identified impacts, risks, and benefits of the proposed change. Recommendations were written with all of this information in mind. The level of effort required to implement the recommendations will vary by unit and will need to be prioritized with other institutional efforts. Estimates of the work required for each unit can be developed upon the acceptance of the recommendations and an understanding of the priority of this initiative.

Recommendations:

1. Implement a process for students, alumni, faculty, and staff that allows them to indicate their preferred name.

- a. The process for those adding a preferred name should be as simple as possible, and ideally would be accessible online (e.g. via VandalWeb).
 - b. The process should distribute the updated preferred name across business units and as many systems as possible shortly after the individual's preferred name is recorded.
 - c. The process should include a method to prevent offensive or obscene terms being set as preferred name.
 - d. The process should require the individual to acknowledge that they understand the potential implications of requesting a preferred name; should list locations where legal name will be used and where preferred name is currently being used.
 - i. Consider retaining acknowledgement in the individual's record.
2. Update systems and processes to use preferred name in all areas of the University that do not require use of legal name due to a relevant law, policy, regulation, or mandate.
 - a. Provide a feedback mechanism that allows additional university members to identify spaces that may have been missed and could use preferred name; include a follow up by faculty or staff to analyze if a change needs to be made.
3. Configure systems and processes so that legal/birth name is accessible only to University employees that have a legitimate business need for such access.
 - a. Continue use of Banner as an official record that must contain legal name, and configure Banner to intake preferred name and display preferred name as appropriate.
4. Begin implementation in earnest and prioritize systems that have the most direct and significant impact on students (i.e. BbLearn and Active Directory).
5. Update University of Idaho's policies, guidelines, and data handling procedures to support use of preferred name wherever possible. This should include updates to the non-discrimination policy.
6. If changes allowing preferred name are implemented, avoid reverting those changes to prevent further harm and frustration to students, faculty, staff, alumni, and affiliates.

Impacts:

This section describes the known potential impacts of allowing preferred name utilization across the University of Idaho. Impacts are explicitly related to processes, systems, or other business functions.

Systems & Processes Already Using Preferred Name

Some departments within the University of Idaho previously updated their processes to use preferred names when interacting and communicating with students, alumni, faculty, and/or staff.

- Admissions:
 - General Admissions and Graduate Admissions applications capture preferred name
 - Graduate Admissions uses preferred name in Slate for direct & bulk emails to students
- Faculty:
 - Most faculty handle class interactions using preferred names for all students
- Human Resources:
 - HR staff capture preferred first and last names for employees via PPAIDEN in Banner. According to Mindi Wood, these names are displayed in Campus Directory, BbLearn/BlackBoard, and Outlook.
- Information Technology Services:
 - VandalCard Office (VCO)
 - Email (name displayed, not the email address itself)
- LGBTQA Office:

- Forms in Qualtrics (collect “legal name” and “name”)
- Most documentation, systems, and interactions with students, employees, etc.
- Title IX:
 - Simplicity Advocate GME (Grievance Management Edition) – names are populated from a Banner pull. Title IX staff correct it to preferred name in Simplicity Advocate.
 - All communications, letters, emails, and case files within Title IX do not require use of a legal name. This is partially in an effort to avoid more discrimination claims.
- University Communications & Marketing:
 - UCM uses CRM systems from Advancement (Advance CRM), International Programs Office, and College of Law to pull names; some may already use preferred name.

Systems & Processes to Update if Preferred Name is Implemented

- Admissions:
 - Stellant – document imaging; currently has Vandal Number, legal first & legal last names
 - Note – official personnel documents for staff and faculty should continue using legal name, including if they are in Stellant.
 - General Admission office communications, including data feeds and mail merge
 - Graduate Admissions reports currently include both legal and preferred name; could switch to only use preferred.
 - General Admission offer letter.
- Faculty:
 - BbLearn, VandalStar, grade submission system, email, class lists, library accounts, ID cards, and lists/reports created by Melissa Goodwin
 - Specific to College of Law – seating charts (created by faculty assistants using VandalWeb data), ACES2 in admissions, and National Merit Scholars lists
- Finance:
 - Interactions with students, including in person, via email, and via phone
 - Nightly “CRON” reports should use the name that Finance sees on screen when interacting with students – consider altering reports to reference preferred name
- Information Technology Services:
 - All data feeds from the Banner Student Information System that provide name information to other systems
 - Campus Directory, Library system, BbLearn, Chrome River, StarRez (Housing), POLYA (math lab system)
 - Reports in Argos, Form Fusion, and Banner (canned and custom). Most concerned with Student Accounts and Financial aid, due to number of reports they use.
- Registrar:
 - All data feeds from the Banner Student Information System that provide name information to other systems
 - Certified diplomas (aka “apostille diplomas”)
 - Reports in Argos, Form Fusion, and Banner (canned and custom). This could be in the hundreds, if not thousands
- Title IX:
 - Case Management System, Advocate Simplicity – Grievance Management Edition, which currently receives legal name from Banner; update to provide preferred name instead
- University Communications & Marketing:

- Some web forms that UCM manages can likely be updated to use preferred name; each would need to be reviewed for a determination to be made.

Systems & Processes that Require Continued Use of Legal Name

- Admissions:
 - Banner-related items, like student records
 - Visa system has an optional preferred name field; legal name field will still be required
 - Immigration documents require legal name
- Faculty:
 - Teaching Assistant contracts and official TA communications from U of I
 - Faculty need legal name for grants (and possibly IRBs), which can be tied to the individual's Social Security Number
 - Grants and other legal documents (for all relevant faculty)
- Finance:
 - Chrome River
 - Tax Navigator and/or Sprintax
 - Heartland ECSI (aka Salnet) – used to process Perkins award, institutional loans/awards
 - Tax documents (1098-T, 1042-S), loan documentation, Promissory notes, 3rd party billing
 - Direct deposit and physical checks (e.g. student refunds)
 - Collections process (Finance reports SSN and legal name)
- Financial Aid:
 - Common Origination Disbursement (COD) – legal name needed to send and receive data
 - National Student Loan Database System (NSLDS) + National Student Clearinghouse (NSC)
 - Elm, the 3rd party system for private loans (Financial Aid receives info from Elm)
 - State Scholarship portal
 - FASFA and FSA (the system used for FASFA)
 - Financial Award offer letters (in Banner)
 - Applicant lists sent to colleges within U of I (should remain based on FASFA name)
- Human Resources:
 - EPAF, "Termination" report, and "All Employee" report
 - Note – the reports can be setup to use preferred name as an additional field when appropriate
 - Employment forms, including W-2, W-4, I-9s, employment offers/letters
 - Purchasing Card issuance and updates
 - Communications related to unemployment
 - In Banner, the PEAEMPL field – used for W-2s, paychecks, and benefits
- Information Technology Services:
 - Synapsis – international student database
 - Banner forms and reports for Accounts Payable and Payroll
 - Data feeds from Banner to job listing system
 - State of Idaho New Hires file – managed by HR, outbound
- LGBTQA Office:
 - Employment and scholarship items (e.g. work study documentation, EPAF)
- Registrar:
 - Official Transcript
 - Diploma for international students and certified copies
- University Communications & Marketing:

- Some web forms that UCM manages will likely need to use legal name; each would need to be reviewed for a determination to be made.

Benefits:

Benefits to Students, Faculty, and Staff

- Faculty – this change would reduce obstacles to getting to know students, thereby improving engagement and making it easier to support students and treat them with equality. This change also recognizes the humanity and personhood of more students.
- Students – according to various studies and supported by student interviews, this change would increase retention for transgender students and have a positive effect on the mental health for students. Students stated that this change would, “acknowledge the humanness of trans students”, and would benefit all students. Students’ campus experience would be better, classes would be easier, trans students wouldn’t frequently be outed as trans, more students would likely come out as trans and use preferred name. College has the capacity to support and empower these students (who already show signs of resilience, in that they have completed high school and enrolled in college), thus enhancing academic and personal success. For students who were not out as trans in high school, college can play an important role in facilitating gender identity exploration—such as by providing the supports and resources needed to allow students to navigate this process while staying in college.
- Financial Aid – improved customer service, due to enhanced ability to use preferred name for interactions with financial aid recipients.
- Human Resources – this would be an improvement, since they could better accommodate the requests they already receive for preferred name use.
- Registrar - improved customer service, due to enhanced ability to use preferred name for interactions with financial aid recipients.
- Title IX – change would improve engagement with Title IX office and improve their customer service.
- University Communications & Marketing – this change would have a positive impact for recipients of communications that include their name, and for individuals that fill out forms online (controlled by UCM, but used by most departments/colleges). Using preferred names would be helpful because customers will feel more welcome and respected.

Benefits to University of Idaho

- Admissions – this would set U of I Admissions apart from other institutions and would help their interactions with prospective students, since they focus a lot on relationship building.
- Faculty – retention and recruitment would be improved by using peoples’ preferred names, due to increased participation in class and engagement in the learning process.
- LGBTQA Office – recruitment and retention of trans students would improve.

Risks:

Risks of implementing preferred name utilization

- University-wide (general):
 - Potential for sending communications that use preferred name to family members or guardians against a student’s wishes.

- Mitigation: use opt-in process that clarifies for the requestor where preferred name will likely appear, so that the individual can make an informed decision.
 - Potential for individuals to use inappropriate or culturally insensitive preferred names.
 - Potential for political response or intervention from state legislators or other stakeholders.
- Admissions:
 - Potential for mistakenly using the wrong name in communications with potential student or their family, which could out transgender students, cause confusion, etc.
- Graduate Admissions:
 - For international students, paperwork must be very clear which is legal name, and which is preferred name; if not, may impact visas and Optional Practical Training.
- Faculty:
 - Potential for student to indicate or change their preferred name mid-semester – would it be reflected on class roster?
 - Mitigation: consider handling like last name changes – Registrar emails the individual’s current faculty to inform them of the change.
- Finance:
 - Potential confusion for employees (e.g. when handling documents with legal name).
 - Mitigation: clearly label legal name and preferred name, especially for items used by staff to fill in interactions with students.
 - Potential to out trans students by sending bills and documents to permanent address.
 - Potential to out trans international students when handling 3rd party payments.
 - If proxy access is established, which student name would be shown to proxies?
- Financial Aid:
 - Potential confusion regarding for staff and financial aid recipients regarding when they can use preferred name vs. need to use legal name (already an issue with nicknames).
- Human Resources:
 - HR would ensure their Banner reports run using PEAEMPL, so that they can reference legal name for lookups, pulling files, etc.
 - Processes will need to be updated/established to ensure consistency when changing an individual’s name across the University.
- Information Technology Services:
 - Potential to not fulfill legal or auditing requirements, if legal name isn’t available where needed.
 - Difficulty reconciling preferred vs. legal name, especially when interacting with students.
 - Potential to miss a report or data feed that needs an update to accommodate the change. University should have a process for users to submit a concern about name use.
- Registrar:
 - Difficulty reconciling preferred vs. legal name, especially when interacting with students.
 - Potential to miss a report or data feed that needs an update to accommodate the change. University should have a process for users to submit a concern about name use.
- Title IX:
 - Concern that Banner data feed errors may result in systems receiving a first name as “blank” or as legal name when expecting preferred name.
 - Communications – make students aware that the option to set preferred name is available without having it seem like a “spotlight” is on trans students.
- University Communications & Marketing:

- Communicate to faculty and staff which things are mandated vs. optional; clarify what is expected of employees and how this change might impact their workload.
- Communications must be handled appropriately – should include input from trans students and the Chief Diversity Officer to ensure communications aren't offensive.

Risks of not implementing preferred name utilization

- Admissions and Graduate Admissions:
 - Likely to offend or alienate potential students, since they can't refer to the student how the student refers to themselves.
 - Has potential to form bad relationships and is detrimental to ability to recruit a diverse student body. Faculty also experience this when first contacting prospective students.
- Faculty:
 - This is a life or death issue for some individuals – not implementing preferred names will continue to negatively impact the health of students, faculty, and staff.
 - Continued use of workarounds by faculty to use preferred names for courses. Due to a variety of systems being used, this implies significant FERPA concerns. These workarounds result in significant worktime lost for both employees and students.
 - Examples: collecting coursework outside BbLearn, creation of class rosters in Google, Qualtrics, etc.; sites other than BbLearn for class discussion boards.
 - Reduced education quality for students due to workarounds
 - Work hours lost because of time dedicated to creating aforementioned workarounds
 - Difficulty recording attendance and entering grades in BbLearn or VandalWeb
 - Not allowing preferred names violates the mission, values, and principles of the University of Idaho, which promises “respect”, “integrity”, and “diversity” – calling people by the correct name is central to all of these goals.
- Human Resources:
 - Not allowing preferred names in HR would cause significant issues – if someone insists their name must be displayed a certain way, they wouldn't be able to meet that need. For example, some staff names have been entered in PPAIDEN as a preferred name, not as a legal name. Preventing this moving forward could result in discrimination claims, since HR has accommodated preferred names previously.
- Students:
 - Risk of decreased safety and stability for students due to gender identity.
 - Responsibility is put on students to contact their faculty at the start of every semester and notify them of preferred name – potential to out trans and non-binary students.
 - Perception that the University of Idaho does not care about trans students, their wellbeing, their mental health, their physical safety, or the negative treatment trans students receive due to lack of supportive policies and processes.
 - Perception that University of Idaho is “behind the times”, since both Idaho State University and North Idaho College (along with many others throughout the country) already allow students to set their preferred name.
- LGBTQA Office:
 - Often, faculty do not take seriously students' requests to use their affirmed (as opposed to birth or legal) name, creating anxiety and discomfort for trans students.
 - Higher rates of drop-out and stop-out from trans students. National data on first-year college or university students suggests that, compared to national norms, trans first year students rate themselves lower in the areas of physical health, social self-confidence,

leadership ability, and academic self-concept, a composite that integrates respondents' self-rated academic ability, mathematical ability, intellectual self-confidence, and drive to achieve.

- The U.S. Transgender Survey (USTS), a survey of over 27,000 trans adults, found that 24% of respondents who were out as or perceived as trans in college reported being verbally, physically, or sexually harassed at that time—with 16% of those who experienced harassment having left college because of the harassment.
- The National Transgender Discrimination Survey (NTDS), which surveyed nearly 6,500 trans respondents, found that individuals attending college, graduate school, professional school, or technical school reported high rates of negative treatment by students, teachers and staff, including harassment and bullying (35%).
- Campuses are often seen as hostile environments for trans students. In a study of 152 trans college students, Woodford, Joslin, Pitcher, and Renn (2017) found that the frequency of experiencing select trans environmental microaggressions (e.g., not having access to comfortable bathrooms as a trans person) was associated with increased risk of negative academic outcomes.
- Systems are in place inherently on our campus that create unwelcoming and hostile environments for our transgender students. (e.g. physical structures like sex-segregated bathrooms, official University records, policies, curricula, classroom practices, etc.)
- A study by Dugan et al. (2012), which compared trans-identified students, cisgender LGB students, and cisgender heterosexual students, found that the trans students viewed the climate on their campuses as more hostile (i.e., less tolerant and inclusive of them as trans people), and also reported a lower sense of belonging (i.e., acceptance and integration) within their campus community.
- Trans students are arriving to our campus with trauma and victimization from their high school experiences – higher education has the capacity to reinforce the gendered and transphobic treatment that many students have already experienced in school and society, leading to poor academic and psychosocial outcomes.
- Title IX:
 - Due to current practice of allowing individuals to use a name other than their legal first name for some University processes (e.g. nickname, middle name), it's possible that not allowing trans or non-binary students to use their "preferred name" is discriminatory.
 - Impact to foreign students of University employees giving them a nickname when it isn't requested – may be discriminatory towards race or country of origin. This could be avoided if students provide their own nickname or phonetic name via preferred name.
 - Currently, some Title IX notifications are automatically sent using legal name, harming the relationship with that individual and reducing engagement with Title IX office.
- University Communications & Marketing:
 - Lack of a consistent, university-wide use of preferred names is detrimental to UCM's work. Example: calling undergraduate students by their preferred name but failing to continue using preferred name once they become alumni or go to Grad/Law schools.

2020 – 2021 Faculty Senate – ~~Pending Approval~~ Approved at Meeting #11
Meeting # 10
Tuesday, October 20, 2020, 3:30 pm – 5:00 pm
Zoom only
10/27/2020

Present: Ahmadzadeh, Brantz, Bridges, Carney, Chapman, Dezzani, Fairley, Goebel, Hickman, Keim, Kirchmeier (Chair), Lee-Painter, McIntosh, McKellar, Meeuf (Vice-Chair), Paul, Quinnett, Raja, Rashed, Rinker, Rose, Sammaruca (w/o vote), Schwarzlaender, Smith, Stroebel, Tibbals, Wargo, Torrey Lawrence (w/o vote)

Absent:

Guest Speakers: *Dean Panttaja, Brian Foisy, Trina Mahoney*

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

Approval of Minutes (vote):

- Minutes of the 2020-21 Meeting #9 – Attach. #1
There were no corrections to the minutes of the 2020-21 Meeting #9. The minutes were approved as distributed.

Chair's Report:

- Faculty Senate Leadership, along with the Provost's Office and CETL are creating a questionnaire to gather information from everyone who is teaching this semester. The survey is a collaborative tool designed to help us all better understand what teaching was like for faculty across campuses, in different disciplines, and in different formats. Please keep an eye out for the survey and encourage your constituents to complete the survey. A special thank you to Diane Kelly-Riley for getting this project started, and to the Covid-19 Advisory Committee for helping to draft and revise the survey.
- We received updates from Dan Ewart relevant to the recent discussions on preferred names and Blackboard. I will share that communication with the Senators.
- I will be sending out a communication later this week asking Senators from each college to nominate faculty to sit on the University Promotion and Tenure Committee. Please look for an email from me soon; we have to submit our nominations by October 30.
- Three upcoming deadlines to keep in mind:
 - Sabbatical applications are due on October 30, 2020.
 - Honorary degree nominations are due on November 16, 2020.
 - Deadline to request delay for promotion and/or tenure is March 14, 2021.Please help us spread the word about these upcoming deadlines by sharing with your colleagues.

Discussion:

Will the survey also involve staff who are teaching a class? It was clarified that the survey is directed to anyone (faculty, staff, graduate teaching assistants, etc.) who is teaching this semester.

There were no more questions or comments for the Chair.

Provost's Report:

- COVID-19 update: See President Green's memo from Monday. We have seen significant improvement over the last two weeks. Currently only one Greek Chapter House is in quarantine, down from 14 just a few weeks ago. The active positive cases are 59, and we currently have 7 students in our isolation facility, down from 60 a few weeks ago. We returned to original class formats today. Increased positivity rates in Southern Idaho and nationwide are a concern. We all need to be careful and continue to follow safety protocols.
- Everyone should carefully read the President's memo from this morning about enrollment and budget.
- A reminder of the 2020 Common Read Talk delivered tonight at 5:30 by author Cristina Henriquez. It's open to the public, but one must [register in advance](#). Everyone is encouraged to attend.

Discussion:

Chair Kirchmeier asked what facilities are being used to host students in isolation. Provost Lawrence said the Targhee Hall is the primary location. Students receive support, such as meal delivery, and reported having a positive experience. A few have been placed at the Idaho Inn. If needed, the Stevenson wing – part of the Wallace complex – can also be used, but we have not needed it thus far.

Some faculty have reported a drop in attendance. Chair Kirchmeier asked whether students receive separate communications about going back to class, or whether they receive the general memo that goes out to students, staff, and faculty. The Provost said that students do not receive a separate communication, which could be confusing as different classes have different attendance policies, and he does not want to interfere with faculty's attendance expectations. Faculty should reach out to their students and communicate their expectations.

When students are isolated because they tested positive, are they put in contact with a doctor or a nurse? Yes – the Provost answered – they are contacted by a physician who conveys the positive test information, answers questions, and provide resources. The Dean of Students Office follows up with these students and puts them in contact with the Vandal Health Clinic, if needed. As for notifying a student of a positive test result, they should receive a call from a Gritman physician. However, the student could miss the call, in which case they may be notified by university officials first – we have been advised by Public Health that, in such situations, it is best not to wait. In summary, Gritman handles the medical notification while the Dean of Students addresses the students' immediate needs. There is a staff member living in Targhee Hall to help make sure students' needs are met.

A Senator sought clarification about the “non-eligible to attend class” list. If a student is off the list, they are eligible to attend classes. But – the Senator noted – if they went home to isolate, potentially in a region with high infection rate, won't that create a safety issue when their return to class? The Provost confirmed that students who are off the list are eligible to attend classes. If they remain on the list, possibly because they have not yet been tested, the university continues to reach out to them. If they are in isolation, it is because they tested positive. If they need to quarantine, they can do so in the dorms, where they get assistance such as food delivery. As adults, they cannot be prevented anyone from going home to quarantine, but they are discouraged from doing so. If they go home to a “hot spot,” they may be request a test upon return. If anyone is uncomfortable about a student situation, they should file a Vandal Care report. Faculty can remind their students to get tested, but they should do so with sensitivity.

A Senator inquired about the email invitations to join the Gritman Medical Center Patient Portal. The Provost replied that it can be disregarded if you are not being tested nor is it necessary to receive test results.

There were no more questions or comments for the Provost.

Committee Reports

- Committee on Committees – Committee Assignment Updates (Russ Meeuf).
Vice Chair Meeuf reported that the Committee on Committees is in the process of filling a few remaining vacancies in the Senate committees. Appointing students has been somewhat challenging, but the committee is working on it. UCC still needs two undergraduate representatives. We also need a few more faculty and staff (for instance, a faculty Senator for the Faculty&Staff Policy Group). Also, the committee is almost ready to release the survey for the 2021-22 committee appointments.

Discussion:

In response to a question, Vice Chair Meeuf said that both graduate and undergraduate students are needed, depending on the committee membership as prescribed by FSH 1640.

A Senator noted that participation in UCC is a great opportunity for students to be involved with the curriculum.

Other Announcements and Communications

- Online Idaho (Dean Panttaja) Attach. #2
Dean Panttaja gave a brief overview on the State Board of Education “Online Idaho” initiative. He started with a brief history of the project, which started in June 2020. At that time, SBOE approved and forwarded a \$4M request of Corona Virus Financial Advisory Committee (CFAC) legislative funds to create a digital learning platform in collaboration with Idaho Workforce Development Council (IWDC). On June 29, two models were conceived, and on July 9, SBOE approved the implementation of Online Idaho utilizing a “storefront” model of existing online programs as delivered by the eight Idaho institutions. On August 24, a Statewide Steering Committee was formed. The main components of the model are: a course-sharing platform, with a digital catalog of available online programs and certificates with appropriate institutional links, and tools/resources to make the platform and learning successful. A prospective learner can just go to the link and sign up for courses from a particular institution. For instance, students at Boise State could take an open seat at U of I. Dean Panttaja noted that course sharing is only a small part compared to what already exists. Moving on to actions and timelines: “Quottly” is currently the preferred digital platform provider; “Pressbooks” may be the chosen OEN (Open Education Network, essentially a collection of free textbooks); “Canvas” will probably be the statewide LMS, potentially for all K-20 students in the state. Implementation of the model requires institutional staffing of three positions. Fall 2021 is a more realistic timeline than the originally proposed date of January 2021.
Dean Panttaja acknowledged consultation with Dean Kahler, Lindsey Brown (for admissions and transcripts), Randy Croyle (for financial aid), the CETL Team (for online learning), Dan Ewart and Team (for technology and infrastructure), and of course with President Green and Provost Lawrence. As a final note: we chose the courses that we want to share and the program we want to offer; we accept from other institutions the courses that we want to accept. We have one year (may be more) of free access to Canvas to check out how it works for us. (See Attach.#2 in the Meeting #10 binder for more details.)

Discussion:

The Chair asked whether current courses can remain in Blackboard when the Canvas learning platform becomes accessible. The Provost addressed this question: it may be required to move all course to Canvas at a later date, for consistency. Most of the Idaho institutions are already using Canvas. We can try for free for a year.

A Senator asked for the meaning of OEN, which stands for – as Dean Panttaja explained – Open Education Network, a collection of free textbooks.

A Senator inquired about the opportunities that Online Idaho could present to our institution. On the other side, are there any dangers if we decide to (or not to) participate? Dean Panttaja replied that there is no penalty for not participating, although President Green will appreciate any level of participation. It is a state-wide model, a single place to go to check out what is available for anyone who wants to further their education. We already have Independent Study Idaho. We can participate at any level we want. It is an opportunity to further market our online footprint.

A Senator raised a question about course sharing: if people from other institutions can sign up for open seats with us, do they pay tuition to us or do they sit in our classes for free? This Senator had a second question: if CANVAS is chosen, should we develop online courses directly on Canvas? With regard to the second question, Dean Panttaja said that we will try it (free of charge) and see if faculty like it. Boise State went through a pilot program and then switched to Canvas. As for the first question, tuition for the people who sit in our classes will be paid to us by their institutions.

Another Senator wished to make a comment: reading the attachment, he noticed mention of staff reallocation in relation to the financial commitment expectation by the institution. He expressed concerns about possible staff reallocation, particularly during these challenging times. Dean Panttaja acknowledged that three new positions are needed. If it were up to him, he would hire additional staff with the state implementation funds. But it is not his decision to make.

The Chair noted that we need to move on to the next agenda item. This conversation will continue next week.

- **Budget and Enrollment Overview (Brian Foisy & Trina Mahoney)**
Brian Foisy said he will focus on the connection between revenue sources and the drivers of that revenue. The primary institutional budget is referred to as the General Education (Gen Ed) budget. The major sources of revenue for the Gen Ed budget are state appropriations and tuition revenue. Enrollment drives tuition and thus the Gen Ed budget relies on enrollment. Virtually every unit on campus is a direct or indirect beneficiary of the Gen Ed budget. The current year Gen Ed budget is \$166M, most of which comes from state appropriations. The benefit of state appropriations is that the final year-end revenue figure is known in advance and is essentially guaranteed (unless the Legislature or Executive Branch acts to hold funds back). On the other hand, tuition revenue is subject to increases and decreases in enrollment. Brian Foisy displayed a preliminary spreadsheet, prepared by Trina Mahoney, with updated numbers for the current fiscal year. The spreadsheet included estimated actual revenue for Fall and projections for Spring. Brian Foisy clarified the meaning of some terms. Gross tuition is what we charge the student. A waiver is a policy-granted authority to not collect some or all of the charged tuition. It is different than a scholarship, where the tuition is paid by someone other than the student. Gross tuition minus waivers equals net tuition, which is essentially the tuition revenue we actually collect. The gross tuition budget is

approximately \$100M. Subtracting the waivers – \$38M – results in \$62M of net tuition. Trina Mahoney noted that the waivers are predominantly non-resident or WUE, whereas the few resident waivers are mostly related to employees and/or their spouses. From the draft spreadsheet, one can see that we are \$2.6M under budget on the gross revenue side, which is due to the fact that the overall enrollment is down. However, we are underspending our waiver in the amount of \$6.3M. From the financial standpoint, this is good, as we have \$6.3M in potential savings, which leaves us at \$3.7M to the good. The “Contingency” entry shows \$2.9M. A large impact came from the FY 2021 transition from full non-resident tuition to 150% of resident tuition for WUE students. Moving on to FY 2022, we will have to use the \$2.9M to balance the budget. Just as in a household where the income is anticipated to be reduced by some amount for the next two years, we anticipate two revenue drops, one in 2021 and one in 2022, as a result of the transition to WUE. President Green’s preference was to do the necessary budget reduction all at once rather than in multiple cuts. So, we have a “buffer” of \$2.9M in the current year, because we know a revenue reduction is coming in the next year and we accounted for it now. So, the \$2.9M is available to balance the budget next year. Finally, we end up with \$6.6M to the good. There are a few other aspects to consider: the “Idaho Falls Adjustment” and the “Estimated Melt” (which we must refund under certain circumstances, even if the deadline for refund has passed). When all is accounted for, we estimate a total surplus of \$4.7M. Trina emphasized that these estimates are very conservative, under the assumption that all goes as expected in the Spring. In his most recent memo, President Green made it clear that these estimates are contingent on the university staying open in the Spring and no more drop in enrollment. Barring some event that would force us to close in the Spring, we are optimistic about the surplus.

A Senator wondered how a surplus is seen by the state legislators. Is it possible that this “safety cushion” may be interpreted as an indication that we are free from financial problems? Brian Foisy noted that we have made a financial turnaround and worked to stop cash losses. He is confident that anything we can do to show that we are building resources will be seen positively. Also, the proposed use of the surplus funds, which he will discuss next, is an important consideration.

The question was raised: why was about 16% of the waiver budget left unused, while it could have been used to recruit additional students? Brian Foisy noted that President Green had raised the same question, namely, what enrollment increase would have been generated had we used the full waiver budget. The other side is that there is no financial gain if we recruit a student who does not have to pay tuition. We discussed this issue extensively with the Financial Aid Team and the Enrollment Management Team. In the \$38M waiver which they provided us, some categories of waiver were counted more than once, such that the \$38M was a larger budget than it needed to be. As SEM moved through their awarding process, they were using a smaller number – and still left money on the table – because they had inadvertently double-counted certain waivers. The error will be corrected in the FY 2022 budget. On the positive side, while we built the budget around \$38M, the budget could have been set at \$35M. Moreover, most of the waivers go to non-resident students, and COVID-19 has had a large impact on non-resident enrollment in the current semester. A similar scenario is seen with international students, especially new students who were unable to travel.

Brian Foisy moved to the next spreadsheet titled “Gen Ed Funding Actions,” to talk about disposition of the funds discussed on the previous page. Shortly before the beginning of the fiscal year, we were notified that the Governor was imposing a one-time 5% holdback, which amounts to \$4.7M. Also, no CEC awards were allowed for employees for FY 2021. However, the legislators had built CEC funds

into our Gen Ed budget for the current fiscal year, which could not be used to give raises to employees. The decision was made to net the 5% holdback with the unallocated CEC, yielding an unfunded amount of \$3.3M. This \$3.3M budget problem was handled with the mandatory furlough, which will generate about \$3.3M in savings.

Moving to items which impact the current FY budget and are yet to be addressed: during the last legislative session, the Joint Finance and Appropriations Committee (JFAC) decided to impose a base 2% state holdback of \$2.4M. Furthermore, a legislative action resulted in a small reduction in employee benefits funding – about \$194K. Two more issues, related to the operation of the university and not legislature, also need to be addressed. They are related to the Idaho Water Center and funding for TAs. Brian Foisy recalled that, while COGS did participate into the \$22M budget reduction, the administration did not want to reduce the overall number of TAs. All of the above adds up to \$4.6M of known budget issues which we need to address. As discussed earlier, this was expected, so we now have a \$4.7M solution to a \$4.6M budget problem – reason why we will not need a mid-year budget reduction.

Moving on to on-going issues (for FY 2022): we found a solution in the current FY to deal with a permanent budget cut, namely the 2% holdback, but this is a one-time solution to an on-going problem. Thus we need to develop an on-going solution to an on-going problem, such as a base cut to the university expenditures. Also, the other issues mentioned earlier (IWC, benefit funding, and TA funding level) need a permanent solution. All of the above considered, we end up with a \$4.8M budget challenge for the coming fiscal year.

A Senator inquired about the amount of reserves that we need to reach per State Board requirement. Brian Foisy explained that our net worth position was negative by \$10M and needs to be around \$25M, meaning that we must increase our net position by \$35M. However, this does not mean that we must accumulate \$35M in cash.

How can the surplus help our situation? Brian Foisy thinks that the legislators will see this fiscally conservative result and recognize that reserves allows us to take advantage of opportunities for the institution when they arise. Universities survive based on their ability to borrow money and repay it. Similar to credit ratings, agencies evaluate the university and our credit worthiness. They have told us that rebuilding resources will go a long way towards our credit worthiness, which hinges on our balance sheet and on our ability to maintain reserves.

The Chair thanked the guests and encouraged the Senators to send additional questions for Brian Foisy to her email address.

The Chair called for a motion to adjourn.

Adjournment: There was a motion to adjourn (Fairley/Tibbles). The meeting was adjourned at 5:02pm.

Respectfully Submitted,

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

**University of Idaho
2020 – 2021 Faculty Senate Agenda**

Meeting # 10

Tuesday, October 20 at 3:30 pm
Paul Joyce Faculty- Staff Lounge & Zoom

- I. Call to Order
- II. Approval of Minutes (Vote)
 - Minutes of the 2020-2021 Faculty Senate Meeting #9 (October 13, 2020) **Attach. #1**
- III. Chair's Report
- IV. Provost's Report
- V. Committee Reports
 - Committee on Committees
- Committee Assignment Updates (Russ Meeuf)
- VI. Other Announcements and Communications
 - On-line Idaho (Dean Panttaja) **Attach. #1**
 - Budget and Enrollment Overview (Brian Foisy & Torrey Lawrence) **Attach. #2**
- VII. New Business
- VIII. Adjournment

Attachments:

- **Attach. #1** Minutes of the 2020-2021 Faculty Senate Meeting #9
- **Attach. #2** On-line Idaho

2020 – 2021 Faculty Senate – Pending Approval

Meeting # 9

Tuesday, October 13, 2020, 3:30 pm – 5:00 pm

Zoom only

Present: Ahmadzadeh, Brantz, Bridges, Carney, Chapman, Dezzani, Fairley, Goebel, Hickman, Keim, Kirchmeier (Chair), Lee-Painter, McIntosh, McKellar, Meeuf (Vice-Chair), Paul, Quinnett, Raja, Rashed, Rinker, Rose, Sammaruca (w/o vote), Schwarzlaender, Smith, Stroebel, Tibbals, Wargo, Torrey Lawrence (w/o vote)

Absent:

Guest Speakers: *Lindsey Brown, Dan Ewart, Richard Seamon, Kristin Haltinner, Jan Johnson*

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

Approval of Minutes (vote):

- Minutes of the 2020-21 Meeting #8 – Attach. #1
The Secretary reported that she included the following clarification on p.4 as requested by President Green: *“Achieving R1 status should be doable, not likely in the next cycle since we are approaching that review, perhaps at the next cycle which would be 3 years after that.”* She also corrected the misspelled name of a Senator. There were no other corrections to the minutes of the 2020-21 Meeting #8. The minutes were approved as amended.

Chair’s Report:

- Please distribute the Talking Points to your colleges. We are getting reports that faculty are not getting the Talking Points. Make sure to update your contact lists from last year and regularly distribute the Talking Points.
- Please join me at the Palouse Literary Festival on Zoom this week. This festival is organized by MA and MFA graduate students in the English department. This year’s events include readings by MFA alum and award-winning author Joe Wilkins. Zoom link for all events: <https://uidaho.zoom.us/j/7242893322>
 - Thursday, 10/15, 7pm Reading by Joe Wilkins
 - Friday, 10/16, 7pm reading by Ching-In Chen
 - Saturday, 10/17, 2pm Pop-up prose
 - Saturday, 10/17, 7pm DJ Lee with Mike Bishop
- Three upcoming deadlines to keep in mind:
 - Sabbatical applications are due on October 30, 2020.
 - Honorary degree nominations are due on November 16, 2020.
 - Deadline to request delay for promotion and/or tenure is March 14, 2021.Please help us spread the word about these upcoming deadlines by sharing with your colleagues.

There were no questions or comments following the Chair’s report.

Provost’s Report:

- Another event to highlight: a week from today, Tuesday, October 20, the 2020 Community Talk will be delivered by Common Reader author Cristina Henriquez. She will talk about her book. It’s open to the public, but one must [register in advance](#). Everyone is encouraged to attend.

- COVID-19 update: communications were sent on Friday and Monday by the President and the Provost. The news is generally good. Campus-wide testing showed a clear downward trend. Two weeks ago we had something like a “spike” which caused some concerns. We ramped up testing and saw the rate go down quite a bit last week and even further this week. Wastewater testing continues to be expanded and the results are lining up with the findings from the last few weeks. Plan to return to original class formats on Monday, Oct. 19. Further information will be sent when all the comprehensive testing is completed.
- There have been questions concerning the recent recommendation from the White House to move U of I, Boise State, and BYU-Idaho fully online. We are not going to follow the recommendation because we believe it is based on inaccurate data, such as that 80% of college-age individuals in Latah County are positive. This does not match any of our findings, and we have by far the most comprehensive testing system of any university in the state. We will continue to work with Public Health and our Modeling Team. Sampling wastewater is going well. We are not far from Thanksgiving and, if everyone is diligent, we will be able to remain open until then. It is in the living groups where we have seen the positivity rate increase.
- The State requires public release of enrollment data on October 15. With that, there will also be an update on the financial implications of enrollment.
- The Provost acknowledged Lindsey Brown and her Staff for their amazing amount of work related to testing, such as coordinating exchange of information with Gritman. They deserve great appreciation. Thanks also to everyone on campus for the extra work they are doing this semester.

Discussion:

A Senator asked whether staff is required to telework after the Fall break or whether buildings on campus will remain accessible. Provost Lawrence responded that the change after the break impacts only instruction. Campus will remain open, unless circumstances require reconsideration.

The focus shifted to the budget. A Senator asked: we heard that the State of Idaho has a \$300M budget surplus. With regard to the 5% temporary holdback from our budget, are the SBOE and the President trying to get those dollars back? The Provost answered that this is definitely on the President’s radar. There are no clear news yet, but conversations are taking place.

The Provost moved on to address questions on the Spring semester schedule. A decision should be communicated in about a week. It is very likely that we will start remote while we test all students. With the experience we are gaining this semester, we will be able to make accurate predictions of how long testing will take in January. The plan for Spring Break will also be communicated at the same time.

The Chair inquired whether faculty might be able to opt out of course evaluations beyond Spring and Summer 2020 in consideration of the latest, and sudden, changes in delivery modes required by recent circumstances. The Provost said this matter is being discussed with the Teaching Committee. On the one hand, we don’t want to lose the feedback entirely; on the other hand, we must keep in mind the possible negative impact of these unintended teaching irregularities on a faculty’s record. Other options for evaluation of teaching may be considered. In fact, finding better ways to evaluate teaching (such as peer reevaluation) is part of a broader conversation often brought up on campus.

Other Announcements and Communications

- Preferred Names (Lindsey Brown & Dan Ewart) – Attach. #2

The Chair introduced the topic and pointed out that two faculty members, Kristin Haltinner and Jan Johnson, Co-Chairs of the Ubuntu committee, were also present to answer questions as needed.

Lindsey Brown gave a brief history of the project, which started October 2019, when a Working Group (WG) was assembled to explore the scope of the project. The WG met in February and made a recommendation to move forward, but soon after the pandemic hit. Similar to ID changes (which now carry the Vandal number), there are about 100 systems that connect to Banner, so there are multiple implications. Dan Ewart spoke with the President about the size of the project in terms of hours, people, and resources. It will be brought up and ranked at the IT Governance and Prioritization discussion at the next meeting of the President's Cabinet. Although some strides were made with the assistance of HR, this must be a concerted effort requiring resources on a large scale.

Responding to a Senator who inquired about the justification for this change, Kristin Haltinner explained the significance and importance of allowing students to use preferred names. At this time, students who wish to use preferred names must email all their instructors to let them know how they prefer to be addressed in a classroom discussion – a request that may be rejected by the instructor. This can escalate to circumstances where the student no longer participates in classroom discussions, or their privacy and safety can be compromised. On the other hand, faculty who care go to great lengths to assist students who are in this situation. But it is not only about transgender students – it may impact international students or anyone else, for that matter. Kristin noted that nearly 200 universities use preferred names, many (but not all) of which use BbLearn and Banner. Not allowing students to be who they are can be fatal, in addition to violating our mission.

The Secretary inquired about the timeline for the project to be fully completed. Lindsey Brown and Dan Ewart replied that there are other projects, and sharing resources is an issue. As a rough order of magnitude, it would probably take 1,700 work hours – most likely an underestimated figure.

Can the system be implemented in small parts? Lindsey Brown was of the opinion that it is best to do it all and well, due to the many “parts” which need to come together.

The Vice Chair reported frustration from some of his constituents because BbLearn does not interface with any other platform, even though it is the primary mode for faculty to engage with students. Could we start from BbLearn, since it seems to be “isolated” from other platforms? Lindsey Brown noted that from BbLearn one can input grades in Vandalweb. We need to be consistent to eliminate the risk of assigning a grade to the wrong student. Dan Ewart added that we can scale the project moving forward, keeping in mind that BbLearn, Vandalstar, and Vandalweb are the most important platforms that need to be changed.

Responding to a follow-up question from the Vice Chair, Lindsey Brown pointed out that it is impossible to change names just in one place. Changing names impacts many other areas, from HR to finances. For instance, issuing refund checks requires legal names. Even though we already have preferred names on the Vandal card – as the Chair observed – Vandal Cards are not official IDs.

A Senator commented that it is important to make sure the name change does not create problems for the students after they graduate – when they apply for a job, or a prospective employer needs to contact the university.

Apparently, a “Best Practices” document to help faculty work with the students in the meantime does not exist. But Kristin Haltinner, Jan Johnson, and Chair Kirchmeier expressed interest to work on such a “manual.” Perhaps a project for the Ubuntu committee? A broader conversation with CETL? Dan Ewart said that research has been done in this area. Guidelines and recommendations do exist, but they are specific to a particular school. We need to look at the whole project.

How long would it take to have the preferred-name feature be functional on BbLearn? Dan and Lindsey reiterated that it is hard to predict a timeline. The change has to flow from Banner to BbLearn.

There were some additional comments from the Chair and the Vice Chair about the possibility of implementing the change in Blackboard, even if not in Banner. It would be helpful to have a quick change just on a discussion board, like we do with Zoom, where the participants can have their preferred names displayed. Lindsey Brown mentioned some experiment done earlier along those lines. There were problems. If they change their last name, for instance by marriage, that information can only come from Banner.

The Chair thanked everyone for participating in the discussion. She will work with Ubuntu to explore further the possibility of a simple temporary solution for BbLearn only, while the larger project moves forward.

- Class Delivery Methods Roundtable (Rich Seamon)

Chair Kirchmeier provided a brief background for this roundtable: The Faculty Affairs Committee (FAC) is considering possible FSH changes to address course delivery issues that have come up during the pandemic. The starting point was: what rights, if any, do faculty have to choose their course delivery methods during a health emergency or pandemic? The committee realized that the issue is broad and complicated and would like to gather input from Senate to help them clearly define their goals and potentially proceed to policy changes or creation. Rich Seamon, Chair of FAC, and the Secretary, ex-officio FAC member, will lead the discussion.

Rich Seamon confirmed that FAC is in information-gathering mode. Part of the committee’s charge is to consider working conditions and related problems which may arise for faculty. Presently, the main issue is, of course, the COVID-19 situation. An example of the concerns expressed by FAC members is the impact that sudden changes in class delivery methods can have on junior faculty, who may have to spend the weekend reworking their lecture plan on very short notice rather than meeting other obligations, such as scholarship or writing. The impact is strongest for people with significant outside obligations, such as family obligations or caregiving for aging parents. We realize that there is an HR aspect to this, but we are also trying to find ways to ensure that the needs of faculty are met. The administration has been extremely understanding and flexible – we appreciate the work of David Lee-Painter and the COVID-19 Advisory Committee – but all of this is an *ad hoc* response. There is no reason to assume that similar situations will not happen again – recently, a serious wildfire problem shut down operations and required adaptation. This is what we are trying to address.

Secretary Sammarruca said she echoed Rich Seamon's presentation. She added that there is nothing in FSH to address these issues. Therefore, she opened the discussion proposing the general question: What would you like to see in FSH that might have made things easier and more comfortable for you as instructors as we moved through the pandemic?

Chair Kirchmeier heard from a number of constituents that the ability to choose their class delivery methods, based on best practices, pedagogy, and teaching philosophy, would have made planning easier. But they were not able to do so. Another question was: Why is there nothing in FSH that gives the instructor or, at least the department chair, the ability to make those decisions?

One of the things that would have been helpful to another Senator: there are five different delivery methods – face-to-face, hybrid, Hy-Flex, online, and virtual. We need better definitions of what they mean and what the expectations are for the students. She teaches in person but has no live stream capability. Several students asked to Zoom in and she accommodated them by recording the sessions. Whether we do or do not need all five options, a set of standard expectations would be helpful.

In response to the previous comment, Provost Lawrence clarified that there are actually eight different teaching formats – some of them used not nearly as much as the others mentioned in the question. A chart was distributed in late July to students and faculty – another will be distributed for the Spring – explaining those formats and what is expected of the students. This is one of the issues to be finalized for the Spring. Hopefully, the document will be helpful. With regard to standard expectations, a generalization that works for everyone is not possible.

A Senator commented in the chat on the abrupt shifts mentioned by Rich Seamon. We could have such situations on snow days. These sudden changes are very hard on faculty.

With regard to impact on faculty, Rich Seamon noted that expectations for faculty must be clear both at the hiring stage and on an on-going base. Teaching effectiveness is often an important criterion for P&T. Thus, there should be some way to reflect input from the faculty in what is best for teaching effectiveness in their case.

While recognizing and appreciating the hard work the university invested to assist faculty with various methods of class delivery, a Senator said that the lack of adequate technology in some classrooms poses limitations.

A Senator seconded the idea to consolidate the options. Prior to the COVID pandemic, on his campus they offered classes on Zoom but discouraged students from making use of them. When the need arose, they were fortunate to have the experience which helped them through a smooth transition. Engineering Outreach has existed for a long time and developed a significant infrastructure. But in recent times, the question came up: why would students take a class through Engineering Outreach and pay more when they can just Zoom into a class? So, on his campus, they developed a system which worked well, although it did not have many of the features offered by Engineering Outreach – such as ways to prevent cheating on tests. This Senator suggested to consider all of this carefully when we return to “normal.” We do have the experience now, but do we want to go forward with this even when there is no need?

A Senator reiterated the importance of setting clear expectations for the students. They may not understand to which degree they can be accommodated in a particular teaching format. This can create confusion and problems, as well as put excessive burden on the faculty. Provost Lawrence agreed on the importance of communicating clear expectations. We have more experience now, and we will go into the Spring with better understanding and preparation.

Secretary Sammarruca suggested that the main goal should not be the development of a large infrastructure to sustain multiple delivery methods, but rather to design a process to guide us through future pandemics or natural disasters on matters of class delivery and the role of faculty in making those choices. Rich Seamon emphasized the need of a mechanism to modify the position description if, for instance, the faculty spent more time than anticipated on teaching. The faculty must be alerted of the opportunity and of the process for requesting such modification. Documentation must be maintained and properly considered going into the P&T process. Secretary Sammarruca added that, while junior faculty are impacted the most, all faculty are. For instance, this year professional evaluations need to be done looking through the proper “lens,” that is, accounting for the work that faculty actually did since March 2020.

A Senator said that, while he understands the need for flexibility in the position description, he worries about budget constraints. In his college, the GenEd budget is very small.

The Vice Chair stressed the importance of keeping faculty labor visible. We will not go back to normal with the students having the same expectations as prior to COVID. Whether future changes and shifts are due to new circumstances to which we need to adapt or they are routine changes, we must ensure that faculty work is visible, recognized, and rewarded. The concern is: now that we all have adjusted and are capable of delivering classes in multiple formats, we should not build on the assumption that what we have learned and done during the pandemic will remain an expected part of our teaching efforts and position descriptions.

Provost Lawrence summarized: there are two different directions this conversation can follow, 1) defining the steps to take in an emergency situation, or 2) defining a “new normal.” Which one are we addressing? A lot can be done towards the second point, but not much can be done in policy regarding the first point.

Secretary Sammarruca said she hopes we can fill the void in FSH (rather than resorting to many emergency policies when needed) to assist faculty deliver classes the best way they can under difficult circumstances.

The Chair thanked FAC and everyone for the useful discussion. She hopes more committees will come to Senate to discuss their work in progress.

The Chair called for a motion to adjourn.

Adjournment: There was a motion to adjourn (Fairley/Lee-Painter). The meeting was adjourned at 4:58pm.

Respectfully Submitted,

Francesca Sammarruca

Secretary of the University Faculty & Secretary to Faculty Senate

INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
AUGUST 24, 2020

SUBJECT

Digital Campus Update

REFERENCE

June 10, 2020	The Board approved and forwarded a request to the Coronavirus Financial Advisory Committee for \$4M to support development of a system-wide digital campus for postsecondary education.
June 29, 2020	The Board received an update on CFAC funding and two different potential models for a digital campus in Idaho.
July 9, 2020	The Board voted to approve the Idaho Online Initial Implementation Plan and directed staff to access funds from the Governor's Coronavirus Financial Advisory Committee to pursue this plan.

BACKGROUND/DISCUSSION

In May 2020, a working group was formed to explore the concept of a digital campus that would deliver low-cost, high-quality, online postsecondary educational experiences to Idahoans regardless of their location. A digital campus would also provide means for Idaho students to secure work that is both financially and personally fulfilling long-term, enabling them to play an enhanced role in their communities across the state. In an effort to design a digital campus that is sufficiently viable, feasible, and desirable as a postsecondary innovation in Idaho, the working group consulted prominent online and continuing education leaders and models from aspirational institutions/systems, as well as the accumulated knowledge of Idaho's academic community.

At a Special Board Meeting on July 9, 2020, the Board approved an initial implementation plan to pursue development of a model that seeks to address the online education needs of Idaho citizens by consolidating necessary courses, degrees, services, and resources of the current institutions into a digital campus that adapts to the needs of faculty and students. This digital campus model is currently referred to as the "Idaho Online" model.

The Idaho Online model emerged with the recognition that new efficiencies for delivering high-quality online courses may result from consolidating and fortifying the current efforts of Idaho's postsecondary institutions. Culminating in a state-level portal for online course sharing (a "marketplace"), the services and resources of Idaho Online would be federated to meet the unique needs of every institution in four focus areas: (1) the statewide scaling of technology-enhanced instruction and learning analytics via a robust portfolio of common digital technologies, (2) the advancement of Board priorities for promoting student success (e.g., open educational resources, Complete College Idaho, prior learning assessment, dual credit, etc.), (3) the development of faculty-owned standards for ensuring the continuous improvement of online courses/instruction, and (4) the expansion of

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student/faculty opportunities to pursue high-need skills and credentials beyond the traditional classroom. The Idaho Online model will also build on a statewide inventory of online degrees, programs, and services currently offered by Idaho institutions.

IMPACT

The Idaho Online model is being designed to deliver low-cost, high-quality, online postsecondary educational experiences to Idahoans regardless of their location. The model attempts to promote and augment the efficacy of Idaho's current postsecondary institutions regarding online education to ensure more reliable access and improved outcomes for all students, current or prospective.

ATTACHMENTS

Attachment 1 – Idaho Online Update Slide Deck
Attachment 2 – Idaho Online Frequently Asked Questions
Attachment 3 – Idaho Online Implementation Roadmap

STAFF COMMENTS AND RECOMMENDATIONS

Since the July 9, 2020 Special Board Meeting, staff at OSBE have begun implementing the approved plan by taking the following actions: 1) extensive engagement with institutional leadership, faculty, staff and students; 2) establishment of a Steering Committee for Idaho Online; 3) development of a set of Frequently Asked Questions; 4) establishment a set of key outcomes for the initial phase of project development; 5) building of a project roadmap based on these outcomes; and 6) securing of sole-source procurement authority from the Division of Purchasing to allow for expedited expenditure of all CFAC funds by the end of the calendar year. Staff are prepared to provide an update on these activities to the Board and to seek further direction.

BOARD ACTION

This item is for informational purposes only.



Update for the Idaho State Board of Education | August 24, 2020

Steering Committee

State Board:	Dave Hill
Presidents:	Cynthia Pemberton (LCSC) & Rick Aman (CEI)
Provosts:	Tony Roark (BSU) & Denise Aberle-Cannata (CWI)
General Education:	Dean Panttaja (UI, GEM)
Workforce Development:	Wendi Secrist (WDC)
Office of the State Board:	TJ Bliss & Jonathan Lashley

Stakeholder Engagement

- Holding regular conversations with institutional leadership/faculty/staff/students
- Identifying quality online courses, student support needs, technology wants, etc.
- Facilitating vendor demonstrations and soliciting feedback on possible solutions
- Soliciting and openly answering stakeholder questions about Idaho Online:
 - General information
 - Courses and Programs
 - Software and Technology Services
 - Governance and Operations
 - Fiscal Considerations
 - Research and Evaluation

**INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
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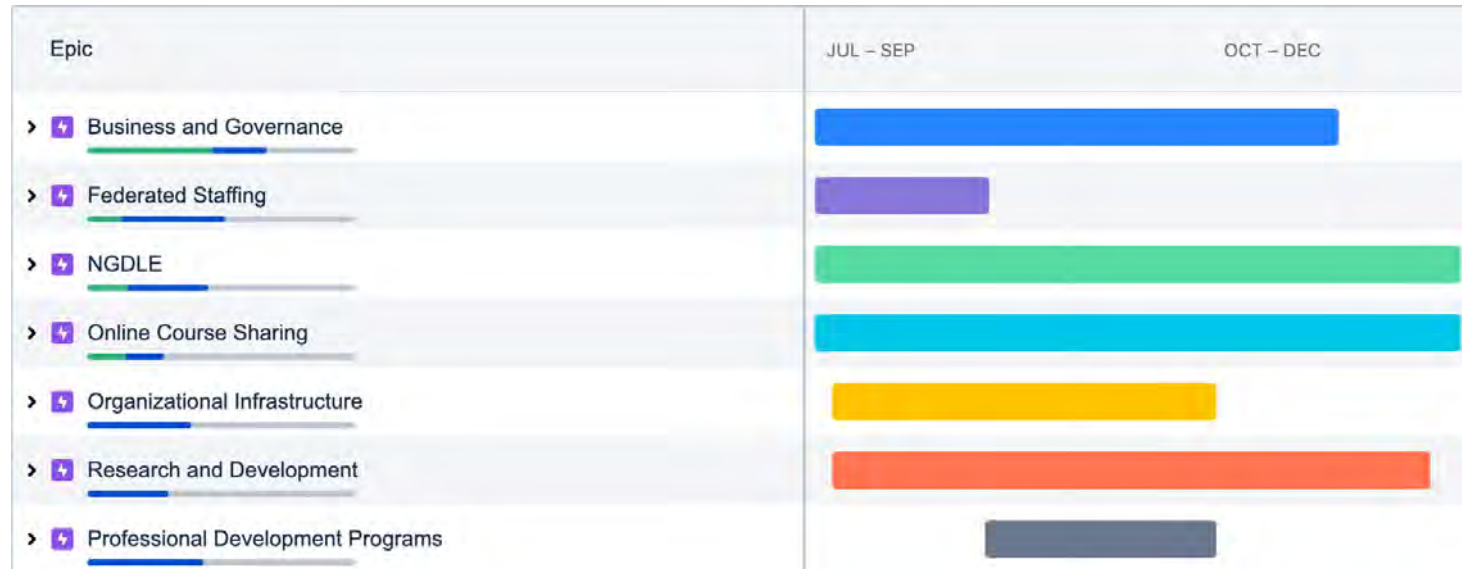
ATTACHMENT 1

What Idaho Online is	What Idaho Online is not
✓ Idaho's Digital Learning Consortium	✗ A New, Ninth, Degree-Granting Institution
✓ An Online Course Sharing Marketplace	✗ An Affront on Traditional Instructional Practices
✓ Faculty-Owned Quality Assurance of Online Courses and Pedagogy	✗ A Challenge to Existing Institutional Authorities and Processes
✓ A Pilot Next Generation Digital Learning Environment (NGDLE)	✗ Cannibalization of Institutional Tools and Services
✓ Idaho's Collective Contribution to Educational Excellence and Leadership	✗ Top-Down Mandates for Online Education

Implementation Outcomes (Due December 31, 2020)

1. Establish long-term governance structure
 - a. Multi-year strategic plan, business model
2. Establish a federated staffing model with our institutions
3. Develop a Next Generation Digital Learning Environment (NGDLE)
 - a. Common LMS, other shared academic technology and support services
4. Launch online course sharing platform and catalog
5. Establish organizational infrastructure
 - a. Domain, website, branding, communication plan, project management pipeline
6. Establish research and development plan
 - a. Online course quality assurance process, market research, data partnerships
7. Launch professional development programs
 - a. Research fellowships, pedagogy fellowships, professional internships for students

Implementation Roadmap



Purchasing and Procurement

- Received exemption from State Division of Purchasing to procure NGDLE elements via sole-source process
- Completed state process for accessing CFAC funds
- Engaging with institutions to inventory, demo, and determine specific vendor tools and services to procure for statewide implementation
- Collecting quotes from vendors for further negotiation and prioritization by the Idaho Online Steering Committee

About Idaho Online

What Idaho Online is	What Idaho Online is not
<p>✓ Idaho's Digital Learning Consortium Idaho Online will support sharing of common resources, services, and practices to benefit all forms of educational delivery at public postsecondary institutions in Idaho</p>	<p>✗ A New, Ninth, Degree-Granting Institution The current eight institutions already offer a comprehensive foundation for online postsecondary education in Idaho</p>
<p>✓ An Online Course Sharing Marketplace Idaho Online will include a platform for expanding the joint delivery of online teaching and learning across institutions by making registration, cost, and credit transfer as simple as possible for all learners</p>	<p>✗ An Affront on Traditional Instructional Practices The capacity of faculty to effectively teach online is a mission-critical concern, but Idaho Online is designed to support all faculty regardless of how they teach</p>
<p>✓ Faculty-Owned Quality Assurance of Online Courses and Pedagogy Idaho Online will support centralized resources and workflows for acknowledging and promoting the successful online education efforts of Idaho's academic community in a systematic way</p>	<p>✗ A Challenge to Existing Institutional Authorities and Processes Idaho Online is intended to complement and fortify the current infrastructure for online education at Idaho's public postsecondary institutions</p>
<p>✓ A Pilot Next Generation Digital Learning Environment (NGDLE) Idaho Online will provide access to robust digital tools, services, and professional development opportunities to augment and fortify those already provided by the institutions</p>	<p>✗ Cannibalization of Institutional Tools and Services Idaho Online's portfolio of tools and services will offer some strategically redundant or alternative resources to simulate what increased state or institutional investments might yield for online teaching and learning in Idaho in the future</p>
<p>✓ Idaho's Collective Contribution to Educational Excellence and Leadership Idaho Online is intended to be a catalyst for piloting novel educational tools and practices as the needs of Idaho's academic community evolves</p>	<p>✗ Top-Down Mandates for Online Education Effective educational practices span delivery methods, and Idaho Online seeks to demonstrate and amplify how State Board priorities are being implemented by Idaho's institutions</p>

About Idaho Online

Curated Questions

General

1. What is the primary benefit Idaho Online will achieve for Idaho?
 - a. The primary benefit of Idaho Online will be to increase access and affordability to postsecondary education in Idaho, for current students and for potential new students. In particular, Idaho Online is intended to benefit place-based learners in remote and rural areas of the state. The project is also a rare opportunity to explore how strategic state-level investments in digital teaching and learning infrastructure could lead to more resilient educational delivery in the future.
2. What is the general timeline for development and implementation of Idaho Online?
 - a. Implementation of Idaho Online's infrastructure, services, and resources begins in August 2020. A detailed project roadmap can be viewed at https://docs.google.com/spreadsheets/d/1mLILVHZnjpYa55GLy6P_INGmAcUdckEgqHezjIJ6nng/edit?usp=sharing
3. Who is the primary audience for Idaho Online course and program offerings?
 - a. All current students, potential new first-time students, potential returning students, and other place-bound students in Idaho. Special emphasis will be given to marketing Idaho Online to adult learners.
4. How will Idaho Online be marketed to current and potential students?
 - a. Marketing to current and potential students will be done by Idaho's institutions, the State Board Office, and potentially by other state agencies and entities with a vested interest (Workforce Development Council, public libraries, etc.)
5. Who was consulted during the development of the Idaho Online proposal?
 - a. Board staff consulted many stakeholders from the eight public colleges and universities during the development of the Idaho Online proposal. Consultations occurred with institution presidents, academic leaders, relevant professional staff,

About Idaho Online

faculty from a variety of disciplines and employment levels, and students from a variety of grade levels. Board staff also consulted other state agencies who have vested interest in the success of higher education in Idaho. The design prompt--a digital campus strategy that could consolidate resources, promote broader educational access, and increase affordability for students via CARES Act funding--and urgency of the moment (funding availability and a public health crisis) led staff to research models from institutions/systems/consortia beyond Idaho, consult their stakeholders, and make educated decisions about how their lessons learned may best apply to Idaho. As such, Idaho Online is rooted in relevant experience, current research, and effective practice in the delivery of educational experiences. Idaho Online is an educated, short-term strategy that can and should be iterated for longer-term gains.

Courses and Programs

6. What courses and programs will initially be supported by Idaho Online and what will the process be for determining these courses and programs?
 - a. Institutions will identify high-need common courses (e.g., GEM), interinstitutional degree pathways, and specific online courses for inclusion in Idaho Online's course sharing marketplace. Courses and their faculty will then undergo Idaho's common quality assurance process for assessing online readiness. This process is currently under development. It is unlikely that institutions will choose to list all online courses with Idaho Online via the course sharing marketplace, but all faculty will be welcome to leverage the digital resources, professional development opportunities, and quality assurance processes that will be provided.
7. Will schools use their own current quality controls for courses and programs, or will other quality controls be imposed externally?
 - a. While many Idaho institutions have sophisticated processes for building and assessing high-quality online courses, methods vary significantly. Idaho Online will facilitate a new opportunity for institutions to work together in developing common standards for course design, quality assurance, and continuous improvement. This collaboration will be an opportunity to develop common resources to ensure the online readiness of faculty and students.

About Idaho Online

8. Will Idaho Online require additional accreditation approval?
 - a. No. Idaho Online facilitates greater access to the courses and programs of the eight colleges and universities, but course enrollment, delivery, and management resides with the institutions.
9. Will the state be broken down for service areas that relate to the current institutions or will the boundaries go away for delivery?
 - a. Courses shared through Idaho Online are not intended to have service area boundaries. There may be limits, however, to how many courses any one student at a particular institution may take via course sharing from other institutions. Such limits, if imposed, would be determined through collaborative agreement between the institutions and the Board.
10. Will faculty be required to qualify to teach courses offered through Idaho Online?
 - a. Faculty will need to complete a common “online readiness review” in order for a course to pass the quality assurance process for inclusion on the Idaho Online marketplace.
11. Will instructional design resources be provided to the institutions through Idaho Online?
 - a. Instructional design resources in the form of templates, tools, media, and professional development opportunities will be available in partnership with relevant faculty and staff from the institutions. This is one of the areas in which Idaho’s colleges and universities already do excellent work and Idaho Online intends to further fortify, showcase, and scale current practices.
12. How will Idaho Online align with Career Technical Education, Workforce Development, and other similar state-level initiatives?
 - a. Board office staff will work closely with the Division for Career Technical Education, the Workforce Development Council, and other relevant agencies and projects to seek points of critical synergy on statewide initiatives. One example of an Idaho Online investment that may prove beneficial for state agencies as well as institutions is the investment in a statewide partner for conducting education market research and aggregating labor market data to inform course sharing marketplace priorities and emphases.

About Idaho Online

Software and Technology Services

13. What shared software and technology services will Idaho Online provide institutions, faculty and students?
 - a. Board staff have developed a running list of digital tools that may complement or even improve the current academic technology portfolios of Idaho's institutions. Because the strategic plan for Idaho Online spans three years, the implementation of software and technology services should be regarded as opportunities for faculty and staff to pilot, compare, and realign infrastructure toward technology interoperability between institutions.
14. How will shared software and technology services be selected and managed?
 - a. In the coming weeks, Board staff will complete an inventory of the tools and services most desired by the academic community. Because Idaho's institutions already offer much of what faculty and students *need*, the expressed *wants* of the academic community will weigh heavily on what is selected for purchase. Where possible, investments will be made in vendor support for tools that are untenable for current institution staff to support. Federated staffing models are also in development to ensure that Idaho Online technology is implemented and administered well at each institution.
15. Will Idaho Online require all institutions to utilize the same Learning Management System (LMS) or Student Information System (SIS)?
 - a. No. Idaho Online will select vendors that can ensure interoperability with the current technology and data infrastructure of Idaho's institutions. Idaho Online will not require use of its technology resources. Board staff will conduct efficacy research, organize communities of practice, and author support materials related to the technology portfolio as needed.
16. What is the process for procuring a statewide LMS?
 - a. While effective online courses may be designed and taught without a comprehensive learning management system, a good LMS can set a clear

About Idaho Online

baseline for what is possible across disciplines when it comes to online teaching and learning. Because of available funding, Idaho Online currently plans to provide enterprise access to a market-leading LMS for three years. In the event that a campus currently utilizes another vendor, this allows for a second enterprise LMS to be available **at no extra cost** to each institution and allows for direct comparisons to be drawn by faculty, staff, and students across concurrent environments. Institutions that already have a contract with the chosen vendor will be able to enhance their preexisting environment with additional integrations and support offered by Idaho Online's LMS. In either case, the LMS secured by Idaho Online will be implemented separately at each institution and any college or university is welcome to migrate completely to the Idaho Online LMS if and when the institution-specific LMS contract runs up in the next three years. Doing so would allow institutions to redirect the budget for an LMS elsewhere for the remainder of the initial Idaho Online LMS contract term.

17. In an effort to spend federal dollars on an expedited timeline, is there a concern that we would not fully utilize the services we are committing to?

- a. While it is unlikely that we can secure every digital resource that faculty and students may want to utilize, this is an opportunity to explore specific tools and practices that would not otherwise be funded by a given institution. Since Idaho Online is designed to be time-limited, the most productive path forward is to invest smartly and as completely as possible in tools that Idaho's academic community agrees will provide more resilient teaching and learning practices long-term. These common investments provide novel opportunities to reconsider expectations, resources, and investments around technology-enhanced education statewide.

18. Are discussions underway to support federated identity management?

- a. Yes. Referencing the interoperability standards mentioned above, as well as the institution-specific implementation of Idaho Online's technology portfolio, the board staff will consult with institutions about where best to utilize pre-existing single sign on (SSO) or reconcile user credentials under a systemwide conception of federated identity management. Additionally, the strategic consolidation of student data across institutions is an ongoing priority in matters related to transcribing, transfer, and financial aid and is an investment that our state should make independent of Idaho Online.

About Idaho Online

19. Who will "own" system integrations for class rosters, identity management, timing of upgrades, plug-ins, accessibility of content, etc?
 - a. A federated staffing strategy is in development for Idaho Online where specific on-campus "staff" will manage local operations and support for course sharing, learning technology, pedagogical excellence, digital scholarship, and other infrastructure related to this initiative.
20. How will support for technology and pedagogy be handled?
 - a. Where possible, vendor support is preferred, but federated staff will also coordinate local support and escalate needs directly to the leadership of Idaho Online. Professional opportunities for faculty and students are envisioned to also provide peer support at their respective institutions. While the intent is to minimize disruption to current campus operations as much as possible, Idaho Online looks forward to partnering with relevant campus support staff when it is mutually beneficial.
21. How does Idaho Online ensure that high-end and advanced needs are being met instead of just reinforcing the status quo of the institutions?
 - a. The technology infrastructure of the institutions already represents a baseline for the features and functionality that faculty and students have come to expect for online learning in Idaho. These tools and services vary significantly by institution, however. By taking inventory of current resources and consulting emerging trends in digital teaching and learning, Idaho Online will provide an opportunity to fortify current institutions' infrastructure as well as invest in more innovative resources and practices than institutions would/could otherwise.
22. Who owns policy and data management related to educational content?
 - a. Idaho Online is responsible for ensuring that relevant educational content is available for consistent access and version control. Faculty and institutions own their intellectual property (IP), and Board policy related to IP is currently being revisited to overtly define a clear, reliable strategy for ensuring long-term access to educational content statewide.

About Idaho Online

23. Will there be a common, single admission and registration platform? If so, how will it communicate and transfer data with our respective systems and processes?
- Students will need to enroll at a specific public institution in Idaho before they will be able to register for online courses at other institutions via the course sharing marketplace. Registration for courses that are available in the marketplace will be available to students through a central portal that may be accessed either through the Idaho Online website or the corresponding webpages of students' home institutions. Due to the demand for this service to be available in time for Spring 2021 registration, backend processes around student data, registration, and payment will likely be managed by a third-party vendor with support from federated Idaho Online staff.

Governance and Operations

24. Who will operate Idaho Online and are there specific ways institutions can help?
- Governance of Idaho Online, at least during the initial implementation, will be a collaborative effort between the Board, its staff, and stakeholders from Idaho's eight public institutions. A steering committee will be established, as well as a faculty and student advisory group. Presidents, provosts, faculty, and staff across Idaho's institutions were consulted as much as possible during development of the Idaho Online proposal. The Board Office and federated staff at the institutions will oversee Idaho Online operations in collaboration with willing partners at each institution. There are great pre-existing expertise and strategies at the institutions that Idaho Online initiatives will seek to augment through sharing and collaboration.
25. Will staff be hired at the Office of the State Board of Education to run Idaho Online?
- There is no plan to hire additional Board Staff at this time. If strategic investment of federal funds in vendor support, federated staff, faculty fellowships, and student internships do not entirely offset the burden of managing Idaho Online, additional funding sources will need to be identified.

Fiscal Considerations

About Idaho Online

26. What is the funding model of Idaho Online?
- Idaho Online's \$4 million in startup funds are meant to secure three years of infrastructure. Any additional funding needs during that time would need to be negotiated between the Board and institutions. Based on the example set by successful models in other states, two strategies seem probable: (1) a cooperative funding model where institutions pay annual dues for specific goods and services or (2) a Board budget reallocation. A percentage of revenue from course sharing will only fund the administration of the course sharing marketplace, but not the other aspects of Idaho Online.
27. How will revenue be allocated from tuition for courses taken through Idaho Online?
- Most tuition revenue will go to the institutions. A small portion of the revenue will be used to cover the costs associated with course sharing administration, which will likely be done by a third-party vendor.
28. Will consistent tuition rates be established for programs through Idaho Online?
- Any decisions about tuition rates for courses listed with Idaho Online will be made through consultation by the Board and institutional leadership.
29. Is there a financial commitment expected from each institution to Idaho Online?
- Initial institutional investment will most likely come in the form of staff reallocation around the implementation and management of Idaho Online. If additional staff or resources are needed, a cooperative funding model could be explored.

Research and Evaluation

30. How will the success of Idaho Online be evaluated?
- The efficacy of the new resources and services provided by in-kind Idaho Online will be evaluated by observing changes in student/institution cost, student outcomes, faculty/student use, and stakeholder perception under the Cost, Outcome, Use, Perception (COUP) Framework. Evaluation will start early and be supported by federated staff, research fellows, and any relevant stakeholders who are interested in contributing to Idaho Online's research community.

INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS

AUGUST 24, 2020

ATTACHMENT 3

Idaho Online Implementation Roadmap

PROJECT TITLE	Idaho Online	ORGANIZATION	Idaho State Board of Education
PROJECT MANAGER	Jonathan Lashley	DATE	8/3/2020

REF #	TASK TITLE	START DATE	DUE DATE	DURATION (DAYS)	STATUS	PHASE ONE												PHASE TWO							
						August				September				October				November				December			
						W1	W2	W3	W4	W1	W2	W3	W4	W1	W2	W3	W4	W1	W2	W3	W4	W1	W2	W3	W4
1	BUSINESS AND GOVERNANCE																								
1.a.	Draft Idaho Online Steering Committee	8/3/20	8/6/20	3	DONE																				
1.b.	Draft initial roadmap	8/3/20	8/6/20	3	DONE																				
1.c.	Launch Idaho Online Steering Committee	8/6/20	8/14/20	8	DONE																				
1.d.	Circulate draft roadmap for feedback	8/6/20	8/14/20	8	DONE																				
1.e.	Draft initial vision, mission, and goals	8/6/20	8/21/20	15	IN PROGRESS																				
1.f.	Propose formation of Digital Learning Council	8/7/20	8/21/20	14	IN PROGRESS																				
1.g.	Schedule Steering Committee meeting(s)	8/10/20	8/21/20	11	IN PROGRESS																				
1.h.	Solicit Digital Learning Council nominations	8/17/20	9/4/20	17	IN PROGRESS																				
1.i.	Launch Digital Learning Council	8/24/20	9/4/20	10	TO DO																				
1.j.	Launch Online Course Sharing community	9/18/20	9/25/20	7	TO DO																				
1.k.	Launch Digital Pedagogy community	9/18/20	9/25/20	7	TO DO																				
1.l.	Launch NGDLE community	9/18/20	9/25/20	7	TO DO																				
1.m.	Merge OPAL and ID Open Communities	9/18/20	9/25/20	7	TO DO																				
1.n.	Develop Business Plan	10/8/20	11/27/20	49	TO DO																				
2	FEDERATED STAFFING																								
2.a.	Draft federated staffing strategy	8/3/20	8/21/20	18	DONE																				
2.b.	Solicit feedback on federated staffing strategy	8/7/20	8/24/20	17	IN PROGRESS																				
2.c.	Finalize federated staffing strategy	8/10/20	8/28/20	18	IN PROGRESS																				
2.d.	Develop NGDLE Manager role and responsibilities	8/10/20	8/28/20	18	IN PROGRESS																				
2.e.	Develop Course Sharing Manager role and responsibilities	8/10/20	8/28/20	18	IN PROGRESS																				
2.f.	Develop Digital Pedagogy Manager role and responsibilities	8/10/20	8/28/20	18	IN PROGRESS																				
2.g.	Inventory additional federated staffing needs	8/10/20	8/28/20	18	TO DO																				
2.h.	Develop MOUs related to federated staffing	8/17/20	8/28/20	11	TO DO																				
2.i.	Recruit nominations/applicants	8/17/20	9/4/20	17	TO DO																				
2.j.	Appoint federated staff	9/4/20	9/11/20	7	TO DO																				
3	NEXT GENERATION DIGITAL LEARNING ENVIRONMENT																								
3.a.	Inventory student and faculty needs	8/3/20	8/17/20	14	DONE																				
3.b.	Prioritize and finalize portfolio of tools and services	8/14/20	8/21/20	7	IN PROGRESS																				
3.c.	Procure common LMS	8/14/20	9/11/20	27	TO DO																				

ATTACHMENT 3

IRSA

2020 – 2021 Faculty Senate – ~~Pending Approval~~ Approved at Mtg #12 on
Meeting # 11
Tuesday, October 27, 2020, 3:30 pm – 5:00 pm
Zoom only

11/3/2020

Present: Ahmadzadeh, Brantz, Chapman, Dezzani, Fairley, Goebel, Hickman, Keim, Kirchmeier (Chair), Lee-Painter, McIntosh, McKellar, Meeuf (Vice-Chair), Paul, Raja, Rashed, Rinker, Rose, Sammarruca (w/o vote), Schwarzlaender, Stroebel, Tibbals, Wargo, Torrey Lawrence (w/o vote)

Absent: Bridges (excused), Carney (excused), Quinnett (excused), Smith

Guest Speakers: *Darryl Woolley, Jan Johnson, Aaron Bharucha, Kristen McMullin, Cynthia Castro, Mary Oswald, Madison Domka, Lisa Ormond, Dean Panttaja*

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

Approval of Minutes (vote):

- Minutes of the 2020-21 Meeting #10 – Attach. #1
The Secretary reported an editorial change to correct a typo. There were no more corrections to the minutes of the 2020-21 Meeting #10. The minutes were approved as corrected.

The Secretary announced that a quorum is present, thus voting can take place.

Consent Agenda (Vote):

- Final Exam Schedule for 2021-22 – Attach. #2
Chair Kirchmeier asked if anyone wanted to remove this item from the consent agenda and discuss it. There was no such request. The Final Exam Schedule was adopted.

Chair's Report:

- Yesterday you should have received the questionnaire developed to gather information from people who are teaching this semester. Please complete and submit this survey by Friday, October 30. Please also help us encourage other people to complete the survey by Friday.
- Nominations for faculty to sit on the University Promotion and Tenure Committee are due by Friday, October 30. Please work with your colleagues to nominate faculty from your college to sit on this important committee.
- Please encourage faculty in your colleges to do an informal check-in with students in their courses. ASUI, CETL, the Teaching Committee, and the Provost's Office have worked together to draft informal questions faculty can use to talk with students in their courses about how the course and the course format are working. This semester is challenging and there may be ways faculty and students can work together to make it as good as possible.
- Five upcoming deadlines to keep in mind:
 - Sabbatical applications are due on October 30, 2020.
 - Teaching Questionnaire is due on October 30, 2020.
 - Nominations for faculty to sit on the University Promotion and Tenure Committee are due on October 30, 2020.
 - Honorary degree nominations are due on November 16, 2020.
 - Deadline to request delay for promotion and/or tenure is March 14, 2021.Please help us spread the word about these upcoming deadlines by sharing with your colleagues.

Discussion:

A Senator asked whether an acknowledgement would be sent to those who submitted nominations. The Chair will find out and communicate the information.

Will there also be a formal survey directed to students about their experience this fall, in addition to the informal check-in? Provost Lawrence said that one went out of the Office of the Dean of Students with a variety of questions involving different aspects, such as housing and more. It was similar to one that went earlier in the semester so results can be compared. The third point in the Chair's report refers to an informal check-in instructors are encouraged to do with their students to gather specific feedback about classes as we move into the spring. Chair Kirchmeier added that these informal conversations allow us to receive student feedback and act on them before the end of the semester.

A Student Senator noted that another survey coordinated by Dr. Chris Richardson had gone out of the Psychology Department with many questions related to mental health, stress, and coping. Chair Kirchmeier added that a survey will also go out to staff. Staff Council is currently preparing one.

There were no more questions or comments for the Chair.

Provost's Report:

- COVID-19 update: The numbers continue to improve. Last week testing showed a 2.3% positive rate. No Greek Houses are presently on formal quarantine, from 14 only a few weeks ago. But there are challenges ahead of us. The recent Governor's order has put Idaho back to a "modified stage 3." We had no advance warning and we are still working through the details. It is not yet clear how our events will be impacted. There are large exemptions for educational and other activities.
- Following up on last week's conversation with Vice President Foisy regarding budget: On October 20 we received a memo from the President concerning enrollment and budget. At the end of the section on financial impact, the President states that "*we do not anticipate the need to make additional reductions in the FY21 budget.*" Some clarification: the budget news is good. The 2.7% holdbacks that colleges and departments were expecting to take at some point during the current fiscal year are on hold, and no additional furloughs are planned. Financially, the remaining large variables for us are: (1) large impact from COVID, need to shut down; and (2) spring enrollment. Both variables will be unknown for some time. For the time being, we can move forward without the 2.7% holdbacks.
- Please read the President's message about enrollment and its financial impact.

Discussion:

A Senator asked whether we can expect additional holdbacks from the state. The Provost said he has not heard of any concrete plans. We take it one day at a time, as there is a lot of uncertainty. The Provost agreed with another Senator that, with so much uncertainty, it is hard to make plans. There were no more questions or comments for the Provost.

Committee Reports:

- UCC; Name change of the Accounting Department (Vote) – Darryl Woolley – Attach. #3
Darryl Woolley explained that this change of name is to better reflect the composition of the department, because the Management Information System has moved from the Business Department to the Accounting Department.

The Senators proceeded to vote. The UCC proposal passed with 21 votes in favor.

- **Ubuntu; Diversity Resolution (Vote) – Jan Johnson and Aaron Bharucha – Attach. #4**
Jan Johnson thanked the Senate for the invitation and the opportunity to present the Resolution on Equity, Diversity, Inclusion, and Social Justice (formally just Resolution on Diversity). She gave a brief history of the Resolution and how it evolved through several changes as the result of feedback and input from new committee members. She recalled that one committee member was not comfortable with the term “inclusion.” So she developed a small glossary for these four terms, see footnote on the first page of the document. Another reason for keeping “Inclusion” is that our own Office of Equity and Diversity has it as an important value. Aaron Bharucha, undergraduate representative for ASUI, expressed appreciation for everyone who contributed. The committee worked hard and tried to incorporate all feedback they received.

Discussion:

A Senator said that he likes the statement in its generality. But he would like to see one condition—that we are open and will not discriminate by gender, race, or other factors—provided they meet the university admission requirements. Jan Johnson was not clear about the concern, as admitted students have met the standards. Aaron Bharucha said that adding those contingencies takes away from the overall message of the resolution. Nowhere in the document does it say that anyone will be accepted regardless of grades or accomplishments – there is no reason to believe that the Resolution has this intent. The Senator argued that one cannot make that assumption. He reiterated that he is concerned that the Ubuntu document could be used to weaken the admission standards. Jan Johnson emphasized again that the Resolution was certainly never meant to be a “back way” for non-qualified people to enter the university. It is about our community as it exists today, not about changing or lowering standards. The Senator referred to his concern for the way the Vandal Gateway Program (VGP) was presented to Senate a year ago as a “done deal,” thus bypassing the faculty’s prerogative to determine admission standards – but perhaps, he noted, this may not be a valid concern. Being unfamiliar with the aforementioned program, Jan Johnson was unable to comment on that particular issue, but she said that she has never seen that language on websites of other groups concerned with equity and diversity.

The Secretary expressed support for the arguments put forward by Jan Johnson and Aaron Bharucha. When writing the Resolution – she stressed – we must not “justify” ourselves by explaining that we do not intend to lower the standards. The Resolution is a broad statement of commitment to equity and social justice. It has nothing to do with VGP.

Vice Chair Meeuf recalled that Senate had concerns about how the roll-out of VGP unfolded last year. Senate has not yet given a formal endorsement of the program. When in its final form, it will come back to Senate and faculty will retain the privilege to determine admission standards. There is no need to make a clarification because nothing in the Resolution suggests that it would have any impact on admission standards.

Chair Kirchmeier recalled asking Jan Johnson whether the draft had been shared with other groups on campus to make sure the language is consistent with the one adopted by other groups active in equity and diversity matters. Jan Johnson confirmed that many people had participated and contributed, including Ubuntu, the Office of Multicultural Affairs, the faculty in Africana Studies, and some faculty in Sociology and Education.

Vote on the Ubuntu Resolution: the Senators voted unanimously to support the Ubuntu Resolution.

Other Announcements and Communications:

- VandalStar Attach. #5 – Kristen McMullin, Cynthia Castro, Mary Oswald, Madison Domka, and Lisa Ormond.

Cynthia Castro introduced the Team. The VandalStar Team will make a joint presentation. (The slides for the presentation are attached to these minutes.) An additional handout will also be provided and included in the next binder.) Mary Oswald pointed out two important facts: (1) while faculty use VandalStar in many ways, some may be unfamiliar with the appointment scheduling feature, which avoids multiple emails to figure out a day/time that works for everybody; (2) VandalStar provides a connection point between the instructor, the student, and the broader university. An example is the VandalStar managing of the early warning grade Progress Surveys. Lisa Ormond explained that VandalStar Progress Surveys go to the, appropriate, broader community the student is involved with. For instance, there is no separate handling of warning grades for student-athletes – Mary Oswald noted. Kristin McMullin talked about how VandalStar helps faculty support the students. It is a university-wide system, including, but not limited to, tutoring, academic coaching, career services, financial aid, Dean of Student Office, and equity and diversity units. Additional student support units continue to be onboarded with VandalStar. The Student Success Network is university-wide, coordinated, collaborative, and student-focused. Kristen moved to acknowledging University-wide contributors and the Data Assessment Group. Their charge is to evaluate the data available in VandalStar and make recommendations. A chart showed that 69% of all course sections submitted early warning grades in fall 2020 (compared to about 15% in fall 2016). Of the many features, students like most: Connections and Community (which include My Success Network and Services Directory), Appointment Scheduling, and Course Performance Feedback. The presentation concluded with a reminder that the VandalStar Team is available to help faculty. Faculty should explore the many available features and embrace what they find helpful. Please encourage students to use VandalStar.

Discussion:

A Senator asked whether the Student Success Network populates automatically or whether it is something that the instructor builds. Also, this Senator would find it helpful to hear from one of the student representatives who are familiar with this tool. Madison Domka explained that when she adds new classes or a new role is assigned to her, those items appear automatically. Using the Student Success Network has been very useful for her, especially to keep in touch with her advisor. It is faster and more practical than composing an email message.

A Student Senator confirmed that scheduling appointments with VandalStar is easy and user-friendly. Students really enjoy using this feature.

Chair Kirchmeier asked whether graduate students have the same access to VandalStar as undergraduates. A member of the Team replied that, while graduate students have access to the system, we have not yet implemented VandalStar with the College of Graduate Studies.

Vice Chair Meeuf noted that some faculty are hesitant to use a tool that doesn't communicate with other tools. For example, if one is using Outlook for scheduling, there is no need to use VandalStar. A member of the Team replied that connecting Blackboard with VandalStar is not currently being explored but it has been explored in the past. As for the Outlook calendar, it is

possible to sync it with VandalStar. It has worked well. Vice Chair Meeuf asked for some more clarification: VandalStar has a function where instructors can let students know when they are available. Can this be done when the sync is in place? Some students send Outlook invitations for times when the instructor appears to be available although those may not be official office hours or hours reserved for students, which can be frustrating. Is there an IT solution to this problem? The Team suggested to sync the Outlook calendar so that everything appears in VandalStar, and then set specific times allocated for office hours. It may be best to have this set-up only for a limited time window.

The Vice Chair inquired about the costs of VandalStar and whether we have seen an increase in retention rate as a result of it. The Team answered that we have a four-year contract, from June 2020 to July 2023, at the cost of \$143K for the first two years and \$153K for the last two. It is an investment in our student success. The retention rate for first-time, full-time 2019 cohort held steady at 77%, despite the pandemic. We are working on measuring the direct impact on retention – the data to back it up is coming soon.

The VandalStar Team concluded by emphasizing that they are happy to help. Fall and Spring retention rates are a concern, and so is mental health. They hope that VandalStar will be able to help.

- Online Idaho Questions – Dean Panttaja
Dean Panttaja came back to Senate to address any follow-up questions from his earlier presentation on Online Idaho. He has no new information to share, except that the state-wide Steering Committee had one more meeting where they primarily discussed how the work of the Idaho Workforce Council will feed into Online Idaho.

A Senator said he discussed the Canvas system with his constituents and received good feedback. They asked whether there is or will be some kind of workflow to transfer easily from Blackboard to Canvas. Dean Panttaja noted that we can use Canvas for a year at no charge and decide whether it works for us as an institution. He communicated with the CETL Team about transportability from Blackboard to Canvas. He hopes for a smooth integration, but doesn't know for sure. At the moment, this is an opportunity to try different Learning Management System (LMS) and decide what is best and easiest for everybody. (Chair Kirchmeier suggested Dean Panttaja to write down for Senate the information that is not presently available. If there are more questions, we can meet again at a later time.)

A Senator wondered how the performance of VandalStar will be assessed. It costs about \$0.5M over four years. In a time of budget cuts and financial stress, should we even do it? We need to discuss a better assessment. Chair Kirchmeier recalled that Canvas is free this year, which will be an opportunity for evaluation. She asked Dean Panttaja how the committee ended up with this particular product. Dean Panttaja explained that the Office of the State Board of Education (OSBE) and the State Board (SB) are trying to find a common LMS for K-20, that is, a simple LMS for all Idaho schools and through postsecondary education. Canvas happens to be the best product according to specialists, as the CETL Team may be able to verify. Jonathan (SBOE) was able to negotiate a discount from \$40 to \$13 per seat for us and our sister institutions. The hope is that the legislators will pay for it, in which case we all may have a free LMS. For now, they are using CARES Act funds to let us experiment with it at no charge for one year.

Provost Lawrence clarified that the university does not rush into purchasing a new systems. For instance, when VandalStar was adopted, there was an extensive and careful process to select among numerous bids. The Canvas opportunity is unique in that we can try it out without risk. No school has moved from Canvas to Blackboard.

A Senator asked whether there was an assessment plan. Dean Panttaja said they are currently working with CETL on how to evaluate the pilot. The project is not yet approved by the President's Cabinet. Hopefully CETL and ITS will be engaged in the assessment process. In response to a question, Dean Panttaja said that our contract with Blackboard is up for renewal in two years.

The Chair announced that in the future she will no longer call for a motion (and second) to adjourn. This is consistent with Robert's Rules of Order, which do not mandate a seconded motion to adjourn as long as the agenda has been completed. For the current meeting, the Chair still called for a motion to adjourn.

Adjournment: There was a motion to adjourn (Fairley/Tibbals). The meeting was adjourned at 5:02pm.

Respectfully Submitted,

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

University of Idaho
2020 – 2021 Faculty Senate Agenda

Meeting # 11

Tuesday, October 27, 2020 at 3:30 pm
Zoom

- I. Call to Order
- II. Approval of Minutes (Vote)
 - Minutes of the 2019-2020 Faculty Senate Meeting #10 October 20, 2020 **Attach. #1**
- III. Consent Agenda (Vote)
 - Final Exam Schedule for 2021-22 **Attach. #2**
- IV. Chair's Report
- V. Provost's Report
- VI. Committee Reports
 - UCC; Name change of accounting dept. (Vote) - *Darryl Woolley* **Attach. #3**
 - Ubuntu; Diversity Resolution (Vote) – *Jan Johnson and Aaron Bharucha* **Attach. #4**
- VII. Other Announcements and Communications
 - Vandal Star **Attach. #5**
 - *Kristin McMullin, Cynthia Castro, Mary Oswald, Madison Domka and Lisa Ormond*
 - Online Idaho Questions – *Dean Panttaja*
- VIII. Special Orders
- IX. New Business
- X. Adjournment

Attachments:

- **Attach. #1** Minutes of the 2020-2021 Faculty Senate Meeting #10 October 20, 2020
- **Attach. #2** Final Exam Schedule for 2021-22
- **Attach. #3** Name change of accounting dept
- **Attach. #4** Diversity Resolution
- **Attach. #5** Vandal Star documents

2020 – 2021 Faculty Senate – Pending Approval

Meeting # 10

Tuesday, October 20, 2020, 3:30 pm – 5:00 pm

Zoom only

Present: Ahmadzadeh, Brantz, Bridges, Carney, Chapman, Dezzani, Fairley, Goebel, Hickman, Keim, Kirchmeier (Chair), Lee-Painter, McIntosh, McKellar, Meeuf (Vice-Chair), Paul, Quinnett, Raja, Rashed, Rinker, Rose, Sammaruca (w/o vote), Schwarzlaender, Smith, Stroebel, Tibbals, Wargo, Torrey Lawrence (w/o vote)

Absent:

Guest Speakers: *Dean Panttaja, Brian Foisy, Trina Mahoney*

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

Approval of Minutes (vote):

- Minutes of the 2020-21 Meeting #9 – Attach. #1
There were no corrections to the minutes of the 2020-21 Meeting #9. The minutes were approved as distributed.

Chair's Report:

- Faculty Senate Leadership, along with the Provost's Office and CETL are creating a questionnaire to gather information from everyone who is teaching this semester. The survey is a collaborative tool designed to help us all better understand what teaching was like for faculty across campuses, in different disciplines, and in different formats. Please keep an eye out for the survey and encourage your constituents to complete the survey. A special thank you to Diane Kelly-Riley for getting this project started, and to the Covid-19 Advisory Committee for helping to draft and revise the survey.
- We received updates from Dan Ewart relevant to the recent discussions on preferred names and Blackboard. I will share that communication with the Senators.
- I will be sending out a communication later this week asking Senators from each college to nominate faculty to sit on the University Promotion and Tenure Committee. Please look for an email from me soon; we have to submit our nominations by October 30.
- Three upcoming deadlines to keep in mind:
 - Sabbatical applications are due on October 30, 2020.
 - Honorary degree nominations are due on November 16, 2020.
 - Deadline to request delay for promotion and/or tenure is March 14, 2021.Please help us spread the word about these upcoming deadlines by sharing with your colleagues.

Discussion:

Will the survey also involve staff who are teaching a class? It was clarified that the survey is directed to anyone (faculty, staff, graduate teaching assistants, etc.) who is teaching this semester.

There were no more questions or comments for the Chair.

Provost's Report:

- COVID-19 update: See President Green's memo from Monday. We have seen significant improvement over the last two weeks. Currently only one Greek Chapter House is in quarantine, down from 14 just a few weeks ago. The active positive cases are 59, and we currently have 7 students in our isolation facility, down from 60 a few weeks ago. We returned to original class formats today. Increased positivity rates in Southern Idaho and nationwide are a concern. We all need to be careful and continue to follow safety protocols.
- Everyone should carefully read the President's memo from this morning about enrollment and budget.
- A reminder of the 2020 Common Read Talk delivered tonight at 5:30 by author Cristina Henriquez. It's open to the public, but one must [register in advance](#). Everyone is encouraged to attend.

Discussion:

Chair Kirchmeier asked what facilities are being used to host students in isolation. Provost Lawrence said the Targhee Hall is the primary location. Students receive support, such as meal delivery, and reported having a positive experience. A few have been placed at the Idaho Inn. If needed, the Stevenson wing – part of the Wallace complex – can also be used, but we have not needed it thus far.

Some faculty have reported a drop in attendance. Chair Kirchmeier asked whether students receive separate communications about going back to class, or whether they receive the general memo that goes out to students, staff, and faculty. The Provost said that students do not receive a separate communication, which could be confusing as different classes have different attendance policies, and he does not want to interfere with faculty's attendance expectations. Faculty should reach out to their students and communicate their expectations.

When students are isolated because they tested positive, are they put in contact with a doctor or a nurse? Yes – the Provost answered – they are contacted by a physician who conveys the positive test information, answers questions, and provide resources. The Dean of Students Office follows up with these students and puts them in contact with the Vandal Health Clinic, if needed. As for notifying a student of a positive test result, they should receive a call from a Gritman physician. However, the student could miss the call, in which case they may be notified by university officials first – we have been advised by Public Health that, in such situations, it is best not to wait. In summary, Gritman handles the medical notification while the Dean of Students addresses the students' immediate needs. There is a staff member living in Targhee Hall to help make sure students' needs are met.

A Senator sought clarification about the “non-eligible to attend class” list. If a student is off the list, they are eligible to attend classes. But – the Senator noted – if they went home to isolate, potentially in a region with high infection rate, won't that create a safety issue when their return to class? The Provost confirmed that students who are off the list are eligible to attend classes. If they remain on the list, possibly because they have not yet been tested, the university continues to reach out to them. If they are in isolation, it is because they tested positive. If they need to quarantine, they can do so in the dorms, where they get assistance such as food delivery. As adults, they cannot be prevented anyone from going home to quarantine, but they are discouraged from doing so. If they go home to a “hot spot,” they may be request a test upon return. If anyone is uncomfortable about a student situation, they should file a Vandal Care report. Faculty can remind their students to get tested, but they should do so with sensitivity.

A Senator inquired about the email invitations to join the Gritman Medical Center Patient Portal. The Provost replied that it can be disregarded if you are not being tested nor is it necessary to receive test results.

There were no more questions or comments for the Provost.

Committee Reports

- Committee on Committees – Committee Assignment Updates (Russ Meeuf).
Vice Chair Meeuf reported that the Committee on Committees is in the process of filling a few remaining vacancies in the Senate committees. Appointing students has been somewhat challenging, but the committee is working on it. UCC still needs two undergraduate representatives. We also need a few more faculty and staff (for instance, a faculty Senator for the Faculty&Staff Policy Group). Also, the committee is almost ready to release the survey for the 2021-22 committee appointments.

Discussion:

In response to a question, Vice Chair Meeuf said that both graduate and undergraduate students are needed, depending on the committee membership as prescribed by FSH 1640.

A Senator noted that participation in UCC is a great opportunity for students to be involved with the curriculum.

Other Announcements and Communications

- Online Idaho (Dean Panttaja) Attach. #2
Dean Panttaja gave a brief overview on the State Board of Education “Online Idaho” initiative. He started with a brief history of the project, which started in June 2020. At that time, SBOE approved and forwarded a \$4M request of Corona Virus Financial Advisory Committee (CFAC) legislative funds to create a digital learning platform in collaboration with Idaho Workforce Development Council (IWDC). On June 29, two models were conceived, and on July 9, SBOE approved the implementation of Online Idaho utilizing a “storefront” model of existing online programs as delivered by the eight Idaho institutions. On August 24, a Statewide Steering Committee was formed. The main components of the model are: a course-sharing platform, with a digital catalog of available online programs and certificates with appropriate institutional links, and tools/resources to make the platform and learning successful. A prospective learner can just go to the link and sign up for courses from a particular institution. For instance, students at Boise State could take an open seat at U of I. Dean Panttaja noted that course sharing is only a small part compared to what already exists. Moving on to actions and timelines: “Quottly” is currently the preferred digital platform provider; “Pressbooks” may be the chosen OEN (Open Education Network, essentially a collection of free textbooks); “Canvas” will probably be the statewide LMS, potentially for all K-20 students in the state. Implementation of the model requires institutional staffing of three positions. Fall 2021 is a more realistic timeline than the originally proposed date of January 2021.
Dean Panttaja acknowledged consultation with Dean Kahler, Lindsey Brown (for admissions and transcripts), Randy Croyle (for financial aid), the CETL Team (for online learning), Dan Ewart and Team (for technology and infrastructure), and of course with President Green and Provost Lawrence. As a final note: we chose the courses that we want to share and the program we want to offer; we accept from other institutions the courses that we want to accept. We have one year (may be more) of free access to Canvas to check out how it works for us. (See Attach.#2 in the Meeting #10 binder for more details.)

Discussion:

The Chair asked whether current courses can remain in Blackboard when the Canvas learning platform becomes accessible. The Provost addressed this question: it may be required to move all course to Canvas at a later date, for consistency. Most of the Idaho institutions are already using Canvas. We can try for free for a year.

A Senator asked for the meaning of OEN, which stands for – as Dean Panttaja explained – Open Education Network, a collection of free textbooks.

A Senator inquired about the opportunities that Online Idaho could present to our institution. On the other side, are there any dangers if we decide to (or not to) participate? Dean Panttaja replied that there is no penalty for not participating, although President Green will appreciate any level of participation. It is a state-wide model, a single place to go to check out what is available for anyone who wants to further their education. We already have Independent Study Idaho. We can participate at any level we want. It is an opportunity to further market our online footprint.

A Senator raised a question about course sharing: if people from other institutions can sign up for open seats with us, do they pay tuition to us or do they sit in our classes for free? This Senator had a second question: if CANVAS is chosen, should we develop online courses directly on Canvas? With regard to the second question, Dean Panttaja said that we will try it (free of charge) and see if faculty like it. Boise State went through a pilot program and then switched to Canvas. As for the first question, tuition for the people who sit in our classes will be paid to us by their institutions.

Another Senator wished to make a comment: reading the attachment, he noticed mention of staff reallocation in relation to the financial commitment expectation by the institution. He expressed concerns about possible staff reallocation, particularly during these challenging times. Dean Panttaja acknowledged that three new positions are needed. If it were up to him, he would hire additional staff with the state implementation funds. But it is not his decision to make.

The Chair noted that we need to move on to the next agenda item. This conversation will continue next week.

- **Budget and Enrollment Overview (Brian Foisy & Trina Mahoney)**
Brian Foisy said he will focus on the connection between revenue sources and the drivers of that revenue. The primary institutional budget is referred to as the General Education (Gen Ed) budget. The major sources of revenue for the Gen Ed budget are state appropriations and tuition revenue. Enrollment drives tuition and thus the Gen Ed budget relies on enrollment. Virtually every unit on campus is a direct or indirect beneficiary of the Gen Ed budget. The current year Gen Ed budget is \$166M, most of which comes from state appropriations. The benefit of state appropriations is that the final year-end revenue figure is known in advance and is essentially guaranteed (unless the Legislature or Executive Branch acts to hold funds back). On the other hand, tuition revenue is subject to increases and decreases in enrollment. Brian Foisy displayed a preliminary spreadsheet, prepared by Trina Mahoney, with updated numbers for the current fiscal year. The spreadsheet included estimated actual revenue for Fall and projections for Spring. Brian Foisy clarified the meaning of some terms. Gross tuition is what we charge the student. A waiver is a policy-granted authority to not collect some or all of the charged tuition. It is different than a scholarship, where the tuition is paid by someone other than the student. Gross tuition minus waivers equals net tuition, which is essentially the tuition revenue we actually collect. The gross tuition budget is

approximately \$100M. Subtracting the waivers – \$38M – results in \$62M of net tuition. Trina Mahoney noted that the waivers are predominantly non-resident or WUE, whereas the few resident waivers are mostly related to employees and/or their spouses. From the draft spreadsheet, one can see that we are \$2.6M under budget on the gross revenue side, which is due to the fact that the overall enrollment is down. However, we are underspending our waiver in the amount of \$6.3M. From the financial standpoint, this is good, as we have \$6.3M in potential savings, which leaves us at \$3.7M to the good. The “Contingency” entry shows \$2.9M. A large impact came from the FY 2021 transition from full non-resident tuition to 150% of resident tuition for WUE students. Moving on to FY 2022, we will have to use the \$2.9M to balance the budget. Just as in a household where the income is anticipated to be reduced by some amount for the next two years, we anticipate two revenue drops, one in 2021 and one in 2022, as a result of the transition to WUE. President Green’s preference was to do the necessary budget reduction all at once rather than in multiple cuts. So, we have a “buffer” of \$2.9M in the current year, because we know a revenue reduction is coming in the next year and we accounted for it now. So, the \$2.9M is available to balance the budget next year. Finally, we end up with \$6.6M to the good. There are a few other aspects to consider: the “Idaho Falls Adjustment” and the “Estimated Melt” (which we must refund under certain circumstances, even if the deadline for refund has passed). When all is accounted for, we estimate a total surplus of \$4.7M. Trina emphasized that these estimates are very conservative, under the assumption that all goes as expected in the Spring. In his most recent memo, President Green made it clear that these estimates are contingent on the university staying open in the Spring and no more drop in enrollment. Barring some event that would force us to close in the Spring, we are optimistic about the surplus.

A Senator wondered how a surplus is seen by the state legislators. Is it possible that this “safety cushion” may be interpreted as an indication that we are free from financial problems? Brian Foisy noted that we have made a financial turnaround and worked to stop cash losses. He is confident that anything we can do to show that we are building resources will be seen positively. Also, the proposed use of the surplus funds, which he will discuss next, is an important consideration.

The question was raised: why was about 16% of the waiver budget left unused, while it could have been used to recruit additional students? Brian Foisy noted that President Green had raised the same question, namely, what enrollment increase would have been generated had we used the full waiver budget. The other side is that there is no financial gain if we recruit a student who does not have to pay tuition. We discussed this issue extensively with the Financial Aid Team and the Enrollment Management Team. In the \$38M waiver which they provided us, some categories of waiver were counted more than once, such that the \$38M was a larger budget than it needed to be. As SEM moved through their awarding process, they were using a smaller number – and still left money on the table – because they had inadvertently double-counted certain waivers. The error will be corrected in the FY 2022 budget. On the positive side, while we built the budget around \$38M, the budget could have been set at \$35M. Moreover, most of the waivers go to non-resident students, and COVID-19 has had a large impact on non-resident enrollment in the current semester. A similar scenario is seen with international students, especially new students who were unable to travel.

Brian Foisy moved to the next spreadsheet titled “Gen Ed Funding Actions,” to talk about disposition of the funds discussed on the previous page. Shortly before the beginning of the fiscal year, we were notified that the Governor was imposing a one-time 5% holdback, which amounts to \$4.7M. Also, no CEC awards were allowed for employees for FY 2021. However, the legislators had built CEC funds

into our Gen Ed budget for the current fiscal year, which could not be used to give raises to employees. The decision was made to net the 5% holdback with the unallocated CEC, yielding an unfunded amount of \$3.3M. This \$3.3M budget problem was handled with the mandatory furlough, which will generate about \$3.3M in savings.

Moving to items which impact the current FY budget and are yet to be addressed: during the last legislative session, the Joint Finance and Appropriations Committee (JFAC) decided to impose a base 2% state holdback of \$2.4M. Furthermore, a legislative action resulted in a small reduction in employee benefits funding – about \$194K. Two more issues, related to the operation of the university and not legislature, also need to be addressed. They are related to the Idaho Water Center and funding for TAs. Brian Foisy recalled that, while COGS did participate into the \$22M budget reduction, the administration did not want to reduce the overall number of TAs. All of the above adds up to \$4.6M of known budget issues which we need to address. As discussed earlier, this was expected, so we now have a \$4.7M solution to a \$4.6M budget problem – reason why we will not need a mid-year budget reduction.

Moving on to on-going issues (for FY 2022): we found a solution in the current FY to deal with a permanent budget cut, namely the 2% holdback, but this is a one-time solution to an on-going problem. Thus we need to develop an on-going solution to an on-going problem, such as a base cut to the university expenditures. Also, the other issues mentioned earlier (IWC, benefit funding, and TA funding level) need a permanent solution. All of the above considered, we end up with a \$4.8M budget challenge for the coming fiscal year.

A Senator inquired about the amount of reserves that we need to reach per State Board requirement. Brian Foisy explained that our net worth position was negative by \$10M and needs to be around \$25M, meaning that we must increase our net position by \$35M. However, this does not mean that we must accumulate \$35M in cash.

How can the surplus help our situation? Brian Foisy thinks that the legislators will see this fiscally conservative result and recognize that reserves allows us to take advantage of opportunities for the institution when they arise. Universities survive based on their ability to borrow money and repay it. Similar to credit ratings, agencies evaluate the university and our credit worthiness. They have told us that rebuilding resources will go a long way towards our credit worthiness, which hinges on our balance sheet and on our ability to maintain reserves.

The Chair thanked the guests and encouraged the Senators to send additional questions for Brian Foisy to her email address.

The Chair called for a motion to adjourn.

Adjournment: There was a motion to adjourn (Fairley/Tibbles). The meeting was adjourned at 5:02pm.

Respectfully Submitted,

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

Miscellaneous Change Request

New Proposal

Date Submitted: 09/16/20 2:18 pm

Viewing: **Final Exam Schedules**

Last edit: 09/16/20 2:18 pm

Changes proposed by: Amy Kingston (V00546093)

Faculty Contact

In Workflow

1. Registrar's Office
2. UCC
3. Registrar's Office
4. Faculty Senate
Chair
5. President's Office

Approval Path

1. 09/21/20 11:35 pm
Amy Kingston
(amykingston):
Approved for
Registrar's Office
2. 09/28/20 3:37 pm
Rebecca Frost
(rfrost): Approved
for UCC
3. 09/29/20 4:15 pm
Amy Kingston
(amykingston):
Approved for
Registrar's Office

Faculty Name	Faculty Email
Dwayne Hubbard	dhubbard@uidaho.edu

Request Type Other

Effective Catalog 2021-2022

Year

Title Final Exam Schedules

Request Details

Please review the attached Fall 2021 (202110) and Spring 2022 (202120) final exam schedules for approval.

Attach State Form

Supporting Documents	<u>Final Exam Schedule Fall 21.pdf</u>
	<u>Final Exam Schedule Spring 22.pdf</u>
Reviewer	
Comments	

Key: 3

Fall Final Examination Schedule December 13-17, 2021

Regular classrooms will be used for the exam unless the instructors make special arrangements through the Registrar's Office. In order to avoid conflicts, rooms must be reserved in the Registrar's Office for "common final" exams. Instructors will announce to their classes rooms to be used for all sectioned classes having common final exams. **Instructors may deviate from the approved schedule only upon recommendation of the college dean and prior approval of the Provost.**

First Regular Class Meeting Day of the Week	Class Start Time	Final Exam Day	Final Exam Time	
			From	To
Monday	7:30 AM	Monday	8:00 AM	10:00 AM
Monday	8:30 AM	Tuesday	8:00 AM	10:00 AM
Monday	9:30 AM	Wednesday	8:00 AM	10:00 AM
Monday	10:30 AM	Thursday	10:15 AM	12:15 PM
Monday	11:30 AM	Friday	10:15 AM	12:15 PM
Monday	12:30 PM	Monday	12:45 PM	2:45 PM
Monday	1:30 PM	Tuesday	12:45 PM	2:45 PM
Monday	2:30 PM	Thursday	3:00 PM	5:00 PM
Monday	3:30 PM	Tuesday	3:00 PM	5:00 PM
Monday	4:30 PM	Friday	3:00 PM	5:00 PM
Tuesday	8:00 AM	Friday	8:00 AM	10:00 AM
Tuesday	9:30 AM	Thursday	8:00 AM	10:00 AM
Tuesday	11:00 AM	Monday	10:15 AM	12:15 PM
Tuesday	12:30 PM	Wednesday	10:15 AM	12:15 PM
Tuesday	2:00 PM	Friday	12:45 PM	2:45 PM
Tuesday	3:30 PM	Monday	3:00 PM	5:00 PM
Wednesday	7:30 AM	Wednesday	8:00 AM	10:00 AM
Wednesday	8:30 AM	Thursday	8:00 AM	10:00 AM
Wednesday	9:30 AM	Friday	8:00 AM	10:00 AM
Wednesday	10:30 AM	Tuesday	10:15 AM	12:15 PM
Wednesday	11:30 AM	Wednesday	10:15 AM	12:15 PM
Wednesday	12:30 PM	Thursday	12:45 PM	2:45 PM
Wednesday	1:30 PM	Friday	12:45 PM	2:45 PM
Wednesday	2:30 PM	Monday	12:45 PM	2:45 PM
Wednesday	3:30 PM	Wednesday	3:00 PM	5:00 PM
Wednesday	4:30 PM	Wednesday	3:00 PM	5:00 PM
Thursday	8:00 AM	Monday	8:00 AM	10:00 AM
Thursday	9:30 AM	Tuesday	8:00 AM	10:00 AM
Thursday	11:00 AM	Tuesday	10:15 AM	12:15 PM
Thursday	12:30 PM	Thursday	12:45 PM	2:45 PM
Thursday	2:00 PM	Thursday	12:45 PM	2:45 PM
Thursday	3:30 PM	Friday	3:00 PM	5:00 PM
Friday	7:30 AM	Thursday	8:00 AM	10:00 AM
Friday	8:30 AM	Friday	8:00 AM	10:00 AM
Friday	9:30 AM	Monday	8:00 AM	10:00 AM
Friday	10:30 AM	Friday	10:15 AM	12:15 PM
Friday	11:30 AM	Wednesday	10:15 AM	12:15 PM
Friday	12:30 PM	Tuesday	12:45 PM	2:45 PM
Friday	1:30 PM	Wednesday	12:45 PM	2:45 PM
Friday	2:30 PM	Monday	3:00 PM	5:00 PM
Friday	3:30 PM	Tuesday	3:00 PM	5:00 PM
Friday	4:30 PM	Thursday	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.
- For online classes that have in person finals, the final examination will be on 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.

Spring Final Examination Schedule May 9-13, 2022

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	8:00 AM	10:00 AM
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Monday	10:30 AM	Friday	10:15 AM	12:15 PM
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Monday	4:30 PM	Monday	3:00 PM	5:00 PM
Tuesday	8:00 AM	Monday	8:00 AM	10:00 AM
Tuesday	9:30 AM	Friday	8:00 AM	10:00 AM
Tuesday	11:00 AM	Tuesday	10:15 AM	12:15 PM
Tuesday	12:30 PM	Thursday	10:15 AM	12:15 PM
Tuesday	2:00 PM	Monday	12:45 PM	2:45 PM
Tuesday	3:30 PM	Tuesday	3:00 PM	5:00 PM
Wednesday	7:30 AM	Thursday	8:00 AM	10:00 AM
Wednesday	8:30 AM	Friday	8:00 AM	10:00 AM
Wednesday	9:30 AM	Monday	8:00 AM	10:00 AM
Wednesday	10:30 AM	Wednesday	10:15 AM	12:15 PM
Wednesday	11:30 AM	Thursday	10:15 AM	12:15 PM
Wednesday	12:30 PM	Friday	12:45 PM	2:45 PM
Wednesday	1:30 PM	Monday	12:45 PM	2:45 PM
Wednesday	2:30 PM	Tuesday	12:45 PM	2:45 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	8:00 AM	10:00 AM
Thursday	9:30 AM	Wednesday	8:00 AM	10:00 AM
Thursday	11:00 AM	Wednesday	10:15 AM	12:15 PM
Thursday	12:30 PM	Friday	12:45 PM	2:45 PM
Thursday	2:00 PM	Friday	12:45 PM	2:45 PM
Thursday	3:30 PM	Monday	3:00 PM	5:00 PM
Friday	7:30 AM	Friday	8:00 AM	10:00 AM
Friday	8:30 AM	Monday	8:00 AM	10:00 AM
Friday	9:30 AM	Tuesday	8:00 AM	10:00 AM
Friday	10:30 AM	Monday	10:15 AM	12:15 PM
Friday	11:30 AM	Thursday	10:15 AM	12:15 PM
Friday	12:30 PM	Wednesday	12:45 PM	2:45 PM
Friday	1:30 PM	Thursday	12:45 PM	2:45 PM
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.
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- 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.
- For online classes that have in person finals, the final examination will be on 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.
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- If a class meeting day and time is not found in the final examination schedule above, the instructor of the class is responsible for contacting the Office of the Registrar to identify the appropriate day and time for the final examination.

Miscellaneous Change Request

New Proposal

Date Submitted: 10/07/20 10:55 am

Viewing: **Change the Dept. Name in Accounting**

Last edit: 10/07/20 10:55 am

Changes proposed by: Joana Espinoza (V00370901)

Faculty Contact

In Workflow

- 1. Registrar's Office
- 2. UCC
- 3. Faculty Senate Chair
- 4. President's Office
- 5. State Approval
- 6. NWCCU

Approval Path

- 1. 10/07/20 11:07 am
Amy Kingston
(amykingston):
Approved for
Registrar's Office
- 2. 10/12/20 4:27 pm
Rebecca Frost
(rfrost): Approved
for UCC

Faculty Name	Faculty Email
Darryl Woolley	dwoolley@uidaho.edu

Request Type Change the name of an administrative unit

Effective Catalog 2021-2022

Year

Title Change the Dept. Name in Accounting

Request Details

Change the name of the Department of Accounting to the Department of Accounting and Management Information Systems.

Rational from the college/department:

The Management Information Systems faculty have moved from the business department to

the accounting department. The change in name better reflects the composition of the department.

Attach State Form

Supporting Documents [acct name change.pdf](#)

Reviewer

Comments

Key: 10

Attach #4

October 23, 2020

Title: Resolution on Equity, Diversity, Inclusion and Social Justice¹

Author: Ubuntu Committee

WHEREAS Equity, diversity, inclusion and social justice are core principles of the UI community;²

WHEREAS The University of Idaho “values people of diverse cultures, classes, races, ethnicities, sexes, gender identities, mental and/or physical abilities, citizenship, nationalities, sexual orientations, religious backgrounds, ages, epistemologies, academic disciplines, veteran status, life experiences, and identities”;³

WHEREAS Society is strengthened when all members have access, support, and resources to obtain an education;

WHEREAS Institutions of higher education committed to diversity must work toward fostering an equitable and inclusive educational environment that supports those who in the past were excluded and those who are presently excluded;

WHEREAS The perspectives of people from different life experiences enrich the educational and professional experience for all;

WHEREAS Equity, diversity, inclusion, and social justice promote personal growth and a healthy society for all people by challenging stereotypes, encouraging critical thinking, and fostering better communication with people of varied backgrounds;

WHEREAS Equity, diversity, inclusion, and social justice strengthen communities and the workplace;

¹ Equity - is the guarantee of fair treatment, access, opportunity, and advancement for all students, faculty, and staff, while at the same time striving to identify and eliminate barriers that have prevented the full participation of some groups.

Diversity - psychological, physical, and social differences that occur among any and all individuals.

Inclusion - the act of creating involvement, environments and empowerment in which any individual or group can be and feel welcomed, respected, supported, and valued to fully participate.

Social Justice- to take action as an advocate for a just society where all people have a right to fair and equitable treatment, support and resources.

https://uh.edu/cdi/diversity_education/resources/pdf/terms.pdf

² <https://www.uidaho.edu/diversity>

³ <https://www.uidaho.edu/diversity>

WHEREAS Education within a diverse setting prepares students to become good global citizens in an increasingly complex, pluralistic world; it fosters mutual respect and teamwork; and it helps build community;

WHEREAS Increasing and innovating global prosperity (economic, scientific, social, and cultural) in the 21st century requires us to recognize the talents and abilities of all, especially those from diverse backgrounds and cultures;

WHEREAS Equity, diversity, inclusion, and social justice are crucial for increasing recruitment, enrollment and retention of students, faculty, and staff at the University;

WHEREAS Diversity programs at Idaho universities are being challenged by members of the Idaho legislature who argue that “[the] drive to create a diversified and inclusive culture becomes divisive and exclusionary because it separates and segregates students”;⁴

WHEREAS This argument reflects a fundamental misunderstanding of the efficacy and importance of equity, diversity, inclusion, and social justice programs with respect to attracting, supporting and educating all students to improve the quality of life for individuals, families, and communities in Idaho and beyond;

BE IT RESOLVED That the University of Idaho reaffirms its commitment to supporting equity, diversity, inclusion and social justice not only through its policies and procedures, but through its campus and institutional culture. Having diverse bodies in an academic setting is only enriching for all students if the institution they contribute to and learn and grow within is committed to protecting those people by providing robust institutional support to ensure that protection;

BE IT FURTHER RESOLVED That as part of this commitment we remain dedicated to recognizing the importance of students, faculty, and staff from historically marginalized communities as they overcome obstacles to thrive. We further vow to ensure an equitable environment at the University of Idaho. Our vision of diversity and social justice is inclusive and includes people who are minoritized because of their gender identity, race, ethnicity, religion, sexuality, nation of origin, size, age, veteran status, family status, socio-economic status, diverse abilities, and other unique and important identities;

BE IT FURTHER RESOLVED That as a university community, we remain committed to providing, expanding, and funding appropriate and thoughtful partnerships with current programming offices, and maintaining and extending support to such programs that are devoted to increasing equity, diversity, inclusion, and social justice on campus. These include the Office of Equity and Diversity, Women’s Center, the College Assistance Migrant Program, the Native American Student Center, the Office of Multicultural Affairs, the LGBTQA Office, the International Programs Office and the

⁴ <https://www.idahostatesman.com/news/local/education/boise-state-university/article232600507.html>

Green Dot program, and areas such as recruitment and retention, student success, academic programming, instructor training, curriculum development, advising, and extracurricular opportunities.

BE IT FURTHER RESOLVED We also affirm a renewed commitment to ensuring the mental and physical safety—and a provision of needed support—for students, faculty and staff from historically marginalized backgrounds as they navigate their experience at the University of Idaho. Finally, we affirm a commitment to maintain, fund, and expand academic programs focused on equity, diversity, inclusion and social justice on campus (e.g. Africana Studies; American Indian Studies; Certificate in Diversity and Inclusion, Latin American Studies; Women, Gender, and Sexuality Studies).



Total Current Users

900+ Faculty & Staff

26 Total Campus Partners

Examples: Dean of Students, Tutoring, Academic Coaching, CAMP, Fraternity and Sorority Life, Housing and Residence Life, Student Financial Aid Services, Career Services and more!

Fall '19 – Spring 20

VandalStar Activity – Student Touches



26,390 Flags Raised



20,680 Kudos Given

What is VandalStar?

VandalStar puts students at the center of a connected (web-based) ecosystem where faculty, advisors, and staff can work together to empower students to achieve their academic, career, and life goals.



Student – Community Engagement

13,370 Total student appointments

7,140 Students connected to support

Fall '19 – Spring 20 Terms



Self-Directed Scheduling

In spring 2020, students scheduled 80% of VandalStar appointments!

Appointment Outcomes

94%

Student participation in scheduled appointments

Fall 2020 (as of 10/21)
Based on reports from VandalStar and constant with anecdotal feedback from advisors.

Fall 2020 Progress Surveys

69%

Faculty submission rate

10,456 Unique Students received feedback about academic progress thru flags and kudos



Students Use *VandalStar*— Here's Why!

- **Easy Access and Secure**
Log into VandalStar with the same username and password as Vandal Web. It's mobile friendly!
- **Connect with Instructors and Staff**
See faces and contact info for staff and professors in your 'My Success Network' tab who are here to help you.
- **Schedule Online Appointments**
Set up meetings with staff, professors, and advisors. Receive email confirmations and reminders.
- **View Grades**
See your midterm and final class grades on VandalStar under the 'Courses' tab.
- **Check Your Academic Progress**
View flags and kudos that faculty and staff send you. Flags let you know that you need to take action. Kudos let you know when you're doing well and on track.
- **Find and Explore U of I Services**
Search and locate 50 programs and services you need every day! ASUI, tutoring, financial aid, the library, and more. Web, email, phone, business hours, location info all there.
- **Personalized Technical Support**
Reach out to us at: vandalstar@uidaho.edu for more help or call 208-885-8787

www.vandalstar.uidaho.edu

vandalstar@uidaho.edu | 208-885-8787 | uidaho.edu/sem/vandalstar



University of Idaho



Why Faculty Use *VandalStar*— Key Features

- **Secure and FERPA Compliant**
Log into VandalStar with the same username and password as other U of I systems.
- **Communicate with Students**
Send emails to all or some students in one click using 'Message' feature. Saved and archived.
- **Online Appointment Scheduling**
Students self-schedule based on your openings; confirmation and reminder emails for you and student. Outlook sync option available.
- **Place to Document Student Interactions**
Notes are saved and viewable by other faculty and staff (based on permissions) to assist students.
- **Get to Know Your Students**
See summary info (+ pictures!) for your students including college, major, academic standing, campus location, class level and more.
- **Connect and Collaborate to Help Students**
A single location to view and receive feedback about items (flags and referrals) raised for your students. Fosters community coordination, spirit.
- **Real-Time Student Academic Progress Updates**
Progress Surveys, flags, and kudos features engage and notify student and student's campus Network.
- **Download Course and Advisee Rosters**
'Connection' and 'Term' options available with filters and attributes to choose from.

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University of Idaho



University
of Idaho



VandalStar

Fall 2020



PRESENTERS

Cynthia Castro, Executive Director Student Success Initiatives

Mary Oswald, Faculty, College of Science, Biology

Kristen McMullin, Associate Director of Advising, Student Success

Madison Domka, CLASS Student, Departments of Psychology and Sociology

Lisa Ormond, VandalStar Coordinator

TODAY'S AGENDA

- I VandalStar Overview
- I Why Faculty Use VandalStar
- I Supporting the Success of Our University
- I Uniting Around Student Success
- I Questions and Discussion



WHAT IS VANDALSTAR?

VANDALSTAR.UIDAHO.EDU



VandalStar puts students at the center of a connected (web-based) ecosystem where faculty, advisors, and staff can work together to empower students to achieve their academic, career, and life goals.

**Faculty Engage> Student Action>Campus Connection>
Support & Services> Student Success> Retention
GRADUATION**





HOW VANDALSTAR SUPPORTS FACULTY



VandalStar

Why Faculty Use VandalStar — Key Features

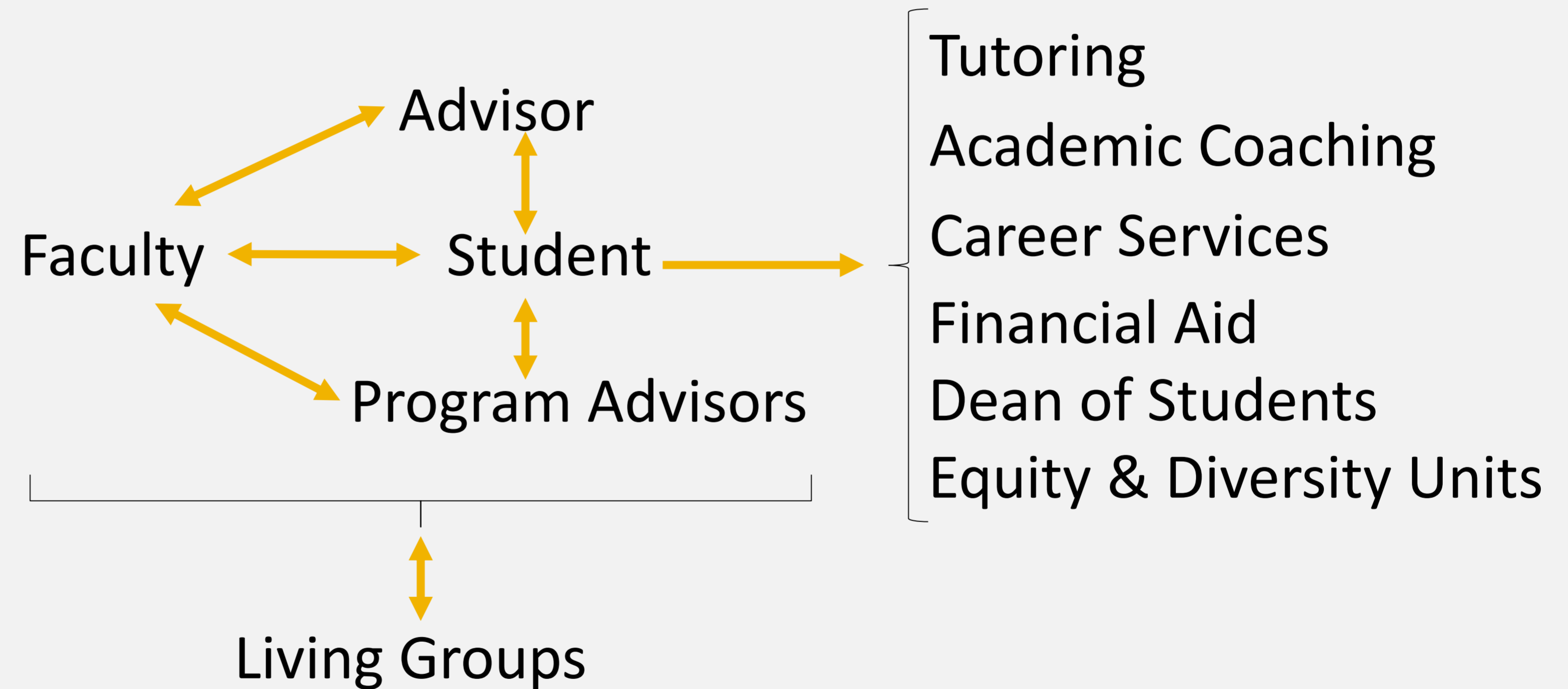
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www.vandalstar.uidaho.edu



University of Idaho

VandalStar Early Alerts

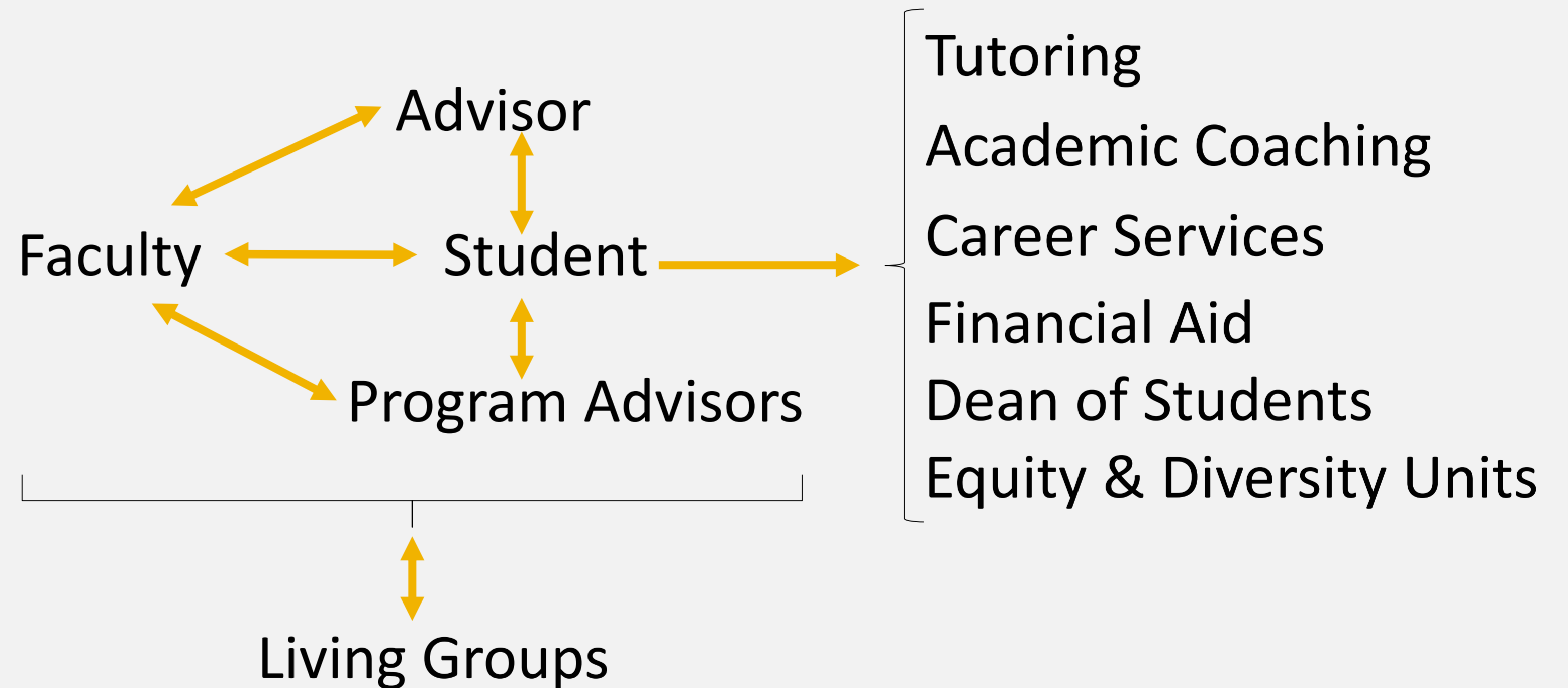




**HOW VANDALSTAR
SUPPORTS THE SUCCESS OF
OUR UNIVERSITY**

VandalStar Helps Us Support Students

- University-wide
- Coordinated
- Collaborative
- Student-focused



UNIVERSITY-WIDE CONTRIBUTORS

DATA ASSESSMENT GROUP

I Cynthia Castro, Executive Direct of Student Success Initiatives,

I Joseph De Angelis, Associate Professor – Department of Sociology & Anthropology (Spring 2020),

I Wes McClintick, Director – Institutional Research

I Matt Doumit, Associate Dean, CALS

I Dwaine Hubbard, Senior Associate Registrar

I Dilshani Sarathchandra, Associate Professor – Department of Sociology & Anthropology (Spring 2020)

I Christopher Hyde, Programmer/Analyst – Office of the Registrar

I Jennifer Johnson-Leung, Associate Professor of Mathematics

I Dean Kahler, Vice Provost – Strategic Enrollment Management

I Jesse Martinez, Director – Office of Multicultural Affairs

I Wes McClintick, Director – Institutional Research

I Kristen McMullin, Associate Director for Advising and Student Success

I Lisa Ormond, Student Retention/VandalStar Coordinator

I Dilshani Sarathchandra, Associate Professor – Department of Sociology & Anthropology (Spring 2020)

APPROPRIATE ACCESS TO DATA

- Operational data
- Strategic analytics
 - NOT individually predictive
 - Aggregate

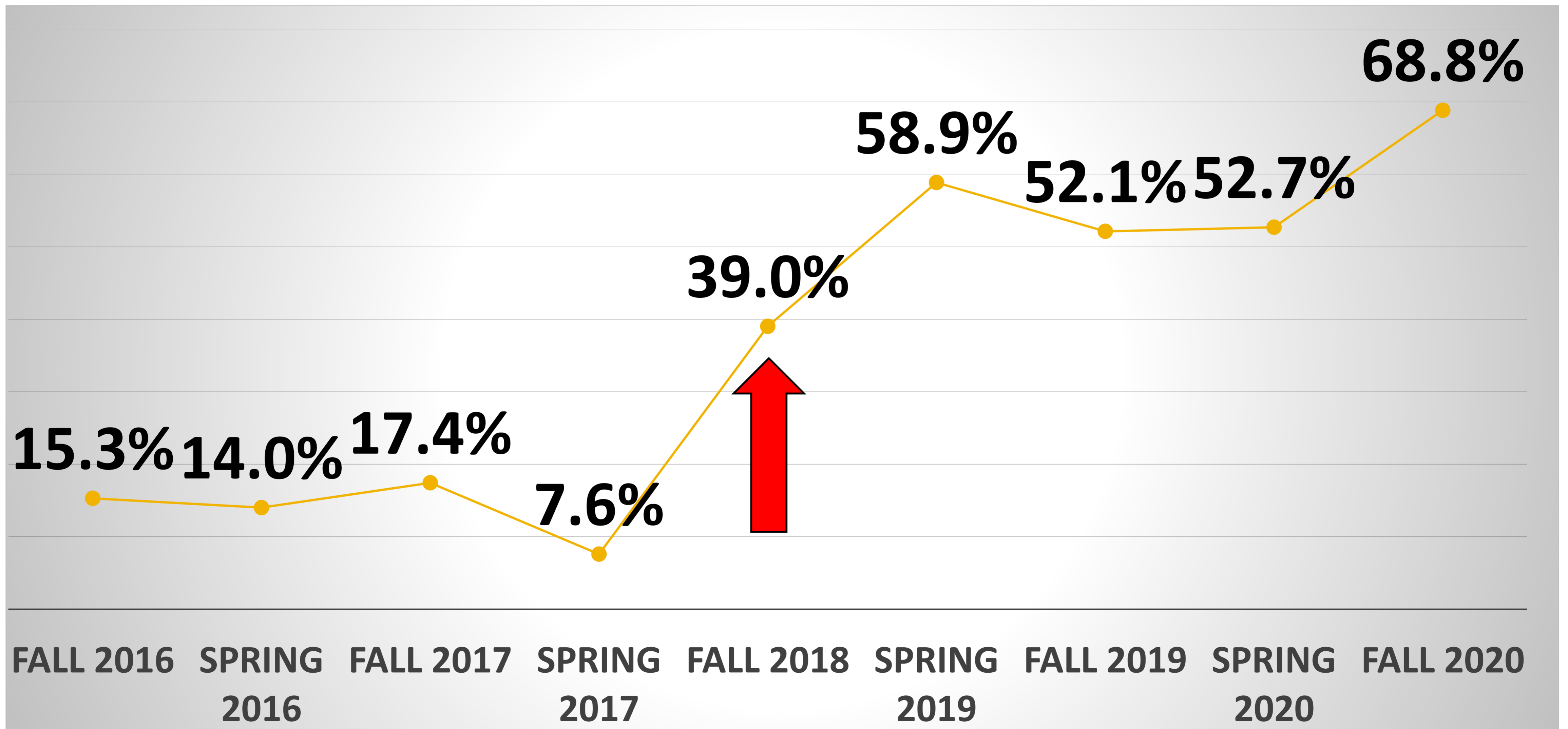
“Strategic analytics and improved communication offer a promising means to improve student outcomes across U of I by breaking down silos and getting help where it is needed, when it is needed.”

Wes McClintick

Director

Institutional Research

COURSE SECTIONS SUBMITTING EARLY WARNING GRADES





HOW VANDALSTAR SUPPORTS STUDENTS

WHAT STUDENTS LIKE MOST! TOP 3 FEATURES

MOBILE-FRIENDLY. 24/7. CONVENIENT

I CONNECTIONS & COMMUNITY

- MY SUCCESS NETWORK
- SERVICES DIRECTORY

I APPOINTMENT SCHEDULING

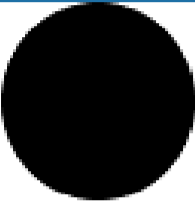

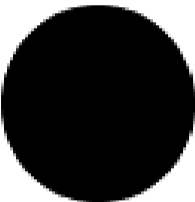









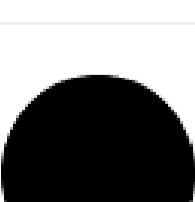
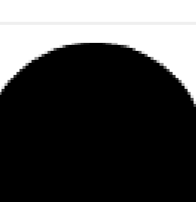
I COURSE PERFORMANCE FEEDBACK

- FLAGS
- KUDOS
- REFERRALS



MY SUCCESS NETWORK

≡ My Success Network

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<div></div> <div><div><div>Redacted Name</div><div>Associate Professor</div></div><div>...</div></div>	<div></div> <div><div><div>Kacy Pula</div><div>Clinical Associate Professor</div></div><div>...</div></div>
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Schedule

Email

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View Profile

...

SERVICES DIRECTORY

Your Services



Academic Coaching

Academic Coaching will be available through Zoom video conferencing, phone call, or other preferred distance mode of communication. Please schedule your appointment online through VandalStar or by emailing Academic Coaching at acadcoaching@uidaho.edu. Please indicate how you would like to meet. Once your appointment has been confirmed, an Academic Coach will contact you with further instructions. Through one-on-one consultations, Academic Coaches work with students to develop College Success Strategies. Students who utilize individual...

[SCHEDULE](#)

[CALL](#)

...




COVID-19 Project Manager

The university's COVID-19 Project Manager coordinates the campus COVID-19 resources and response to streamline processes and improve efficiencies for the entire Vandal community. If you have a question or concern about testing, personal protection equipment, exposure concerns, or U of I policies and protocols, please reach out to Seth Vieux and his office. If you have a concern about yourself or others, file a VandalCARE report or email askjoe@uidaho.edu.

[CALL](#)

...




University Advising Services (UAS)

Our mission is to assist in the exploration and discovery of academic resources; educate students about university policies and procedures; promote engagement in high-impact opportunities, university life, and the community; and empower students to take ownership of their individual goals, decisions, and achievements. UAS offers a combination of phone, Zoom, and in-person appointments through VandalStar. Please check your advisor's schedule in VandalStar to learn which types of appointments they offer. You can also always email questions to your advisor or to advising@uidaho.edu....

[CALL](#)

...

Other Services




Academic Drop-In Tutoring

Vandal Drop-In Tutoring provides tutoring at no additional cost to undergraduate students. For the fall term, we are offering drop-in and online tutoring. Drop in tutoring is available in the Library, Monday-Wednesday from 3-8 pm. Online tutoring is available anytime Monday-Friday, 9 am-9 pm. All students at the University of Idaho have access to Zoom at no additional charge. A student can also request a one-on-one appointment with a tutor by emailing dmommer@uidaho.edu. Tutors' schedule and courses they support can be found...

[CALL](#)

...




Academic Support Programs (ASP)

Academic Support Programs (ASP) provides academic services to empower UI students in reaching their educational goals in a positive and supportive environment. Explore Tutoring & College Success for tutoring assistance, Supplemental Instruction, academic coaching, study skills classes or a study skills refresher workshop. If you're from a first-generation or limited-income family, a former foster youth, or have a disability that impacts you academically, visit Student Support Services. You'll find additional services and one-on-one assistance that can make a difference. If you're a...

[CALL](#)

...



Access Distance Support Services

To find services who offer distance support, use the search terms "online", "phone", or "distance" in the search bar above. For information specific to the COVID-19 situation, visit the linked website for the most recent information.

[CALL](#)

...



American Language & Cultural Program (ALCP)

The American Language & Culture Program (ALCP) is the University of Idaho's intensive English program. The ALCP offers English as a Second Language classes in-person and online, as well as linguistically diverse sections of English and Comm 101. Roughly three-quarters of the ALCP's students matriculate to the University of Idaho. Completion of the ALCP advanced level fulfills English requirements for full undergraduate admission as well as for most graduate programs. Key words online, distance, phone

[CALL](#)

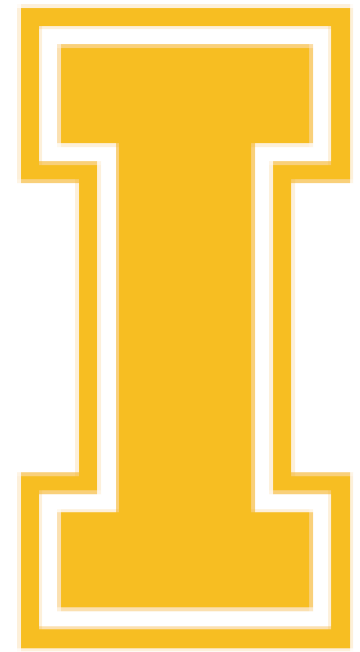
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UNITING AROUND STUDENT SUCCESS

IN PARTNERSHIP WITH YOU...

- I Explore its features; embrace what's helpful
- I Support campus community connections to student
- I Encourage student use





University of Idaho
VandalStar

**WE'RE HERE
TO HELP!**

- 1:1 personalized support
- Email: vandalstar@uidaho.edu
- Phone: 208-885-8787
- Web: Quick links, User Guides



University
of Idaho



VandalStar

Questions & Discussion

2020 – 2021 Faculty Senate – ~~Pending Approval~~ Approved at mtg #13
Meeting # 12 on 11/10/2020
Tuesday, November 3, 2020, 3:30 pm – 5:00 pm
Zoom only

Present: Ahmadzadeh, Brantz, Bridges, Carney, Chapman, Dezzani, Fairley, Goebel, Hickman, Keim, Kirchmeier (Chair), Lee-Painter, McIntosh, McKellar, Meeuf (Vice-Chair), Paul, Quinnet, Raja, Rashed, Rinker, Sammarruca (w/o vote), Schwarzlaender, Smith, Stroebel, Tibbals, Wargo, Torrey Lawrence (w/o vote)

Absent: Rose (Excused)

Guest Speakers: *Scott Green, Brian Foisy*

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

Approval of Minutes (vote):

- Minutes of the 2020-21 Meeting #11 – Attach. #1
The Secretary reported an editorial change to correct a misspelling. There were no other corrections to the minutes of the 2020-21 Meeting #10. The minutes were approved as distributed, with the editorial change.

Chair's Report:

- Today is voting day! Please, if you haven't already voted, feel free to use this time to complete your voting. There are no voting items on our agenda today; your absence will be excused if you send a private message via chat to Francesca.
- An update from Dan Ewart regarding the Preferred Name Project: President's Cabinet met last Thursday to discuss the requested projects in the IT Governance & Prioritization process including the preferred name initiative. Proceeding with preferred name was vocally supported by Cabinet, and President Green instructed IT to move forward with the initiative. Dan will be pulling together the group to accomplish the plan as laid out in the group's recommendation and we will develop a timeline for completing the necessary steps. More information is to come. Thank you again for your support of and input into this important initiative.
- Yesterday, an email came from Diane Kelly-Riley and Brian Smentkowski regarding mid-semester check-ins with students in your classes. If you haven't already done so, please take a few minutes to check-in with your students to see how things are going. Please also plan on attending tomorrow's CETL presentation by Brian and Diane titled "mid-semester check-in: how's it going?," at 10:30.
- Two upcoming deadlines to keep in mind:
 - Honorary degree nominations are due on November 16, 2020.
 - Deadline to request delay for promotion and/or tenure is March 14, 2021.Please help us spread the word about these upcoming deadlines by sharing with your colleagues.

Discussion: There were no questions or comments for the Chair.

Provost's Report:

- The Provost encouraged everyone to attend the CETL event announced by Chair Kirchmeier.
- A session of the "Talks with Torrey" series will be held tomorrow at 11:30.
- COVID-19 update: we had another week of improvement. In fact, this is the lowest number of positive cases since the beginning of the semester. We currently have zero students in isolation,

no Greek Houses in quarantine, and six students in quarantine in one of our campus facilities. We continue with surveillance testing and our positivity rate continues to go down, in contrast to what is happening around us.

- Please discourage students from returning to campus after Thanksgiving break if they travel. Campus will stay open in consideration, for instance, of students who may have no other place to go. We are not closing or telling students to leave, but if they do leave, we encourage them to stay where they have gone for the break.
- The search for a new Dean of Law has been going on since the summer. Four finalists will come for interviews after the break. There will be open forums and events available to everyone *via* Zoom. The finalists' names are public and can be found on the Provost webpage <http://www.uidaho.edu/provost/administrative-searches/law>. Information is still being updated and event schedules will appear on the webpage as soon as they become known.

Discussion:

A Senator asked whether a faculty member who wishes to travel during the break and not return to campus would need to file HR paperwork. Provost Lawrence said that, as long they are able to teach their classes and perform other work duties from a distance, there should be no problem or paperwork. The exception is for employees who need to be on campus to perform their duties.

A Senator wondered how we ended up with the decision to make no changes to the spring. The Provost replied that the results of the survey showed a large variety of opinions but no clear preference. What came out clearly, though, is that students want a spring break. In summary, we didn't see a clear reason to change. The benefits of making one of the proposed changes did not outweigh the challenges. Testing all students after spring break will be a challenge, but now we can do it faster, and it may not take two full weeks. We plan to have the exact testing dates out in the next couple of weeks, so that faculty will have time to plan ahead.

There were no more questions or comments for the Provost.

Other Announcements and Communications:

- **P3 Project – President Green and Vice President Foisy**
President Green and his team met yesterday with the Regents and received strong support. Everyone thought the presentation was comprehensive. There were some questions about risk mitigation strategies, requests for clarification about how conservative the model assumptions were, and comments on how impressive the final number was. The concessionaire payment did not go up but the top line number went up by almost \$60M, with the benefit accruing to the university. Of the up-front \$225M, some will go to pay off debt on the utility assets and fees for the transaction. Some will be placed in reserve, similar to an insurance policy as we start with our investments. The remainder will be invested and will produce about \$6M per year to fund our strategic priorities: student success, research, continuing the roadmap in the R1 white paper, bringing in graduate students, postdocs, grant writers, and remote learning. There is a working paper that is close to final, which is quite impressive. The group is providing recommendations on how to best invest in key positions and support faculty who are developing distance learning curriculums. This partnership is a great business deal that will benefit the university for generations to come. It will enable more students to attend U of I, provide much needed investment in our research engine, and support our recruiting and strategic enrollment management efforts. Furthermore, this is a great deal for the taxpayers. It will also create a career path for employees in the steam plant and related areas, especially younger employees. This is a global organization with world-class operations around the world.

We could not offer the same opportunities to those employees. In summary, it was a wise decision that will benefit many stakeholders and gathered unanimous support.

Vice President Brian Foisy provided some additional information on the 50-year lease to the concessionaire (Sacyr/Plenary). The transaction is a long-term lease of our utility system assets to the concessionaire. The concession team selected Seattle-based McKinstry as the operator. Sacyr is based in Spain but has operations in North America. They chose a regional operator that has worked with U of I in the past – around 2008-2011 – as our contractor on energy-saving projects. We are fortunate to partner with a world-class organization while still having connections based in the Pacific Northwest. Of the up-front \$225M, the single biggest part, \$155M, will be set aside for a “quasi-endowment” which will generate additional earnings. Those earnings, as well as a share of the principal, will be distributed every year to be invested in our strategic priorities. This is about \$6M per year, a total game changer for the university.

Discussion:

Are the legislators going to look at us positively? Now that we have repaired our reserve, should we just be content if they do not apply additional cuts to the university? Is there any good news related to the state surplus? President Green said that some informal talks concerning furloughs and the 5% holdback have been going on but the Governor did not make any promises. Although the growing reserves are encouraging, we are still where we were before. The President said he is hopeful but does not wish to over-promise and then deliver disappointing news. We described the deal in the press release as one that will benefit the taxpayers, which is correct. We hope this will play well with the legislators.

Vice Chair Meeuf thanked all who contributed to the success of P3. His question is about spending priorities. Have there been any talks about spending some of the \$6M per year to assist units and programs where faculty are especially overworked or are unable to offer classes that students want to take? (Our next agenda item will be a discussion on faculty workload.) Can we do some strategic investments in faculty so that our workload returns to more sustainable levels? President Green noted that increasing research activities will lighten the load for faculty, thanks to more graduate students and postdocs. We need to use these funds to generate more revenue, such as recruiting and increasing enrollment. If it is an area where we can get return on investments, we will invest in it. If it is an area where no revenue is associated with the position, the new financial model should push resources where they are needed most. Hopefully, FY22 will bring some relief. The Vice Chair inquired about the possibility of using some of the funds to bridge the gap until the new financial model becomes operational. The cuts we are facing now were not motivated by strategic decisions. Some units with high enrollment may have been hit harder just because they happened to have an older faculty base who took the early retirement incentive. Have there been conversations about building small bridges until we can feel the benefits of the new financial model, recognizing that it will take time to shift money around? President Green acknowledged that the point about retirement is a good one. He needs for deans to manage their colleges. If a desperate need arises, something will be done, but it would be incorrect to say that the new money can be used for bridging. Nevertheless, to the extent that we are in a healthy financial place, we will do what we can to help. But President Green does not want to raise unreasonable expectations. If we can get more CARES Act funds and keep the university open, we may be able to use some of the new money to help where help is most needed. For now, we still have negative reserves because we are investing in an endowment rather than having the money sit there on our balance sheet. We are

\$10M negative in reserve and the Regents want us to be at positive \$25M, a swing of \$35M. These figures were confirmed by Vice President Foisy.

A Senator inquired how, in practice, both the concessionaire and the university make money out of the deal. President Green explained that the project provides an opportunity to improve efficiency of the steam plant and utilities through a long-term maintenance plan. U of I will pay annual utility fees and operating expenses to the concessionaire as part of the agreement. By improving efficiencies and processes, the concessionaire will be able to share in the benefit of cost savings. Of the up-front \$225M, \$33M will be used to decrease debt, and about \$190M will be invested in the foundation at an assumed 5% return on investment. Net positive cash flow of over \$350M will come to U of I over the duration of the lease, and could be as high as \$1.1 billion if the investments pay off as we hope over 50 years.

There were no more questions from the Senators. President Green asked for the Senators' feedback on the P3 deal. Many positive comments and words of congratulations were spoken or written in the Zoom chat.

What is next? – a Senator asked. President Green said they may not take on a new project for the time being – there is a lot to do to implement what we have.

Special Orders:

- Roundtable on budget/enrollment/faculty workload Attach. #2
Chair Kirchmeier reminded the Senators that this year Senate Leadership wanted to create a space to hold open conversations. Diane Kelly-Riley and Torrey Lawrence will participate in this roundtable about faculty workload. The goal is to look for solutions, generate ideas, propose policy creations. The Chair started the discussion posing the question: what kind of additional work are the faculty doing due to reduced number of faculty, increased number of classes they teach, and increased class size?

A Senator shared her experience in her unit, where they lost a number of staff members. They are doing the best they can, but things are “falling through the cracks.” She feels the glue that binds faculty and staff together is missing.

A Senator from the College of Law said they lost several faculty to retirement. With the Concordia students merging, they had to rely on visiting faculty, who have no service component in their duties. As a consequence, the regular faculty had to take on a lot more committee work and administration.

Another Senator agreed with the earlier comment about loss of staff. She has seen the number of classes and the number of advisees go up. She emphasized the emotional labor of supporting students with a reduced number of faculty that students can go to.

A Senator observed that we may never go back to the way we were before COVID. He is concerned that students may have different expectations concerning flexibility in class delivery mode. This may be exhausting for faculty. This point was later reiterated by another Senator, who expressed serious concerns about the impact on faculty morale from uncertainty, increased workload, and furloughs.

The loss of institutional knowledge associated with retirements was brought up by a Senator. In his unit, there are many junior faculty who need help and advice. In turn, he needs time to find answers so he can help others move forward.

A Senator reported that his unit lost 50% of the staff as well as a disciplinary colleague, leaving a hole in the program. These losses unavoidably trickle down to the students, who are uncertain about whom to contact to get answers. Of course, COVID has exacerbated these problems.

Chair Kirchmeier proposed to take a break and hear from the Provost and the Vice Provost.

Provost Lawrence did not disagree with what had been said. The retirement and voluntary separation incentives were not at all strategic. We lost institutional knowledge and people in areas that are hard to replace. Some faculty are essentially running two classes at once (in-person and virtual). In the spring, we need to talk about these flexible formats, and the students' expectations that they have all options, whereas options are the faculty member's prerogative. The Provost reflected on whether these problems are due to COVID or the budget shortfall or both. As the university has changed dramatically over the past couple of years, we need to ask ourselves: what do we need to stop doing? The only choices are: increasing the workload or changing the work we are doing. We have suffered significant losses in personnel, and we did lose institutional knowledge to retirements. Realistically, the enrollment has been going down for a decade. If enrollment stabilizes, we may be fine, but we are not going to be able to hire 250 people next year. Different units manage cuts differently. We need to talk about to what extent faculty need to be flexible. The graph (from Institutional Research) in Attachment #2 shows the U of I employee headcount at the beginning of each fall semester since 2012. There is a maximum in 2017 with 2644 employees, whereas we now have 250 fewer people. The chart also shows that the number of faculty members went down by 5% between 2017 and 2020 while the number of staff actually increased by a small amount. This is interesting, having heard several comments about loss of staff. During the same time period covered by the chart, our total enrollment went up and down a bit but stayed overall constant. However, the number of our full-time degree-seeking students has gone down, which may be the major source of our financial problems. We had a \$21M "turn around" this year, which came at great expense to everyone. Now, we need to change our work to match it with the people we have. For instance, holding many sessions with few students is not sustainable – best to offer them on alternating semesters or combine them.

Vice-Provost Diane Kelly-Riley said that last spring, prior to COVID, conversations had started about a proper class size and disciplinary expectations, and how to move towards efficiency. She noted that the pandemic has impacted our ability to adjust to changes in personnel in a proactive way. For the past several months we have been in a reactive mode. We need to distinguish between a change in position description (PD) and pulling extra work for a short time. Faculty should receive instructions on how to document the extra work and make it visible, for instance through activity reports or U of I CVs. It would also be useful for unit chairs to discuss with their faculty what we can let go and how to reorganize. These conversations are in progress. She agrees with the Provost that different colleges/units manage cuts in different ways. Perhaps it may be insightful to look for patterns?

A Senator noted that we are talking about funding research initiatives. On the other hand, Ph.D. students are very time-consuming and require small classes. How are we perceived by the

people of Idaho? Are they interested in our aspiration to achieve R1 status or do they prefer to see Master's or professional degree recipients to join the state workforce? The Provost clarified that issues of class size mostly refer to undergraduate classes, not graduate.

Vice Chair Meeuf pointed out that there is a lot of additional workload faculty had to take on that is unrelated to COVID – for instance, he is advising 60 students. Is this going to translate into a change of percentages in the PD? Extra teaching duties must come at the expense of another area, which for many is research. Should there be a shift in P&T expectations for faculty who are teaching many more students or classes? Are we open to a conversation about changes in the PD, even if they are short-term, to recognize that less work is going to be accomplished in other areas?

Vice Provost Kelly-Riley replied that these conversations need to happen with unit chairs and deans. A significant change in workload must be reflected in the PD, whereas some changes are small enough that a change in PD may not be necessary. In such cases, the extra work is best documented in the annual report. For instance, if a faculty had to learn a new technology, that would be part of course development that does not require a change in PD.

Provost Lawrence agreed that a change in PD requires long-term and significant changes. We don't want to change PDs for the COVID disruption (which required more than 100% effort from everyone), and later change back. Long-term changes in workload do require a PD change. It is a big gray area, where individual units and colleges have some discretion.

The Vice Chair reported receiving communications from faculty who have taken on additional duties, but their chairs are not willing to negotiate. Furthermore, junior faculty, clinical faculty, and instructors are not comfortable having these conversations, particularly in a time of budget cuts. They are afraid to be punished for not being a "team player." Vice Chair Meeuf would like to see a more open conversation about the fact the PD must reflect the actual work done by the faculty so that efforts in the various categories can be properly evaluated at P&T.

Provost Lawrence said people should feel encouraged to speak up. He will bring these concerns to Provost Council and ask the deans to make it clear that PD should be adjusted as appropriate.

Diane Kelly-Riley reiterated that these conversations are taking place. Just the day before, she held a training session for unit administrators and deans about the annual review process. Faculty should not be afraid.

Chair Kirchmeier, speaking as a former lecturer and current non-tenure track instructor, said that junior and non-tenure track faculty perceive an inherent risk in bringing up these issues. Whether it is real or perceived, it is real to them, especially in a time of non-renewals.

A Senator agreed with the Vice Chair's comments. Faculty have expressed fears of setting boundaries for themselves and pushing for a healthy work-life balance. She thinks the latter is not part of the culture at U of I. Junior and non-tenure track faculty feel they receive mixed messages. She also reiterated the need of students (and in turn, faculty) for emotional support.

A Senator followed up on the loss of institutional knowledge and its impact on our ability to help students and others find answers. She thinks that our web presence is geared more and more

towards marketing and recruiting. Having fewer people who are knowledgeable of the institution creates additional stress.

The Secretary expressed gratitude for all the conversations that are going on. But ultimately, the issues we have been talking about today need to be addressed with actual solutions. Those must be in policy. FAC is currently considering many of the aspects discussed today, particularly as they apply to a disruption of the university's regular activities.

Yet another Senator wished to stress the damaging impact of losing institutional knowledge. He volunteered to be the Director of Graduate Studies in his unit and noted that junior faculty have no experience with recruiting good graduate students. Furthermore, COVID has put international students in an impossible situation. They feel stressed and lonely, and on the verge of a mental health crisis. This Senator also wished to comment on the PD and the current annual evaluation process, which he dislikes because it puts more work on the faculty. Perhaps an unintended consequence of the change?

The last comment was from a Senator who shared that she was born in Idaho and went to school at U of I. She said she wishes to serve the people of Idaho – that will remain her top priority.

The Chair thanked everyone and reminded the Senators to reach out to one of the FSL members with additional thoughts or questions.

Adjournment:

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

Respectfully Submitted,

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

University of Idaho

2020 – 2021 Faculty Senate Agenda

Meeting # 12

Tuesday, November 3, 2020 at 3:30 pm
Paul Joyce Faculty- Staff Lounge & Zoom

- I. Call to Order
- II. Approval of Minutes (Vote)
 - Minutes of the 2020-2021 Faculty Senate Meeting #11, October 27, 2020 **Attach. #1**
- III. Chair's Report
- IV. Provost's Report
- V. Other Announcements and Communications
 - P3 Project – *President Green and Vice President Foisy*
- VI. Special Orders
 - Roundtable on budget/enrollment/faculty workload **Attach. #2**
- VII. New Business
- VIII. Adjournment

Attachments:

- **Attach. #1** Minutes of the 2020-2021 Faculty Senate Meeting #11, October 27, 2020
- **Attach. #2** Handout for roundtable

2020 – 2021 Faculty Senate – Pending Approval

Meeting # 11

Tuesday, October 27, 2020, 3:30 pm – 5:00 pm

Zoom only

Present: Ahmadzadeh, Brantz, Chapman, Dezzani, Fairley, Goebel, Hickman, Keim, Kirchmeier (Chair), Lee-Painter, McIntosh, McKellar, Meeuf (Vice-Chair), Paul, Raja, Rashed, Rinker, Rose, Sammarruca (w/o vote), Schwarzlaender, Stroebel, Tibbals, Wargo, Torrey Lawrence (w/o vote)

Absent: Bridges (excused), Carney (excused), Quinnett (excused), Smith

Guest Speakers: *Darryl Woolley, Jan Johnson, Aaron Bharucha, Kristen McMullin, Cynthia Castro, Mary Oswald, Madison Domka, Lisa Ormond, Dean Panttaja*

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

Approval of Minutes (vote):

- Minutes of the 2020-21 Meeting #10 – Attach. #1
The Secretary reported an editorial change to correct a typo. There were no more corrections to the minutes of the 2020-21 Meeting #10. The minutes were approved as corrected.

The Secretary announced that a quorum is present, thus voting can take place.

Consent Agenda (Vote):

- Final Exam Schedule for 2021-22 – Attach. #2
Chair Kirchmeier asked if anyone wanted to remove this item from the consent agenda and discuss it. There was no such request. The Final Exam Schedule was adopted.

Chair's Report:

- Yesterday you should have received the questionnaire developed to gather information from people who are teaching this semester. Please complete and submit this survey by Friday, October 30. Please also help us encourage other people to complete the survey by Friday.
- Nominations for faculty to sit on the University Promotion and Tenure Committee are due by Friday, October 30. Please work with your colleagues to nominate faculty from your college to sit on this important committee.
- Please encourage faculty in your colleges to do an informal check-in with students in their courses. ASUI, CETL, the Teaching Committee, and the Provost's Office have worked together to draft informal questions faculty can use to talk with students in their courses about how the course and the course format are working. This semester is challenging and there may be ways faculty and students can work together to make it as good as possible.
- Five upcoming deadlines to keep in mind:
 - Sabbatical applications are due on October 30, 2020.
 - Teaching Questionnaire is due on October 30, 2020.
 - Nominations for faculty to sit on the University Promotion and Tenure Committee are due on October 30, 2020.
 - Honorary degree nominations are due on November 16, 2020.
 - Deadline to request delay for promotion and/or tenure is March 14, 2021.Please help us spread the word about these upcoming deadlines by sharing with your colleagues.

Discussion:

A Senator asked whether an acknowledgement would be sent to those who submitted nominations. The Chair will find out and communicate the information.

Will there also be a formal survey directed to students about their experience this fall, in addition to the informal check-in? Provost Lawrence said that one went out of the Office of the Dean of Students with a variety of questions involving different aspects, such as housing and more. It was similar to one that went earlier in the semester so results can be compared. The third point in the Chair's report refers to an informal check-in instructors are encouraged to do with their students to gather specific feedback about classes as we move into the spring. Chair Kirchmeier added that these informal conversations allow us to receive student feedback and act on them before the end of the semester.

A Student Senator noted that another survey coordinated by Dr. Chris Richardson had gone out of the Psychology Department with many questions related to mental health, stress, and coping. Chair Kirchmeier added that a survey will also go out to staff. Staff Council is currently preparing one.

There were no more questions or comments for the Chair.

Provost's Report:

- COVID-19 update: The numbers continue to improve. Last week testing showed a 2.3% positive rate. No Greek Houses are presently on formal quarantine, from 14 only a few weeks ago. But there are challenges ahead of us. The recent Governor's order has put Idaho back to a "modified stage 3." We had no advance warning and we are still working through the details. It is not yet clear how our events will be impacted. There are large exemptions for educational and other activities.
- Following up on last week's conversation with Vice President Foisy regarding budget: On October 20 we received a memo from the President concerning enrollment and budget. At the end of the section on financial impact, the President states that "*we do not anticipate the need to make additional reductions in the FY21 budget.*" Some clarification: the budget news is good. The 2.7% holdbacks that colleges and departments were expecting to take at some point during the current fiscal year are on hold, and no additional furloughs are planned. Financially, the remaining large variables for us are: (1) large impact from COVID, need to shut down; and (2) spring enrollment. Both variables will be unknown for some time. For the time being, we can move forward without the 2.7% holdbacks.
- Please read the President's message about enrollment and its financial impact.

Discussion:

A Senator asked whether we can expect additional holdbacks from the state. The Provost said he has not heard of any concrete plans. We take it one day at a time, as there is a lot of uncertainty. The Provost agreed with another Senator that, with so much uncertainty, it is hard to make plans. There were no more questions or comments for the Provost.

Committee Reports:

- UCC; Name change of the Accounting Department (Vote) – Darryl Woolley – Attach. #3
Darryl Woolley explained that this change of name is to better reflect the composition of the department, because the Management Information System has moved from the Business Department to the Accounting Department.

The Senators proceeded to vote. The UCC proposal passed with 21 votes in favor.

- **Ubuntu; Diversity Resolution (Vote) – Jan Johnson and Aaron Bharucha – Attach. #4**
Jan Johnson thanked the Senate for the invitation and the opportunity to present the Resolution on Equity, Diversity, Inclusion, and Social Justice (formally just Resolution on Diversity). She gave a brief history of the Resolution and how it evolved through several changes as the result of feedback and input from new committee members. She recalled that one committee member was not comfortable with the term “inclusion.” So she developed a small glossary for these four terms, see footnote on the first page of the document. Another reason for keeping “Inclusion” is that our own Office of Equity and Diversity has it as an important value. Aaron Bharucha, undergraduate representative for ASUI, expressed appreciation for everyone who contributed. The committee worked hard and tried to incorporate all feedback they received.

Discussion:

A Senator said that he likes the statement in its generality. But he would like to see one condition—that we are open and will not discriminate by gender, race, or other factors—provided they meet the university admission requirements. Jan Johnson was not clear about the concern, as admitted students have met the standards. Aaron Bharucha said that adding those contingencies takes away from the overall message of the resolution. Nowhere in the document does it say that anyone will be accepted regardless of grades or accomplishments – there is no reason to believe that the Resolution has this intent. The Senator argued that one cannot make that assumption. He reiterated that he is concerned that the Ubuntu document could be used to weaken the admission standards. Jan Johnson emphasized again that the Resolution was certainly never meant to be a “back way” for non-qualified people to enter the university. It is about our community as it exists today, not about changing or lowering standards. The Senator referred to his concern for the way the Vandal Gateway Program (VGP) was presented to Senate a year ago as a “done deal,” thus bypassing the faculty’s prerogative to determine admission standards – but perhaps, he noted, this may not be a valid concern. Being unfamiliar with the aforementioned program, Jan Johnson was unable to comment on that particular issue, but she said that she has never seen that language on websites of other groups concerned with equity and diversity.

The Secretary expressed support for the arguments put forward by Jan Johnson and Aaron Bharucha. When writing the Resolution – she stressed – we must not “justify” ourselves by explaining that we do not intend to lower the standards. The Resolution is a broad statement of commitment to equity and social justice. It has nothing to do with VGP.

Vice Chair Meeuf recalled that Senate had concerns about how the roll-out of VGP unfolded last year. Senate has not yet given a formal endorsement of the program. When in its final form, it will come back to Senate and faculty will retain the privilege to determine admission standards. There is no need to make a clarification because nothing in the Resolution suggests that it would have any impact on admission standards.

Chair Kirchmeier recalled asking Jan Johnson whether the draft had been shared with other groups on campus to make sure the language is consistent with the one adopted by other groups active in equity and diversity matters. Jan Johnson confirmed that many people had participated and contributed, including Ubuntu, the Office of Multicultural Affairs, the faculty in Africana Studies, and some faculty in Sociology and Education.

Vote on the Ubuntu Resolution: the Senators voted unanimously to support the Ubuntu Resolution.

Other Announcements and Communications:

- VandalStar Attach. #5 – Kristen McMullin, Cynthia Castro, Mary Oswald, Madison Domka, and Lisa Ormond.

Cynthia Castro introduced the Team. The VandalStar Team will make a joint presentation. (The slides for the presentation are attached to these minutes.) An additional handout will also be provided and included in the next binder.) Mary Oswald pointed out two important facts: (1) while faculty use VandalStar in many ways, some may be unfamiliar with the appointment scheduling feature, which avoids multiple emails to figure out a day/time that works for everybody; (2) VandalStar provides a connection point between the instructor, the student, and the broader university. An example is the VandalStar managing of the early warning grade Progress Surveys. Lisa Ormond explained that VandalStar Progress Surveys go to the, appropriate, broader community the student is involved with. For instance, there is no separate handling of warning grades for student-athletes – Mary Oswald noted. Kristin McMullin talked about how VandalStar helps faculty support the students. It is a university-wide system, including, but not limited to, tutoring, academic coaching, career services, financial aid, Dean of Student Office, and equity and diversity units. Additional student support units continue to be onboarded with VandalStar. The Student Success Network is university-wide, coordinated, collaborative, and student-focused. Kristen moved to acknowledging University-wide contributors and the Data Assessment Group. Their charge is to evaluate the data available in VandalStar and make recommendations. A chart showed that 69% of all course sections submitted early warning grades in fall 2020 (compared to about 15% in fall 2016). Of the many features, students like most: Connections and Community (which include My Success Network and Services Directory), Appointment Scheduling, and Course Performance Feedback. The presentation concluded with a reminder that the VandalStar Team is available to help faculty. Faculty should explore the many available features and embrace what they find helpful. Please encourage students to use VandalStar.

Discussion:

A Senator asked whether the Student Success Network populates automatically or whether it is something that the instructor builds. Also, this Senator would find it helpful to hear from one of the student representatives who are familiar with this tool. Madison Domka explained that when she adds new classes or a new role is assigned to her, those items appear automatically. Using the Student Success Network has been very useful for her, especially to keep in touch with her advisor. It is faster and more practical than composing an email message.

A Student Senator confirmed that scheduling appointments with VandalStar is easy and user-friendly. Students really enjoy using this feature.

Chair Kirchmeier asked whether graduate students have the same access to VandalStar as undergraduates. A member of the Team replied that, while graduate students have access to the system, we have not yet implemented VandalStar with the College of Graduate Studies.

Vice Chair Meeuf noted that some faculty are hesitant to use a tool that doesn't communicate with other tools. For example, if one is using Outlook for scheduling, there is no need to use VandalStar. A member of the Team replied that connecting Blackboard with VandalStar is not currently being explored but it has been explored in the past. As for the Outlook calendar, it is

possible to sync it with VandalStar. It has worked well. Vice Chair Meeuf asked for some more clarification: VandalStar has a function where instructors can let students know when they are available. Can this be done when the sync is in place? Some students send Outlook invitations for times when the instructor appears to be available although those may not be official office hours or hours reserved for students, which can be frustrating. Is there an IT solution to this problem? The Team suggested to sync the Outlook calendar so that everything appears in VandalStar, and then set specific times allocated for office hours. It may be best to have this set-up only for a limited time window.

The Vice Chair inquired about the costs of VandalStar and whether we have seen an increase in retention rate as a result of it. The Team answered that we have a four-year contract, from June 2020 to July 2023, at the cost of \$143K for the first two years and \$153K for the last two. It is an investment in our student success. The retention rate for first-time, full-time 2019 cohort held steady at 77%, despite the pandemic. We are working on measuring the direct impact on retention – the data to back it up is coming soon.

The VandalStar Team concluded by emphasizing that they are happy to help. Fall and Spring retention rates are a concern, and so is mental health. They hope that VandalStar will be able to help.

- **Online Idaho Questions – Dean Panttaja**
Dean Panttaja came back to Senate to address any follow-up questions from his earlier presentation on Online Idaho. He has no new information to share, except that the state-wide Steering Committee had one more meeting where they primarily discussed how the work of the Idaho Workforce Council will feed into Online Idaho.

A Senator said he discussed the Canvas system with his constituents and received good feedback. They asked whether there is or will be some kind of workflow to transfer easily from Blackboard to Canvas. Dean Panttaja noted that we can use Canvas for a year at no charge and decide whether it works for us as an institution. He communicated with the CETL Team about transportability from Blackboard to Canvas. He hopes for a smooth integration, but doesn't know for sure. At the moment, this is an opportunity to try different Learning Management System (LMS) and decide what is best and easiest for everybody. (Chair Kirchmeier suggested Dean Panttaja to write down for Senate the information that is not presently available. If there are more questions, we can meet again at a later time.)

A Senator wondered how the performance of VandalStar will be assessed. It costs about \$0.5M over four years. In a time of budget cuts and financial stress, should we even do it? We need to discuss a better assessment. Chair Kirchmeier recalled that Canvas is free this year, which will be an opportunity for evaluation. She asked Dean Panttaja how the committee ended up with this particular product. Dean Panttaja explained that the Office of the State Board of Education (OSBE) and the State Board (SB) are trying to find a common LMS for K-20, that is, a simple LMS for all Idaho schools and through postsecondary education. Canvas happens to be the best product according to specialists, as the CETL Team may be able to verify. Jonathan (SBOE) was able to negotiate a discount from \$40 to \$13 per seat for us and our sister institutions. The hope is that the legislators will pay for it, in which case we all may have a free LMS. For now, they are using CARES Act funds to let us experiment with it at no charge for one year.

Provost Lawrence clarified that the university does not rush into purchasing a new systems. For instance, when VandalStar was adopted, there was an extensive and careful process to select among numerous bids. The Canvas opportunity is unique in that we can try it out without risk. No school has moved from Canvas to Blackboard.

A Senator asked whether there was an assessment plan. Dean Panttaja said they are currently working with CETL on how to evaluate the pilot. The project is not yet approved by the President's Cabinet. Hopefully CETL and ITS will be engaged in the assessment process. In response to a question, Dean Panttaja said that our contract with Blackboard is up for renewal in two years.

The Chair announced that in the future she will no longer call for a motion (and second) to adjourn. This is consistent with Robert's Rules of Order, which do not mandate a seconded motion to adjourn as long as the agenda has been completed. For the current meeting, the Chair still called for a motion to adjourn.

Adjournment: There was a motion to adjourn (Fairley/Tibbals). The meeting was adjourned at 5:02pm.

Respectfully Submitted,

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

UI Faculty Position Description Breakdown

Rev. 1/27/2020 for R1

*Reminder: no common calculation/policy for determining %

*Reminder: no common % for any type of faculty

*Does not include Temporary faculty (semester nor annual) or Part-Time faculty (FTE < 0.75)

	% Teaching & Advising	% Scholarship & Creative Act.	% Outreach & Extension	% Service & Leadership	# of faculty	% of faculty
ALL FACULTY						
Faculty	43	30	19	8	688	82%
Faculty Administrators (Svc >15%)	19	15	6	60	117	14%
Part-time (FTE < 0.75)	68	20	7	5	29	3%
					834	

Note: 117 Administrators and 29 Part-Time faculty were removed from all calculations below on this page:

BY COLLEGE						
CoEd, Health and Human Sciences	46	32	11	11	46	7%
Col of Ag. & Life Sciences (ALL)	15	27	50	8	195	28%
Col of Letters, Arts & Social Sci.	64	23	5	7	120	17%
College of Art & Architecture	58	28	6	9	29	4%
College of Business & Economics	70	19	8	6	31	5%
College of Engineering	52	40	1	7	78	11%
College of Law	71	17	6	6	25	4%
College of Natural Resources	37	37	14	13	39	6%
College of Science	42	44	6	8	94	14%
General Library	60	18	11	11	13	2%
Other (IGS, SEM, CTC, WWAMI)	60	19	6	14	18	3%
					688	
Col of Ag. & Life Sciences (EXT)	3	7	80	9	92	13%
Col of Ag. & Life Sciences (ACAD)	26	44	24	6	103	15%

BY STATUS						
Non-tenure Track (NTT)	64	13	14	10	137	20%
Tenure-Track (TT)	38	34	20	8	551	80%
					688	

BY RANK						
Instructor	77	1	17	7	30	4%
Senior Instructor	73	1	18	8	32	5%
Assistant Professor	40	32	20	8	252	37%
Associate Professor	44	32	16	8	191	28%
Professor & Dist. Prof.	35	35	20	10	183	27%
					688	

BY STATUS and TYPE						
Non-Tenure Track (NTT)						
Clinical Faculty	70	6	9	14	57	8%
Extension Faculty*	0	1	94	5	8	1%
Instructor (Inst. & Sr. Instr.)	86	1	7	8	50	7%
Library Faculty*	83	0	3	15	2	0%
Research Faculty*	15	66	12	6	20	3%
Tenure Track (TT)						
Extension Faculty*	0	7	83	10	81	12%
Instructor (Sr. Instructor)	88	4	3	6	2	0%
Library Faculty*	56	21	13	11	11	2%
Licensed Psychologist	56	19	5	20	4	1%
Regular Faculty	50	37	5	8	376	55%
Research Faculty*	23	63	8	6	43	6%
Research Faculty - Ext Spec	3	32	60	5	34	5%
					688	

*Type appears in both NTT and TT

FACULTY ADMINISTRATORS

Scholarship & Creative Act.: > 50%	5	4%
Scholarship & Creative Act.: 25-49%	24	21%
Scholarship & Creative Act.: 1-24%	52	44%
Scholarship & Creative Act.: 0%	36	31%
	117	
Service & Leadership: 100%	24	21%
Service & Leadership: 50-99%	55	47%
Service & Leadership: 25-49%	33	28%
Service & Leadership: 15-24%	5	4%
	117	
Teaching & Advising: > 50%	10	9%
Teaching & Advising: 25-49%	34	29%
Teaching & Advising: 1-24%	39	33%
Teaching & Advising: 0%	34	29%
	117	

2020 – 2021 Faculty Senate – Pending Approval

Approved at mtg #14 on 11.17.20

Meeting # 13

Tuesday, November 10, 2020, 3:30 pm – 5:00 pm

Zoom only

Present: Ahmadzadeh, Brantz, Bridges, Carney, Carter, Chapman, Dezzani, Fairley, Goebel, Hickman, Kirchmeier (Chair), Lee-Painter, McIntosh, McKellar, Meeuf (Vice-Chair), Paul, Quinnet, Raja, Rinker, Rose, Sammaruca (w/o vote), Schwarzlaender, Smith, Stroebel, Tenuto, Tibbals, Wargo, Torrey Lawrence (w/o vote)

Absent: Keim (excused), Rashed (excused)

Guest Speakers: *Erin Agidius, Jim Craig, Ben Barton, Brian Wolf, Laura Smythe*

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

Approval of Minutes (vote):

- Minutes of the 2020-21 Meeting #12 – Attach. #1
There were no corrections to the minutes of the 2020-21 Meeting #12. The minutes were approved as distributed.

Chair's Report:

- Nominations for University Excellence Awards are now open. Please look over the award categories for faculty and staff and consider nominating a colleague or two this year! <https://www.uidaho.edu/governance/faculty-staff/university-awards>
- The survey seeking volunteers for Senate Committees went out last week. Please fill out the survey if you are interested in serving on a committee. Please also encourage your colleagues to complete the survey.
- Interviews and meetings with the finalists for the position of Provost and Executive Vice President start this week. As Faculty Senate, you have received from Brenda invitations to meetings specifically for Senate and the candidates. Open sessions will be held for the broader community. Please do try to participate at some level.
<https://www.uidaho.edu/president/search/provost/finalists>
- Two upcoming deadlines to keep in mind:
 - Honorary degree nominations are due on November 16, 2020.
 - Next University Faculty Meeting: December 9, 2:30 p.m. to 4:00 p.m.
 - Deadline to request delay for promotion and/or tenure is March 14, 2021.Please help us spread the word about these upcoming deadlines by sharing with your colleagues.

There were no questions or comments for the Chair.

Provost's Report:

- COVID-19 update: we had 25 positive cases, still in line with what we had through the semester but slightly up from the previous weeks. We are concerned about what is happening in our community, state, and all around us. We urge everyone to continue following safety practices.
- A correction to information presented in last week's meeting regarding the UI Employee Headcounts chart that was shown. Over the period 2012-2020, the number of classified (exempt) staff went down (up) by 14% (15%). When combined, there is a net drop of around 2%. The corrected numbers (on the table attached to these minutes) for the period 2012-2020 are: 2% decrease for staff, 5% decrease for faculty, and 3% decrease in total personnel. Percentages

are shown for the 2012-2020 period (graph and table) and for the recent 2019-2020 year where a large change can be seen (table only).

-

Discussion:

Referring to the P3 project deal, a Senator asked whether the university is going to receive electricity bills, and if so, how that fits into the budget. The Provost replied that utility expenses are built into the cost structure. He will check with Brian Foisy for details.

There were no more questions or comments for the Provost.

Other Announcements and Communications:

- FSH 6100 Title IX changes (vote) – Erin Agidius and Jim Craig Attach. #2
Erin Agidius explained that the Department of Education issued new regulations for Title IX and how to comply with those, which had to be operational by August 14, 2020. Working groups with broad representation from different bodies on campus built the attached policy, intended to be in compliance with the new regulations. The latter are federally mandated and so we must comply.

Discussion:

Addressing a question from a Senator, Erin Agidius described the main changes. The process is the same for students, staff, and faculty. If the process goes forward, a live hearing is required that includes cross examination by the advisors of the parties. Also, the definitions of sexual harassment, sexual assault, stalking, and domestic violence have been narrowed. Actions which do not align with the prescribed definitions do not fall under Title IX. Another aspect is the distinction between a report and a formal complaint. In the latter case, notification to the other party and an investigation will follow. Anything that is submitted (such as an issue being disclosed to an individual) is a report. The standards of proof apply in the same way to staff, faculty, and students. FSH 6100 is very specific to Title IX – processes such as faculty appeals and other forms of grievances cannot include Title IX. Jim Craig reiterated that FSH 6100 applies equally to everyone – process and burden of proof are the same for faculty, staff, and students. Parties who do not wish to participate in the formal disciplinary process can opt for an informal resolution upon filing a complaint. All the training material is publicly available.

A Senator asked whether FSH 6100 is a new addition or is replacing existing policies. If existing policies remain, have they been revised as well? Jim Craig said that, prior to FSH 6100, different complaints would have been handled under different policies. Those policies will now direct the reader to FSH 6100. In case of a conflict, FSH 6100 prevails.

There was a request for clarification concerning the cross examination mentioned earlier. Erin Agidius explained that, under the new regulations, questions during the hearing come directly by the party advisors, whereas previously they were submitted and filtered by the panel chair. The Senator noted that this can put the parties in an uncomfortable position.

Clarification was requested about the informal resolution process and how it differs from the formal one. Erin Agidius said that, first, a formal complaint must be filed. Both parties must agree to pursue a resolution and the process for getting there, which could be, for instance, a mediation.

Vice Chair Meeuf wondered whether the new process will discourage people from coming forward. Erin Agidius thinks it is likely. Jim Craig added that all aspects were discussed in depth. Ultimately, we have no options but to comply. Erin Agidius added that submitting a report does not initiate a formal complaint – they hope that the new regulations will not keep people from coming forward. The intent is to be as transparent as possible.

There were no more questions. Chair Kirchmeier called for a motion to approve the proposed FSH 6100, which has not come to Senate as a seconded motion from a committee. Moved and seconded (Quinnet/McIntosh). No additional discussion was requested.

Vote:

The votes were as follows: 91% in favor, zero against, 9% abstentions. Motion passes.

- From UCC: Department Name Change for Psychology and Communications (vote) – Ben Barton Attach. #3

Ben Barton gave a brief description of the proposed change and the rationale for it. They are dropping the word “Studies” from the name because it is redundant. The new name is more consistent with the department and the major.

There were no questions or comments.

Vote:

The votes were as follows:

100% in favor, zero against, zero abstentions. Proposal from UCC is approved.

- From UCC: Department Name Change for Sociology and Anthropology (vote) – Brian Wolf Attach. #4

Brian Wolf explained that their department is a unique multi-disciplinary combination of three major programs: Sociology, Anthropology, and Criminology. The three programs have large overlaps, thus the new name best reflects what they actually do.

Discussion:

Provost Lawrence asked whether the names of the majors are also being changed. Brian Wolf replied that they will not be changed. They have discussed this issue before and are not worried about students finding the majors online.

There were no more questions.

Vote:

The votes were as follows: 83% in favor, 4% against, 13% abstentions. The UCC proposal is approved.

- Ombuds Report – Laura Smythe Attach. #5

Laura Smythe began by saying that she would prefer to take questions and listen to specific concerns and suggestions.

Discussion:

Secretary Sammarruca referred to a comment in the Ombuds Report (attached) on whether a gender-based statistic (% of female visitors vs. % of male visitors) is useful given the increased understanding of gender as gender identity as opposed to biological gender. She thinks that those kinds of break-down are more important than ever. The climate in the workplace for women and minorities is a very real issue. Laura Smythe said she is well aware of these issues. The statement mentioned by the Secretary is not a decision – she will keep other perspectives in mind.

A Senator asked whether people felt that their problems were not addressed and that they would have liked to see more action from the Ombuds, in addition to a de-escalation of the situation. Laura Smythe noted that her authority is limited to what is granted to her by the visitor. She can mediate, facilitate, or apply other strategies, but, ultimately it is up to the visitor to listen, agree with, execute her suggestions, or take no action. How the situation plays out is not in her control. The Senator followed up with the observation that some employees may have wrong expectations of what the Ombuds can do for them. Therefore, the Ombuds mission should be articulated clearly and read carefully. In fact – Laura Smythe replied – she walks everyone who visits her office through the unique nature of her authority. However, people under stress often do not process well what they don't want to hear or does not fit within their views. In fact, some visitors, after hearing what the office can or cannot do for them, may be disappointed and not fully process the limitations and strengths of what the Ombuds can offer.

Vice Chair Meeuf had a question about patterns. He noted that a significant number of complaints were from supervisees, who did not feel they were heard or properly communicated with by their supervisors. Would this be a pattern? What would the Ombuds recommend to supervisors? Laura Smythe noted that she is very conservative about utilizing her authority to act on a pattern. In this particular case, she recognized a pattern based on a large number of visitors and similar stories. This pattern is in her annual report to raise awareness of the issue. Another way is to identify patterns within a particular unit or college and work with unit/college administrators on skill sets that may need attention. How she identifies a pattern is based both on the quality and quantity of the input she receives, but she does not utilize it often. One of the reasons why she spends substantial time on the supervisor-supervisee relation is because of the power disparity inherent to such relation. Communication problems and conflicts among colleagues can be approached differently, usually in ways that are unit or college specific, depending on the culture of the unit/college. But the power dynamics brings a lack of safety and security in the supervisees who find themselves at odds with the supervisor. This is a pattern found in the human population. Management training for supervisors is extremely important, particularly in the area of conflict resolution with supervisees. Those who supervise and write evaluations should assume the validity of the concern being brought up before them, whether they agree with it or not. They need to understand the emotional status of someone who has chosen to raise a concern with the supervisor. Validating someone's emotional impact does not mean that we agree with them. Supervisors must be honest, transparent, and clear in their expectations. A change of supervisor can make employees feel as though they need to start over. People must know what they need to know in order to succeed. If we can be mindful and interested in the complaint being presented to us, we can turn the conversation into a more positive event. All complaints – Laura said – are value statements.

The Secretary asked for clarification on the statements in the Ombuds Report referring to cases where no remedies or resolution options are available, such as: differing expectations for a position and/or for the corresponding compensation; or academic/employment decisions where no clear procedures or policies exist. Should there not be room for negotiation in such cases, particularly if policies are vague? Clear policies are very important to avoid appeals and litigations. Laura Smythe gave examples of situations where she has no authority to intervene. For instance, an employee who has been given a revised position description – and no options other than seeking employment elsewhere – as a result of budget cuts, or someone who is unhappy about their compensation (as determined by many factors outside of the Ombuds' purview), would be disappointed if they came to the Ombuds for help. As for vague policies, or

cases where it is not clear how policies should be applied in a particular situation, the Ombuds' strategy is to explore both intent and fit with those who administer the policy. Sometimes, the decision-making side notices that there should be a clearer policy, which turns into an opportunity for conversations, research, and improvement. In all cases, she does her best to explore and "connect dots." When she is not sure about the best person to reach out to, she confers (confidentially) with a broad network of professionals to discuss other possibilities or to identify someone to whom she should refer her visitor.

A Senator said that she often puts her students in an uncomfortable situation, for them to learn and grow. What is the difference between discomfort and safety? Speaking as herself and not for the university, Laura Smythe said she believes we learn most when we are at the edge of our comfort zone. There is something to be said about challenging people to think in new ways. Regardless of how we engage in these conversations, we must watch the recipient of our communication to be sure that they feel physically and emotionally safe. Although she is not a therapist, Laura Smythe has decades of experience watching people in volatile and even tragic situations. We all have suffered some form of trauma – she continued – and none of us knows what can trigger emotions from that trauma. Let's be mindful of that.

Chair Kirchmeier raised the issue of faculty morale. What should we focus on to improve employees' morale and to work together as a campus community going forward? The Ombuds expanded on some of the reasons that may impact mental health in the time of COVID. We are getting "zoomed to death." We miss the casual conversations and the direct contact with others. It is incumbent on those of us who have some supervisory capacity or have some moral authority within the unit to make sure that we take some mindful time to get together. We are "three-dimensional" people with multiple responsibilities outside of our jobs at U of I. Stress and exhaustion create unhappiness with one another and thus cause conflict. Senate can help by proposing a mediation training with the Ombuds for every unit leader. When we feel competent and comfortable, we are more able to respond positively to the person in front of us. She hopes to see U of I move towards a culture where more rather than fewer people feel comfortable. In some organizations, leaders decided to dedicate time and effort to train enough people to acquire a sustainable skill set – those who are trained can train others. A conversation we carefully prepared for may be perceived by others in a different way than we had expected. It's about skill sets to communicate effectively and disagree respectfully. We are in higher education – we must be able to exemplify those skills and behaviors for our students.

A Senator thanked Laura Smythe and pointed out that in Education Leadership they teach emotional leadership and communication skills and write scholarly articles on these themes.

Another Senator followed up on previous comments about the current isolation and mental health. Does the Ombuds have ideas of what we can do to come together safely, besides using Zoom? Laura Smythe suggested trying different ways to feel close to someone, such as coming together while maintaining a safe distance, talking on the phone while taking a walk, or writing letters. Small changes in the ways we communicate can be quite meaningful.

Chair Kirchmeier reiterated the impact of too many Zoom meetings, often back to back. How about shortening the meeting and encourage participants to take a walk before the next one?

There were no more questions from the Senators. The Ombuds will be happy to receive any other questions or comments by email.

Chair Kirchmeier asked whether there was any new business.

New Business:

- Vice Chair proposed a quick chat to coordinate the questions Senate wants to ask the finalists for the provost position. A Senator proposed to ask about the relevance of the provost in recruiting and retention. Some Senators emphasized the importance of accountability in a provost. Vice Chair Meeuf suggested to ask the candidates for some specific examples. Some Senators would like to know why the candidates want to come here. What is their investment in the institution? Should Senate, as a body, provide the candidates with a set of recommendations? The Secretary suggested, instead, to ask the candidates how they would approach solutions to specific problems. Vice Chair Meeuf invited the Senators to email additional ideas to him.

Adjournment:

The agenda being completed, the Chair adjourned the meeting at 5:00pm.

Respectfully Submitted,

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

**University of Idaho
2020 – 2021 Faculty Senate Agenda**

Meeting # 13

Tuesday, November 10, 2020 at 3:30 pm
Paul Joyce Faculty- Staff Lounge & Zoom

- I. Call to Order
- II. Approval of Minutes
 - Minutes of the 2020-2021 Faculty Senate Meeting #12, Nov. 3, 2020 **Attach. #1**
- III. Chair's Report
- IV. Provost's Report
- V. Committee Reports
- VI. Other Announcements and Communications
 - FSH 6100 Title IX changes (vote) – *Erin Agidius and Jim Craig* **Attach. #2**
 - Dept. Name Change for Psychology and Communications (vote) – *Ben Barton* **Attach. #3**
 - Dept. Name Change for Sociology and Anthropology (vote) – *Brian Wolf* **Attach. #4**
 - Ombuds Report – *Laura Smythe* **Attach. #5**
- VII. Special Orders
- VIII. New Business
- IX. Adjournment

Attachments:

- **Attach. #1** Minutes of the 2020-2021 Faculty Senate Meeting #12, Nov. 3, 2020
- **Attach. #2** FSH 6100 Title IX changes
- **Attach. #3** Dept. Name Change for Psychology and Communications
- **Attach. #4** Dept. Name Change for Sociology and Anthropology
- **Attach. #5** Ombuds Report

2020 – 2021 Faculty Senate – Pending Approval

Meeting # 12

Tuesday, November 3, 2020, 3:30 pm – 5:00 pm

Zoom only

Present: Ahmadzadeh, Brantz, Bridges, Carney, Chapman, Dezzani, Fairley, Goebel, Hickman, Keim, Kirchmeier (Chair), Lee-Painter, McIntosh, McKellar, Meeuf (Vice-Chair), Paul, Quinnet, Raja, Rashed, Rinker, Sammarruca (w/o vote), Schwarzlaender, Smith, Stroebel, Tibbals, Wargo, Torrey Lawrence (w/o vote)

Absent: Rose (Excused)

Guest Speakers: *Scott Green, Brian Foisy*

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

Approval of Minutes (vote):

- Minutes of the 2020-21 Meeting #11 – Attach. #1
The Secretary reported an editorial change to correct a misspelling. There were no other corrections to the minutes of the 2020-21 Meeting #10. The minutes were approved as distributed, with the editorial change.

Chair's Report:

- Today is voting day! Please, if you haven't already voted, feel free to use this time to complete your voting. There are no voting items on our agenda today; your absence will be excused if you send a private message via chat to Francesca.
- An update from Dan Ewart regarding the Preferred Name Project: President's Cabinet met last Thursday to discuss the requested projects in the IT Governance & Prioritization process including the preferred name initiative. Proceeding with preferred name was vocally supported by Cabinet, and President Green instructed IT to move forward with the initiative. Dan will be pulling together the group to accomplish the plan as laid out in the group's recommendation and we will develop a timeline for completing the necessary steps. More information is to come. Thank you again for your support of and input into this important initiative.
- Yesterday, an email came from Diane Kelly-Riley and Brian Smentkowski regarding mid-semester check-ins with students in your classes. If you haven't already done so, please take a few minutes to check-in with your students to see how things are going. Please also plan on attending tomorrow's CETL presentation by Brian and Diane titled "mid-semester check-in: how's it going?," at 10:30.
- Two upcoming deadlines to keep in mind:
 - Honorary degree nominations are due on November 16, 2020.
 - Deadline to request delay for promotion and/or tenure is March 14, 2021.Please help us spread the word about these upcoming deadlines by sharing with your colleagues.

Discussion: There were no questions or comments for the Chair.

Provost's Report:

- The Provost encouraged everyone to attend the CETL event announced by Chair Kirchmeier.
- A session of the "Talks with Torrey" series will be held tomorrow at 11:30.
- COVID-19 update: we had another week of improvement. In fact, this is the lowest number of positive cases since the beginning of the semester. We currently have zero students in isolation,

no Greek Houses in quarantine, and six students in quarantine in one of our campus facilities. We continue with surveillance testing and our positivity rate continues to go down, in contrast to what is happening around us.

- Please discourage students from returning to campus after Thanksgiving break if they travel. Campus will stay open in consideration, for instance, of students who may have no other place to go. We are not closing or telling students to leave, but if they do leave, we encourage them to stay where they have gone for the break.
- The search for a new Dean of Law has been going on since the summer. Four finalists will come for interviews after the break. There will be open forums and events available to everyone *via* Zoom. The finalists' names are public and can be found on the Provost webpage <http://www.uidaho.edu/provost/administrative-searches/law>. Information is still being updated and event schedules will appear on the webpage as soon as they become known.

Discussion:

A Senator asked whether a faculty member who wishes to travel during the break and not return to campus would need to file HR paperwork. Provost Lawrence said that, as long they are able to teach their classes and perform other work duties from a distance, there should be no problem or paperwork. The exception is for employees who need to be on campus to perform their duties.

A Senator wondered how we ended up with the decision to make no changes to the spring. The Provost replied that the results of the survey showed a large variety of opinions but no clear preference. What came out clearly, though, is that students want a spring break. In summary, we didn't see a clear reason to change. The benefits of making one of the proposed changes did not outweigh the challenges. Testing all students after spring break will be a challenge, but now we can do it faster, and it may not take two full weeks. We plan to have the exact testing dates out in the next couple of weeks, so that faculty will have time to plan ahead.

There were no more questions or comments for the Provost.

Other Announcements and Communications:

- **P3 Project – President Green and Vice President Foisy**
President Green and his team met yesterday with the Regents and received strong support. Everyone thought the presentation was comprehensive. There were some questions about risk mitigation strategies, requests for clarification about how conservative the model assumptions were, and comments on how impressive the final number was. The concessionaire payment did not go up but the top line number went up by almost \$60M, with the benefit accruing to the university. Of the up-front \$225M, some will go to pay off debt on the utility assets and fees for the transaction. Some will be placed in reserve, similar to an insurance policy as we start with our investments. The remainder will be invested and will produce about \$6M per year to fund our strategic priorities: student success, research, continuing the roadmap in the R1 white paper, bringing in graduate students, postdocs, grant writers, and remote learning. There is a working paper that is close to final, which is quite impressive. The group is providing recommendations on how to best invest in key positions and support faculty who are developing distance learning curriculums. This partnership is a great business deal that will benefit the university for generations to come. It will enable more students to attend U of I, provide much needed investment in our research engine, and support our recruiting and strategic enrollment management efforts. Furthermore, this is a great deal for the taxpayers. It will also create a career path for employees in the steam plant and related areas, especially younger employees. This is a global organization with world-class operations around the world.

We could not offer the same opportunities to those employees. In summary, it was a wise decision that will benefit many stakeholders and gathered unanimous support.

Vice President Brian Foisy provided some additional information on the 50-year lease to the concessionaire (Sacyr/Plenary). The transaction is a long-term lease of our utility system assets to the concessionaire. The concession team selected Seattle-based McKinstry as the operator. Sacyr is based in Spain but has operations in North America. They chose a regional operator that has worked with U of I in the past – around 2008-2011 – as our contractor on energy-saving projects. We are fortunate to partner with a world-class organization while still having connections based in the Pacific Northwest. Of the up-front \$225M, the single biggest part, \$155M, will be set aside for a “quasi-endowment” which will generate additional earnings. Those earnings, as well as a share of the principal, will be distributed every year to be invested in our strategic priorities. This is about \$6M per year, a total game changer for the university.

Discussion:

Are the legislators going to look at us positively? Now that we have repaired our reserve, should we just be content if they do not apply additional cuts to the university? Is there any good news related to the state surplus? President Green said that some informal talks concerning furloughs and the 5% holdback have been going on but the Governor did not make any promises. Although the growing reserves are encouraging, we are still where we were before. The President said he is hopeful but does not wish to over-promise and then deliver disappointing news. We described the deal in the press release as one that will benefit the taxpayers, which is correct. We hope this will play well with the legislators.

Vice Chair Meeuf thanked all who contributed to the success of P3. His question is about spending priorities. Have there been any talks about spending some of the \$6M per year to assist units and programs where faculty are especially overworked or are unable to offer classes that students want to take? (Our next agenda item will be a discussion on faculty workload.) Can we do some strategic investments in faculty so that our workload returns to more sustainable levels? President Green noted that increasing research activities will lighten the load for faculty, thanks to more graduate students and postdocs. We need to use these funds to generate more revenue, such as recruiting and increasing enrollment. If it is an area where we can get return on investments, we will invest in it. If it is an area where no revenue is associated with the position, the new financial model should push resources where they are needed most. Hopefully, FY22 will bring some relief. The Vice Chair inquired about the possibility of using some of the funds to bridge the gap until the new financial model becomes operational. The cuts we are facing now were not motivated by strategic decisions. Some units with high enrollment may have been hit harder just because they happened to have an older faculty base who took the early retirement incentive. Have there been conversations about building small bridges until we can feel the benefits of the new financial model, recognizing that it will take time to shift money around? President Green acknowledged that the point about retirement is a good one. He needs for deans to manage their colleges. If a desperate need arises, something will be done, but it would be incorrect to say that the new money can be used for bridging. Nevertheless, to the extent that we are in a healthy financial place, we will do what we can to help. But President Green does not want to raise unreasonable expectations. If we can get more CARES Act funds and keep the university open, we may be able to use some of the new money to help where help is most needed. For now, we still have negative reserves because we are investing in an endowment rather than having the money sit there on our balance sheet. We are

\$10M negative in reserve and the Regents want us to be at positive \$25M, a swing of \$35M. These figures were confirmed by Vice President Foisy.

A Senator inquired how, in practice, both the concessionaire and the university make money out of the deal. President Green explained that the project provides an opportunity to improve efficiency of the steam plant and utilities through a long-term maintenance plan. U of I will pay annual utility fees and operating expenses to the concessionaire as part of the agreement. By improving efficiencies and processes, the concessionaire will be able to share in the benefit of cost savings. Of the up-front \$225M, \$33M will be used to decrease debt, and about \$190M will be invested in the foundation at an assumed 5% return on investment. Net positive cash flow of over \$350M will come to U of I over the duration of the lease, and could be as high as \$1.1 billion if the investments pay off as we hope over 50 years.

There were no more questions from the Senators. President Green asked for the Senators' feedback on the P3 deal. Many positive comments and words of congratulations were spoken or written in the Zoom chat.

What is next? – a Senator asked. President Green said they may not take on a new project for the time being – there is a lot to do to implement what we have.

Special Orders:

- Roundtable on budget/enrollment/faculty workload Attach. #2
Chair Kirchmeier reminded the Senators that this year Senate Leadership wanted to create a space to hold open conversations. Diane Kelly-Riley and Torrey Lawrence will participate in this roundtable about faculty workload. The goal is to look for solutions, generate ideas, propose policy creations. The Chair started the discussion posing the question: what kind of additional work are the faculty doing due to reduced number of faculty, increased number of classes they teach, and increased class size?

A Senator shared her experience in her unit, where they lost a number of staff members. They are doing the best they can, but things are “falling through the cracks.” She feels the glue that binds faculty and staff together is missing.

A Senator from the College of Law said they lost several faculty to retirement. With the Concordia students merging, they had to rely on visiting faculty, who have no service component in their duties. As a consequence, the regular faculty had to take on a lot more committee work and administration.

Another Senator agreed with the earlier comment about loss of staff. She has seen the number of classes and the number of advisees go up. She emphasized the emotional labor of supporting students with a reduced number of faculty that students can go to.

A Senator observed that we may never go back to the way we were before COVID. He is concerned that students may have different expectations concerning flexibility in class delivery mode. This may be exhausting for faculty. This point was later reiterated by another Senator, who expressed serious concerns about the impact on faculty morale from uncertainty, increased workload, and furloughs.

The loss of institutional knowledge associated with retirements was brought up by a Senator. In his unit, there are many junior faculty who need help and advice. In turn, he needs time to find answers so he can help others move forward.

A Senator reported that his unit lost 50% of the staff as well as a disciplinary colleague, leaving a hole in the program. These losses unavoidably trickle down to the students, who are uncertain about whom to contact to get answers. Of course, COVID has exacerbated these problems.

Chair Kirchmeier proposed to take a break and hear from the Provost and the Vice Provost.

Provost Lawrence did not disagree with what had been said. The retirement and voluntary separation incentives were not at all strategic. We lost institutional knowledge and people in areas that are hard to replace. Some faculty are essentially running two classes at once (in-person and virtual). In the spring, we need to talk about these flexible formats, and the students' expectations that they have all options, whereas options are the faculty member's prerogative. The Provost reflected on whether these problems are due to COVID or the budget shortfall or both. As the university has changed dramatically over the past couple of years, we need to ask ourselves: what do we need to stop doing? The only choices are: increasing the workload or changing the work we are doing. We have suffered significant losses in personnel, and we did lose institutional knowledge to retirements. Realistically, the enrollment has been going down for a decade. If enrollment stabilizes, we may be fine, but we are not going to be able to hire 250 people next year. Different units manage cuts differently. We need to talk about to what extent faculty need to be flexible. The graph (from Institutional Research) in Attachment #2 shows the U of I employee headcount at the beginning of each fall semester since 2012. There is a maximum in 2017 with 2644 employees, whereas we now have 250 fewer people. The chart also shows that the number of faculty members went down by 5% between 2017 and 2020 while the number of staff actually increased by a small amount. This is interesting, having heard several comments about loss of staff. During the same time period covered by the chart, our total enrollment went up and down a bit but stayed overall constant. However, the number of our full-time degree-seeking students has gone down, which may be the major source of our financial problems. We had a \$21M "turn around" this year, which came at great expense to everyone. Now, we need to change our work to match it with the people we have. For instance, holding many sessions with few students is not sustainable – best to offer them on alternating semesters or combine them.

Vice-Provost Diane Kelly-Riley said that last spring, prior to COVID, conversations had started about a proper class size and disciplinary expectations, and how to move towards efficiency. She noted that the pandemic has impacted our ability to adjust to changes in personnel in a proactive way. For the past several months we have been in a reactive mode. We need to distinguish between a change in position description (PD) and pulling extra work for a short time. Faculty should receive instructions on how to document the extra work and make it visible, for instance through activity reports or U of I CVs. It would also be useful for unit chairs to discuss with their faculty what we can let go and how to reorganize. These conversations are in progress. She agrees with the Provost that different colleges/units manage cuts in different ways. Perhaps it may be insightful to look for patterns?

A Senator noted that we are talking about funding research initiatives. On the other hand, Ph.D. students are very time-consuming and require small classes. How are we perceived by the

people of Idaho? Are they interested in our aspiration to achieve R1 status or do they prefer to see Master's or professional degree recipients to join the state workforce? The Provost clarified that issues of class size mostly refer to undergraduate classes, not graduate.

Vice Chair Meeuf pointed out that there is a lot of additional workload faculty had to take on that is unrelated to COVID – for instance, he is advising 60 students. Is this going to translate into a change of percentages in the PD? Extra teaching duties must come at the expense of another area, which for many is research. Should there be a shift in P&T expectations for faculty who are teaching many more students or classes? Are we open to a conversation about changes in the PD, even if they are short-term, to recognize that less work is going to be accomplished in other areas?

Vice Provost Kelly-Riley replied that these conversations need to happen with unit chairs and deans. A significant change in workload must be reflected in the PD, whereas some changes are small enough that a change in PD may not be necessary. In such cases, the extra work is best documented in the annual report. For instance, if a faculty had to learn a new technology, that would be part of course development that does not require a change in PD.

Provost Lawrence agreed that a change in PD requires long-term and significant changes. We don't want to change PDs for the COVID disruption (which required more than 100% effort from everyone), and later change back. Long-term changes in workload do require a PD change. It is a big gray area, where individual units and colleges have some discretion.

The Vice Chair reported receiving communications from faculty who have taken on additional duties, but their chairs are not willing to negotiate. Furthermore, junior faculty, clinical faculty, and instructors are not comfortable having these conversations, particularly in a time of budget cuts. They are afraid to be punished for not being a "team player." Vice Chair Meeuf would like to see a more open conversation about the fact the PD must reflect the actual work done by the faculty so that efforts in the various categories can be properly evaluated at P&T.

Provost Lawrence said people should feel encouraged to speak up. He will bring these concerns to Provost Council and ask the deans to make it clear that PD should be adjusted as appropriate.

Diane Kelly-Riley reiterated that these conversations are taking place. Just the day before, she held a training session for unit administrators and deans about the annual review process. Faculty should not be afraid.

Chair Kirchmeier, speaking as a former lecturer and current non-tenure track instructor, said that junior and non-tenure track faculty perceive an inherent risk in bringing up these issues. Whether it is real or perceived, it is real to them, especially in a time of non-renewals.

A Senator agreed with the Vice Chair's comments. Faculty have expressed fears of setting boundaries for themselves and pushing for a healthy work-life balance. She thinks the latter is not part of the culture at U of I. Junior and non-tenure track faculty feel they receive mixed messages. She also reiterated the need of students (and in turn, faculty) for emotional support.

A Senator followed up on the loss of institutional knowledge and its impact on our ability to help students and others find answers. She thinks that our web presence is geared more and more

towards marketing and recruiting. Having fewer people who are knowledgeable of the institution creates additional stress.

The Secretary expressed gratitude for all the conversations that are going on. But ultimately, the issues we have been talking about today need to be addressed with actual solutions. Those must be in policy. FAC is currently considering many of the aspects discussed today, particularly as they apply to a disruption of the university's regular activities.

Yet another Senator wished to stress the damaging impact of losing institutional knowledge. He volunteered to be the Director of Graduate Studies in his unit and noted that junior faculty have no experience with recruiting good graduate students. Furthermore, COVID has put international students in an impossible situation. They feel stressed and lonely, and on the verge of a mental health crisis. This Senator also wished to comment on the PD and the current annual evaluation process, which he dislikes because it puts more work on the faculty. Perhaps an unintended consequence of the change?

The last comment was from a Senator who shared that she was born in Idaho and went to school at U of I. She said she wishes to serve the people of Idaho – that will remain her top priority.

The Chair thanked everyone and reminded the Senators to reach out to one of the FSL members with additional thoughts or questions.

Adjournment:

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

Respectfully Submitted,

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



POLICY COVER SHEET

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

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

Faculty Staff Handbook (FSH)

X Addition ☐ Revision* ☐ Deletion* ☐ Emergency ☐ Minor Amendment

Policy Number & Title: **FSH 6100 TITLE IX SEXUAL HARRASSMENT**

Administrative Procedures Manual (APM)

☐ Addition ☐ Revision* ☐ Deletion* ☐ Emergency ☐ Minor Amendment

Policy Number & Title:

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

Originator: Erin Agidius, Director OCRI

Policy Sponsor, if different from Originator:

Reviewed by General Counsel X Yes ___ No Name & Date: Jim Craig, 8/12/2020

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

On May 6, 2020, the U.S. Department of Education issued new regulations amending 34 C.F.R. Part 106 mandating how colleges and universities must investigate and adjudicate allegations of sexual harassment under Title IX, the federal law prohibiting discrimination on the basis of sex in educational programs and activities. As a result, the University must adopt a new policy to comply with these regulations. The policy presented herein was adopted by President Green as a temporary emergency policy on August 14, 2020, and is now presented, without further changes, for adoption as a permanent policy.

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

None.

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

FSH 3200, 3220, 3205, 3215, 3810

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

FSH 6100
TITLE IX SEXUAL HARASSMENT

A. STATEMENT OF PURPOSE

A-1. The core purpose of this policy is the prohibition of all forms of sexual harassment.

A-2. This policy is designed to treat all parties equally. All provisions of this policy must be interpreted as applying equally to both parties.

A-3. The University presumes that the respondent is not responsible for any conduct alleged in a report or formal complaint until a determination regarding responsibility is made at the conclusion of this grievance process.

B. APPLICABILITY. This policy applies to sexual harassment occurring in a University education program or activity and against a person while in the United States. Allegations of sexual harassment to which this policy applies can only be addressed through this policy, and may not be addressed by any other University policy. To the extent this policy conflicts with any other University policy, this policy shall control. Other sexual misconduct is addressed under other University policies.

C. VIOLATION. Sexual harassment, as defined in this policy, is prohibited.

D. DEFINITIONS

D-1. Actual knowledge means notice of sexual harassment or allegations of sexual harassment to the University's Title IX Coordinator or any University official who has authority to institute corrective measures on behalf of the University. The University officials with authority to institute corrective measures on behalf of the University include the president, provost, vice presidents, vice provosts, associate vice presidents, associate vice provosts, Dean of Students, director of Housing and Residence Life, director of Fraternity and Sorority Life, executive director of Public Safety and Security, Title IX Coordinator, senior executive in Human Resources, deans, associate deans, department chairs, Athletic Director, Associate Athletic Director for NCAA compliance, Center executive officers, Chief Diversity Officer, and the Internal Auditor.

D-2. Advisor means a person chosen by a party or appointed by the University to accompany the party to meetings, hearings, or interviews related to the grievance process and to conduct cross-examination for the party at the hearing, if any.

D-3. Complainant means an individual who is alleged to be the victim of conduct that could constitute sexual harassment. If the complainant is under 18 years of age, the complainant's parent or guardian may also be considered a complainant.

D-4. Consent is knowing, voluntary, and clear permission by word or action to engage in sexual activity. Consent can be withdrawn at any time.

D-5. Dating violence is violence on the basis of sex committed by a person who is in or has been in a social relationship of a romantic or intimate nature with the complainant. The existence of such a relationship shall be determined based on a consideration of the following factors: (1) the length of the relationship; (2) the type of relationship; and (3) the frequency of interaction between the persons involved in the relationship.

D-6. Day(s) means a business day that the university is open for normal operation, not including Saturdays, Sundays, fall recess, winter recess, spring recess, or University holidays.

D-7. Domestic violence is violence committed by a current or former spouse or intimate partner of the complainant; by a person with whom the complainant shares a child in common; by a person who is cohabitating with, or has cohabitated with, the complainant as a spouse or intimate partner; by a person similarly situated to a spouse of the complainant under the domestic or family violence laws of Idaho; or by any other person against an adult or youth complainant who is protected from that person's acts under the domestic or family laws of Idaho.

D-8. Education program or activity includes locations, events, or circumstances over which the University exercises substantial control over both the respondent and the context in which the sexual harassment occurred, and also includes any building owned or controlled by a student organization that is officially recognized by the University

D-9. Formal complaint means a document filed with the Title IX Coordinator in accordance with section [E-2] alleging sexual harassment against a respondent and requesting that the University investigate the allegation of sexual harassment.

D-10. Good cause, when referring to the extension of any deadline, may include considerations such as the absence of a party, a party's advisor, or a witness; concurrent law enforcement activity; or the need for language assistance or accommodation of disabilities.

D-11. Hearing administrator. The hearing administrator shall be responsible for ensuring that the administrative duties relating to the live hearing process are carried out in accordance with this policy. The hearing administrator shall be the senior executive of Human Resources in cases in which the respondent is an employee, and the Dean of Students in all other cases.

D-12. Investigator means the person or persons charged by the University with investigating a formal complaint and drafting the final investigative report.

D-13. Party means either the complainant(s) or respondent(s). Parties includes the complainant(s) and respondent(s), collectively.

D-14. Relevant evidence means any evidence that tends to make a fact more or less probable than it would be without the evidence.

a. Questions and evidence about the complainant's sexual predisposition or prior sexual behaviors are not relevant, unless such questions and evidence about the complainant's prior sexual behavior are offered to prove that someone other than the respondent committed the conduct alleged by the complainant, or if the questions and evidence concern specific incidents of the complainant's prior sexual behavior with respect to the respondent and are offered to prove consent.

b. Relevant evidence does not include a party's records that are made or maintained by a physician, psychiatrist, psychologist, or other recognized professional or paraprofessional acting in their professional or paraprofessional capacity, or assisting in the capacity, and which are made and maintained in connection with the provision of treatment to the party, unless the party gives voluntary written consent to use the records in the grievance process and hearing.

D-15. Remedies means any measures implemented after a finding of responsibility that is designed to restore or preserve the complainant's equal access to the University's education program or activity. Such remedies may include the same measures implemented as supportive measures, but may be disciplinary or punitive in nature, and may burden the respondent.

D-16. Report of sexual harassment means any situation in which the University has actual knowledge of an alleged incident of sexual harassment occurring in an education program or activity.

D-17. Respondent means an individual who has been reported to be the perpetrator of conduct that could constitute sexual harassment. If the respondent is under 18 years of age, the respondent's parent or guardian may also act on behalf of the respondent.

D-18. Sexual assault means any sexual act directed against another person, without the consent of the victim, including instances where the victim is incapable of giving consent, including the following:

a. Rape: The carnal knowledge of a person, without the consent of the victim, including instances where the victim is incapable of giving consent because of his or her age or because of his or her temporary or permanent mental or physical incapacity.

b. Sodomy: Oral or anal sexual intercourse with another person, without the consent of the victim, including instances where the victim is incapable of giving consent because of his or her age or because of his or her temporary or permanent mental or physical incapacity.

c. Sexual assault with an object: To use an object or instrument to unlawfully penetrate, however slightly, the genital or anal opening of the body of another person, without the consent of the victim, including instances where the victim is incapable of giving consent because of his or her age or because of his or her temporary or permanent mental or physical incapacity.

d. Fondling: The touching of the private body parts of another person for the purpose of sexual gratification, without the consent of the victim, including instances where the victim is incapable of giving consent because of his or her age or because of his or her temporary or permanent mental or physical incapacity.

e. Incest: Sexual intercourse between persons who are related to each other within the degrees wherein marriage is prohibited by law.

f. Statutory rape: Sexual intercourse with a person who is under the statutory age of consent.

D-19. Sexual harassment means conduct on the basis of sex that satisfies one or more of the following:

a. A University employee conditioning the provision of an aid, benefit, or service of the University on an individual's participation in unwelcome sexual conduct;

b. Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the University's education program or activity; or

c. Sexual assault, dating violence, domestic violence, or stalking.

D-20. Stalking means engaging in a course of conduct directed at a specific person that would cause a reasonable person to fear for the person's safety or the safety of others or suffer substantial emotional distress.

D-21. Supportive measures means non-disciplinary, non-punitive individualized services offered as appropriate, as reasonably available, and without fee or charge to the complainant or the respondent before or after the filing of a formal complaint or where no formal complaint has been filed. Such measures are designed to restore or preserve equal access to the University's education program or activity without unreasonably burdening the other party, including measures designed to protect the safety of all parties or the University's educational environment, or deter sexual harassment.

D-22. Title IX Coordinator means at least one official designated by the University to ensure compliance with Title IX and the University's Title IX program. References to the Title IX Coordinator may also encompass a designee of the Title IX Coordinator for specific tasks.

E. RESPONSE TO REPORT OF SEXUAL HARASSMENT

E-1. Receipt of Report. Upon receipt of a report of sexual harassment the Title IX Coordinator will:

a. Promptly contact the complainant to:

1. Discuss the availability of supportive measures;

2. Consider the complainant's wishes with respect to supportive measures by engaging in a meaningful dialogue with the complainant to determine which supportive measures may restore or preserve equal access to the University's education program or activity without unreasonably burdening the respondent;
3. Inform the complainant of the availability of supportive measures with or without the filing of a formal complaint; and
4. Explain to the complainant the process for filing a formal complaint.

b. Implement appropriate supportive measures for both the respondent and complainant. Supportive measures may be implemented with or without the filing of a formal complaint.

1. Supportive measures must be designed to restore or preserve equal access to the University's education program or activity without unreasonably burdening the other party. Supportive measures may be designed to protect the safety of all parties or the University's educational environment, or deter sexual harassment. Supportive measures may include:

(a) Referral to counseling, medical, or other healthcare services;

(b) Extensions of deadlines or other course-related adjustments;

(c) Modifications of work or class schedules;

(d) Provision of campus escort services;

(e) Mutual restrictions on contact between the parties;

(f) Changes in work or housing arrangements;

(g) Leaves of absence;

(h) Referral to community-based providers;

(i) Student financial aid counseling;

(j) Education of the institutional community or community subgroup(s);

(k) Safety planning;

(l) Increased security and monitoring of certain areas of the campus;
and

(m) Other similar measures deemed appropriate by the Title IX Coordinator.

2. The Title IX Coordinator has sole authority to determine what supportive measures are to be implemented. The Title IX Coordinator must document the reasons for approving or denying supportive measures.

3. The University must keep confidential any supportive measures provided to the complainant or respondent, to the extent that maintaining confidentiality would not impair the ability of the University to provide the supportive measures.

c. If the complainant decides not to file a formal complaint, the Title IX Coordinator will determine whether or not to file a formal complaint. In determining whether to file a formal complaint, the Title IX Coordinator may consider, among other things, whether there is a pattern of alleged misconduct involving the same respondent; whether a complainant's allegations involved violence, use of weapons, or similar factors; or whether the safety of the University community requires the filing of a formal complaint.

E-2. Filing of Formal Complaint

a. Only the complainant or the Title IX Coordinator may file a formal complaint.

b. At the time of filing a formal complaint, a complainant must be participating in or attempting to participate in the University's education program or activity.

c. A formal complaint may be filed by any of the following methods:

1. Completing and submitting the online complaint form available at www.uidaho.edu/report;

2. Downloading and completing the complaint form available at www.uidaho.edu/report, or by requesting it from the Title IX Coordinator, and returning the form to the Title IX Coordinator in person, by mail, or through email to TitleIX@uidaho.edu; or

3. By sending a document to the Title IX Coordinator in person, by mail, or through email to TitleIX@uidaho.edu. The document must:

(a) Indicate the complainant's desire to file a formal complaint;

(b) Contain the basic allegations of the respondent's conduct that allegedly constitutes sexual harassment; and

(c) Contain the complainant's physical or digital signature, or otherwise indicate that the complainant is the person filing the formal complaint.

E-3. Confidentiality

a. The University must keep confidential the identity of any individual who has made a report or complaint of sex discrimination, including any individual who has made a report or filed a formal complaint of sexual harassment, any complainant, any individual who has been reported to be the perpetrator of sex discrimination, any respondent, and any witness.

b. This confidentiality requirement does not apply when disclosure is:

1. Permitted by the Family Educational Rights and Privacy Act (FERPA), 20 U.S.C. 1232g, or FERPA regulations, 34 CFR part 99; or

2. Required by law; or

3. Required to carry out the purposes of this policy or 34 CFR Part 106, including the conduct of any investigation, hearing, or judicial proceeding.

F. FORMAL COMPLAINT

F-1. Notice of Allegations

a. Upon receipt of a formal complaint the Title IX Coordinator must provide a notice of allegations to the known parties.

b. The Title IX Coordinator may consolidate formal complaints as to allegations of sexual harassment against more than one respondent, or by more than one complainant against one or more respondents, or by one party against the other party, where the allegations of sexual harassment arise out of the same facts or circumstances.

c. This notice must be written and sent simultaneously to all known parties, with the following information:

1. The University of Idaho's grievance process, including any informal resolution process;

2. The allegations of potential sexual harassment, which shall include the following details:

(a) Identities of the parties involved in the incident, if known;

(b) The conduct allegedly constituting sexual harassment; and

(c) The date and location of the alleged incident, if known;

3. The right to an advisor of their choosing, who may be a friend, colleague, attorney, family member, advocate or other person;

4. The right to inspect and review evidence;

5. A statement that the respondent is presumed not responsible for the alleged conduct and that a determination of responsibility will not be made until the conclusion of the grievance process; and
 6. A statement that knowingly providing false statements or knowingly submitting false information during the grievance process violates University policy and may subject the person to disciplinary action outside of this grievance process.
- d. If, during the course of an investigation, the University decides to investigate additional allegations that are not in the initial notice of allegations, an amended notice of allegations must be provided to the parties whose identities are known.

F-2. Dismissal of Formal Complaint

- a. A formal complaint must be dismissed without investigation if:
1. The conduct alleged in the formal complaint would not constitute sexual harassment as defined in section D-19 even if proven; or
 2. The conduct did not occur in a University of Idaho education program or activity; or
 3. The conduct did not occur against a person in the United States.
- b. A formal complaint may be dismissed at any point in time during the investigation if:
1. The complainant notifies the Title IX Coordinator in writing that the complainant would like to withdraw the formal complaint or any allegations in the formal complaint; or
 2. The respondent is no longer enrolled or employed by the University of Idaho; or
 3. Specific circumstances prevent the University from gathering evidence sufficient to reach a determination as to the formal complaint or allegations in the formal complaint.
- c. If a formal complaint is dismissed, the Title IX Coordinator shall send the parties written simultaneous notice of the dismissal, which will include the reason(s) for the dismissal.
- d. A dismissal of a complaint under this policy does not preclude action under another University policy.

F-3. Meeting with Parties. Each party will be given an opportunity to meet with the investigator(s) within a reasonable period of time after the notice of allegations is provided to the parties. The investigator should contact each party no later than five days

after the notice of allegation is provided to the parties in order to schedule the meeting. A party is not required to meet with an investigator. Prior to the meeting, the investigator shall provide the party with written notice of the date, time, location, names of participants, and the purpose of the meeting. The written notice must give the party sufficient time to prepare to participate in the meeting. A separate written notice must be provided prior to each meeting with the parties.

F.4. Investigation

a. Parties may, but are not required to, provide information for investigators to consider at any point in time during the investigation, prior to the dissemination of the final investigative report. The information may include, but is not limited to:

- 1.** The names of potential witnesses to interview;
- 2.** Suggested questions to ask the other party or other witnesses;
- 3.** Written information relevant to the allegations, including, but not limited to text messages, police reports, witness statements, medical records, and social media posts or messages;
- 4.** Video or audio recordings;
- 5.** A written response to the notice of allegations;
- 6.** Expert witnesses and/or expert witness reports; and
- 7.** Any other inculpatory or exculpatory information the party would like the University to consider.

b. Investigators will conduct their own inquiry to gather relevant information, including, but not limited to:

- 1.** Documentary information;
- 2.** Inculpatory evidence;
- 3.** Exculpatory evidence;
- 4.** Names of witnesses, including fact and expert witnesses;
- 5.** Witness interviews;
- 6.** Suggested questions to ask the other party or witnesses.

c. Without the voluntary written consent of the person to whom the records pertain, the University cannot access, consider, disclose, or otherwise use a person's records that are made or maintained by a physician, psychiatrist, psychologist, or other recognized professional or paraprofessional acting in their professional or

paraprofessional capacity, or assisting in that capacity, and which are made and maintained in connection with the person's treatment.

d. The University shall not prohibit the parties from discussing the allegations under investigation, nor shall the University prohibit parties from conducting their own investigation.

e. All parties and witnesses will be provided a written summary of their respective meeting(s). A party or witness may submit comments on the summary within two days of receipt of the summary.

F.5. Preliminary Investigative Report

a. Once investigators conclude the investigation, investigators will draft a preliminary investigative report. This preliminary investigative report will be provided to all parties (either in hardcopy or electronically) to inspect and review. The preliminary investigative report must include a summary of all relevant information gathered during the Investigation including, but not limited to:

- 1.** A summary of the complainant's interview(s);
- 2.** A summary of the respondent's interview(s);
- 3.** A list of witnesses contacted;
- 4.** A summary of witness interviews; and
- 5.** All other evidence obtained as part of the investigation that is relevant to the allegations, including evidence upon which investigators do not intend to rely.

b. The investigator shall provide a preliminary investigative report and all evidence gathered by the investigator that is directly related to the allegations to both parties and their advisors for review and inspection.

c. Parties will have ten days to submit a written response to the preliminary investigative report. This response may include requests for additional investigation, additional witnesses to be interviewed, or additional questions to ask of witnesses. Requests for extensions will be granted at the discretion of the Title IX Coordinator for good cause. Written notice of the extension of the deadline will be provided to all parties, and will apply equally to all parties.

d. Investigators will consider any timely written response submitted by a party prior to completing the final investigative report. If investigators determine additional investigation is appropriate, investigators will conduct the additional investigation and then draft a revised preliminary investigative report and provide the parties an additional ten days to review and provide a written response.

F.6. Final Investigative Report

a. Upon conclusion of the investigation, taking into consideration the timely written response of the parties, if any, investigators will create a Final Investigative report that includes all information provided in the preliminary investigative report as well as:

1. The timely responses from the parties to the preliminary investigative report;
2. A list of necessary witnesses who should be requested to appear at the live hearing; and,
3. As necessary, an assessment of the credibility of the parties and relevant witnesses, provided however that the investigator shall not make a determination as to whether a party or witness is credible or not credible.

b. The final investigative report shall not include any recommended findings or conclusions.

G. LIVE HEARING PROCESS

G-1. Final Investigative Report Submission

- a. Once a final investigative report is complete, the Title IX Coordinator will forward the final investigative report to the hearing administrator.
- b. Upon receipt of the final report, the hearing administrator shall forward the report to each party simultaneously using the party's official University of Idaho email address or through any other electronic means reasonably calculated to provide immediate access to the report. The hearing administrator shall also provide a notice of hearing to the parties at the same time as the final investigative report. The notice of hearing shall include the following information:
 1. A statement that a live hearing will be convened for the purpose of determining whether the respondent is responsible for violating this policy;
 2. The date, time, and location for a live hearing. If the hearing will be held electronically, the notice shall include instructions on how to participate in the live hearing;
 3. A copy of or a link to the hearing procedures contained in this section;
 4. A statement that the respondent is presumed not responsible for the alleged conduct and that a determination regarding responsibility is made after the conclusion of the hearing;
 5. A statement that the parties may have an advisor of their choice who may be, but is not required to be, an attorney, and that if they do not have an advisor, the University will provide an advisor to the party for the sole purpose of assisting with cross-examination;

6. A statement that if a party needs an accommodation on account of a disability to participate in the hearing, the party should contact Human Resources if the party is an employee and the Center for Disability Access and Resources if the party is a student or anyone other than an employee;
 7. A list of the witnesses that were identified in the final investigative report as necessary witnesses and a statement that the hearing administrator will attempt to contact these witnesses and arrange for their presence at the hearing;
 8. The deadlines referenced in section G-1 c; and
 9. The name of the hearing officer and the names of those appointed to serve on the hearing panel.
- c. No later than five days after the notice of hearing and final investigative report are provided to the parties, each party must, if desired, submit the following information to the hearing administrator:
1. Any written statements or arguments for the hearing panel to consider in making the decision of responsibility;
 2. The identity of the advisor the party will bring to the live hearing or, if the party will not provide an advisor, a request for the University to provide an advisor for the party at the live hearing;
 3. The identity of any additional witness the party requests to have present at the hearing, provided, however, that if the witness was not interviewed during the investigation, the witness may not appear at the hearing. The parties shall be reminded that the University cannot force anyone to be present at the hearing or to give any statements at the hearing. The parties are encouraged, but are not required, to have the hearing administrator contact the witnesses to request their presence. Each party may contact witnesses directly to request their presence at the hearing as long as there is not a no-contact order prohibiting the party from contacting a specific witness; and
 4. If desired, a request to participate in the live hearing in a separate room through virtual technology.

G-2. Hearing Administrator Duties

- a. Prior to the live hearing, the hearing administrator shall:
1. Appoint a hearing officer to preside over the live hearing from the list of approved hearing officers;
 2. Notify the chair of the Title IX hearing board of the need to convene a hearing panel for a live hearing and request the chair to appoint a hearing panel;

3. Schedule a date and time for the live hearing. The live hearing shall be held no earlier than ten days after the delivery of the final investigative report, and no later than twenty days after delivery of the final investigative report. The hearing administrator may extend the date of the hearing at the request of a party or otherwise for good cause, provided that written notice is provided to the parties of the delay and the reasons for the delay;
 4. Attempt to contact the witnesses identified in the final investigative report as necessary witnesses and any witness identified by the parties, in order to request the witnesses' presence at the hearing; provided, however, that the University cannot force anyone to be present at the hearing or to give any statements at the hearing;
 5. Schedule and arrange for a room or rooms in which to hold the hearing;
 6. Make arrangements for any technology, such as recording equipment and video conference technology and equipment, necessary to hold the hearing;
 7. Prepare a hearing packet and provide the hearing packet to the hearing officer, the members of the hearing panel, and the parties at least three days prior to the hearing. The hearing packet shall consist of the final investigative report; copies of the notice of allegation(s); copies of any written statements the parties provided in response to the final investigative report which were submitted prior to the submission deadline; and copies of the notice of hearing.
- b. The hearing administrator shall be responsible for ensuring that an audio or audio/video recording is made of the hearing.
- c. The hearing administrator shall be present during the hearing panel's deliberations, but shall not vote on the decision regarding responsibility.

G-3. Hearing Officer

a. Qualifications

1. The senior executive of Human Resources, Dean of Students, provost, and General Counsel shall determine the appropriate qualifications for a person to serve as a hearing officer and shall make a list of approved hearing officers available to the hearing administrator.
2. Each person approved to serve as a hearing officer must, prior to being appointed to serve as a hearing officer in any case, shall complete the training specified in section L.
3. The hearing officer must not have a conflict of interest or bias for or against either party specifically; or, generally for or against complainants or respondents.

b. Duties

1. The hearing officer shall preside over the live hearing in accordance with the procedures set forth in this section and shall serve as chair of the hearing panel, but shall only vote in determining whether the respondent is responsible for violating the sexual harassment policy and on determining the appropriate sanctions, if any, in the event of a tie vote among the other members of the hearing panel.
2. The hearing officer may be physically present at the location of the parties or may conduct the hearing virtually through technology that enables all participants to see and hear each other simultaneously. If the hearing officer is not physically present at the same location as the parties, the parties and their advisors shall be in separate rooms and shall participate in the hearing virtually.
3. The hearing officer shall ensure that a written decision is drafted and finalized no later than ten days after the conclusion of the live hearing.

G-4. Title IX Hearing Board

- a. The Student Conduct Board, as set forth in FSH 1640.83 will make up the Title IX Hearing board.
- b. When the hearing administrator notifies the chair of the Title IX Hearing Board of the need to convene a hearing panel, the chair shall appoint either three or five members of the Title IX Hearing Board to serve as a hearing panel in each case. The chair shall notify the hearing administrator of the names of those appointed as soon as possible in order to allow the hearing administrator to provide the names of the hearing panel members to the parties in the notice of hearing.
- c. A member of the Title IX Hearing Board shall not serve on any hearing panel or appeal panel in any case where the member has a conflict of interest or bias for or against either party specifically, or generally for or against complainants or respondents.
- d. Prior to being appointed to serve on any hearing panel, each member of the Title IX Hearing Board shall complete training on the definition of sexual harassment; the scope of the University's education program or activity; the University's investigation and grievance process; how to conduct hearings; how to serve impartially, including by avoiding prejudgment of the facts at issue, conflicts of interest, and bias; any technology to be used at a live hearing; and on issues of relevance of questions and evidence, including when questions and evidence about the complainant's sexual predisposition or prior sexual behavior are not relevant.

- e. The chair of the Title IX Hearing Board may only appoint a student to serve on hearing panels in cases in which all parties are students.
- f. Proceedings before the Title IX Hearing Board, whether before a hearing panel or appeal panel, are confidential and protected by state and federal law. In specific disciplinary cases, members of the Title IX Hearing Board must protect the confidentiality of the information they receive in fulfilling their duties as members of the Title IX Hearing Board. Panel members must not discuss specific cases or share any information regarding specific disciplinary cases or their deliberations with anyone other than the Title IX Hearing Board chair, the Office of General Counsel, the hearing administrator, or fellow panel members appointed to the same panel in that specific case, and in all such instances, the discussion or sharing of information must be reasonably necessary for the panel's consideration of the specific case.

G-5. Live Hearing Process

- a. All parties, witnesses, advisors and other participants should be present in the same physical location for the hearing. However, either party, at the request of the party, or any other participant at the discretion of the hearing administrator or hearing officer, may appear at the live hearing virtually, with technology enabling participants to simultaneously see and hear each other. Participation by audio only shall be prohibited.
- b. All hearings are closed to the public. The only people allowed to be present during the hearing are the parties; each individual party's advisor; the investigator(s); the hearing administrator; the Title IX Coordinator (or designee); one or more attorneys or support staff from the Office of General Counsel; the hearing officer; members of the hearing panel appointed to hear the case; and the witnesses, provided that each witness shall only be present while the witness is answering questions. In rare cases, the hearing officer may allow someone not on this list to attend the hearing, after consulting with the Title IX Coordinator and the Office of General Counsel to ensure compliance with all applicable confidentiality requirements.
- c. The live hearing shall be recorded either by audio or by audio/video.
- d. Order of proceedings. The live hearing shall proceed in the following manner to the extent possible, provided that the hearing officer may allow deviations from this order in the hearing officer's discretion:
 - 1. **Opening Statements.** Each party may, but is not required to, make an opening statement. The party's advisor is not allowed to make the opening statement on behalf of the party.

2. Witnesses

(a) The hearing officer shall call each witness and party to answer questions in the following order: 1) complainant, 2) respondent, 3) non-party witnesses in any order determined by the hearing officer.

(b) Only witnesses who were previously interviewed as part of the investigation may appear at the hearing.

(c) Prior to asking any questions of a witness or party, the hearing officer shall read the following statement to each party and witness. The statement need not be read verbatim, but shall consist substantially of the following: “You are hereby advised that you are not required to answer any questions posed to you during this hearing. However, if you refuse to answer any relevant question, none of your statements made at any time to any person may be considered by the hearing panel in deciding whether the respondent is responsible for violating the University of Idaho’s Title IX sexual harassment policy. If you choose to answer the questions, you must answer the question truthfully. If you knowingly provide false information you may be disciplined by the University of Idaho. This hearing is being recorded. Do you have any questions?”

(d) The hearing officer shall ask the following questions of each party and witness prior to cross-examination. The hearing officer may, but is not required to, ask additional questions of any party or witness at any time during the hearing. The following questions need not be asked verbatim, but shall be substantially as follows:

i. “Have you had a chance to review the summary of your statements contained in the final investigation report?”

ii. “Does the summary accurately reflect your knowledge of the facts at issue in this case?” If the answer is no, the hearing officer shall ask the witness or party to identify the parts of the summary are not accurate.

iii. “Is there anything contained in that summary that you would like to expand upon or clarify?”

iv. To be asked only of the complainant and the respondent: “Is there anything else you would like to tell me regarding the facts of the situation? If so, please do so now.”

(e) Neither a party nor a party’s advisor is allowed to conduct direct examination of any party or witness.

3. Cross-Examination. After the hearing officer asks the initial questions, each party shall thereafter be given the opportunity to conduct cross-examination of the witnesses and other party, but cross-examination is not required. Under no

circumstances shall a party be allowed to directly cross-examine a party or witness; rather, all cross-examination must be conducted by the party's advisor. A party's advisor is not allowed to cross-examine the party they are advising. If an advisor is also a witness, neither the party nor the advisor/witness may cross-examine the party's own advisor/witness. However, a party is allowed to provide additional information after cross-examination is complete in order to address questions asked during cross-examination.

4. Prior to any cross-examination, each witness, including each party, shall be instructed not to answer the question asked until the hearing officer makes a determination regarding the relevance of the question asked. Before the witness or party answers the question, the hearing officer must first determine whether the question is relevant. The hearing officer may, but is not required to, allow each party's advisor to make a brief argument regarding the relevance of the question. If the hearing officer determines that the question is not relevant, the hearing officer must exclude the question and direct the witness or party to not answer the question. The hearing officer must also provide a brief explanation for the decision to exclude the question. The hearing officer may provide a more detailed explanation in the written decision if necessary or desired. If the question is relevant, the hearing officer shall allow the witness to answer the question.

5. Closing Statement. At the conclusion of the presentation of evidence, each party may, but is not required to, make a closing statement to the hearing officer. The party's advisor is not allowed to make the closing statement on behalf of the party.

e. Written evidence may not be provided at the live hearing, except written evidence which is already included in the final investigative report.

G-6. Decision

a. The hearing officer shall provide to the hearing administrator a written decision regarding responsibility and sanctions within ten days after the conclusion of the live hearing. The hearing administrator shall simultaneously provide the written decision to the parties and their advisors.

b. In making the decision, the hearing panel shall consider and objectively evaluate all relevant evidence, including both inculpatory and exculpatory evidence, contained in the hearing packet and the oral evidence presented at the live hearing. In making the decision, the hearing panel may not rely on any statement of a party or witness who, after being requested to attend the hearing by the hearing administrator, does not submit to cross-examination at the live hearing. The hearing panel may not draw an inference about the determination regarding responsibility based solely on a party's or witness's absence from the live hearing or refusal to answer cross-examination or other questions.

c. The hearing panel shall determine whether the respondent violated the Title IX sexual harassment policy using a preponderance of the evidence standard.

d. The written decision must include the following:

- 1.** Identification of the allegations alleged to be in violation of the University's sexual harassment policy;
- 2.** A description of the procedural steps taken from the receipt of the formal complaint through the determination, including any notifications to the parties, interviews with parties and witnesses, site visits, methods used to gather other evidence, and hearings held;
- 3.** Findings of fact supporting the determination;
- 4.** Where necessary to the decision, a credibility determination of the parties and witnesses, provided however that a credibility determination may not be based on a person's status as a complainant, respondent, or witness;
- 5.** Conclusions regarding the application of the University's Title IX sexual harassment policy;
- 6.** A statement of, and rationale for, the result as to each allegation, including a determination regarding responsibility;
- 7.** If the respondent is found responsible, the sanctions imposed on the respondent, including a statement of the sanctions and rationale for the sanctions.
- 8.** Whether remedies designed to restore or preserve equal access to the University's programs will be provided to the complainant; and
- 9.** The procedures and permissible bases for either party to appeal the decision.

f. Should the hearing panel find that the respondent is responsible for violating this policy, prior to determining the appropriate sanction to be imposed, the hearing administrator shall disclose to the panel any appropriate previous disciplinary history regarding the respondent. The hearing administrator shall also serve as a resource to the hearing panel to help the panel determine appropriate sanctions that are reasonably consistent among similar cases.

g. All hearing panel decisions shall be by majority vote.

- 1.** The hearing panel may return the matter for additional investigation if the hearing panel determines that: The investigator(s) failed to properly investigate the allegation and the failure was both substantial and to the party's detriment; or

2. There is new information that could substantially affect the outcome and the new information could not have been discovered before the issuance of the final investigative report.

h. Sanctions imposed by the hearing panel shall not go into effect until either the time period for an appeal has expired and no appeal has been filed or until the decision is upheld on appeal. If the sanctions for an employee respondent includes termination of employment, the sanction shall not go into effect until reviewed and approved by the President.

H. ROLE OF ADVISORS

H-1. Parties may have an advisor of their choice present with them for all meetings and interviews, if they so choose. The parties may select whomever they wish to serve as their advisor. While it is not recommended to choose an advisor who is also a witness in the process, should a party decide to do so, any bias or conflict of interest of the witness may negatively affect the credibility of the witness and/or party.

H-2. All advisors are subject to the same limitations, whether they are attorneys or not. The advisor may not make a presentation and may not speak on behalf of the party to the investigators or other decision-makers except to conduct cross-examination during the live hearing, as described below.

H-3. The parties are expected to ask and respond to questions on their own behalf throughout the investigation. While the advisor generally may not speak on behalf of a party, a party may request a break in order to speak privately with the party's advisor, may consult quietly with the party's advisor, and/or may quietly pass notes during any meeting or interview, as long as they do not unreasonably disrupt the process. For longer or more involved discussions, the party and the party's advisor should ask for breaks to step out of meetings to allow for private consultation. If breaks become disruptive to the process, such requests may be denied or the meeting rescheduled.

H-4. Advisors may be given an opportunity to meet with the administrative officials conducting interviews/meetings in advance of the interviews or meetings. This pre-meeting allows advisors to clarify any questions they may have and allows the University an opportunity to clarify the role the advisor is expected to take. This pre-meeting is intended only to allow the advisor to inquire about the advisor's role and the process, in order to minimize procedural discussion during the interview, and is not an opportunity for the advisor to discuss the case specifics.

H-5. Advisors are expected to refrain from interference with the University's investigation and resolution. Advisors who step out of their role will be warned only once. If the advisor continues to disrupt or otherwise fails to respect the limits of the advisor role, the advisor will be asked to leave the meeting or hearing. If the advisor's continued interference occurs at the live hearing, the University will provide the party with an advisor to conduct cross-examination. If the advisor's continued interference

occurs at any other meeting, the meeting may then be rescheduled to allow the party to obtain a different advisor.

H-6. Advisors are expected to maintain the privacy of the records shared with them. These records may not be shared with third parties, disclosed publicly, or used for purposes not explicitly authorized by University. The University may exclude any advisor who fails to abide by these expectations. Each party is responsible for ensuring that the party's advisor abides by these restrictions and may be subject to discipline for the advisor's failure to comply with these restrictions.

H-7. A party may elect to change advisor during the investigation, and is not obligated to use the same advisor throughout. The parties are expected to inform the investigators of the identity of their advisors at least one (1) day before the date of their first meeting with investigators (or as soon as possible if a more expeditious meeting is necessary or desired). The parties are expected to provide timely notice to investigators if they change advisors at any time. Changing advisors does not delay the investigation, interview, meeting, or hearing process.

H-8. University-provided advisors

a. In the event any party appears at a live hearing without an advisor, the University will provide an advisor to the party without charge for the sole purpose of conducting cross-examination during the live hearing. The University-provided advisor may not assist the party in anything other than conducting cross-examination.

b. The Title IX Coordinator shall be responsible for recruiting and training university employees to serve as advisors, and shall ensure that advisors assigned to a party do not have an impermissible bias or conflict of interest.

I. APPEALS

I-1. Any party may appeal a decision to dismiss the formal complaint and the hearing panel's decision. Appeals must be submitted in writing to the hearing administrator and must set forth the grounds for the appeal. The appeal must be filed no later than five days after the decision is delivered to the parties. The hearing administrator shall ensure that all parties and their advisors receive a copy of the appeal and any response to the appeal submitted by the non-appealing party(ies).

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

a. Procedural irregularity that affected the outcome of the matter;

b. New evidence that was not reasonably available at the time the determination regarding responsibility or dismissal was made that could affect the outcome of the matter;

c. The Title IX Coordinator, investigator(s), or decision-maker(s) had a conflict of interest or bias for or against complainants or respondents generally, or the individual complainant or respondent that affected the outcome of the matter;

d. The sanctions imposed are substantially disproportionate to the severity of the violation (the imposition of an administrative fee is not a sanction, and therefore cannot be appealed); or

e. The decision is not based on substantial information. A decision is based on substantial information if there are facts in the case that, if believed by the decision-maker, are sufficient to establish that the decision is correct.

I-3. An appeal shall be limited to a review of the decision, the hearing packet (if any), any written material considered in the decision, the recording of the live hearing (if one was held), any written materials submitted with the appeal, and any response to the appeal submitted by the non-appealing party(ies). Where an appeal is based on new evidence, the new evidence may be considered only to determine whether the information was reasonably available at the time of the decision and whether the new evidence could affect the outcome of the matter.

I-4. Appeal Panel Procedures

a. The chair of the Title IX Hearing Board shall appoint three or five members of the Board to serve on the appeal panel, and shall designate one member to serve as chair of the appeal panel. Any member who served on a hearing panel shall not serve on the appeal panel on the same case. A student may not serve as chair of an appeal panel, and may not serve on an appeal panel unless all parties are students.

b. Any non-appealing party may file a response to the appeal in support of, or challenging, the outcome. The written response must be provided to the hearing administrator within five days after notice of the appeal is provided to the party.

c. The appeal panel shall issue a written decision. The decision should be issued within ten days of receiving all appeal materials. The written decision shall describe the result of the appeal and the rationale for the result. The chair of the appeal panel shall provide the written decision to the hearing administrator, who will then simultaneously provide the decision to the parties.

I-5. Results of the Appeal Panel. The appeal panel may:

a. Uphold the decision;

b. Uphold the finding that the respondent violated this policy, but revise the sanction(s);

c. Return the matter for reconsideration; or

d. Return the matter for additional investigation.

I-6. Unless the case is returned for reconsideration or to the investigator for additional investigation, the decision of the appeal panel is the final institutional decision. If the

decision upholds the findings that the respondent is responsible for violating this policy, the sanctions imposed shall go into effect immediately. Provided, however, that if the sanction for an employee respondent includes termination of employment, the sanction shall not go into effect until reviewed and approved by the President.

J. POSSIBLE SANCTIONS AND REMEDIES

J-1. The sanctions which may be imposed upon any employee determined to have violated this policy range from a written warning to termination, and may include one or more of the following:

- a.** Written warning;
- b.** Letter of reprimand;
- c.** No-contact directive;
- d.** Reassignment of position and/or location;
- e.** Modification of duties;
- f.** Withholding of pay increase;
- g.** Pay decrease;
- h.** Demotion;
- i.** Suspension without pay;
- j.** Termination.

J-2. The sanctions which may be imposed upon any student determined to have violated this policy range from a warning to expulsion, revocation of degree, or withholding of degree, and may include any of the following:

- k.** Warning;
- l.** Probation;
- m.** No-contact directive;
- n.** Community service;
- o.** Loss of privileges;
- p.** Restitution;
- q.** Educational sanctions;

- r. On-campus housing suspension;
- s. On-campus housing expulsion;
- j. Suspension, which may include the imposition of conditions that must be fulfilled before the student may re-enroll;
- t. Expulsion;
- u. Revocation of admission;
- v. Revocation of degree;
- w. Withholding of degree;
- x. Trespass from some or all University property.

J-3. The sanctions which may be imposed upon any other person over whom the University exercises substantial control determined to have violated this policy may include any of the following:

- a. Warning;
- b. Loss of privileges;
- c. Trespass from some or all University property;
- d. Termination or suspension of affiliation with the University;
- e. Exclusion from participating in any University program or activity.

J-4. The range of remedies which may be provided to any complainant, after the respondent is found responsible for violating this policy, includes, but is not limited to, the following:

- a. Relocation of the respondent's or complainant's work location, residence hall or apartment assignment;
- b. Issuance or continuation of a no-contact order;
- c. Changing the respondent's and/or complainant's supervisor, or supervisory chain;
- d. Approval of flex-time or flex-place work arrangements;
- e. Course modification;
- f. Changing the complainant's or respondent's class schedule;

- g.** Modifying academic guidelines or requirements;
- h.** Prohibiting respondent from entering some or all University buildings or property;
- i.** Any supportive measures provided to the parties;

K. EMERGENCY MEASURES

K-1. Emergency removal.

- a.** The University may remove a respondent from any education program or activity on an emergency basis if, after undertaking an individualized safety and risk analysis, the University determines that the respondent poses an immediate threat to the physical health or safety of any student or other individual arising from the allegations of sexual harassment, and that threat justifies removal.
- b.** The following persons shall be responsible for making the determination of whether the respondent poses an immediate threat: For student respondents, the Dean of Students; for faculty respondents, the Provost; for non-faculty employees, the Vice-President for Finance and Administration; for all other respondents, the Executive Director for Public Safety and Security.
- c.** The Threat Assessment and Management Team should be consulted in making the determination of whether a respondent poses an immediate threat if it can be convened in a timely manner.
- d.** Immediately following the decision to remove the respondent from an education program or activity, the person making the determination shall deliver notice of the decision to the respondent. The respondent may appeal the decision within five days of being notified of the decision by submitting a written statement to the person making the determination. The respondent may, however, request a modification based on changed circumstances at any time prior to the final institutional decision regarding whether the respondent violated this policy.

K-2. Administrative leave. Administrative leave may be used at any time for non-student employees, in accordance with University policy, and is not considered to be an emergency removal. Before a student employee may be placed on administrative leave arising out of an allegation of sexual harassment, the University must use the above procedures for an emergency removal.

L. TRAINING REQUIREMENTS

L-1. The University will train the Title IX Coordinator, investigators, decision-makers, and any person who facilitates an informal resolution process on the following matters:

- a.** The definition of sexual harassment;
- b.** The scope of the University's education program or activity;

- c. How to conduct an investigation;
- d. How to conduct the University's grievance process including hearings, appeals, and informal resolution processes; and
- e. How to serve impartially, including by avoiding prejudgment of the facts at issue, conflicts of interest, and bias.

L-2. In addition to training on the matters in section L-1, the University will train decision-makers and hearing officers on:

- a. The technology to be used at a live hearing; and
- b. Issues of relevance of questions and evidence, including when questions and evidence about the complainant's sexual predisposition or prior sexual behavior are not relevant.

L-3. In addition to training on the matters in section L-1, the University will train investigators on issues of relevance to create an investigative report that fairly summarizes relevant evidence.

L-4. All training materials used must not rely on sex stereotypes and must promote impartial investigations and adjudications of formal complaints of sexual harassment.

L-5. The University must make the training materials publicly available on its website and available upon request for inspection by members of the public.

M. RECORD KEEPING. The University must maintain the following records for a period of seven years:

M-1. Each sexual harassment investigation, including any determination regarding responsibility and the recording or transcript of the hearings, any disciplinary sanctions imposed on the respondent, and any remedies provided to the complainant;

M-2. Any appeal and the result therefrom;

M-3. Any informal resolution and the result therefrom; and

M-4. All training materials.

N. INFORMAL RESOLUTION PROCESS

N-1. At any time prior to a determination regarding responsibility, the University and the parties may participate in an informal resolution process whereby the parties agree to an appropriate resolution without further investigation, hearing, or appeal. The agreed-upon resolution may include the use of alternative dispute resolution methods.

N-2. The informal resolution process can only be offered when:

- a.** A formal complaint is filed,
- b.** The Title IX Coordinator determines that an informal resolution process is appropriate,
- c.** Both parties agree in writing to the informal resolution process and procedures, and
- d.** The formal complaint does not include allegations that an employee sexually harassed a student.

N-3. Prior to engaging in an informal resolution process, the parties will receive written notice with the following information:

- a.** A copy of the Notice of Allegations provided in accordance with section F-1;
- b.** The procedures to be used to reach the agreement; and
- c.** The information contained in section N-4 currently.

N-4. Informal resolution process requirements

- a.** All parties must agree to a resolution under the informal resolution process. If all parties are unable to reach a mutually agreeable outcome, the formal investigation process will resume.
- b.** A party may submit a written request to withdraw from the informal resolution process and resume the formal grievance process at any time prior to a signed informal resolution agreement.
- c.** After all parties sign a written agreement, the parties are precluded from resuming the formal complaint process arising from the same allegations.
- d.** All records of the informal resolution process will be maintained with the records of the complaint, but will not be included in the final investigative report should the informal resolution process fail to result in a written agreement.
- e.** All disciplinary sanctions, remedies, supportive measures or alternative outcomes are available to use in the informal resolution process.

N-5. All informal resolution agreements must be approved by the University. For student respondents, the Dean of Students has the authority to approve the agreement. For faculty respondents, the Provost has the authority to approve the agreement. For all other respondents, the Vice-President for Finance and Administration has the authority to approve the agreement.

N-6. Any executed informal resolution agreement is the final institutional decision and cannot be appealed.

O. RETALIATION

O-1. Retaliation is prohibited.

a. No person may intimidate, threaten, coerce, or discriminate against any individual:

- 1.** for the purpose of interfering with any right or privilege secured by Title IX or this policy, or
- 2.** because the individual has made a report or complaint, testified, assisted, or participated or refused to participate in any manner in an investigation, proceeding, or hearing under this policy.

b. Intimidation, threats, coercion, or discrimination, including charges against an individual for policy violations that do not involve sex discrimination or sexual harassment, but arise out of the same facts or circumstances as a report or complaint of sex discrimination, or a report or formal complaint of sexual harassment, for the purpose of interfering with any right or privilege secured by Title IX or this part, constitutes retaliation.

O-2. The exercise of rights protected under the First Amendment does not constitute retaliation.

O-3. Charging an individual with a policy violation for making a materially false statement in bad faith in the course of a grievance proceeding does not constitute retaliation. However, -a determination regarding responsibility, alone, is not sufficient to conclude that any party made a materially false statement in bad faith.

O-4. Complaints alleging retaliation under this policy may be filed as set forth in section E.

P. OTHER

P-1. Amnesty. The provisions of FSH 2310 shall apply to reports and formal complaints of sexual harassment under this policy, and shall be extended to all parties regardless of their status or affiliation with the University.

P-2. All documents required under this policy shall be delivered either in person or by email to the person's official University email account, if possible; otherwise the document shall be delivered by any means reasonably likely to reach the person. If the document is sent by email to the person's official University of Idaho email address, the document is deemed received upon delivery to the person's email inbox.

P-3. Any reference to a University official by title shall include any equivalent University official should that title no longer exist, and includes that official's designee.

Miscellaneous Change Request

New Proposal

Date Submitted: 10/21/20 2:19 pm

Viewing: **Change Dept. Name in Psych and Comm**

Last edit: 10/21/20 2:19 pm

Changes proposed by: Joana Espinoza (V00370901)

Faculty Contact

In Workflow

- 1. **Assessment**
- 2. **Curriculum Review**
- 3. **Registrar's Office**
- 4. **UCC**
- 5. **Faculty Senate Chair**
- 6. President's Office
- 7. State Approval
- 8. NWCCU

Approval Path

- 1. 10/22/20 4:21 pm
Sara Mahuron
(sara): Approved for Assessment
- 2. 10/27/20 6:02 pm
Rebecca Frost
(rfrost): Approved for Curriculum Review
- 3. 10/28/20 9:31 am
Amy Kingston
(amykingston): Approved for Registrar's Office
- 4. 11/02/20 3:35 pm
Rebecca Frost
(rfrost): Approved for UCC

Faculty Name	Faculty Email
Ben Barton	barton@uidaho.edu

Request Type Change the name of an administrative unit

Effective Catalog 2021-2022

Year

Title Change Dept. Name in Psych and Comm

Request Details

The department of Psychology & Communication Studies is requesting to change their department name to Psychology & Communication. They feel the new department name will be more accurate and concise.

Attach State Form [group_b_form - PSYC COMM name change.pdf](#)

Supporting

Documents

Reviewer

Comments

Key: 13

Miscellaneous Change Request

New Proposal

Date Submitted: 10/26/20 10:18 am

Viewing: **Change the name of the Dept. of Sociology & Anthropology**

Last edit: 10/26/20 10:18 am

Changes proposed by: Joana Espinoza (V00370901)

Faculty Contact

In Workflow

- 1. Registrar's Office
- 2. UCC
- 3. Faculty Senate Chair
- 4. President's Office
- 5. State Approval
- 6. NWCCU

Approval Path

- 1. 10/28/20 9:26 am
Amy Kingston
(amykingston):
Approved for
Registrar's Office
- 2. 11/02/20 4:05 pm
Rebecca Frost
(rfrost): Approved
for UCC

Faculty Name	Faculty Email
Brian Wolf	bwolf@uidaho.edu

Request Type

Change the name of an administrative unit

Effective Catalog

2021-2022

Year

Title

Change the name of the Dept. of Sociology & Anthropology

Request Details

The Department of Sociology & Anthropology requests to change their department name to the Department of Culture, Society and Justice. They feel it reflects the multi-disciplinary scope of the programs housed in the department including the renamed criminology degree.

Attach State Form [Dept name change form.pdf](#)

Supporting
Documents

Reviewer
Comments

Key: 14

The Ombuds Office 2019-2020 Annual Report

University of Idaho

July 1, 2019 – June 30, 2020

PREPARED BY
Laura C. Smythe
University Ombuds

September 30, 2020

Message from the Ombuds



This 2019-2020 Ombuds Office Annual Report represents the second report in my tenure as the University's eighth Ombuds. This report also represents the first complete report, representing 12 full months, of my tenure due to a vacancy in the office for several months prior to my assuming the role on October 1, 2018. It is my pleasure and my honor to serve the students, staff, faculty, and administrators as a resource for constructive and respectful communication and collaboration. I appreciate this University's commitment to providing an excellent education to all of our students.

I appreciate President Scott Green, Provost and Executive Vice President John Wiencek, Interim Provost and Executive Vice President Torrey Lawrence and the Faculty Senate, the Staff Council and ASUI for their continuing support of the Ombuds Office and for recognizing how this office is integral to accomplishing the University's Strategic Plan particularly as it pertains to building a culture of safety, respect and an environment conducive to learning for all of us. I hear every day from visitors how much they appreciate the opportunity to visit with somebody outside of their chain of command, somebody who can help them informally solve problems and somebody who listens without judgment, and with solely an intent to hear and support. The scaffolding of communication and conflict management skill sets I am able to offer and the support I am able to give is due in large part to the unique nature of the ethical tenets by which this office operates: confidentiality, impartiality, informality and independence. Campus-wide support of this office reflects the deep commitment to valuing each and every person who makes up the University of Idaho family. It is an honor for me to be of service to all of you.

Warmly,

Laura

Laura C. Smythe, M.A., M.A., J.D.

University of Idaho Ombuds, September 30, 2020

"Empathy with others occurs only when we have successfully shed all preconceived ideas and judgments about them."— Marshall B. Rosenberg ¹

¹Marshall B. Rosenberg, p.91, *Nonviolent Communication: A Language of Life*.

The Ombuds Office 2019-2020 Annual Report

University of Idaho

History of the University of Idaho Ombuds Office

The Ombuds Office at the University of Idaho has now been in place for 28 years and has grown from one part-time Faculty Ombuds to a full-time Ombuds serving the entire university population, including faculty, staff, students, administrators and the occasional concerned parent, retiree, or alumni. The first full-time Ombuds serving all constituents, R. Ellen Schreiber, retired at the end of 2015. Laura C. Smythe joined the University in October 2018 as the eighth Ombuds. See Appendix A for the history of the Office.

Mission, Purpose and Function

The mission of the University of Idaho Ombuds Office is to foster and support a positive and productive working, learning and living environment for faculty, staff, students, and administrators. The office fulfills this mission by promoting mutual respect, scaffolding mindful communication, enabling fair processes and helping to manage and resolve problems that emerge within the university.

The Ombuds Office officially became policy in 1999. The *Faculty-Staff Handbook (FSH) 3820 A-1* states *“The establishment of an ombuds office is predicated on the following premises: (1) disagreements are inevitable in human organizations; (2) unresolved conflict inhibits productive enterprise and disrupts interpersonal relationships; and (3) an impartial third party may afford insights and informal processes for conflict resolution.”*

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 individuals can speak confidentially and candidly about their issues of concern. The Ombuds services are voluntary, and people contacting the Ombuds are referred to as “visitors”. Visitors receive assistance with clarifying their concerns, understanding applicable policies and procedures, and identifying resources and response options to address their concerns. Like many U.S. academic Ombuds offices, the UI Ombuds Office embraces a

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 tenets are:

- **Confidentiality***
- **Impartiality/Neutrality**
- **Informality**
- **Independence**

(Definitions Appendix B)

**Certain limitation apply, e.g., concern for imminent harm to self or others and abuse of populations that cannot take care of themselves.*

solutions-focused approach to problem solving. Although the Ombuds may help the visitor to identify possible response options, the visitor always remains empowered to, and responsible for, selecting her or his own course of action or non-action. The office also serves as a catalyst for positive change by helping to identify issues of concern, and by providing timely upward feedback when appropriate.

The Ombuds Office mission and purpose are accomplished by the following:

- Listening to concerns compassionately and non-judgmentally
- Analyzing problems and exploring possible response options
- Providing information about policies and services
- Providing leadership, management and supervisory consultation/coaching
- Referring to campus and community resources
- Coordinating with other university offices
- Working with groups of all sizes to develop cultures of respect and collaboration
- Providing individual and group/unit conflict coaching
- Facilitating dialogue between individuals and groups
- Mediating disputes
- Providing training in human relations, communication and conflict management
- Noting trends and impacts
- Identifying means to improve problematic systemic trends

The benefit to the University of Idaho is the potential for greater workplace satisfaction, improved morale, greater retention of students and employees, higher efficiencies and fewer unnecessary formal processes, including legal action.

The Ombuds Office does not maintain identifiable records about individual or group issues. The office keeps only non-identifying statistical information and keeps it only long enough to generate this report.

An Ombuds is not an official agent of the university and 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

2019-2020 resulted in a caseload that reflects an increasing usage of the Ombuds Office. The Ombuds had 276 individual cases with a definitive increase in complex cases and cases involving 4 or more visits per case. As is highlighted on p.9 of this report – in 2020, 64 cases involved 4 or more visits per case, reflecting a 100% increase of cases with 4 or more visits compared to 2019. The Ombuds conducted 16 mediations, 61 facilitated discussions and 17 group facilitations; provided 75 visitors with long-term coaching; and gave 26 trainings and 2 guest lectures. See Appendix C for descriptions of each type of service. *This work reflects a significant increase in long-term coaching and larger group work than in previous years. Note particularly the increase in long-term coaching. Last year, the Ombuds worked with 13 visitors on a long-term coaching basis. This year that number increased by 477% with 75 visitors working with the Ombuds on a long-term basis for ongoing coaching.*

“When we treat people in the workplace in ways they perceive to be disrespectful, we deactivate the parts of their brains that are capable of performing the tasks they were hired to complete.” – Paul Meshanko, p.35 *The Respect Effect*

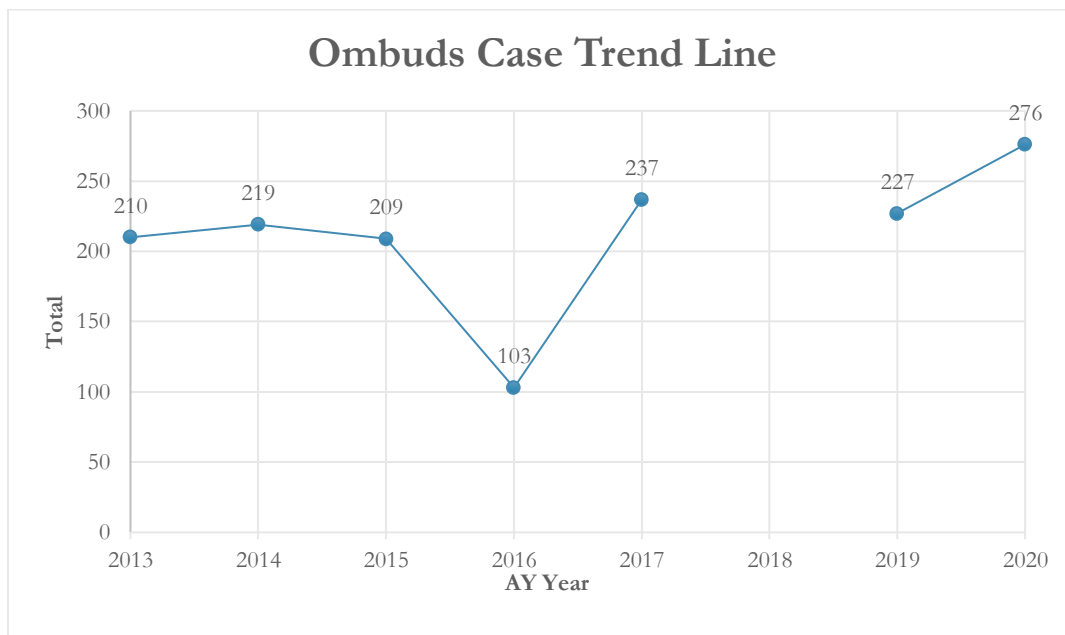


Figure 1: Total number of Ombuds cases by year. Note that 2016 was a transition year with no Ombuds during one month and three different Ombuds throughout the year, resulting in variations in data collecting methods. 2018 was another transition year without a full-time Ombuds and 2019 was an incomplete year reflecting data from 9 months rather than 12 months.

Number of Cases by Month

The case distribution by month reflects a decrease in cases at the end of each semester when most students, staff and faculty are preoccupied with wrapping up the details of the semester. In previous years the middle of Summer was slower but that trend was not as obviously evident in the Summer of 2019. February and April were particularly busy in large part due to the evaluation period and the impact of budget reductions and layoffs.

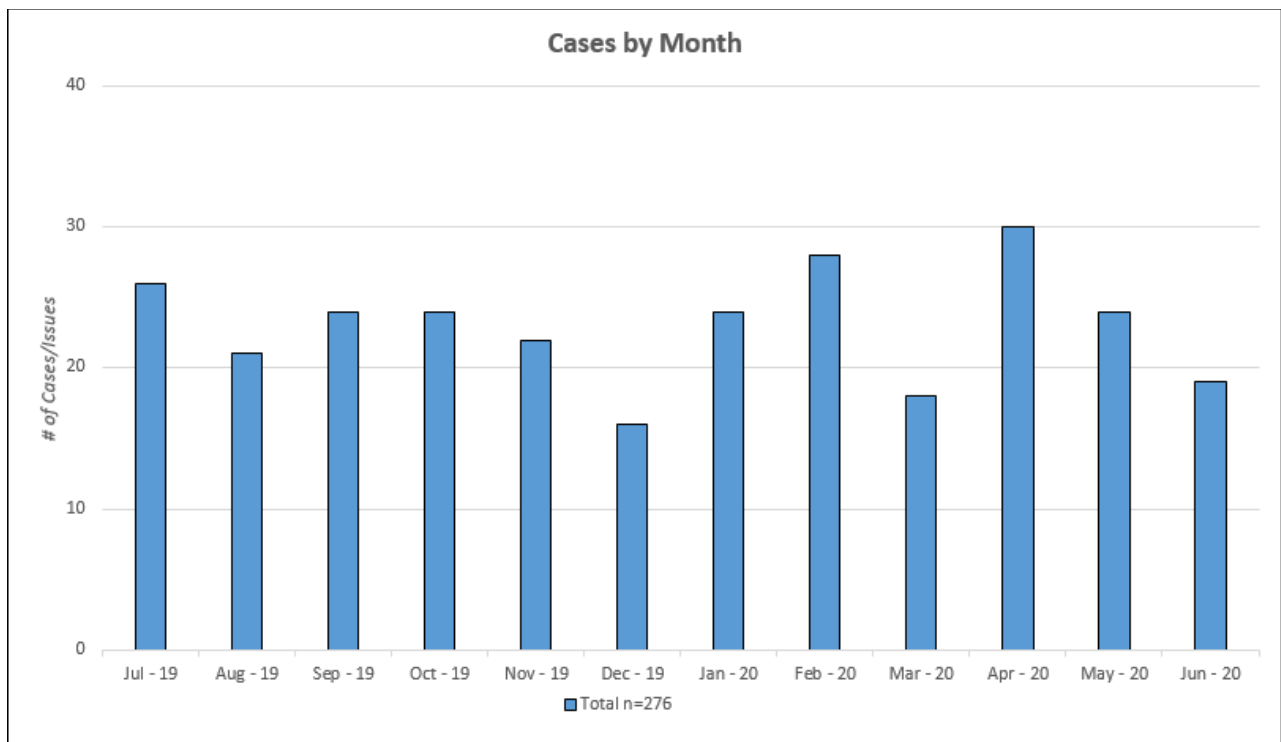


Figure 2: Cases by month, 2019-2020

Nature of Visitors and Contacts

Table 1: Nature of Visitors and Contacts, 2019-2020

Female	Male	Self-Referred	Referred
62%	38%	82%	18%

This year saw an increase in the percentage of female visitors (from 56% in 2019 to 62% in 2020) and a decrease in male visitors (from 44% in 2019 to 38% in 2020). Eighteen percent of visitors were referred, and 82% were self-referred. This represents a decrease over the number of visitors referred in the last annual report (40%). This increase in self-referrals and decrease in third-party referrals may reflect the number of visitors with whom I met many times. The increase in female visitors is also, in part, a reflection of the number of visitors with whom I worked on a long-term coaching basis. The majority of those were females. I think it is also important to note that given the increasing sensitivity to the fact that gender identity is no longer perceived to be as binary as it once was – the Ombuds office is considering the ongoing utility of this particular statistic.

University Affiliation

The Ombuds Office provides services to all faculty, staff, students, and administrators of the university with the affiliation designation tied to the party initiating an individual case. The affiliation of all parties within a case is not documented. The people involved in any one case may include one or multiple administrators; chairs; supervisors; exempt, classified, part-time, temporary staff; students; or other individuals connected with the university. The 'Other' category includes temporary help (TH), consultants, visiting faculty, former students, former employees, parents, employment applicants, retirees, and campus visitors that are tracked as long as an issue pertains to a current experience with the university.

Table 2 on the next page shows the distribution of cases based on the initiators' university affiliation. Visitor affiliation changed a bit as compared to the previous five years. Although exempt and classified staff continue to make-up the largest number of cases at 47%, the composition of that percentage has changed. In 2020 exempt staff increased significantly from 16% to 35% and classified staff decreased significantly from 27% to 12%. Tenured and non-tenured faculty cases combined were 26% and this represents only a slight decrease from last

year's 30%. Graduate and undergraduate student cases combined represented 15% of cases and administrators, including directors, comprised 12% of visitors.

Table 2: University Affiliation

<u>Affiliation</u>	<u>2013-14</u>	<u>2014-15</u>	<u>2015-16</u>	<u>2016-2017</u>	<u>2017-18</u>	<u>2018-19</u>	<u>2019-20</u>
Percentage	%	%	%	%	%	%	%
Classified Staff	37	33	31	23		27	12
Exempt	19	12	15	18		16	35
Faculty (tenure-track)	20	16	22	22		30	26
Faculty (non-tenure track)	1	5	4	6		0.4	0
Administrator (Director up)	9	8	7	6		13	12
Undergraduate	7	10	10	8		9	12
Graduate Student	3	8	4	9		2	2
Graduate Assistant (TA & RA)	0	0	0	4		2.5	1
Other (Alum)	4	7	6	4		0.1	0
Retiree	0	0	0	1		0	0
Total							100%

The most significant deviations from the previous Annual Report are a decrease in classified staff (27% to 12%), and an increase in exempt staff (16% to 35%). This can be explained, in part, by the work the Ombuds did with multiple departments across campus. Faculty, administrators and students (combined) all remained fairly similar.

Volume of Individuals and Number of Contacts per Case

Figure 3 and Table 3 show that single party cases remain the most common from last year to this year, although the statistics for this year reflect an increase in the number of contacts per case with the Ombuds Office with an increase from 14% in 2019 of 4 or more contacts to 23% in 2020. *The total number of cases increased from 227 to 276 and the number of visitors increased from 786 to 1,225.*

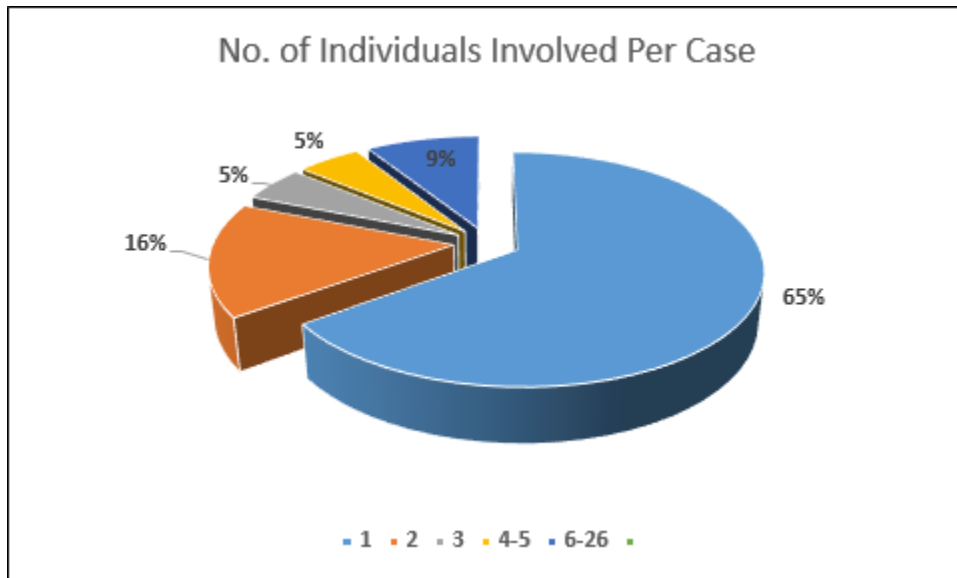


Figure 3: Number of Individuals Involved Per Case, 2019-2020

Table 3: Number of Contacts by Case

<i>Number of Ombuds Contacts/Case</i>	<i>No. of Cases/% of Cases</i>
1	135 / 49%
2	36 / 13%
3	41 / 15%
4-5	47 / 17%
6-24	17 / 6%
Totals: 1-24	276 / 100%

* Note that these contacts could represent one or more visitors. A contact/case represents the number of meetings the Ombuds had with the major participants regarding any one issue/concern.

Types of Appointments

Face-to-face consultations were the preferred type of contact for visitors, accounting for 36% of all visits. Those face-to-face consultations ended abruptly in March and did not resume in this reporting period. As a result, the other types of appointments increased significantly beginning in March. 17% were by phone 32% were conducted by email, 11% were conducted by Zoom and 4% were conducted by text. Many cases involved multiple forms of contact. These numbers reflect the primary mode of communication.

“It’s easy to focus so intently on getting something from someone else – more work from a coworker, more respect from a boss...that you lose sight of the fact that inside every person is a real person who’s just as afraid or nervous or in need of empathy as anyone else.” – Mark Goulston, p.53 *Just Listen*

Visitors continue to report that being able to talk openly with an informed, confidential and impartial person about their concern and to have their concerns discussed without judgment was instrumental in feeling emotionally heard and empowered to move forward.

Cases vary significantly for involvement needed. This involvement was reported as ‘*number of contacts*’ in Table 3. 49% of cases (compared with 51% in 2019) involved one visit or contact with no further Ombuds/visitor/other involvement. This single contact may involve several hours of consultation in a single session. A typical session is scheduled for 60-90 minutes; however, many last longer than this. The remaining cases involved multiple consultations or contacts, either with the visitor alone (the person bringing the case) and/or with others as needed. The total number of contacts for 2018-2019 was 1,225 as noted above. *Note in particular the significant increase in the number of cases involving four or more contacts. The number of these cases increased from 32 cases (14% of cases) to 64 cases (representing 23% of cases). The increase in hours invested per case is difficult to overstate. Visitors to the Ombuds office in this year had significant concerns and asked for ongoing support in numbers never before experienced in previous years in this office.*

In addition, the number of people involved in a case has increased. 36 cases (up from twenty-seven cases in 2019) involved five to twenty-four visitors. These cases were complex and often involved multiple contacts and contacts with others who were not directly involved in the cases. Those secondary contacts were not counted.

Nature of Problems

Every organization has concerns or problems that emerge within the normal course of conducting business. The University of Idaho, similar to other organizations, provides multiple resources in addition to the Ombuds Office to help members of the community address their issues constructively. It is the confidential, impartial, informal and independent 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, the presenting *issues* are tracked. In noting the *nature* of problems, the Ombuds Office can inform the University of areas requiring attention. Figure 3 below, shows the distribution of problem categories received by the Ombuds Office across three years, 2017, 2019 and 2020. Descriptions of each category are in Appendix D.

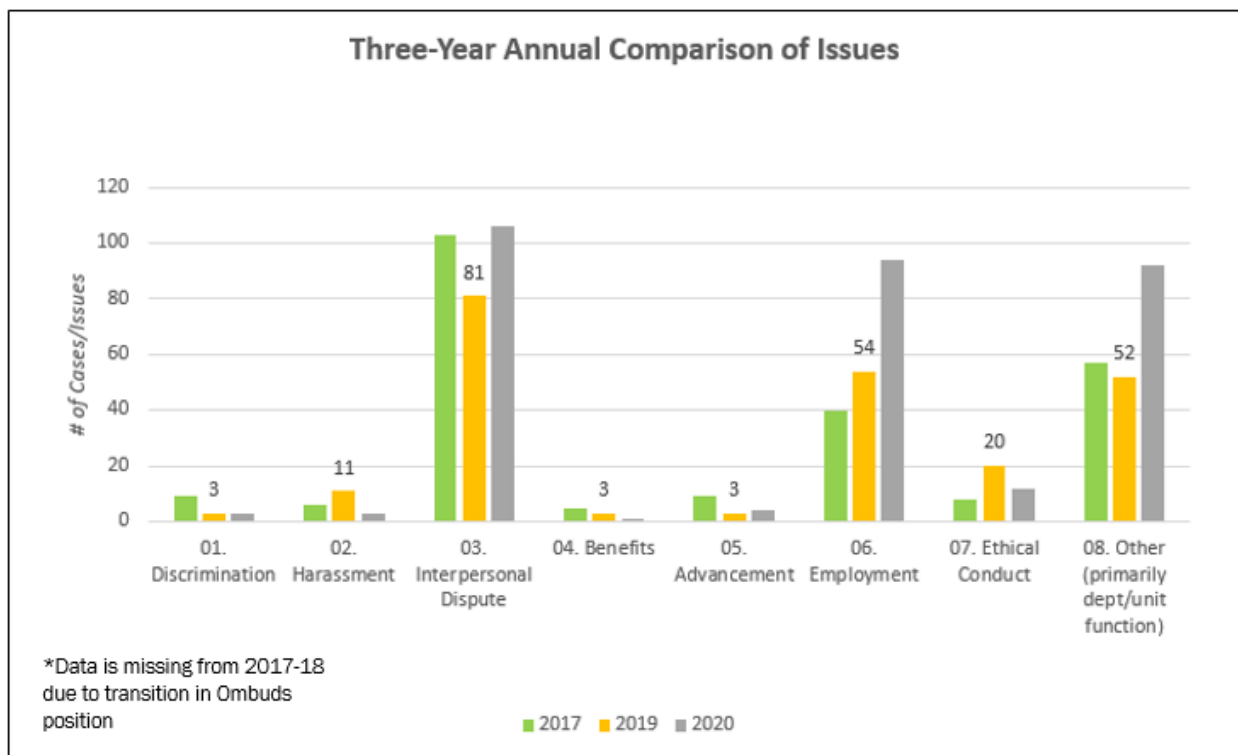


Figure 4: Problem type by FY years, 2017, 2019 and 2020. Please note that the number does not exactly match the number of cases (276) in 2020. Some cases involved several enmeshed issues. See also Appendix D on p. 25.

Resolution of Problems

The Ombuds use a variety of strategies to assist visitors with addressing concerns, and most cases involve multiple actions. Therefore, the Strategies categories below are *not* mutually exclusive. Five basic categories of Ombuds' strategies are summarized in Table 4.

Table 4: Strategies Used by Ombuds 2018-2019

Strategy	Cases	% of Cases*
Information	161	58%
Problem exploration	190	69%
Intercession (e.g. mediation, shuttle diplomacy, facilitated discussions)	99	36%
Referrals (e.g. EAP, Counseling & Testing, HR, Civil Rights, Diversity)	44	16%
Longer Term Coaching	94	34%
Witnessing	9	3%
Training	26	9%

* Cases, n = 276. Note that it is common to use one or more strategy per case. Categories are not mutually exclusive and therefore exceed 100%.

Outreach and Other Services

The Ombuds Office contributes to the University's Strategic Plan most directly by supporting Goals 3 and 4 respectively: *Increasing our educational impact and Fostering an inclusive, diverse community of students, faculty and staff to improve cohesion and morale*. The Ombuds addresses issues of concern for students, faculty and staff that would otherwise pose barriers to the relationships the students and faculty have with one another and with their peers thus creating an environment that feels, and is, safer and is also therefore more conducive to both learning and teaching. The Ombuds also works with individuals and entire units and departments to develop and promote respectful communication and conduct which enhances collaboration and the sense of feeling valued both of which result in improved efficiency and increased retention of students and employees. The numbers of administrators and unit leaders seeking the support of the Ombuds speaks to both the increasing complexity of concerns on campus as well as the willingness of our leaders to continue learning and seek assistance when they are frustrated with a situation. The ability of leaders within an organization of higher education to role model continuous learning is invaluable for the climate of our entire

University. *This increase may also reflect the number of conflicts that are not being resolved at the lowest level but are, in fact, consuming the resources and time of many levels of leadership.*

Outreach activities include training/teaching respectful communication, facilitating difficult conversations, mediation skills, conflict management, change management, strategic planning and visioning, leading vs. managing, and self-care classes for Professional Development and Learning (PDL), individual seminars and group facilitations for academic departments, support units and for student groups.

Outreach

Throughout this past year I worked on optimizing the Ombuds website and adding links to other pages across campus so that my office, and the services I provide, are more visible to varying constituencies. I also participated in more than 15 orientation meetings and facilitated 6 off-campus retreats for various units. I also traveled to Boise several times, worked with several units across the state and offered trainings in person to the Eastern Extension District, the Central Extension District and the Southern Extension District. These opportunities allowed me to meet our colleagues located in different regions and resulted in many direct contacts and requests for assistance from across the state.

Other Services

Employee and Student Development

The Ombuds provided employee professional development classes, unit and department in-service trainings and retreat facilitation, culture coaching, student leadership trainings, and student group presentations. Occasionally, faculty members and unit leaders invite the Ombuds to give guest lectures on communication skills, conflict management, change management, leadership and more. These sessions emphasize communication skills, navigating difficult conversations, self-care, leadership versus management, navigating change and developing positive and respectful cultures. Additionally, the Ombuds participates in orientation sessions for directors, faculty, staff and students.

University Service

The Ombuds provided service to the broader university community through continuing ex-officio participation on the Professional Development Coordinating Committee, on the Ubuntu Sub-Committee addressing and drafting an Anti-Bullying Policy and consulted with various units in cross-referrals for services as needed.

Professional Service

The Ombuds is a member of the International Ombudsman Association (IOA) and the Ombuds Committee in the Dispute Resolution Section of the American Bar Association (ABA).

In the Spring of 2020, the Ombuds was asked to work with a state (confidentially) to address system change across the entire state in its work to address prevention of substance misuse and abuse.

Professional Development

The Ombuds is committed to ongoing professional development and engages regularly in reflective practice with other experienced academic, healthcare, government and corporate Ombuds through video conferencing, email and phone consultation, when opportunities become available. Reading and research on relevant topics are also part of the Ombuds' regular practice. In 2019-2020, the Ombuds planned to attend both the IOA annual conference and the ABA Dispute Resolution Section annual conference. Both were cancelled due to Covid 19. The Ombuds attended various webinars and teleseminars as time permitted.

Efficacy of the Ombuds Office

The definition of a successful outcome and Ombuds efficacy cannot be gauged by whether a problem is ultimately resolved according to a visitor's satisfaction or an Ombuds' preference. It is always the visitors' decision regarding how, or whether, they choose to resolve their issues. There are multiple descriptors of success:

- Visitor better understands her concern and identifies solution options.
- Visitor feels better supported and less stressed.
- Visitor is better informed and prepared to self-advocate, act or not act and better understands the potential benefits and consequences of his choices.
- A potential problem is avoided.
- Further deterioration or escalation of a situation is avoided.
- A manifest problem is resolved.
- A policy or system problem (and a potential modification) is identified.
- Observations and recommendations are made to one or both of the governing bodies.
- Entire units are scaffolded to recognize and address barriers to successful and respectful communication and collaboration.

Helping visitors and all parties to be more respectful, effective, constructive and fair in seeking solutions to their concerns, and to reduce harmful tensions or hostility are considered successful outcomes 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 disciplinary actions and/or evaluation ratings;
- Differing expectations for a position and/or for the corresponding compensation;
- Many academic or employment decisions with clear processes and policies; and
- Many academic or employment decisions where no clear procedures or policies exist.

In these cases, being heard and being able to confirm that a relevant policy or action was appropriately or fairly applied, including talking about possible next steps, are crucial to moving forward for all parties. Where procedures or policies are vague, this also helps visitors gain insight that can assist their decision-making about next steps.

I assume the validity of the experience and perspective of each visitor. This is critical to the quality of being heard and understood that most visitors tell me is invaluable. Because I do not judge their experience or their perspective, visitors are empowered to be honest and to be vulnerable and because I listen without judgment, visitors often feel safe enough to explore their own conduct, response to others' conduct and to take responsibility for that which they can control. Each year this intervention alone has likely lessened the emergence of unnecessary escalation. The most common and highly appreciated benefit reported to the Ombuds is being heard without judgment or fear of retaliation and being assisted with sorting out issues and response options. Visitors report appreciating the safety they feel that results from the confidentiality, impartiality, informality and independence of the office. Visitors report feeling supported, respected, calmed and empowered with specific skill sets to address their situation.

When assessing the impact 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.) In addition, confidentiality precludes the use of many of the usual forms of evaluation.

Assessment

The Ombuds Office uses three methods to assess the outcomes and impacts of services. The first is a feedback and evaluation form. For individual visitor meetings, a voluntary anonymous feedback form is given to each visitor with instructions to send it directly to the President's Office. These forms are summarized for the annual Ombuds' evaluation discussion. A voluntary anonymous feedback form is also given to individuals who have received group training from the Ombuds. These are also delivered to the President's Office.

The third form of assessment is based on the Ombuds' self-analysis of completed cases ranking each case resolution between 'Satisfactory', 'Neutral', and 'Unsatisfactory'. These assessments are not a measure of visitor satisfaction. They are 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 E describes the Outcome Identifiers that fall within each category and that guide the Ombuds' appraisals.

As in previous years, the greater number of cases gauged to be positive outcomes reflects the Ombuds' observation that the activities noted below generally contributed to more positive and less negative outcomes for most issues. This was true even when the visitor had received an irrevocable action from the University. 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.

Contributing to more positive and less negative outcomes:

- Non-judgmentally actively listening, empathizing and understanding
- 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

"The ombuds is encouraged to comment on policies, procedure 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)

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 within a college or division, or reflect broader trends that might warrant further attention, the Ombuds may share these directly with the relevant administrator(s) and make recommendations in accordance with the provisions of *Faculty-Staff Handbook*. Individuals bringing the concerns are still kept confidential and when possible, individual colleges and departments are kept confidential.

Workplace Culture and Climate

In last year's report the Ombuds noted the following:

"The Ombuds has observed significant fatigue and stress resulting from the many changes in leadership, the high turnover in staff, unfilled vacancies in staff and faculty positions, concerns about student enrollment/retention and budget constraints and the many initiatives that have been started, stopped, and changed direction as a result of changing leadership and changing vision." The turnover and reorganizations have caused many to feel that their work load is unsustainable and have caused others to have new position

descriptions presented to them with very little sense of agency regarding the changes in those new descriptions. Changes in leadership cause stress due to the inherent uncertainty regarding anticipated changes in vision and priorities for the University. Concerns about a restricted budget cause stress not only due to increasing/changing workloads but also due to worry about employment security.”

Those comments remain relevant this year and are, in fact exacerbated by a global pandemic, ongoing budgetary stressors and an enrollment prospect that is complicated by Covid 19. Indicators that reflect this exacerbated stress level are, in particular, the 447% increase in visitors seeking long-term and ongoing assistance. For many visitors, resources were so limited and options so few and budgetary restrictions so severe, they requested almost weekly meetings with the Ombuds in order to have a safe and confidential space to vent, to problem solve, to grieve and to look for hope.

The manifestations of fatigue, stress, anxiety and other emotional and physical indicators of weariness that have walked through the Ombuds office this year are devastatingly significant and widespread across units, across departments and across our campuses. Times have been challenging for so long that many are losing hope that their situation, let alone the health of the University and the world will improve soon enough to be meaningful for them. Hope is key to finding a way through difficult times.

It is incumbent upon supervisors at all levels to be mindful of this current culture and to create moments of celebration, joy and hope where and when it is appropriate. Accomplishments do not need to be huge in order to merit celebration. No people or fiscal resources need to be used in order to appreciate your employees with words, a smile, or a public acknowledgment of work well done or effort rewarded. Consider the following suggestions to communicate to your supervisees how much you appreciate them as people and as contributors to the University of Idaho and its mission.

- Consider designating one or two hours per week as “quiet time” for your unit or department when no meetings are scheduled, no intra-departmental phone calls are made and the flurry of activity abates somewhat. This creates a window of time that can be counted on to review and respond to emails without feeling time-pressured, to reflect on work completed and work yet to be addressed and it provides a psychological break from the constant feeling of always needing to be available to anyone and everyone who asks. This is particularly valuable for units that have experienced significant employee loss and/or budgetary reductions. Studies show that purposefully creating this space within the week helps employees to feel valued, to be more mindful in their communications and to develop unit cohesion.
- Assume the validity of a complaint about offending conduct. Take it seriously and look into it. This does not mean that you need necessarily agree that it is a problem or that it

is offensive. To validate how somebody is feeling is not the same as agreeing. It is validating to let an employee know that you can see he is concerned and that you care enough to explore the circumstances that have caused his concern. It is very discouraging to have a problem and feel as though no one believes you or cares enough to support you as you attempt to resolve it. The Ombuds can certainly help to address these situations, and, at some point, if the employee chooses to stay employed, s/he must return to their work environment. Many visitors to the Ombuds office feel as though they have no advocate anywhere within the University when they have trouble working with a supervisor. As an impartial office, the Ombuds can support a visitor, scaffold skill sets, facilitate and mediate conversations and brainstorm possible responses. The Ombuds cannot, however, advocate for a visitor. Most visitors expect their supervisors to be their advocate and they feel hopeless when it is their supervisor who is either the source of the conflict or who appears to be non-responsive to a concern expressed. As is noted in the book Difficult Conversations – “...in the great majority of cases, the reason the other person is not listening to you is not because they are stubborn but because they don’t feel heard,” p.166. We can encourage others to listen to us by first listening to them.

- Consider developing a code of conduct for your unit which all within the unit help to co-create so that everybody is invested both in adhering to it and in ensuring their peers adhere to it too. It is difficult to overstate the value of having a code of conduct in writing. It is a common scenario in all organizations, including the University of Idaho, for an employee to behave in a way that some feel to be inappropriate or disrespectful and for the employee to believe was very justified given the circumstances. Without a code of conduct, the supervisor and employee are left to exchange opinions about what constitutes respectful/responsible behavior. It is a much more constructive conversation when there is a code of conduct that clarifies conduct and that can be relied upon as a legitimate and “impartial” parameter against which to consider the conduct in question.
- Consider proactively assigning mentors for all within your unit rather than reactively creating a mentoring committee in response to a disciplinary action. Employees report feeling very alone and without support when they are in conflict with a supervisor or a colleague. When people feel alone they are more likely to feel discouraged, depressed and antagonistic. We humans are social beings and we become better, more effective problem solvers when we feel like somebody has our back and we aren’t alone.
- Consider scheduling team lunches where no discussions of work are allowed. Getting to know our colleagues as three-dimensional people who have lives outside of their roles at the University of Idaho is critical to our ability to continue to see them as people when they disappoint us or frustrate us. We are much more likely to assume that somebody who hurt us did so unintentionally when we feel we have any sort of personal connection with them.

- Consider a mid-winter retreat for your team when the weather is lousy and Spring Break seems far away. Many units hold retreats during the Summer to address new policies/procedures or to offer professional development or to integrate new team members. Most people report feeling happier with warmer days and longer hours of sunlight. Changing the timing of a retreat may be a useful way to break up the Winter doldrums.

There IS cause for hope. It is important to remain mindful of that. Despite the many challenges of this past year, and the fact that many of our colleagues have left (either voluntarily or not), the University of Idaho, through the determination of each and every one of you, made tremendous progress in this last fiscal year, toward reducing and eliminating the budget deficit, toward reaching new demographics of potential Vandals, and toward fulfilling the mission to educate our next generation in an environment of captivating learning through excellent teaching and remarkable services support. Celebrating successes is important. Please celebrate your/our accomplishments. We made them happen.

Supervisor-Supervisee Relations

As was noted in last year's report and in the 2017 report, many visitors to the Ombuds office share concerns about their relationship with their supervisor. In fact, as alluded to in Figure 4 on page 11 of this report, and further elucidated within Appendix D on page 25 of this report, 61 of 106 interpersonal disputes were focused on a concern about a supervisor's behavior. Moreover, the majority of visitors who requested long-term coaching in this reporting year were leaders of units who felt that their supervisor was not providing clear and consistent guidance, or support with new and changing expectations and/or were communicating something to them and then subverting that by communicating something very different to others. Note the character of these concerns. These visitors were not seeking assistance from the Ombuds due to challenges brought on by budgetary cuts such as the inability to refill positions or due to the stress of a possible layoff for themselves or a team member (although some of this was certainly part of the conversation) or even the added stress of Covid 19. The tipping point that caused many visitors to feel so stressed that they requested repeated and ongoing visitors with me was that they felt they had no other support for problem-solving their various stressors other than the Ombuds office. More importantly, they often felt that not only did their supervisor fail to support them, they often felt that their supervisor did not take any time to consider their concerns.

It is certainly true that none of us are currently at our best. The stress of an ongoing global pandemic, years of budget cuts and frequent changes in leadership have taken a toll. As a result, many of us are feeling as though we have more to do with less time to do it, fewer resources to

attend to it and less patience with which to address it. Practicing self-compassion and compassion for others is critical. The concerns I noted in last year's report remain sufficiently relevant and so are repeated here:

"The leadership capacity of our supervisors is an ongoing area of concern for this Ombuds. Interpersonal disputes were by far the largest category of concerns that visitors brought to the Ombuds Office during the 9 months covered in this report and within that category the most frequent concern was supervisees expressing concern about their supervisors. These concerns were varied and were predominantly about conduct that was perceived to be unprofessional, unethical, unfair, and/or unkind. In the estimation of the Ombuds these concerns were not made by supervisees who disliked their work or were attempting to shirk their responsibilities. There is a widespread perception among supervisees that supervisors of all sorts (as noted in the above quote) were promoted to a position of leadership for which they were offered no, or inadequate, training and support. This is not an isolated perception nor does it impact a single demographic.

This perception impacts culture, productivity, morale, retention and our reputation as our employees and our students feel, and discuss, the discomfort of strained relationships in various units across campus. In addition, there is also a widespread perception that many supervisors are conflict-averse. This is particularly challenging for supervisees who are in conflict with a colleague or with their supervisor. Many supervisees report going to their immediate supervisor for assistance with an interpersonal dispute (as they are encouraged to do by varied UI policies) and report experiencing responses that vary from no support to ineffective support to retaliation. There is a tremendous need to scaffold communication, conflict management and leadership skills among our supervisors."

Having focused, as was necessary to do, on our fiscal health during the last few years, I respectfully suggest that this upcoming year it is appropriate to focus on our social and emotional health as an organization. Communication skills and interpersonal skills are often referred to as "soft skills". I find that fascinating. In my experience there is no "tougher" set of skills to master than mindfully, respectfully and creatively approaching conflicts and problems with people who view the situation very differently. Moreover, every year, business leaders are asked what skill they value most in their employees and consistently they report that it is the ability to respectfully and collaboratively work with others to accomplish goals and overcome interpersonal conflicts and barriers of all sorts that is most difficult to find. We have the opportunity, as an institution of higher learning, to role model for our students, who are current and future employees, how best to scaffold every employee to feel skilled and supported in addressing conflict and change.

The Ombuds Office exists to informally help individuals and bring observations and recommendations, as noted above, to the awareness of the governing bodies of the University. While the totality of issues brought to the Ombuds represents a limited number of people, they are nonetheless significant. It is generally understood that for every single visitor, there are likely many others who do not come forward and who have the same or similar issues. When responded to effectively by those who have both the responsibility and authority to manage this University, they are likely to steer the course of a culture to a more positive place. The Ombuds remains committed to helping all individuals collectively and collaboratively reach their individual and mutual goals in support of the University of Idaho's mission and values.

Appendix A

History of the Ombuds Office

A faculty member first proposed the Ombuds Office to the Faculty Council in 1988. The office was established in 1992 under President Elizabeth Zinser and operated under the title of Office of the Faculty Ombudsman. The office was originally staffed by a half-time faculty member whose responsibility 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. Due to the increase in caseload by 1998, President Robert Hoover approved the addition of a half-time, non-faculty ombudsman. R. Ellen Schreiber was appointed to the position.

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 became the University's first full-time ombuds charged with serving administrators, faculty, staff and students.

The terms 'Ombudsman', 'Ombudsperson' and 'Ombuds' are used interchangeably in the profession. During approximately the last ten years, the shortened version 'Ombuds' has become the dominant name for this position.

Evolution of the University of Idaho Ombuds Office 1988-present

Office

- 1998-2009 **Students** officially allowed to use the services of the Ombuds Office
- 1995 **Staff** officially allowed to use the services of the Faculty Ombuds Office; 'Faculty' dropped from the name
- 1992 **President Elizabeth Zinser** officially established the Faculty Ombuds Office staffed by a half-time faculty member
- 1988 **Ombuds Office** proposed by faculty member to Faculty Council

Ombuds

- 2018-present **Laura C. Smythe**
- 2016-2018 **Barbara L. Beatty**
- 2010-2015 **R. Ellen Schreiber** became the first full-time Ombuds
- 2006-2009 **James R. Fazio**, Dept. of Conservation Social Sciences
- 2003-2005 **Charles Morrison**, Counseling and Testing Center
- 1999-2003 **Thomas V. Trotter**, Dept. of Counseling and School Psychology, Special Education and Educational Leadership
- 1998 **R. Ellen Schreiber** was appointed as a half-time non-faculty Ombuds
- 1994 **Carol Hahn** was appointed as an interim staff Ombuds
- 1992-1999 **David J. Walker**, Dept. of Agricultural Economics/Rural Sociology

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). Organizational Ombuds differ from Classical/Executive Ombuds and other types of Ombuds in that they do not conduct formal investigations where confidentiality cannot be maintained. Nor do they advocate for anything other than fair process. Organizational Ombuds are not official agents of the University and therefore are not required to report certain events as mandated by Federal law.

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. Exceptions 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 an impartial person 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. Organizational Ombuds are not mandated reporters for most Federal and State laws. 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 Services Offered by the Ombuds

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. While the Ombuds Office does market its services, it does not proactively seek or initiate cases.

Cases vary from a single informational visit to highly complex interventions involving multiple parties and meetings and requiring considerable time. There may be more than one case initiated by a single visitor if each issue requires independent follow-up.

The number of cases represents a conservative figure since numerous contacts occur informally and spontaneously in the course of conducting Ombuds business, such as during university meetings, 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* and number of contacts tracked are far better reflections of the time the Ombuds spends on cases rather than the number of individual visitors.

Mediations are formal facilitated discussions where an agreement is reached regarding future conduct. Some mediations result in written agreements. When legal issues are involved, the mediations are binding and an official agent of the university signs the agreement. Other mediations are non-binding, good faith agreements between parties.

Facilitated Discussions are similar to mediations however, they are more informal, and rarely have written agreements.

Group Facilitations can be focused on team building, conflict management, culture development or a myriad of other subjects and are a combination of training and working through the leadership's objectives for the group.

Appendix D

Types of Issues Presented

Figure 4, Page 11

Discrimination: Three cases involving a potential discrimination issue came directly to the Ombuds Office. All three cases alleged sexual discrimination. The situations were discussed and the visitors were referred to the appropriate resources. This number is up slightly from 2 cases in last year's Annual Report.

Harassment: Three cases of harassment came directly to the Ombuds Office. This is six fewer than in the previous Annual Report. One involved general harassment or actual or perceived bullying, one was regarding sexual harassment and one was regarding racial/ethnic harassment. All three were referred to the Office of Civil Rights and Investigations.

Interpersonal

Dispute: The largest category of disputes this year were with or between individuals, totaling 106 cases. This is significantly higher than last year with 64 cases. It is also important to remember that last year's report reflected only 9 months of data and this year's report includes 12 months of data. Of these, the majority were with supervisors, followed by disputes with supervisees.

Benefits: There was only one case (compared to two in the last Report) attributed to benefit issues. This case was about health care insurance coverage.

Advancement: There were 4 cases related to faculty advancement (compared to two in the last Report). All of these cases were about tenure/non-reappointment.

Employment: The employment category had 94 cases relating to specific areas of concern. This number represents *50 more cases* in this category than in the last Report. This was the second largest category of problems brought to the Ombuds Office in this reporting period. The most common sub-categories within the employment category concerned workload, working conditions and evaluations. This statistic is a reflection of the widespread stress that our employees experienced in this last year.

Ethical: There were 12 ethical concerns. This is 5 fewer concerns reported in this category this year as compared to last year. Seven cases dealt with records management and three cases were about health/safety.

Other: The 'Other' category allows for the Ombuds to fill in an issue that is not listed in the other categories. There were 92 cases listed in this category as compared to 43 cases in the previous Report. This represents a significant increase. 45 of these cases dealt with department/unit function. The majority of the remaining cases, 23 of them, were not specified and left as 'miscellaneous'. Many of these were Covid 19-related. Also included in this category were concerns about committee function, academic issues, Unit head/department chair and disciplinary actions.

Appendix E

Ombuds Self-Appraisal of Outcomes/Impacts of Cases 2018-2019

n = 276

Outcome Category and Specifier

Resolved satisfactorily with Ombuds Office assistance n=218	80%
<ul style="list-style-type: none"> • <i>Mediation</i>: agreement/compromise reached through mediation; formal action avoided; visitor given another chance or situation otherwise satisfactorily resolved. 	7%
<ul style="list-style-type: none"> • <i>Miscellaneous Techniques</i>: conflict resolved short of mediation; may involve “shuttle diplomacy” or similar workshops intervention, with entire unit, or other techniques; formal action not taken. 	4%
<ul style="list-style-type: none"> • <i>Facilitated Discussions</i>: Ombuds served, by invitation or suggestion, as neutral observer; may involve role as moderator, but not mediator; visitor satisfied with outcome; formal action not taken. 	20%
<ul style="list-style-type: none"> • <i>Coaching</i>: Long-term coaching provided. 	34%
<ul style="list-style-type: none"> • <i>Information only or “light coaching”</i> was provided by Ombuds; and/or helps party to self-advocate. Visitor satisfied. 	35%
<ul style="list-style-type: none"> • <i>Policy/Procedure</i> or system modification/improvement. 	0%
<ul style="list-style-type: none"> • <i>Other</i> 	0%
Neutral Outcome (Ombuds had no direct impact) n=52	18%
<ul style="list-style-type: none"> • <i>Neutral Listener</i>: 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. 	80%
<ul style="list-style-type: none"> • <i>Cancels or ‘vanishes’</i>: Visitor initiated and then canceled or ‘vanished’ after setting appointment or before follow-up action was completed. 	10%
<ul style="list-style-type: none"> • <i>‘Unrepairable’</i>: situation upon arrival (e.g. temporary help, already terminated, tenure was denied for appropriate reason, or visitor resigned). 	10%
<ul style="list-style-type: none"> • <i>Other</i> 	0%

Results Unsatisfactory n=6

2%

• <i>Visitor disgruntled</i> : with Ombuds efforts and discontinued visits or contacts.	0%
• <i>Visitor disregarded</i> : advice/solution and suffered consequences.	50%
• <i>Lack of cooperation</i> : unfair practice or situation not resolved nor corrected due to lack of cooperation.	50%
• <i>Other</i>	0%

On occasion, problems would re-surface or new issues arose with previously served parties. Situations that deteriorate after concluding Ombuds involvement are not reflected in the Ombuds' assessment above.

“It’s hard to hear someone else when we are feeling unheard, even if the reason we feel unheard is that we have chosen not to share. Our listening ability often increases remarkably once we have expressed our own strong feelings.” – Stone,D.;

Patton, B.; Heen, S. ³

³ Douglas Stone, Bruce Patton and Sheila Heen are the authors of *Difficult Conversations: How to discuss what matters most*, p.90

2020 – 2021 Faculty Senate – Approved

Approved at mtg #15, 12.1.2020 with minor friendly adjustments.

Meeting # 14

Tuesday, November 17, 2020, 3:30 pm – 5:00 pm

Zoom only

Present: Ahmadzadeh, Brantz, Bridges, Carney, Carter, Chapman, Dezzani, Keim, Fairley, Goebel, Hickman, Kirchmeier (Chair), Lee-Painter, Meeuf (Vice-Chair), Paul, Quinnet, Raja, Rashed, Rinker, Rose, Sammarruca (w/o vote), Schwarzlaender, Smith, Stroebel, Tenuto, Tibbals, Wargo, Torrey Lawrence (w/o vote)

Absent: McIntosh (excused), McKellar, Smith

Guest Speakers/Presenters: *Linda Campos, Chandra Zenner Ford, Scott Green, Jerry McMurtry, Alyson Roy, Vanessa Sielert, Diane Whitney, Brian Wolf, Darryl Woolley*

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

Approval of Minutes (vote):

- Minutes of the 2020-21 Meeting #13 – Attach. #1
There were no corrections to the minutes of the 2020-21 Meeting #13. The minutes were approved as distributed.

Chair's Report:

- Thank you to those of you who have been able to attend the Senate meetings with Provost candidates. The recordings of the open sessions will be posted after all the candidates have had their session (so, at the earliest, on Thursday afternoon). The feedback forms will be posted at the same time. They are currently scheduled to stay open until mid-day November 30.
- Nominations for University Excellence Awards are now open. Please look over the award categories for faculty and staff and consider nominating a colleague or two this year! <https://www.uidaho.edu/governance/faculty-staff/university-awards>
- The survey seeking volunteers for Senate Committees went out two weeks ago. Please fill out the survey if you are interested in serving on a committee. Please also encourage your colleagues to complete the survey. The initial deadline is December 11, but we may extend it if we find it helpful. Please try to submit your survey by December 11.
- Next University Faculty Meeting: December 9, 2:30 p.m. to 4:00 p.m.
- One upcoming deadline to keep in mind:
 - Deadline to request delay for promotion and/or tenure is March 14, 2021.
Please help us spread the word about these upcoming deadlines by sharing with your colleagues.

There were no questions or comments for the Chair.

Provost's Report:

- Follow-up on a question from last week's meeting regarding the electricity bill and the P3 contract, after consultation with Brian Foisy. The purchase of commodities – electricity, natural gas, wood chips, and others – remains outside the P3/concession agreement. That is, the university will continue to directly purchase commodities.
- COVID-19 update: slight increase over the previous week. Three Greek Chapters are back in quarantine and 27 students are in U of I isolation facilities. Concerns are growing due to what is

going on around us regionally. Last week, 1,756 people were tested – 999 the previous week. By the end of this week, the university will have given over 22,000 tests throughout the semester.

- A reminder that after this Friday all classes must be online/remote. We are also encouraging employees to work from home and be flexible. ~~The plan is to~~We need to keep offices open but can have fewer with a smaller number of employees such as on a rotating schedules.
- The Honors program invites interested faculty to apply for the Faculty Fellows two-semester Program by the December 1, 2020 deadline. A second deadline will be in March 2021, if you are interested in the fall21-spring22 cycle. For more information, contact Sandra Reineke at honors@uidaho.edu.

Discussion:

A Senator inquired whether moving back to Stage 2, as ordered by the Governor, will impact our current operations. Provost Lawrence said that it will not – we already meet the new state requirements of a modified Stage 2 announced last Friday – with the exception of events with more than 10 participants (with some exceptions). It will also not affect our spring plans any more than it does now, but we need to continue to be careful and be aware of the situation around us.

A Senator asked for clarification on the first point of the Provost's report. What does "outside the concession agreement" mean? Provost Lawrence said that we will continue to purchase commodities as we do now – such as electricity from Avista and wood chips from a variety of places. In the P3 deal, it is the operation that is being leased. Purchases will continue as before.

There were no more questions or comments for the Provost.

Committee Reports:

- UCC Items (vote)
 - Discontinue the emphases in History – Alyson Roy
The department used to have three different tracks for different emphases, which made it difficult to get students to graduate on time. Moreover, the unit lost one third of the faculty. Thus, they decided to have just one major and no emphases.
There were no questions or comments.
Vote: 95% in favor, zero against, 5% abstentions. The UCC proposal passed.
 - Discontinue the emphases in Music Business – Vanessa Sielert
The motivation is to streamline the degree by discontinuing the emphasis in Music Business while offering a variety of electives for student to choose from.
Discussion:
There were comments about elimination of options/emphases being encouraged by Program Prioritization (PP), and the potential negative impact of removing emphases and options on marketing and student recruiting. Vanessa Sielert noted that her unit is revising the curriculum to make it more attractive and will approach marketing from a different side.

Provost Lawrence explained the difference between option and emphasis – a State Board definition related to a percentage of credits and not under our control. Also, PP does not encourage removing emphases and options, but only those which are not populated. There is no PP issue with emphases if they all are utilized.

There were no more questions or comments.

- Name Change for Music and discontinuation of emphases – Vanessa Sielert
The BM in Music Business previously had three emphasis areas, which are being eliminated. Instead, students will have greater flexibility in elective choices. The Music Theory and Music History emphases were underpopulated and took considerable faculty time, so they are being removed. Instead, there will be a BA and a BS degree in Applied Music. This will make it easier for students to complete another major.
 There were no questions or comments.

Vote (Music Business): 91% in favor, zero against, 9% abstentions.
 Vote (Name Change): 87% in favor, zero against, 13% abstentions.
 Both proposals passed.

- Discontinue the emphases in Sociology – Brian Wolf
 The motivation for this change is to streamline the major. It also reflects students' feedback. The emphases were underutilized – no major curricular change.
 There were no questions or comments.
- Name Change for the Equity and Diversity Certificate – Brian Wolf
 This name change reflects how the way we talk about diversity and inclusion has evolved. It also better reflects the department focus.
 There were no questions or comments.

Vote (Emphases in Sociology): 91% in favor, zero against, 9% abstentions.
 Vote (Equity and Diversity): 87% in favor, zero against, 13% abstentions.
 Both proposals passed.

- New Minor in Film & Television – Russ Meeuf
 The intent is to provide the opportunity to develop video production skills without going through the major.
 There were no questions or comments.
 Vote: 96% in favor, zero against, 4% abstentions.
- New UG Certificate in Small Business Management – Darryl Woolley
 This is a new certificate (can be pursued online or in class) to help people who want to start a new business gain management and entrepreneurship skills.
 Discussion:
 A Senator asked whether they had to approach some particular organization to have the Certificate accredited. No, we develop our curriculum with our advisory board. The Certificate meets their accreditation standards.
 Another Senator wondered about the prerequisites. Which groups are they targeting with the Certificate? Darryl Woolley replied that essentially two groups are being targeted: university students who are working on another major and wish to acquire additional skills – they will need to take the prerequisites if they are not CBE students – and working professionals, who are likely to have satisfied the prerequisites.
 There were no more questions.
 Vote: 91% in favor, zero against, 9% abstentions.

Chair Kirchmeier asked if there were objections to suspending the order of the agenda and move to the first item in Other Announcements and Communications. After that, we will go back to Committee Reports.

Other Announcements and Communications:

- Online Education Working Group White Paper – President Green, Chandra Zenner Ford, Jerry McMurtry.

Chandra Zenner Ford started with thanking Jerry McMurtry for all the time and effort he spent on this project as the chair of the Working Group. Soon after they started, they realized the need to break the larger group into four subgroups – the subgroups and the leaders for each of them can be found in Appendix B of the White Paper. The Working Group will continue to update Senate and seek feedback, just as for the R1 and the Financial Model White Papers. Chandra Zenner Ford turned the floor over to Jerry McMurtry.

Jerry McMurtry said that the project they undertook was a large one. Per President Green's charge, they needed to build something strong, immediately impactful, and capable of advancing the university. They divided the larger task into four subgroups, listed, with their leaders, in Appendix B. They studied the literature and consulted with other institutions that had successful models – Oregon State, Colorado State, Southern Florida, and WSU. Their research led them to the conclusion that they needed a central unit to move this effort forward. All efforts on the marketing, infrastructure, technology, student support, course development, and faculty side needed to move forward through a centralized unit. There wasn't unanimous consent and some strong opinions were voiced about moving in different directions, but a large majority supported the idea of a centralized unit – present in all successful models the group looked at. The administrative position in charge of the central unit was not specifically defined but it was suggested that it reports under Academic Affairs. It is important that we do not miss the opportunity to position ourselves in the state at the right time. A year ago, we might have been skeptical about online courses. Now we have an entire catalog of online courses. We must leverage that experience that our faculty and administrators have gained and move forward. The group also looked carefully at what we have that has been successful – such as Engineering Outreach – but we need more, along with a centralized organization. With the proper investment, we can begin to return revenue to the institution. Jerry McMurtry said he welcomes questions and feedback.

Discussion:

A Senator was concerned that online education (as other new programs) may develop at the expenses of other programs or units. Where will the initial investment of \$1.7M come from? How will it impact existing programs? If it takes from 2021 to 2026 for the program to get going, the White Paper projects *up to* \$22M in revenue. The Senator would like to see a more conservative figure for the minimum amount that we can be fairly certain about. How was the projection on return calculated? Also – the Senator argued – a return of almost 1 to 15 seems overly optimistic. Jerry McMurtry explained that the projections were done on anticipated growth from where we are now, building in anticipated tuition increases over those years. The online growth we have seen with a number of programs going online was projected forward with no additional input. The Senator expressed concern that those numbers are too optimistic, particularly if we have competition. Jerry McMurtry recognized that there is a lot of competition from land grant institutions, which is why we need to find a market and do this right. As for the first part of the Senator's question, the team is looking for an initial central investment – new money. There was no mention of removing resources from departments.

President Green noted that \$1M of the P3 funds have been set aside for this initiative. Also, many of the investments in the infrastructure have already been made with money from the state. Dan Ewart added that \$400K was spent to update classrooms and \$993K for more classrooms, videos, computers, studios, etc., around the state.

There was a request to elaborate on the reasons why there was no unanimous agreement within the group. Jerry McMurtry said that some members did not want another administrative position to lead this effort or saw the need for a centralized unit. The administrative position in charge of the central unit was not specifically defined but it was suggested that it reports under Academic Affairs. Some thought that individual departments should be in charge. Others thought that this initiative should be part of CETL. Jerry McMurtry agreed that CETL should be involved, but under a central leadership.

Has there been any discussion about sharing revenue or keeping it centrally? How will faculty and departments be incentivized, given the time and effort they will need to invest in order to participate? Jerry McMurtry said that there had been no talk of a specific revenue return rate, but an incentivizing structure needs to be put in place. This will be left to the administrator who will interact with the Sustainable Financial Model Working Group to ensure that this is a sustainable enterprise. The marketing section of the paper addresses how revenue stream can come in through the dual credit program – high school students are potential Vandals.

Vice Chair Meeuf wondered whether any part of the P3 \$1M can be earmarked as investment in new faculty positions. We have the ability to teach online but not the capacity. Jerry McMurtry replied that there are no plans to do that. The Vice Chair suggested to consider this further. It is a capacity issue, not an ability issue. There is interest in online teaching, but adding new online sections to support enrollment growth without additional resources for faculty is problematic. Other Senators agreed that we need support upfront for faculty time and effort.

Any partnership with Coursera? Jerry McMurtry said that such possibility was discussed, but it would take us on a different path. We can do this centrally on our own.

What about Idaho Digital Learning Alliance (IDLA) K-12? Will we compete or cooperate with them? Provost Lawrence said that there is the opportunity to engage with IDLA – an expansion that would be beneficial.

How does this initiative mesh with the Online Idaho project that Dean Panttaja talked about a couple of weeks ago? Dean Panttaja replied that this initiative would need to mesh directly with Online Idaho to make sure that our courses and programs are in the catalog. Besides IDLA, Online Idaho, and this White Paper, he also mentioned an initiative from the Workforce Development Council to help citizens upgrade their online skills in the COVID time.

Chair Kirchmeier expressed concern about incorporating dual credits in the program. She reads from p.20 of the paper that funds will be provided to hire and train adjunct faculty to teach dual-credit online courses. Jerry McMurtry said that statement may refer to qualified high school teachers who would partner with U of I faculty associated with the dual credit course. Also, *adjunct* should be *affiliate*.

While he appreciates the revenue stream consideration, a Senator expressed concern about the loss of quality and rigor with online education. What about the pedagogy? Will online degrees be considered of the same quality? Jerry McMurtry replied that the group did not discuss lesser quality of the online degree. CETL will take the lead to ensure quality. The Senator argued that departments, not CETL, must ensure quality.

The Senator who brought up the issue of faculty incentives reiterated that most of the work will fall on the faculty. If there is no upfront support, should faculty and departments hope for a return at a later time? The extra effort should be recognized in the Position Description. Jerry McMurtry said that departments would be expected to deliver courses online and the revenue would then come back to support those units.

The Chair agreed with earlier comments about rigor and the need for faculty support. The paper talks about support to create online courses, but an enormous amount of time is required to deliver those courses, revise them, and work with students. There is incentive to get started but not to continue to do well. McMurtry said that the intent is to do well over time, if the program becomes sustainable and continues to grow. There are some very successful models we can learn from, such as WSU. Some institutions use a student support structure, where students from the program help other students online.

A Senator observed that current high school students – potentially future Vandals – are already engaging in a variety of online classes. We need to keep in mind that our future students are used to online teaching formats.

Other Senators agreed with previous comments that upfront support for faculty is needed for them to do quality work. CETL can help with the instructional design for the online pedagogy, but ultimately faculty will need to put in the time and effort.

Final remarks from President Green: This is more than a White Paper for online classes, it is a road map for distance learning. The world is changing as we speak and we are already behind smaller and peer institutions in dual credit and distance learning. We know now that we need support infrastructure to be successful. I agree that in-person teaching is better, that is why we were open this fall, but we must get creative and provide high-quality education in different formats. Hybrid formats can help everyone feel they are part of the institution. We also need to be able to reach out to students where they are. Not everyone can afford to come to Moscow. Younger faculty ~~will~~ find it natural to teach in different modalities and we need to be prepared to support the faculty that will be joining us over the next decade. ~~We need to be able to reach out to students where they are.~~ There ~~is~~ may be no ~~money~~ margin in dual credits, but it is an important pipeline for potential students. Thank you all for your ideas and feedback.

Committee Reports, cont.:

COVID 19 Committee Update – David Lee Painter

This is a brief preview of a larger conversation we will have in a couple of weeks.

The Committee is developing a proposal to change how the institution presents data. The proposal will be in the Senate meeting binder of December 4.

Other Announcements and Communications, cont.:

- APM 20.13 (no vote), Communications and/or Computers – Diane Whitney and Linda Campos

This policy concerns the proper use of university-owned devices and the security of data, whether on a university-owned or on a personal device. It gives the criteria for determining whether an individual qualifies to receive a university-owned device and for requesting a stipend, if so desired. The language that was appropriate under the previous tax law (changed in 2011) has been removed – stipends are no longer taxable. Linda Campos informed the Senators that an error was discovered shortly before the meeting in the redline document provided in the binder. The second sentence of the paragraph in D-4 will be deleted as redundant. It is replaced by section D-5.

New Business:

- Chair Kirchmeier asked whether there was any new business.
Senator Goebel raised an issue on behalf of the CNR faculty concerning the role of the University Assessment Committee (UAC). Assessment *per se* is not the source of the concern. The focus of the concern is how UAC relates to FSH policy 1620 B-2, B-6, and B-7. Some of the Senator's constituents would like to better understand how and by whose authority UAC was created (in 2017) and charged. It handles curriculum matters, which are within Faculty Senate purview, so it should be a Faculty Senate committee under FSH 1640.

There was a brief discussion and some comments from Dean Panttaja to better frame the issue. Senate will pick up this discussion again in the near future. (The document displayed by Senator Goebel during his brief presentation is attached to these minutes.)

Adjournment:

The agenda being completed, the Chair adjourned the meeting at 5:03pm.

Respectfully Submitted,

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

University of Idaho
2020 – 2021 Faculty Senate Agenda

Meeting # 14

Tuesday, November 17, 2020 at 3:30 pm
Zoom Only

- I. Call to Order
- II. Approval of Minutes (Vote)
- III. Minutes of the 2020-2021 Faculty Senate Meeting #13, Nov. 10, 2020 **Attach. #1**
Chair's Report
- IV. Provost's Report
- V. Committee Reports
 - UCC Items (vote)
 - Discontinue the emphases in History – *Ellen Kittell* **Attach. #2**
 - Discontinue the emphases in Music Business – *Vanessa Sielert* **Attach. #3**
 - Name Change for Music and discontinuation of emphases - *Vanessa Sielert* **Attach. #4**
 - Discontinue the emphases in Sociology – *Brian Wolf* **Attach. #5**
 - Name Change for the Equity and Diversity Certificate – *Brian Wolf* **Attach. #6**
 - New Minor in Film & Television – *Russ Meeuf* **Attach. #7**
 - New UG Certificate in Small Business Management – *Scott Metlen* **Attach. #8**
 - COVID 19 Committee Update – David Lee Painter
- VI. Other Announcements and Communications
 - Online Education Working Group White Paper – *President Green, Chandra Zenner Ford, Jerry McMurtry* **Attach. #9**
 - APM 20.13 (no vote), Communications and/or Computers – *Diane Whitney* **Attach. #10**
- VII. Special Orders
- VIII. New Business
- IX. Adjournment

Attachments:

- **Attach. #1** Minutes of the 2020-2021 Faculty Senate Meeting #13, Nov. 10, 2020
- **Attach. #2** Discontinue the emphases in History
- **Attach. #3** Discontinue the emphases in Music Business
- **Attach. #4** Name Change for Music and discontinuation of emphases
- **Attach. #5** Discontinue the emphases in Sociology
- **Attach. #6** Name Change for the Equity and Diversity Certificate
- **Attach. #7** New Minor in Film & Television
- **Attach. #8** New UG Certificate in Small Business Management
- **Attach. #9** Online Education Working Group White Paper
- **Attach. #10** APM 20.13

2020 – 2021 Faculty Senate – Pending Approval**Meeting # 13**

Tuesday, November 10, 2020, 3:30 pm – 5:00 pm

Zoom only

Present: Ahmadzadeh, Brantz, Bridges, Carney, Carter, Chapman, Dezzani, Fairley, Goebel, Hickman, Kirchmeier (Chair), Lee-Painter, McIntosh, McKellar, Meeuf (Vice-Chair), Paul, Quinnet, Raja, Rinker, Rose, Sammaruca (w/o vote), Schwarzlaender, Smith, Stroebel, Tenuto, Tibbals, Wargo, Torrey Lawrence (w/o vote)

Absent: Keim (excused), Rashed (excused)

Guest Speakers: *Erin Agidius, Jim Craig, Ben Barton, Brian Wolf, Laura Smythe*

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

Approval of Minutes (vote):

- Minutes of the 2020-21 Meeting #12 – Attach. #1
There were no corrections to the minutes of the 2020-21 Meeting #12. The minutes were approved as distributed.

Chair's Report:

- Nominations for University Excellence Awards are now open. Please look over the award categories for faculty and staff and consider nominating a colleague or two this year! <https://www.uidaho.edu/governance/faculty-staff/university-awards>
- The survey seeking volunteers for Senate Committees went out last week. Please fill out the survey if you are interested in serving on a committee. Please also encourage your colleagues to complete the survey.
- Interviews and meetings with the finalists for the position of Provost and Executive Vice President start this week. As Faculty Senate, you have received from Brenda invitations to meetings specifically for Senate and the candidates. Open sessions will be held for the broader community. Please do try to participate at some level.
<https://www.uidaho.edu/president/search/provost/finalists>
- Two upcoming deadlines to keep in mind:
 - Honorary degree nominations are due on November 16, 2020.
 - Next University Faculty Meeting: December 9, 2:30 p.m. to 4:00 p.m.
 - Deadline to request delay for promotion and/or tenure is March 14, 2021.Please help us spread the word about these upcoming deadlines by sharing with your colleagues.

There were no questions or comments for the Chair.

Provost's Report:

- COVID-19 update: we had 25 positive cases, still in line with what we had through the semester but slightly up from the previous weeks. We are concerned about what is happening in our community, state, and all around us. We urge everyone to continue following safety practices.
- A correction to information presented in last week's meeting regarding the UI Employee Headcounts chart that was shown. Over the period 2012-2020, the number of classified (exempt) staff went down (up) by 14% (15%). When combined, there is a net drop of around 2%. The corrected numbers (on the table attached to these minutes) for the period 2012-2020 are: 2% decrease for staff, 5% decrease for faculty, and 3% decrease in total personnel. Percentages

are shown for the 2012-2020 period (graph and table) and for the recent 2019-2020 year where a large change can be seen (table only).

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Discussion:

Referring to the P3 project deal, a Senator asked whether the university is going to receive electricity bills, and if so, how that fits into the budget. The Provost replied that utility expenses are built into the cost structure. He will check with Brian Foisy for details.

There were no more questions or comments for the Provost.

Other Announcements and Communications:

- FSH 6100 Title IX changes (vote) – Erin Agidius and Jim Craig Attach. #2
Erin Agidius explained that the Department of Education issued new regulations for Title IX and how to comply with those, which had to be operational by August 14, 2020. Working groups with broad representation from different bodies on campus built the attached policy, intended to be in compliance with the new regulations. The latter are federally mandated and so we must comply.

Discussion:

Addressing a question from a Senator, Erin Agidius described the main changes. The process is the same for students, staff, and faculty. If the process goes forward, a live hearing is required that includes cross examination by the advisors of the parties. Also, the definitions of sexual harassment, sexual assault, stalking, and domestic violence have been narrowed. Actions which do not align with the prescribed definitions do not fall under Title IX. Another aspect is the distinction between a report and a formal complaint. In the latter case, notification to the other party and an investigation will follow. Anything that is submitted (such as an issue being disclosed to an individual) is a report. The standards of proof apply in the same way to staff, faculty, and students. FSH 6100 is very specific to Title IX – processes such as faculty appeals and other forms of grievances cannot include Title IX. Jim Craig reiterated that FSH 6100 applies equally to everyone – process and burden of proof are the same for faculty, staff, and students. Parties who do not wish to participate in the formal disciplinary process can opt for an informal resolution upon filing a complaint. All the training material is publicly available.

A Senator asked whether FSH 6100 is a new addition or is replacing existing policies. If existing policies remain, have they been revised as well? Jim Craig said that, prior to FSH 6100, different complaints would have been handled under different policies. Those policies will now direct the reader to FSH 6100. In case of a conflict, FSH 6100 prevails.

There was a request for clarification concerning the cross examination mentioned earlier. Erin Agidius explained that, under the new regulations, questions during the hearing come directly by the party advisors, whereas previously they were submitted and filtered by the panel chair. The Senator noted that this can put the parties in an uncomfortable position.

Clarification was requested about the informal resolution process and how it differs from the formal one. Erin Agidius said that, first, a formal complaint must be filed. Both parties must agree to pursue a resolution and the process for getting there, which could be, for instance, a mediation.

Vice Chair Meeuf wondered whether the new process will discourage people from coming forward. Erin Agidius thinks it is likely. Jim Craig added that all aspects were discussed in depth. Ultimately, we have no options but to comply. Erin Agidius added that submitting a report does not initiate a formal complaint – they hope that the new regulations will not keep people from coming forward. The intent is to be as transparent as possible.

There were no more questions. Chair Kirchmeier called for a motion to approve the proposed FSH 6100, which has not come to Senate as a seconded motion from a committee. Moved and seconded (Quinnet/McIntosh). No additional discussion was requested.

Vote:

The votes were as follows: 91% in favor, zero against, 9% abstentions. Motion passes.

- From UCC: Department Name Change for Psychology and Communications (vote) – Ben Barton Attach. #3

Ben Barton gave a brief description of the proposed change and the rationale for it. They are dropping the word “Studies” from the name because it is redundant. The new name is more consistent with the department and the major.

There were no questions or comments.

Vote:

The votes were as follows:

100% in favor, zero against, zero abstentions. Proposal from UCC is approved.

- From UCC: Department Name Change for Sociology and Anthropology (vote) – Brian Wolf Attach. #4

Brian Wolf explained that their department is a unique multi-disciplinary combination of three major programs: Sociology, Anthropology, and Criminology. The three programs have large overlaps, thus the new name best reflects what they actually do.

Discussion:

Provost Lawrence asked whether the names of the majors are also being changed. Brian Wolf replied that they will not be changed. They have discussed this issue before and are not worried about students finding the majors online.

There were no more questions.

Vote:

The votes were as follows: 83% in favor, 4% against, 13% abstentions. The UCC proposal is approved.

- Ombuds Report – Laura Smythe Attach. #5

Laura Smythe began by saying that she would prefer to take questions and listen to specific concerns and suggestions.

Discussion:

Secretary Sammarruca referred to a comment in the Ombuds Report (attached) on whether a gender-based statistic (% of female visitors vs. % of male visitors) is useful given the increased understanding of gender as gender identity as opposed to biological gender. She thinks that those kinds of break-down are more important than ever. The climate in the workplace for women and minorities is a very real issue. Laura Smythe said she is well aware of these issues. The statement mentioned by the Secretary is not a decision – she will keep other perspectives in mind.

A Senator asked whether people felt that their problems were not addressed and that they would have liked to see more action from the Ombuds, in addition to a de-escalation of the situation. Laura Smythe noted that her authority is limited to what is granted to her by the visitor. She can mediate, facilitate, or apply other strategies, but, ultimately it is up to the visitor to listen, agree with, execute her suggestions, or take no action. How the situation plays out is not in her control. The Senator followed up with the observation that some employees may have wrong expectations of what the Ombuds can do for them. Therefore, the Ombuds mission should be articulated clearly and read carefully. In fact – Laura Smythe replied – she walks everyone who visits her office through the unique nature of her authority. However, people under stress often do not process well what they don't want to hear or does not fit within their views. In fact, some visitors, after hearing what the office can or cannot do for them, may be disappointed and not fully process the limitations and strengths of what the Ombuds can offer.

Vice Chair Meeuf had a question about patterns. He noted that a significant number of complaints were from supervisees, who did not feel they were heard or properly communicated with by their supervisors. Would this be a pattern? What would the Ombuds recommend to supervisors? Laura Smythe noted that she is very conservative about utilizing her authority to act on a pattern. In this particular case, she recognized a pattern based on a large number of visitors and similar stories. This pattern is in her annual report to raise awareness of the issue. Another way is to identify patterns within a particular unit or college and work with unit/college administrators on skill sets that may need attention. How she identifies a pattern is based both on the quality and quantity of the input she receives, but she does not utilize it often. One of the reasons why she spends substantial time on the supervisor-supervisee relation is because of the power disparity inherent to such relation. Communication problems and conflicts among colleagues can be approached differently, usually in ways that are unit or college specific, depending on the culture of the unit/college. But the power dynamics brings a lack of safety and security in the supervisees who find themselves at odds with the supervisor. This is a pattern found in the human population. Management training for supervisors is extremely important, particularly in the area of conflict resolution with supervisees. Those who supervise and write evaluations should assume the validity of the concern being brought up before them, whether they agree with it or not. They need to understand the emotional status of someone who has chosen to raise a concern with the supervisor. Validating someone's emotional impact does not mean that we agree with them. Supervisors must be honest, transparent, and clear in their expectations. A change of supervisor can make employees feel as though they need to start over. People must know what they need to know in order to succeed. If we can be mindful and interested in the complaint being presented to us, we can turn the conversation into a more positive event. All complaints – Laura said – are value statements.

The Secretary asked for clarification on the statements in the Ombuds Report referring to cases where no remedies or resolution options are available, such as: differing expectations for a position and/or for the corresponding compensation; or academic/employment decisions where no clear procedures or policies exist. Should there not be room for negotiation in such cases, particularly if policies are vague? Clear policies are very important to avoid appeals and litigations. Laura Smythe gave examples of situations where she has no authority to intervene. For instance, an employee who has been given a revised position description – and no options other than seeking employment elsewhere – as a result of budget cuts, or someone who is unhappy about their compensation (as determined by many factors outside of the Ombuds' purview), would be disappointed if they came to the Ombuds for help. As for vague policies, or

cases where it is not clear how policies should be applied in a particular situation, the Ombuds' strategy is to explore both intent and fit with those who administer the policy. Sometimes, the decision-making side notices that there should be a clearer policy, which turns into an opportunity for conversations, research, and improvement. In all cases, she does her best to explore and "connect dots." When she is not sure about the best person to reach out to, she confers (confidentially) with a broad network of professionals to discuss other possibilities or to identify someone to whom she should refer her visitor.

A Senator said that she often puts her students in an uncomfortable situation, for them to learn and grow. What is the difference between discomfort and safety? Speaking as herself and not for the university, Laura Smythe said she believes we learn most when we are at the edge of our comfort zone. There is something to be said about challenging people to think in new ways. Regardless of how we engage in these conversations, we must watch the recipient of our communication to be sure that they feel physically and emotionally safe. Although she is not a therapist, Laura Smythe has decades of experience watching people in volatile and even tragic situations. We all have suffered some form of trauma – she continued – and none of us knows what can trigger emotions from that trauma. Let's be mindful of that.

Chair Kirchmeier raised the issue of faculty morale. What should we focus on to improve employees' morale and to work together as a campus community going forward? The Ombuds expanded on some of the reasons that may impact mental health in the time of COVID. We are getting "zoomed to death." We miss the casual conversations and the direct contact with others. It is incumbent on those of us who have some supervisory capacity or have some moral authority within the unit to make sure that we take some mindful time to get together. We are "three-dimensional" people with multiple responsibilities outside of our jobs at U of I. Stress and exhaustion create unhappiness with one another and thus cause conflict. Senate can help by proposing a mediation training with the Ombuds for every unit leader. When we feel competent and comfortable, we are more able to respond positively to the person in front of us. She hopes to see U of I move towards a culture where more rather than fewer people feel comfortable. In some organizations, leaders decided to dedicate time and effort to train enough people to acquire a sustainable skill set – those who are trained can train others. A conversation we carefully prepared for may be perceived by others in a different way than we had expected. It's about skill sets to communicate effectively and disagree respectfully. We are in higher education – we must be able to exemplify those skills and behaviors for our students.

A Senator thanked Laura Smythe and pointed out that in Education Leadership they teach emotional leadership and communication skills and write scholarly articles on these themes.

Another Senator followed up on previous comments about the current isolation and mental health. Does the Ombuds have ideas of what we can do to come together safely, besides using Zoom? Laura Smythe suggested trying different ways to feel close to someone, such as coming together while maintaining a safe distance, talking on the phone while taking a walk, or writing letters. Small changes in the ways we communicate can be quite meaningful.

Chair Kirchmeier reiterated the impact of too many Zoom meetings, often back to back. How about shortening the meeting and encourage participants to take a walk before the next one?

There were no more questions from the Senators. The Ombuds will be happy to receive any other questions or comments by email.

Chair Kirchmeier asked whether there was any new business.

New Business:

- Vice Chair proposed a quick chat to coordinate the questions Senate wants to ask the finalists for the provost position. A Senator proposed to ask about the relevance of the provost in recruiting and retention. Some Senators emphasized the importance of accountability in a provost. Vice Chair Meeuf suggested to ask the candidates for some specific examples. Some Senators would like to know why the candidates want to come here. What is their investment in the institution? Should Senate, as a body, provide the candidates with a set of recommendations? The Secretary suggested, instead, to ask the candidates how they would approach solutions to specific problems. Vice Chair Meeuf invited the Senators to email additional ideas to him.

Adjournment:

The agenda being completed, the Chair adjourned the meeting at 5:00pm.

Respectfully Submitted,

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

Program Change Request

Date Submitted: 10/21/20 2:54 pm

Viewing: **2 : History (BA)**

Last edit: 11/02/20 11:25 am

Changes proposed by: Joana Espinoza (V00370901)

Catalog Pages Using
this Program
[History_\(B.A.\)](#)

Faculty Contact

In Workflow

- 1. 015 Chair
- 2. CLASS Review
- 3. 18 Curriculum Committee Chair
- 4. Registrar's Office
- 5. Assessment
- 6. Curriculum Review
- 7. Registrar's Office
- 8. UCC
- 9. Post-UCC Registrar
- 10. Faculty Senate Chair
- 11. UFM
- 12. President's Office
- 13. State Approval
- 14. NWCCU

Approval Path

- 1. 10/21/20 3:34 pm
Joana Espinoza (jespinoza):
Approved for 015 Chair
- 2. 10/21/20 4:02 pm
Joana Espinoza (jespinoza):
Approved for CLASS Review
- 3. 10/21/20 4:03 pm
Joana Espinoza (jespinoza):
Approved for 18 Curriculum Committee Chair

- 4. 10/22/20 4:42 pm
Amy Kingston
(amykingston):
Approved for
Registrar's Office
- 5. 10/22/20 4:44 pm
Sara Mahuron
(sara): Approved for
Assessment
- 6. 10/27/20 6:08 pm
Rebecca Frost
(rfrost): Approved
for Curriculum
Review
- 7. 10/28/20 9:34 am
Amy Kingston
(amykingston):
Approved for
Registrar's Office
- 8. 11/02/20 3:41 pm
Rebecca Frost
(rfrost): Approved
for UCC
- 9. 11/05/20 11:34 am
Amy Kingston
(amykingston):
Approved for Post-
UCC Registrar

Faculty Name	Faculty Email
Ellen Kittell	kittell@uidaho.edu

Change Type Change curriculum requirements
Discontinue Option, Emphasis, Concentration,
or Specialization within a major

Description of Change

Dropping American and European emphases.

Academic Level Undergraduate

College	Letters Arts & Social Sciences			
Department/Unit:	History			
Effective Catalog Year	2021-2022			
Program Title	History (BA)			
Program Credits	120			
CIP Code	54.0101 54.0102 - History, General. American History (United States):			
Emphasis/Option	<table><tr><th>Code(s)</th></tr><tr><td>54.0103</td></tr><tr><td>54.0101</td></tr></table>	Code(s)	54.0103	54.0101
Code(s)				
54.0103				
54.0101				
CIP Code(s)				

Curriculum:

Required course work includes the university requirements (see [regulation J-3](#)), the general requirements for the B.A. degree, and: ~~American Emphasis~~

~~Select 18 credits from the following American history courses:~~

18

HIST-310

The Civil War and Reconstruction

HIST-315

Comparative African-American Cultures

HIST-316

American Indian History

or AIST-316

American Indian History

HIST-318

Colonial America: A Collision of Peoples

HIST-319

19th-century America: Expanding America

HIST-320

20th-century America: The Colossus

HIST-325

The Long 1960s

HIST-414

History and Film

HIST-454

Pictures and Power: Photography, Politics, and American History

HIST-461

Idaho and the Pacific Northwest

HIST-462

History of the American West

HIST-420

History of Women in American Society

HIST-424

American Environmental History

HIST-430

U.S. Diplomatic History

HIST-441

Slavery and Freedom in the Americas

HIST-463

Fashion and Identity in American Culture

~~Select 15 credits in related fields from the following: 1~~

15

Any AIST Course

ANTH-329

Contemporary North American Indians

ANTH 422	Contemporary Pacific Northwest Indians
ANTH 431	Historical Archaeology
ANTH 436	North American Prehistory
ANTH 443	Pacific Northwest Archaeology
ARCH 483	Urban Theory and Issues
ART 302	Modern Art and Theory
ART 303	Contemporary Art and Theory
ART 313	Hist/Theory of Mdrn Design II
ART 382	History of Photography
ART 407	New Media
CRIM 325	Family, Violence, and Society
CRIM 439	Inequalities in the Justice System
DAN 421	Dance History and Contemporary Views
ENGL 221	History of Film 1895-1945
ENGL 222	History of Film 1945-Present
ENGL 322	Studies in Environmental Literature and Culture
ENGL 277	Survey of American Literature I
ENGL 278	Survey of American Literature II
ENGL 380	Studies in U.S. Ethnic Literatures
ENGL 382	Studies in Queer Literature
ENGL 384	Studies in American Indian Literature
ENGL 432	Seminar in Film Theory and Criticism
ENGL 473	Seminar in Regional Literature
ENGL 477	Documentary Film
ENGL 481	Seminar in Women's Literature
FOR 310	Indigenous Culture and Ecology (Max 9 credits)
FOR 484	Forest Policy and Administration
FTV 100	Film History and Aesthetics
GEOG 420	Land, Resources, and Environment
JAMM 100	Media and Society
JAMM 340	Media and Diversity
JAMM 341	Mass Media Ethics
JAMM 378	American Television Genres
JAMM 379	Hollywood Portrayals/Journalst
JAMM 440	Critical Issues in Mass Media
JAMM 444	Mass Media and Public Opinion
JAMM 445	History of Mass Media
JAMM 446	Women in the Media
JAMM 447	Screenwriting
LARC 151	Introduction to the Built Environment
MUSH 201	History of Rock and Roll

MUSH 410	Studies in Jazz History
MUSH 419	Studies in Music Since 1900
MUSH 430	History of Musical Theatre
NEZP/AIST 101	Elementary Nez Perce I
NEZP/AIST 102	Elementary Nez Perce II
NRS/POLS 462	Natural Resource Policy
POLS 275	American State and Local Government
POLS 331	American Political Parties and Elections
POLS 332	American Congress
POLS 333	American Political Culture
POLS 338	American Foreign Policy
POLS 423	Politics, Policy and Gender
POLS 428	American Political Thought
POLS 437	American Presidency
POLS 467	Constitutional Law
POLS 468	Civil Liberties
POLS 471	Federalism in Practice
POLS 472	Local Government Politics and Administration
SOC 311	Development of Social Theory
SOC 423	Economic (In)Justice in the United States
SOC 424	Sociology of Gender
SOC 427	Racial and Ethnic Relations
WGSS 201	Introduction to Women's, Gender, and Sexuality Studies
WMST 367	Topics in Women's and Gender Studies
WGSS 410	Feminist Theory and Action

Select one Non-American History course from the following areas:

3

European

Latin America

Asia

History of Science

Health

Environment

Total Hours

0

HIST 290 The Historian's Craft

3

HIST 495 History Senior Seminar

3

Select 12 credits of 100- or 200-Level History courses

12

Emphases

Select one of the following emphases:

36-41

American

European

General

Select 21 credits of 300- or 400-level History courses 21

Select 20 credits from related fields 20

Total Hours 59

A. Courses to total 120 credits for this degree

~~B. European Emphasis Courses to total 120 credits for this degree~~
~~C. General Emphasis Courses to total 120 credits for this degree~~

Select 21 credits of 300 and 400-level History courses 21

Select 20 credits from related fields 20

Total Hours 0

~~1 Students must take 20 credits of one of these languages, of which at least 9 must be upper-division. (These upper-division courses may be applied to the student's related fields requirement.)~~

Select 18 credits from the following European history courses: 18

HIST/RELS 341	Ancient Greece
HIST 342	Alexander the Great and the Hellenistic World
HIST 343	The Roman Republic
HIST/RELS 344	The Roman Empire
HIST 357	Women in Pre-Modern European History
HIST 371	History of England
HIST 372	History of England
HIST 442	Medieval Church
HIST 443	The Medieval State: Europe in the High and Late Middle Ages
HIST 445	Medieval English Constitutional and Legal History: 1066-1485
HIST 447	The Renaissance
HIST 448	The Reformation
HIST 449	Tudor-Stuart Britain 1485-1660
HIST 452	Europe in the Age of the Revolution, 1770-1880
HIST 456	Anti-Semitism and the Holocaust
HIST 466	Eastern Europe Since 1774
HIST 467	Russia to 1894
HIST 468	Russia and Soviet Union Since 1894

Select 15 credits from the following related fields: 15

ART 302	Modern Art and Theory
ART 303	Contemporary Art and Theory
ENGL 267	Survey of British Literature I
ENGL 268	Survey of British Literature II
FLEN 307	Institutions of the European Union
FLEN 324	Topics in German Literature in Translation (Max 6 credits)
FREN 407	French & Francophone Literatures (Max 9 credits)
FREN 408	French and Francophone Culture and Institutions (Max 9 credits)
GERM 420	Topics in German Culture & Literature - Themes (Max 6 credits)
RELS 448	The Reformation

SPAN-305 Culture and Institutions of Spain

SPAN-401 Readings: Spanish Literature

Select one Non-European History course from the following areas:

3

US

Latin America

Asia

History of Science

Health

Environment

Select a minor in one of the following European languages: 1

French

German

Spanish

Total Hours

0

1 No more than 6 credits at the 100 or 200 level.

Distance Education Availability

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

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

Yes

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

Yes

Note: Existing programs transitioning from less than 50% of its curricular requirements to 50% or more of its requirements being available via distance education is considered a Group 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:

Coeur d'Alene

Moscow

Student Learning Outcomes

Have learning outcomes changed? **Yes, less than 25%**

Learning Objectives

- 1) Students should be able to explain the historical context that shapes human consciousness and action and identify those factors which shape continuity and change in diverse human communities.**
- 2) Students should recognize the rich diversity of human artifacts, reflect upon how they illuminate the historical past, and use them to make meaning of the human experience.**
- 3) Students should understand historical evidence and interpretation, assess their strengths and weaknesses, and situate both in broader scholarly debate.**
- 4) Students can formulate historical questions and engage in independent research and inquiry.**
- 5) Students demonstrate command of formal language and can exchange ideas in a cogent, coherent, and respectful manner.**
- 6) Students can apply historical knowledge so they can reflect upon global human experience and complexity.**

Summarize how the learning outcomes will be assessed for the proposed curriculum.

NA - No change, just adding Learning Outcomes that were missing.

Rationale for the proposed change. Include an explanation of how the department will manage the added workload, if any.

No student impact. Please note no CIP code change but the primary CIP code is 54.0101 so that needs to be the only one left. Also curriculum forms are part of the attachment.

Supporting Documents **[Short Form BA History Discontinue Emphases.pdf](#)**
[History-General_BA.xlsx](#)

Requires TECC Review **No**

Reviewer Comments

Ellen Kittell (kittell) (10/21/20 3:42 pm): I approve the discontinuation of the emphasis areas of American, European, and General History as represented in the supporting documents.
Rebecca Frost (rfrost) (11/02/20 11:25 am): 4 year plan added by Rebecca Frost.

Program Change Request

Date Submitted: 09/12/20 4:36 pm

Viewing: **200 : Music: Business (BMUS)**

Last edit: 11/04/20 1:40 pm

Changes proposed by: Leonard Garrison (V01215970)

Catalog Pages Using
this Program
[Music: Business \(B.Mus.\)](#)

Faculty Contact

In Workflow

- 1. 022 Chair
- 2. CLASS Review
- 3. 18 Curriculum Committee Chair
- 4. 18 Dean
- 5. Registrar's Office
- 6. Provost's Office
- 7. Assessment
- 8. Curriculum Review
- 9. Registrar's Office
- 10. UCC
- 11. Faculty Senate Chair
- 12. UFM
- 13. President's Office
- 14. State Approval
- 15. NWCCU

Approval Path

- 1. 09/13/20 3:06 pm
Vanessa Sielert (vanessas):
Approved for 022 Chair
- 2. 09/30/20 11:20 am
Charles Tibbals (ctibbals): Approved for CLASS Review
- 3. 10/01/20 8:06 pm
Mark Warner (mwarner):
Approved for 18 Curriculum Committee Chair

- 4. 10/01/20 8:12 pm
Mark Warner
(mwarner):
Approved for 18
Dean
- 5. 10/13/20 11:04 pm
Amy Kingston
(amykingston):
Approved for
Registrar's Office
- 6. 10/21/20 3:40 pm
Joana Espinoza
(jespinoza):
Approved for
Provost's Office
- 7. 10/22/20 4:22 pm
Sara Mahuron
(sara): Approved for
Assessment
- 8. 10/27/20 6:05 pm
Rebecca Frost
(rfrost): Approved
for Curriculum
Review
- 9. 11/04/20 10:33 am
Amy Kingston
(amykingston):
Approved for
Registrar's Office
- 10. 11/09/20 3:58 pm
Rebecca Frost
(rfrost): Approved
for UCC

Faculty Name	Faculty Email
Leonard Garrison	leonardg@uidaho.edu

Change Type Discontinue Option, Emphasis, Concentration,
or Specialization within a major

Description of Change

Discontinuing Emphases

Academic Level	Undergraduate
College	Letters Arts & Social Sciences
Department/Unit:	Music
Effective Catalog Year	2021-2022
Program Title	Music: Business (BMUS)
Program Credits	120
CIP Code	50.1003 - Music Management.
Emphasis/Option	
CIP Code(s)	

Curriculum:

Required course work includes the university requirements (see [regulation J-3](#)) and: ~~General Business Emphasis-~~

ACCT 201	Introduction to Financial Accounting	3
ACCT 202	Introduction to Managerial Accounting	3
BLAW 265	Legal Environment of Business	3
BUS 190	Integrated Business and Value Creation	3
ENTR 415	New Venture Creation	3
MHR 311	Introduction to Management	3
MKTG 321	Marketing	3

~~Select 9 credits from upper division Business electives:~~

~~Total Hours~~

COMM 101	Fundamentals of Oral Communication	2
<u>ACCT 201</u>	Introduction to Financial Accounting	3
<u>ACCT 202</u>	Introduction to Managerial Accounting	3
<u>ECON 202</u>	Principles of Microeconomics	3-4
or <u>ECON 272</u>	Foundations of Economic Analysis	
<u>MHR 311</u>	Introduction to Management	3
<u>MKTG 321</u>	Marketing	3
<u>MUSA 115</u>	Studio Instruction	2
<u>MUSA 124</u>	Studio Instruction (3 Courses of <u>MUSA 124</u> to total 6 cr should be taken)	6
MUSA 145	Piano Class for Music Majors/Minors	1
MUSA 146	Piano Class for Music Majors/Minors	1

<u>MUSA 208</u>	Music Conversation and Improv	1
<u>MUSA 245</u>	Piano Class for Music Majors/Minors	1
<u>MUSA 246</u>	Piano Class for Music Majors/Minors	1
<u>MUSA 324</u>	Studio Instruction (3 courses of <u>MUSA 324</u> to total 6 cr should be taken)	6
Select MusA Ensembles in 8 different semesters 1		8
Emphases		
Select one of the following emphases:		27-30
Arts Administration		
Entrepreneurship		
General Business		
<u>MUSA 490</u>	Half Recital	0
<u>MUSC 139</u>	Aural Skills I	2
<u>MUSC 140</u>	Aural Skills II	2
<u>MUSC 141</u>	Theory of Music I	2
<u>MUSC 142</u>	Theory of Music II	2
<u>MUSC 239</u>	Aural Skills III	2
<u>MUSC 240</u>	Aural Skills IV	2
<u>MUSC 241</u>	Theory of Music III	2
<u>MUSC 242</u>	Theory Of Music IV	2
<u>MUSH 111</u>	Introduction to World of Music	3
Select three courses from the following:		9
<u>MUSH 201</u>	History of Rock and Roll	
<u>MUSH 321</u>	Music in Society I	
<u>MUSH 322</u>	Music in Society II	
<u>MUSH 323</u>	Music in West Civ III	
<u>MUSH 410</u>	Studies in Jazz History	
<u>MUSX 101</u>	Orientation for Music Majors	0
<u>MUSX 140</u>	Recital Attendance (Seven semesters required)	0
<u>MUSX 250</u>	Intro Career Skills in Music	2
<u>MUSX 410</u>	Current Topics in Music Business	3
Select one of the following:		1-12
<u>MUSX 350</u>	Co-Op Professional Seminar	
<u>MUSX 498</u>	Internship	
One of the following options:		15
Option 1: Select 15 credits from the following:		
<u>MHR 411</u>	Acquiring Human Capital	
<u>MHR 417</u>	Deploying and Developing Human Capital	
<u>ORGS 155</u>	Financial Literacy	
<u>ORGS 210</u>	Introduction to Organizational Sciences	
<u>ORGS 305</u>	Nonprofit Organizations	
<u>ORGS 320</u>	Budgeting for Small Organizations	

<u>ORGS 321</u>	Workplace Motivation
<u>ORGS 322</u>	Workplace Soft Skills
<u>ORGS 407</u>	Advanced Nonprofit Organizations
<u>ORGS 415</u>	Planning Professional Conferences and Events
<u>PSYC 441</u>	Human Relations in the Workplace

Option 2:

<u>ACCT 482</u>	Enterprise Accounting
<u>ENTR 414</u>	Entrepreneurship
<u>ENTR 415</u>	New Venture Creation

and select 6 credits from the following:

<u>BUS 429</u>	Vandal Solutions
<u>MIS 353</u>	Application Development
<u>OM 378</u>	Project Management
<u>OM 456</u>	Quality Management

Total Hours

89-101

1 See "[Ensemble participation](#)" for requirements.**~~A.Arts Administration Emphasis B.Entrepreneurship Emphasis C.Courses to total 120 credits for this degree~~**

ACCT 201	Introduction to Financial Accounting	3
ACCT 202	Introduction to Managerial Accounting	3
ACCT 482	Enterprise Accounting	3
MHR 311	Introduction to Management	3
MKTG 321	Marketing	3
ENTR 414	Entrepreneurship	3
ENTR 415	New Venture Creation	3
Select 6 credits from the following courses:		6

MIS 353	Application Development
OM 378	Project Management
BUS 429	Vandal Solutions
OM 456	Quality Management

~~Total Hours~~~~0~~

ACCT 201	Introduction to Financial Accounting	3
ACCT 202	Introduction to Managerial Accounting	3
MHR 311	Introduction to Management	3
MKTG 321	Marketing	3
ORGS 210	Introduction to Organizational Sciences	1

~~Select 15 credits from the following:~~ 15

MHR 411	Acquiring Human Capital
MHR 417	Deploying and Developing Human Capital
ORGS 155	Financial Literacy
ORGS 305	Nonprofit Organizations

ORGS-320	Budgeting for Small Organizations
ORGS-321	Workplace Motivation
ORGS-322	Workplace Soft Skills
ORGS-407	Advanced Nonprofit Organizations
ORGS-415	Planning Professional Conferences and Events
PSYC-441	Human Relations in the Workplace

~~Total Hours~~

~~0~~

Distance Education Availability

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

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

No

Note: Existing programs transitioning from less than 50% of its curricular requirements to 50% or more of its requirements being available via distance education is considered a Group 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:

Coeur d'Alene

Moscow

Student Learning Outcomes

Have learning outcomes changed? **Yes, less than 25%**

Learning Objectives

Interpret and present musical ideas through performance

Demonstrate proficiency in major performing medium

Communicate musical ideas verbally

Demonstrate understanding and application of financial principles

Create and enact a business plan appropriate to degree emphasis

Communicate effectively using online media (e.g. web design, electronic media)

Summarize how the learning outcomes will be assessed for the proposed curriculum.

The curriculum is assessed through established departmental protocols.

Rationale for the proposed change. Include an explanation of how the department will manage the added workload, if any.

The revisions in this degree reflect the rapidly evolving business climate and also eliminate emphases, which the university is discouraging, while giving students more choice and flexibility and retaining the ability to obtain an Entrepreneurship Certificate within the degree as an option.

There will be no added faculty workload.

Supporting Documents [Music Business_BMus.xlsx](#)

Requires TECC Review **No**

Reviewer

Comments

Rebecca Frost (rfrost) (10/06/20 1:24 pm): 4-year plan added by Rebecca Frost

Joana Espinoza (jespinoza) (10/21/20 3:40 pm): Provost office has reviewed and approved the removal of these emphases.

Rebecca Frost (rfrost) (10/27/20 6:05 pm): As a note - This curriculum is eliminating the MUSA 145 and MUSA 145 courses, however, these courses are required pre-requisites for MUSA 245 & MUSA 246 which ARE still required. This should be taken into consideration when looking at the total credits required for graduating with this degree.

Key: 200

Program Change Request

Date Submitted: 09/12/20 8:03 am

Viewing: **194 : Applied Music (BA or BS)**

Last edit: 11/04/20 10:25 am

Changes proposed by: Leonard Garrison (V01215970)

Catalog Pages Using
this Program
[Music \(B.A. or B.S.\)](#)

Faculty Contact

In Workflow

- 1. 022 Chair
- 2. CLASS Review
- 3. 18 Curriculum Committee Chair
- 4. 18 Dean
- 5. Provost's Office
- 6. Assessment
- 7. Curriculum Review
- 8. Registrar's Office
- 9. UCC
- 10. Faculty Senate Chair
- 11. UFM
- 12. President's Office
- 13. State Approval
- 14. NWCCU

Approval Path

- 1. 09/13/20 2:08 pm
Vanessa Sielert (vanessas):
Approved for 022 Chair
- 2. 09/30/20 10:58 am
Charles Tibbals (ctibbals): Approved for CLASS Review
- 3. 10/01/20 8:05 pm
Mark Warner (mwarner):
Approved for 18 Curriculum Committee Chair
- 4. 10/01/20 8:12 pm
Mark Warner

- (mwarner):
Approved for 18
Dean
5. 10/08/20 2:01 pm
Joana Espinoza
(jespinoza):
Approved for
Provost's Office
6. 10/19/20 7:48 am
Sara Mahuron
(sara): Approved for
Assessment
7. 10/21/20 6:45 pm
Rebecca Frost
(rfrost): Approved
for Curriculum
Review
8. 11/04/20 10:25 am
Amy Kingston
(amykingston):
Approved for
Registrar's Office
9. 11/09/20 3:57 pm
Rebecca Frost
(rfrost): Approved
for UCC

Faculty Name	Faculty Email
Leonard Garrison	leonardg@uidaho.edu

Change Type

Discontinue Option, Emphasis, Concentration,
or Specialization within a major

Description of Change

Discontinue Emphases so it is one pathway for the major, which will be renamed as "Applied Music."

Academic Level

Undergraduate

College

Letters Arts & Social Sciences

Department/Unit:

Music

Effective Catalog 2021-2022

Year

Program Title

Applied Music (BA or BS)Program Credits **120**

CIP Code 50.0901 - Music, General.

Emphasis/Option

Code(s)

CIP Code(s)

~~50.0902~~

Curriculum:

Required course work includes the university requirements (see [regulation J-3](#)), the [General Requirements for B.A. or B.S. Music Degrees](#), the CLASS requirements for the B.A. or B.S. degree, and:

MUSA 245	Piano Class for Music Majors/Minors	1
MUSA 246	Piano Class for Music Majors/Minors	1
MUSA 115	Studio Instruction	2
MUSA 124	Studio Instruction (6 credits are required in major instrument or voice)	6
MUSA 145	Piano Class for Music Majors/Minors	1
MUSA 146	Piano Class for Music Majors/Minors	1
MUSA 208	Music Conversation and Improv	1
MUSA 324	Studio Instruction (4 credits are required in major instrument or voice)	4
MUSA 490	Half Recital	0
MUSC 139	Aural Skills I	2
MUSC 140	Aural Skills II	2
MUSC 141	Theory of Music I	2
MUSC 142	Theory of Music II	2
MUSC 239	Aural Skills III	2
MUSC 240	Aural Skills IV	2
MUSC 241	Theory of Music III	2
MUSC 242	Theory Of Music IV	2
MUSH 111	Introduction to World of Music	3
MUSH 321	Music in Society I	3
MUSH 322	Music in Society II	3
MUSH 323	Music in West Civ III	3
MUSX 101	Orientation for Music Majors	0
MUSX 140	Recital Attendance (Seven semesters required.)	0

Emphases**Select one of the following emphases:****Applied Music****24**

~~History and Literature~~~~Theory~~

MUSX 250	Intro Career Skills in Music	2
Select MusA Ensembles in 8 different semesters	1	8
Total Hours		50

~~A. Applied Music Emphasis Courses to total 120 credits for this degree and include at least 66 credits in non-music courses~~
 Note: Students whose primary instrument is voice must substitute MUSX 283-MUSX 284 Diction for Singers for four credits of non-music electives, thus reducing the non-music credits from 66 to 62. ~~Theory Emphasis~~

MUSA 114	Studio Instruction (4 credits are required)	4
MUSA 314	Studio Instruction (4 credits required in major instrument or voice)	4
MUSC 442	Musical Analysis	2
MUSC 480	Senior Thesis in Music Theory I	1
MUSC 481	Senior Thesis in Music Theory II	1
Select 4 credits of 300 or 400-level MusC Electives		4
Select MusA Ensembles in eight different semesters: 1		8
Total Hours		0

MUSA 115	Studio Instruction	2
MUSA 124	Studio Instruction (6 credits are required in major instrument or voice)	6
MUSA 324	Studio Instruction (8 credits are required in major instrument or voice)	8
MUSA 490	Half Recital	0
Select MusA Ensembles in 8 different semester		8
Total Hours		0

~~B. History and Literature Emphasis (not available as a B.S.) Courses to total 120 credits for this degree and include at least 66 credits in non-music courses~~
C. Courses to total 120 credits for this degree and include at least 66 credits in non-music courses.

~~1 Keyboard majors: of these eight, two semesters must be MUSA 315~~ Code Title:

~~Guitar majors: of these eight, two semesters must be MUSA 365~~ Code Title:

~~Note: French or German are recommended to fulfill the Foreign Language Requirement for the B.A.~~

MUSA 114	Studio Instruction (4 credits are required)	4
MUSA 314	Studio Instruction (4 credits are required in major instrument or voice)	4
MUSH 480	Senior Thesis in Music History I	1
MUSH 481	Senior Thesis in Music History II	1
Select 2 credits of 300 or 400-Level MusC electives		2
Select 4 credits of 300 or 400-Level MusH electives		4
Select MusA Ensembles in 8 different semesters 1		8
Total Hours		0

1 Keyboard majors: of these eight, two semesters must be MUSA 315 Collaborative Piano.

Guitar majors: of these eight, two semesters must be MUSA 365 Chamber Ensemble.

Distance Education Availability

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

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

No

Note: Existing programs transitioning from less than 50% of its curricular requirements to 50% or more of its requirements being available via distance education is considered a Group 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:

Coeur d'Alene

Moscow

Student Learning Outcomes

Have learning outcomes changed? **Yes, less than 25%**

Learning Objectives

~~Applied Music Emphasis~~ The student will be able to interpret and present musical ideas through performance.

The student will demonstrate expertise in major performing medium.

The student will be able to communicate musical ideas verbally.

The student will be able to self-assess performance skills accurately.

The student will demonstrate the ability to explain music in the context of wider culture.

~~History and Literature Emphasis~~ The student will develop expertise in academic writing. The student will place music in cultural and historical context. ~~Theory Emphasis~~ The student will develop expertise in academic writing. The student will communicate musical ideas verbally. The student will demonstrate understanding of musical form.

Summarize how the learning outcomes will be assessed for the proposed curriculum.

NA - Just deleting heading, which is no longer needed since there are now no emphases and the learning outcomes apply to the entire major.

Rationale for the proposed change. Include an explanation of how the department will manage the added workload, if any.

Few students have chosen the Music History and Music Theory Emphases. The Applied Music degree is intended for double majors, but some students drop out of this degree because they find it difficult to complete the music courses along with their other requirements. To address this issue, we propose to substitute the first year of class piano (which previously was not a degree requirement) for the second; in effect, students would only have to take one year of class piano, and they could delay this to their second year. Also, students would take only six semesters of studio instruction rather than eight, allowing students to start the degree late.

There will be no added faculty workload.

Supporting Documents

[Music-Applied Music_BA.xlsx](#)
[Music-Applied Music_BS.xlsx](#)
[GRP B CURR CHANGE Music BA-BS.pdf](#)

Requires TECC Review

No

Reviewer

Comments

Rebecca Frost (rfrost) (10/05/20 11:29 am): 4-year plans added by Rebecca Frost.

Program Change Request

Date Submitted: 10/21/20 2:43 pm

Viewing: **294 : Sociology (BA or BS)**

Last edit: 11/10/20 8:30 pm

Changes proposed by: Joana Espinoza (V00370901)

Catalog Pages Using
this Program
[Sociology_\(B.A. or B.S.\)](#)

Faculty Contact

In Workflow

- 1. 465 Chair
- 2. CLASS Review
- 3. 18 Curriculum Committee Chair
- 4. Registrar's Office
- 5. UCC
- 6. Faculty Senate Chair
- 7. UFM
- 8. President's Office
- 9. State Approval
- 10. NWCCU
- 11. Assessment

Approval Path

- 1. 10/21/20 3:37 pm
Joana Espinoza (jespinoza):
Approved for 465 Chair
- 2. 10/21/20 4:02 pm
Joana Espinoza (jespinoza):
Approved for CLASS Review
- 3. 10/21/20 4:03 pm
Joana Espinoza (jespinoza):
Approved for 18 Curriculum Committee Chair
- 4. 10/22/20 5:04 pm
Amy Kingston (amykingston):
Rollback to 465

- Chair for Registrar's Office
5. 11/02/20 10:23 am
Brian Wolf (bwolf):
Approved for 465 Chair
6. 11/06/20 9:20 am
Charles Tibbals (ctibbals): Approved for CLASS Review
7. 11/06/20 9:37 am
Mark Warner (mwarner):
Approved for 18 Curriculum Committee Chair
8. 11/10/20 8:33 pm
Amy Kingston (amykingston):
Approved for Registrar's Office
9. 11/10/20 8:33 pm
Amy Kingston (amykingston):
Approved for UCC

Faculty Name	Faculty Email
Brian Wolf	bwolf@uidaho.edu

Change Type

Discontinue Option, Emphasis, Concentration,
or Specialization within a major

Description of Change

Discontinuing emphases so there will just be one major Sociology degree path now.

Academic Level

Undergraduate

College

Letters Arts & Social Sciences

Department/Unit:

Sociology & Anthropology

Effective Catalog

2021-2022

Year

Program Title

Sociology (BA or BS)

Program Credits **120**

CIP Code 45.1101 - Sociology.

Emphasis/Option

CIP Code(s)

Curriculum:

Required course work includes the university requirements (see [regulation J-3](#)), the general requirements for either the B.A. or B.S. degree and the following courses (electives must be approved by the student's advisor):

~~Inequalities and Globalization~~~~Select one of the following:~~

3

- ~~CRIM 421 Gender and Crime~~
- ~~CRIM 439 Inequalities in the Justice System~~
- ~~SOC 423 Economic (In)Justice in the United States~~
- ~~SOC 424 Sociology of Gender~~
- ~~SOC 427 Racial and Ethnic Relations~~

~~Select one of the following:~~

3

- ~~SOC 460 Capstone: Sociology in Action~~

~~Select from these emphasis electives:~~

15

- ~~AIST/ANTH 314 Tribal Sovereignty and Federal Policy~~
- ~~AIST/ANTH 321 Tribal Elders Series~~
- ~~AIST 344 Indigenous Ways of Knowing~~
- ~~AIST 422 Contemporary Pacific Northwest Indians~~
- ~~ANTH 462 Human Issues in International Development~~
- ~~CRIM 335 Terrorism, Society and Justice~~
- ~~CRIM 336 Comparative Criminal Justice Systems~~
- ~~CRIM 421 Gender and Crime~~
- ~~SOC 327 Sociology of the Family~~
- ~~SOC 340 Environmental Sociology and Globalization~~
- ~~SOC 341 Science, Technology, and Society~~
- ~~SOC 342 Gender and Science~~
- ~~SOC 343 Power, Politics, and Society~~
- ~~SOC 345 Extremism and American Society~~
- ~~SOC 346 Responding to Risk~~
- ~~SOC 350 Food, Culture, and Society~~
- ~~SOC 403 Workshop~~
- ~~SOC 404 Special Topics~~
- ~~SOC 420 Sociology of Law~~

SOC 423	Economic (In)Justice in the United States
SOC 424	Sociology of Gender
SOC 427	Racial and Ethnic Relations
SOC 428	Self and Society
SOC 465	Environmental Justice
SOC 466	Climate Change and Society
SOC 498	Internship (No more than 6 credits may be counted toward major.)
SOC 499	Directed Study (No more than 6 credits may be counted toward major.)

~~Total Hours~~ ~~0~~

<u>ANTH 100</u>	Introduction to Anthropology	3
<u>SOC 101</u>	Introduction to Sociology	3
<u>SOC 201</u>	Intro to Inequity and Justice	3
SOC 311	Development of Social Theory	3
<u>SOC 211</u>	Development of Social Theory	3

Select two courses from the following: 6

<u>SOC 309</u>	Social Science Research Methods
<u>SOC 416</u>	Qualitative Social Sci Methods
<u>SOC 417</u>	Social Data Analysis
<u>STAT 153</u>	Introduction to Statistical Reasoning
<u>STAT 251</u>	Statistical Methods

Select one course from the following: 3

<u>CRIM 421</u>	Gender and Crime
<u>CRIM 439</u>	Inequalities in the Justice System
<u>SOC 423</u>	Economic (In)Justice in the United States
<u>SOC 424</u>	Sociology of Gender
<u>SOC 427</u>	Racial and Ethnic Relations

Select 9 credits in related fields in the following subjects: AIST, AFST, ANTH, CRIM, ECON, ENVS, FREN, GEOG, GERM, HIST, IS, POLS, PSYC, SPAN, STAT, and WGSS 1 9

Emphases

Select one of the following emphases: 21

- ~~Inequalities and Globalization~~
- ~~General~~

Select one of the following: 3

<u>SOC 460</u>	Capstone: Sociology in Action
<u>SOC 462</u>	Senior Practicum

18 upper-division sociology electives **18**

Total Hours 51

Courses to total 120 credits for this degree

If students prefer an area of concentration to organize those additional 18 credits, they may select from one of the following lists:

~~1.E.g. American Indian Studies, Africana Studies, Anthropology, Criminology, Economics, Environmental Science,~~

~~Geography, History, Political Science, Psychology, Statistics, and Women's, Gender, and Sexuality Studies~~**A. Inequalities and Social Action****Select one of the following:****3**

<u>CRIM 421</u>	Gender and Crime
<u>CRIM 439</u>	Inequalities in the Justice System
<u>SOC 423</u>	Economic (In)Justice in the United States
<u>SOC 424</u>	Sociology of Gender
<u>SOC 427</u>	Racial and Ethnic Relations
<u>WGSS 201</u>	Introduction to Women's, Gender, and Sexuality Studies

Select one of the following:**3**

<u>AIST/ANTH 314</u>	Tribal Sovereignty and Federal Policy
<u>AIST/ANTH 321</u>	Tribal Elders Series (no more than 3 credits)
<u>AIST 344</u>	Indigenous Ways of Knowing
<u>AIST 422</u>	Contemporary Pacific Northwest Indians
<u>ANTH 462</u>	Human Issues in International Development

Select four additional courses from the following:**12**

<u>AIST/ANTH 314</u>	Tribal Sovereignty and Federal Policy
<u>AIST/ANTH 321</u>	Tribal Elders Series (no more than 3 credits)
<u>AIST 344</u>	Indigenous Ways of Knowing
<u>AIST 422</u>	Contemporary Pacific Northwest Indians
<u>ANTH 425</u>	Popular Culture and Consumerism
<u>ANTH 462</u>	Human Issues in International Development
<u>CRIM 320</u>	Deviant Behavior
<u>CRIM 335</u>	Terrorism, Society and Justice
<u>CRIM 336</u>	Comparative Criminal Justice Systems
<u>CRIM 421</u>	Gender and Crime
<u>CRIM 439</u>	Inequalities in the Justice System
<u>SOC 327</u>	Sociology of the Family
<u>SOC 340</u>	Environmental Sociology and Globalization
<u>SOC 341</u>	Science, Technology, and Society
<u>SOC 342</u>	Gender and Science
<u>SOC 343</u>	Power, Politics, and Society
<u>SOC 345</u>	Extremism and American Society
<u>SOC 346</u>	Responding to Risk
<u>SOC 350</u>	Food, Culture, and Society
<u>SOC 403</u>	Workshop
<u>SOC 404</u>	Special Topics
<u>SOC 420</u>	Sociology of Law
<u>SOC 423</u>	Economic (In)Justice in the United States
<u>SOC 424</u>	Sociology of Gender
<u>SOC 427</u>	Racial and Ethnic Relations

<u>SOC 428</u>	Self and Society
<u>SOC 465</u>	Environmental Justice
<u>SOC 466</u>	Climate Change and Society
<u>SOC 498</u>	Internship (no more than 6 credits)
<u>SOC 499</u>	Directed Study (no more than 6 credits)
<u>WGSS 498</u>	Internship in Women's, Gender, and Sexuality Studies (no more than 3 credits)

Total Hours

18

~~Inequalities and Globalization Courses to total 120 credits for this degree~~ **B. Environment, Science and Society**

Select one of the following:

3

CRIM 421	Gender and Crime
CRIM 439	Inequalities in the Justice System
SOC 423	Economic (In)Justice in the United States
SOC 424	Sociology of Gender
SOC 427	Racial and Ethnic Relations

Select one of the following:

3

SOC 460	Capstone: Sociology in Action
--------------------	--

Select from these emphasis electives:

15

AIST/ANTH 314	Tribal Sovereignty and Federal Policy
AIST/ANTH 321	Tribal Elders Series
AIST 344	Indigenous Ways of Knowing
AIST 422	Contemporary Pacific Northwest Indians
ANTH 462	Human Issues in International Development
CRIM 335	Terrorism, Society and Justice
CRIM 336	Comparative Criminal Justice Systems
CRIM 421	Gender and Crime
SOC 327	Sociology of the Family
SOC 340	Environmental Sociology and Globalization
SOC 341	Science, Technology, and Society
SOC 342	Gender and Science
SOC 343	Power, Politics, and Society
SOC 345	Extremism and American Society
SOC 346	Responding to Risk
SOC 350	Food, Culture, and Society
SOC 403	Workshop
SOC 404	Special Topics
SOC 420	Sociology of Law
SOC 423	Economic (In)Justice in the United States
SOC 424	Sociology of Gender
SOC 427	Racial and Ethnic Relations
SOC 428	Self and Society

SOC 465	Environmental Justice
SOC 466	Climate Change and Society
SOC 498	Internship (No more than 6 credits may be counted toward major.)
SOC 499	Directed Study (No more than 6 credits may be counted toward major.)

~~Total Hours~~

~~0~~

Select one of the following:

3

<u>SOC 340</u>	Environmental Sociology and Globalization
<u>SOC 341</u>	Science, Technology, and Society

Select one of the following:

3

<u>AIST/ANTH 314</u>	Tribal Sovereignty and Federal Policy
<u>AIST/ANTH 321</u>	Tribal Elders Series (no more than 3 credits)
<u>AIST 344</u>	Indigenous Ways of Knowing
<u>AIST 422</u>	Contemporary Pacific Northwest Indians
<u>ANTH 462</u>	Human Issues in International Development

Select four additional courses from the following:

12

<u>AIST/ANTH 314</u>	Tribal Sovereignty and Federal Policy
<u>AIST/ANTH 321</u>	Tribal Elders Series (no more than 3 credits)
<u>AIST 344</u>	Indigenous Ways of Knowing
<u>AIST 422</u>	Contemporary Pacific Northwest Indians
<u>ANTH 462</u>	Human Issues in International Development
<u>SOC 340</u>	Environmental Sociology and Globalization
<u>SOC 341</u>	Science, Technology, and Society
<u>SOC 342</u>	Gender and Science
<u>SOC 343</u>	Power, Politics, and Society
<u>SOC 345</u>	Extremism and American Society
<u>SOC 346</u>	Responding to Risk
<u>SOC 350</u>	Food, Culture, and Society
<u>SOC 403</u>	Workshop
<u>SOC 404</u>	Special Topics
<u>SOC 420</u>	Sociology of Law
<u>SOC 423</u>	Economic (In)Justice in the United States
<u>SOC 424</u>	Sociology of Gender
<u>SOC 427</u>	Racial and Ethnic Relations
<u>SOC 465</u>	Environmental Justice
<u>SOC 466</u>	Climate Change and Society
<u>SOC 498</u>	Internship (no more than 6 credits)
<u>SOC 499</u>	Directed Study (no more than 6 credits)

Total Hours

18

~~General Courses to total 120 credits for this degree~~

~~Select one course from the following:~~

~~3~~

~~SOC 460 Capstone: Sociology in Action~~

Select 18 credits from upper-division emphasis electives:

AIST-321	Tribal Elders Series (No more than three credits may be counted toward this major.)
AIST-344	Indigenous Ways of Knowing
CRIM-325	Family, Violence, and Society
CRIM-335	Terrorism, Society and Justice
CRIM-337	Violence and Society
CRIM-439	Inequalities in the Justice System
SOC-327	Sociology of the Family
SOC-340	Environmental Sociology and Globalization
SOC-341	Science, Technology, and Society
SOC-342	Gender and Science
SOC-343	Power, Politics, and Society
SOC-345	Extremism and American Society
SOC-346	Responding to Risk
SOC-350	Food, Culture, and Society
SOC-403	Workshop
SOC-404	Special Topics
SOC-416	Qualitative Social Sci Methods
SOC-417	Social Data Analysis
SOC-420	Sociology of Law
SOC-423	Economic (In)Justice in the United States
SOC-424	Sociology of Gender
SOC-427	Racial and Ethnic Relations
SOC-428	Self and Society
SOC-465	Environmental Justice
SOC-466	Climate Change and Society
SOC-498	Internship (No more than 6 credits may be counted toward major.)
SOC-499	Directed Study (No more than 6 credits may be counted toward major.)

Total Hours

0

Distance Education Availability

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

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

Yes

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

No ~~Yes~~

Note: Existing programs transitioning from less than 50% of its curricular requirements to 50% or more of its requirements being available via distance education is considered a Group 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:

~~Coeur d'Alene~~

Moscow

Student Learning Outcomes

Have learning outcomes changed? **Yes, less than 25%**

Learning Objectives

Students will demonstrate their comprehension of and ability to apply research methods used in the social sciences.

Students will demonstrate a working knowledge of the leading sociological theories.

Graduating seniors will demonstrate a working knowledge of the dominant forms of social inequality.

Summarize how the learning outcomes will be assessed for the proposed curriculum.

Direct measures include pretest of incoming freshman, posttest of graduating seniors as well as portfolios. Indirect measures include an exit survey and focus group of capstone students.

Rationale for the proposed change. Include an explanation of how the department will manage the added workload, if any.

This will not impact students currently enrolled. We will continue teaching the same courses. Newly enrolled students will have the opportunity to select courses to create concentration areas based on their areas of interest in sociology.

Please note that curriculum forms are part of the attachment.

Supporting Documents [**CLASS Discont SOC Emphases.pdf**](#)
[**Sociology_BA.xlsx**](#)
[**Sociology_BS.xlsx**](#)

Requires TECC Review **No**

Reviewer

Comments

Amy Kingston (amykingston) (10/22/20 5:04 pm): Rollback: Needs new curriculum and learning outcomes before it can proceed. Thanks! Amy K

Rebecca Frost (rfrost) (11/05/20 2:07 pm): 4 year plan added by Rebecca Frost.

Key: 294

Program Change Request

Date Submitted: 10/21/20 2:27 pm

Viewing: **82 : Equity Diversity and Justice Inclusion**
Academic Certificate

Last edit: 10/21/20 10:58 pm

Changes proposed by: Joana Espinoza (V00370901)

Catalog Pages Using
this Program

[Diversity and Inclusion Undergraduate Academic Certificate](#)

Faculty Contact

In Workflow

- 1. 465 Chair
- 2. CLASS Review
- 3. 18 Curriculum Committee Chair
- 4. Assessment
- 5. Curriculum Review
- 6. Registrar's Office
- 7. UCC
- 8. Post-UCC Registrar
- 9. Faculty Senate Chair
- 10. President's Office
- 11. State Approval
- 12. NWCCU

Approval Path

- 1. 10/21/20 3:37 pm
Joana Espinoza (jespinoza):
Approved for 465 Chair
- 2. 10/21/20 4:02 pm
Joana Espinoza (jespinoza):
Approved for CLASS Review
- 3. 10/21/20 4:03 pm
Joana Espinoza (jespinoza):
Approved for 18 Curriculum Committee Chair
- 4. 10/22/20 4:31 pm
Sara Mahuron

- (sara): Approved for Assessment
5. 10/27/20 6:28 pm
Rebecca Frost
(rfrost): Approved for Curriculum Review
6. 10/28/20 9:27 am
Amy Kingston
(amykingston): Approved for Registrar's Office
7. 11/02/20 4:33 pm
Rebecca Frost
(rfrost): Approved for UCC
8. 11/05/20 12:28 pm
Amy Kingston
(amykingston): Approved for Post-UCC Registrar

Faculty Name	Faculty Email
Ryanne Pilgeram	rpilgeram@uidaho.edu

Change Type

Description of Change

Academic Level	Undergraduate
College	Letters Arts & Social Sciences
Department/Unit:	Sociology & Anthropology
Effective Catalog Year	2021-2022
Program Title	Equity Diversity and Justice Inclusion Academic Certificate
Program Credits	12

CIP Code	30.2301 - Intercultural/Multicultural and Diversity Studies.
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Curriculum:

All required coursework must be completed with a grade of 'C' or better ([O-10-a](#)).

Academic Exploration Component

SOC 201	Intro to Inequity and Justice	3
Select 6 credits of upper-division emphasis electives from the following:		6
AIST/HIST 316	American Indian History	
AMST 301	Studies in American Culture	
ANTH 102	Cultural Anthropology	
ANTH 327	Belief Systems	
ANTH/AIST 329	Contemporary North American Indians	
ANTH 412	Human Variation	
ANTH/AIST/RELS 422	Contemporary Pacific Northwest Indians	
ANTH 462	Human Issues in International Development	
COMM 335	Intercultural Communication	
COMM 410	Conflict Management	
COMM 432	Gender and Communication	
COMM 491	Communication and Aging	
CRIM 421	Gender and Crime	
CRIM 439	Inequalities in the Justice System	
EDCI 302	Teaching Culturally Diverse Learners	
ENGL 380	Studies in U.S. Ethnic Literatures	
ENGL 382	Studies in Queer Literature	
ENGL 383	Studies in African American Literature	
ENGL 384	Studies in American Indian Literature	
ENGL 481	Seminar in Women's Literature	
FCS 410	Growing Old in a New Age	
HIST 315	Comparative African-American Cultures	
HIST 420	History of Women in American Society	
HIST 441	Slavery and Freedom in the Americas	
JAMM 340	Media and Diversity	
JAMM 446	Women in the Media	
JAMM 490	Issues in Global Media	
MUSH 201	History of Rock and Roll	
MUSH 410	Studies in Jazz History	
POLS 423	Politics, Policy and Gender	
PSYC 315	Psychology of Women	
PSYC 330	Human Sexuality	

11/9/2020	82: Equity and Justice Academic Certificate
PSYC 419	Adult Development and Aging
SOC 327	Sociology of the Family
SOC 340	Environmental Sociology and Globalization
SOC 423	Economic (In)Justice in the United States
SOC 424	Sociology of Gender
SOC 427	Racial and Ethnic Relations
SOC 465	Environmental Justice
WGSS 367	Topics in Women's, Gender, and Sexuality Studies
WGSS 410	Feminist Theory and Action
Application Component Electives	
Select 3 credits, no more than 6 credits can apply to this certificate.	
ANTH 203	Workshop
ANTH 403	Workshop
SOC 203	Workshop
SOC 403	Workshop
Experiential Learning	
Total Hours	12
Courses to total 12 credits for this certificate	

Distance Education Availability

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

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

No

Note: Existing programs transitioning from less than 50% of its curricular requirements to 50% or more of its requirements being available via distance education is considered a Group 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:

Coeur d'Alene
Moscow

Student Learning Outcomes

11/9/2020

82: Equity and Justice Academic Certificate

Have learning outcomes changed?

No Change

Learning Objectives

Rationale for the proposed change. Include an explanation of how the department will manage the added workload, if any.

We are renaming our certificate to better reflect our learning outcomes. Our certificate aims to teach students the fundamental issues surrounding equality and justice. While the previous name, diversity and inclusion, is part of that, this name changes better reflects our overall curriculum and learning outcomes. Furthermore, by renaming the certificate, CVs will better reflect students' up-to-date learning on issues of equity and justice.

Supporting Documents

[Diversity Certificate.pdf](#)

Requires TECC Review

No

Reviewer Comments

Program Change Request

New Program Proposal

Date Submitted: 10/23/20 2:19 pm

Viewing: **431 : Film & Television Production Minor**

Last edit: 11/04/20 3:24 pm

Changes proposed by: Joana Espinoza (V00370901)

Faculty Contact

In Workflow

- 1. 008 Chair
- 2. CLASS Review
- 3. 18 Curriculum Committee Chair
- 4. 18 Dean
- 5. Provost's Office
- 6. Assessment
- 7. Curriculum Review
- 8. Registrar's Office
- 9. UCC
- 10. Faculty Senate Chair
- 11. President's Office
- 12. State Approval
- 13. NWCCU

Approval Path

- 1. 10/23/20 5:03 pm
Robin Johnson (rsjohnson):
Approved for 008 Chair
- 2. 10/26/20 8:57 am
Charles Tibbals (ctibbals): Approved for CLASS Review
- 3. 10/26/20 9:39 am
Mark Warner (mwarner):
Approved for 18 Curriculum Committee Chair
- 4. 10/26/20 9:39 am
Mark Warner (mwarner):

Approved for 18
Dean

5. 10/26/20 10:13 am
Joana Espinoza
(jespinoza):
Approved for
Provost's Office

6. 10/26/20 10:23 am
Sara Mahuron
(sara): Approved for
Assessment

7. 10/26/20 12:56 pm
Amy Kingston
(amykingston):
Rollback to CLASS
Review for
Curriculum Review

8. 10/26/20 2:35 pm
Charles Tibbals
(ctibbals): Approved
for CLASS Review

9. 10/26/20 2:54 pm
Mark Warner
(mwarner):
Approved for 18
Curriculum
Committee Chair

10. 10/26/20 2:55 pm
Mark Warner
(mwarner):
Approved for 18
Dean

11. 10/26/20 3:14 pm
Joana Espinoza
(jespinoza):
Approved for
Provost's Office

12. 10/27/20 2:43 pm
Sara Mahuron
(sara): Approved for
Assessment

13. 11/04/20 2:39 pm
Rebecca Frost
(rfrost): Approved
for Curriculum
Review
14. 11/04/20 3:24 pm
Amy Kingston
(amykingston):
Approved for
Registrar's Office
15. 11/09/20 3:34 pm
Rebecca Frost
(rfrost): Approved
for UCC

Faculty Name	Faculty Email
Robin Johnson	rsjohnson@uidaho.edu

Academic Level Undergraduate

College Letters Arts & Social Sciences

Department/Unit: Journalism & Mass Media

Effective Catalog 2021-2022
Year

Program Title
Film & Television Production Minor

Degree Type Minor

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

Program Credits 20

Attach Program
Change

CIP Code 50.0601 - Film/Cinema/Video Studies.

Will the program be Self-Support?

No

Will the program have a Professional Fee?

No

Will the program have an Online Program Fee?

No

Will program be Regional or Statewide Responsibility?

Financial Information

What is the financial impact of the request?

Less than \$250,000 per FY

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

Discribe the financial impact

None. All courses in the minor are currently offered and staffed regularly.

Curriculum:

ENGL 231	Introduction to Screenwriting	3
FTV 100	Film History and Aesthetics	3
FTV 122	Audio-Video Foundations	1
JAMM 275	Intro to Film & TV Production	4
JAMM 374	Intermediate Film & TV Prod	3
Choose two courses from the following:		6

ENGL 447	Screenwriting
FTV 425	Directing for the Screen
FTV 475	Course FTV 475 Not Found
FTV 476	Course FTV 476 Not Found
JAMM 474	Video Post-Production
JAMM 477	Documentary Film and TV

Total Hours20

Courses to total 20 credits for this minor.

Distance Education Availability

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

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

No

Note: Existing programs transitioning from less than 50% of its curricular requirements to 50% or more of its requirements being available via distance education is considered a Group 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

Student Learning Outcomes

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

Students will be able to:

- Shoot & edit professional quality video
- Write clear, communicative scripts that achieve intended meanings and effects
- Apply concepts in visual communication based on an understanding of cinematic language

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

Minors in Film & Television Production will participate in some of the existing assessment protocols for the FTV major, which measure similar learning outcomes. For example, minors who take the Advanced Filmmaking sequence will participate in the knowledge test and the capstone project assessments (their data can be separated out to compare the learning of minors versus majors).

Additionally, instructors across the production elective courses (JAMM 474, JAMM 477, ENGL 425, and ENGL 447) will implement standardized learning activities deployed across each class that assess student progress toward the learning outcomes.

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

Results from all assessment activities in FTV are shared with FTV affiliated faculty each year, prompting annual discussions of curriculum and pedagogy to ensure student success.

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

- FTV Knowledge Test—A multiple choice test covering basic terminology in filmmaking, film history, and videographic storytelling. The test is administered in FTV 100 and JAMM 475 with the results compared, allowing faculty to measure knowledge and growth in these core areas across the curriculum.
- FTV Capstone Project Evaluation. Student capstone projects produced in JAMM 475 and 476 are assessed annual by media professionals outside of the University using rubrics geared toward learning outcomes.
- Production Elective Learning Activities. A project in each of the production electives will be assessed using a unified rubric to make annual comparisons of student learning in the intermediate stages of the curriculum.

When will assessment activities occur and at what frequency?

The knowledge test and the capstone projects are assessed annually. Assessments of production electives occurs every term.

Student Learning Outcomes

Learning Objectives

Students will be able to:

- Shoot & edit professional quality video
- Write clear, communicative scripts that achieve intended meanings and effects
- Apply concepts in visual communication based on an understanding of cinematic language

Rationale for the proposed change. Include an explanation of how the department will manage the added workload, if any.

The minor in Film & Television Production provides focused instruction in technical video production and media communication. The minor builds technical skills in videography and media production, supporting students pursuing a variety of career tracks.

Supporting Documents [FTV Minor \(group-b-form\).pdf](#)

Requires TECC Review No

Reviewer
Comments

Amy Kingston (amykingston) (10/26/20 12:56 pm): Rollback: Needs Learning Outcomes, please. Amy K

Sara Mahuron (sara) (10/27/20 2:42 pm): verified with Russ Meeuff by email that outcomes for minor and major are differentiated.

Key: 431

Program Change Request

This is a request for a NEW UG Certificate

~~Program Reactivation Proposal~~

Date Submitted: 10/07/20 11:19 am

Viewing: **424 : Small Business Management Academic Certificate**

Last approved: 10/07/20 9:26 am

Last edit: 11/04/20 5:48 pm

Changes proposed by: Joana Espinoza (V00370901)

Faculty Contact

In Workflow

- 1. 079 Chair
- 2. 13 Curriculum Committee Chair
- 3. 13 Dean
- 4. Provost's Office
- 5. Assessment
- 6. Curriculum Review
- 7. Registrar's Office
- 8. UCC
- 9. Faculty Senate Chair
- 10. UFM
- 11. President's Office
- 12. State Approval
- 13. NWCCU

Approval Path

- 1. 10/07/20 12:45 pm
Joana Espinoza (jespinoza):
Approved for 079 Chair
- 2. 10/07/20 12:48 pm
Joana Espinoza (jespinoza):
Approved for 13 Curriculum Committee Chair
- 3. 10/07/20 12:49 pm
Joana Espinoza (jespinoza):
Approved for 13 Dean
- 4. 10/07/20 12:49 pm
Joana Espinoza

- (jespinoza):
Approved for
Provost's Office
5. 10/20/20 9:55 am
Sara Mahuron
(sara): Approved for
Assessment
6. 10/21/20 6:56 pm
Rebecca Frost
(rfrost): Approved
for Curriculum
Review
7. 11/04/20 5:49 pm
Amy Kingston
(amykingston):
Approved for
Registrar's Office
8. 11/09/20 4:21 pm
Rebecca Frost
(rfrost): Approved
for UCC

History

1. Oct 5, 2020 by
Joana Espinoza
(jespinoza)
2. Oct 7, 2020 by Amy
Kingston
(amykingston)

Faculty Name	Faculty Email
Scott Metlen	metlen@uidaho.edu

Change Type

Change academic component name (degree,
major, option, emphasis, minor,
concentration, or specialization)

Description of Change

Reactivating an academic certificate and adjusting the requirements

11/11/2020

424: Small Business Management Academic Certificate

Academic Level	Undergraduate
College	Business & Economics
Department/Unit:	Business
Effective Catalog Year	2021-2022
Program Title	Small Business Management Academic Certificate
Program Credits	12
CIP Code	52.0201 - Business Administration and Management, General.

Curriculum:

MHR 310	Leading Organizations and People	3
MHR 311	Introduction to Management	3
Select two of the following:		6
<u>ENTR 414</u>	Entrepreneurship	
or <u>ENTR 415</u>	New Venture Creation	
<u>MHR 411</u>	Acquiring Human Capital	
<u>MHR 416</u>	Managing Reward Systems	
<u>MHR 417</u>	Deploying and Developing Human Capital	
<u>MHR 418</u>	Managing Organization Design and Leading Changes	
<u>MHR 441</u>	Maintaining Employee and Labor Relations	
<u>ORGS 305</u>	Nonprofit Organizations	

Total Hours 12

Courses to total 12 credits for this Certificate.

~~College reports that there are no new curriculum requirements. They submitted the following requirements: We propose to create a Small Business Management certificate with the following requirements: MHR 310 MHR 311 Choose TWO Elective (3er): ENTR 414 OR ENTR 415 MHR 411 MHR 416 MHR 417 MHR 418 MHR 441 OrgSci 305~~

Distance Education Availability

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

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

Yes

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

Yes

Note: Existing programs transitioning from less than 50% of its curricular requirements to 50% or more of its requirements being available via distance education is considered a Group 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

Student Learning Outcomes

Have learning outcomes changed? **Yes, more than 25%**

Learning Objectives

Entrepreneurship Emphasis:

The student will be able to evaluate the benefits and costs of starting a new business.

The student will be more strategic in their entrepreneurial thinking.

The student will develop a strong understanding of business models and how to pitch a new business idea.

The student will be able to analyze business, industry, and economic information and data, and be able to gauge its relevance to feasibility & managerial decision-making in an entrepreneurial environment

Management Emphasis:

The student will develop a strong understanding of the principles that guide effective planning, organizing, leadership, and control in small organizations, large businesses, family businesses and start-ups.

The student will understand the principles and practices that help a company attract and acquire talented and motivated human capital.

The student will develop a strong understanding of human resource planning, including succession planning and practices needed to address temporary gaps in talent.

The student will understand the interplay between business needs and the training and development of employees.

The student will acquire the ability to design, execute, and evaluate effective training and leadership development programs.

The student will be able to identify and solve organizational design problems taking the business idea and different stakeholder interests as a point of departure.

The student will be able to analyze issues related to organizational design and identify potential processes of organizational design change.

The student will understand the importance of strategic human resource management and how it contributes to enhancing organizational effectiveness.

~~see above~~

Summarize how the learning outcomes will be assessed for the proposed curriculum.

To address the Entrepreneurship-Oriented Learning Objectives each Entrepreneurship course (i.e., Bus 414 and 415) involves a culminating project including a written and oral presentation of a business plan (i.e., in Bus 414) and an elevator pitch presentation (in Bus 415). Evaluation of these projects is done by the Director of Idaho Entrepreneurs and by external pitch and business plan competition judges.

With respect to the management-oriented learning objectives, assessment is performing in the following courses:

MHR 310 and 311 - Objective 1: Multiple choice and short-answer essay exam questions.

MHR 411 - Objectives 2 & 3: One significant, claim-evidence-warrant essay question on each exam and 15 applied homework assignments. MHR 416- Objective 2 & 8: Culminating individual and team projects (one each).

MHR 417 - Objectives 4 & 5: Weekly applied homework assignments and a culminating team project.

MHR 418 Objectives 6, 7 & 8: Culminating individual and team projects (one each).

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

The CBE and each area within the CBE conduct annual reviews to assess our programs.

Findings from these assessments are used to modify courses, add/drop courses and modify teaching and learning practices and assessment processes. The area will compile results from each course to track student learninQ throuQhout the veaar and make adjustments as needed.

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

Direct measures: Culminating projects and course exams, experiential-learning-oriented homework assignments, peer evaluations and observing student behaviors during mentoring sessions.

Rationale for the proposed change. Include an explanation of how the department will manage the added workload, if any.

We propose to create a Small Business Management certificate with the following requirements:

MHR 310

MHR 311

Choose TWO Elective (3 cr):

ENTR 414 OR ENTR 415

MHR 411

MHR 416

MHR417

MHR 418

MHR 441

OrgSci 305

Idaho is often listed among the best places to live and among the "friendliest" places to start and grow a business. The Small Business Management certificate is designed for the individual who wants to expand and strengthen an existing business (e.g., a family business) or to launch and manage a business through the startup phase and beyond.

Our primary goals for this certificate are to:

1. Increase the go-on rate by offering a program that will attract: 1) First Generation students (primarily) who are interested in developing entrepreneurial and management skills and experience that they can use to grow and sustain their families' businesses; and 2) Students who want to launch and then manage a new business.
2. Help future Idaho entrepreneurs and small business owners prepare to effectively launch, sustain and/or grow their businesses, thereby contributing to the state's economy; an economy that relies heavily on new and small businesses.

With respect to family businesses "less than one third of family businesses survive the transition from first to second generation ownership. Another 50% don't survive the transition from second to third". The "biggest issue with many family businesses is that they get stuck doing things the same way they have operated for years even when the business outgrows that structure" (Forbes, 2013).

Consistent with the conclusions drawn in the Forbes article, a 2012 Harvard Business School study found that a major reason why family businesses fail is because the family is "ill-equipped to handle complex business issues" that become more pronounced as a business grows. And, often the challenges are "critical strategic challenges"

96.6% of Idaho businesses are small businesses with fewer than 500 employees. In Idaho, about 56% of employees work for small firms with fewer than 500 employees and 43% work for firms with fewer than 100 employees. On the national stage, family businesses generate over 50% of the US Gross National Product (GNP).

Therefore, by offering a certificate that builds upon the College of Business and Economics strong cross-disciplinary core curriculum and by providing students the opportunity to develop their entrepreneurial thinking and management knowledge and skills they will be well prepared to start and manage a new business or help their existing family businesses grow. Based upon anecdotal evidence that our college advisors hear from potential students across the state, it is clear that a major hurdle for some to make a commitment to a four-year degree is clear

evidence of the value that they will gain from their commitment to "going on" The courses packaged in this certificate provide identifiable evidence that can be used to justify a family member in a family business 'going-on'.

With respect to those potential students who are interested in starting a new business, evidence suggests that the 'management' aspects of this certificate are just as important as 'entrepreneurial' aspects. For examples,

- According to one study, "among the successful business-owning Millennials studied in the research, some 78% come from families with a history of running their own businesses" and therefore had some familiarity with effective entrepreneurial and management practices. In addition, the "report found that retail (12.5%), professional services (8.5%) and technology (7.3%) were the top three wealth creation sectors among Millennials, while financial services, social media and e-commerce were identified as industries of the future. Also, "the report found that their (successful) operations typically have more resources, with an average headcount of 122.2 staff members compared to 29.9 for Baby Boomers" thus, placing a greater emphasis on the need for strong leadership and management skills.
- The Small Business Administration says that the small-business owners who are successful at "starting & managing" a business have leadership skills, the ability to make effective decisions and the knowledge and skill needed to manage employees; and they have the ability to bring together all of the functional areas (e.g., finance, accounting, human resources, marketing, information technology) in order to run and grow the business.
- "Poor management" is often cited as the number one reason for small business failure. The potential demand for a certificate that can be used by existing or potential small usiness owners is not insignificant. According to the most recent U.S. Census Survey results:
 - Small Business accounts for 60 to 80 percent of all new jobs in America
 - 28.2% of small businesses are family-owned
 - 1 in 2 are home-based
 - 31. 7% of small business owners are between the ages of 25 and 44 .
 - 50.8% of small business owners have a four-year degree
 - 46.9% of small business owners are involved in managing day-to-day operations .
 - 75.4% of small businesses have full-time paid employees .

Supporting Documents

[Small bus Certificate.pdf](#)

Requires TECC Review

No

Reviewer

Comments

Sara Mahuron (sara) (10/20/20 8:20 am): Edits made to standardize outcome statements; sent email to Scott Metlen to approve changes to formatting; waiting for response before approval (sara@uidaho.edu)

Sara Mahuron (sara) (10/20/20 9:55 am): minor edits, approved by Scott Metlen via email 10/20 (minor grammatical edits to learning outcomes and formatting of)

Amy Kingston (amykingston) (10/20/20 2:02 pm): I updated the program title to include "Academic Certificate" to match catalog formatting.

Rebecca Frost (rfrost) (10/21/20 6:54 pm): Rebecca Frost created the curriculum block.

Key: 424



**University
of Idaho**

**Online Education
Working Group**

**Report submitted to:
President Scott Green**

November 9, 2020

Executive Summary

In Spring 2021, President Green created a working group to examine how the University of Idaho could move rapidly into the online course and program delivery market. The working group was formed during the late part of Spring 2020 and met during the subsequent Spring, Summer and Fall terms. The product of the working group was to examine the opportunities available to the university in online education and to develop a plan to set in motion the development of a robust and stable online education function at the university.

Early in the working group meetings it was determined the online education working group should split into four sub-groups around the following areas: 1) technology and support infrastructure, 2) student support services, 3) marketing & strategic positions, 4) faculty and course development. The sub-groups were needed to allow for a smaller group to fully analyze and report back on the university efforts in their respective areas and create a more efficient structure in developing a comprehensive university-wide report. The report summarizes the recommendations from all four sub-groups and provides a suggested administrative structure. In addition, a short history of online education efforts at the University of Idaho is outlined for the purpose of setting context. The Idaho Governor's Emergency Education Relief (GEER) Funding request and the Idaho Online initiative currently being led by the State Board of Education are also considered given the timing and urgency around both initiatives.

The report includes data around online enrollment potential and estimated resources and investment needed for the University of Idaho to achieve a stronger position in the online space and benefit from a return on the investment over time. It is hoped the report will serve as a road map for University of Idaho's development of an online education effort. The report offers recommendations around unique areas of expertise and opportunity for University of Idaho online curriculum, requirements for best practices to implement online student support services, technology and infrastructure requirements, marketing and strategic positioning tactics and best practices around faculty support and curriculum development.

The working group is recommending a university-wide approach to online education with a single office under Academic Affairs (provost and executive vice-president) overseeing and coordinating the online efforts and programming. Beyond recommending a single point of responsibility and a single point of leadership for the online efforts, the report supports protecting faculty control of creating content for online courses and course development. The paper recognizes a number of successful online initiatives currently at UI which could serve as models for future success and recommends a sufficient investment over a period of years which will establish the online unit as well as leverage current successful online programming into additional opportunities and revenue. The paper recommends sufficient resources be made available to the Center for Excellence in Teaching and Learning as a unit which will assist faculty in course development and quality assurance. The report recommends the development of a centralized student services function which will create a seamless student experience and improving the user experience by strengthening our ability to provide support services to our online student population. The working group

recommends a robust and well-resourced marketing and communications strategy to create visibility for UI in the online education marketplace. The marketing should communicate a value proposition which appeals to multiple audiences identified as prospects which the institution could serve.

The report outlines three stages, each dependent upon an initial injection of capital and based upon return on investment projections. Resources are suggested for each stage with the understanding changes could be required as enrollments grow or shifts occur in student demographics or populations.

Based on the findings of the working group and the associated sub-groups, an initial investment of \$1,048,809 is required to immediately create the capacity to build up an online unit and begin competing in an already crowded marketplace. In order to build the necessary infrastructure, it is recommended an additional \$666,000 be invested in technological and user experience upgrades across the universities state-wide footprint. Moving forward if the initial investment yields expected results, the return on the investment will surpass the additional cost for growth in human and technological capital. The report extends to a horizon of 2026 and if followed, and student numbers grow as indicated by the data on markets and potential student populations, the university will fully resource the online unit and realize up to \$22M in revenue growth.

In summary, the University of Idaho has only upside to improving our position in the online space. With some immediate investment, we will see early success by focusing on programs and curriculum that are “ready to launch” and have an identified market potential as well provide the structure which will enable other programs to enter the market quickly and efficiently.

Charge from President Green: Online Education Working Group

With the realization that the University of Idaho needed to have a robust and efficient online teaching and learning effort, President Scott Green established an Online Education Working Group during spring term 2020. President Green charged the online education working group to lead a conversation around exploring the steps needed to build a stronger remote learning infrastructure and enhance our online education offerings. The working group was asked to think broadly about what opportunities exist in Idaho and globally, to examine target markets and to find the right fit for Idaho in an already crowded online education space. The working group was encouraged to consider opportunities through our extension offices, dual-credit, support for homeschoolers, and certificate programs which may or may not lead to a degree.

The report provides recommendations focused on areas of strength, areas where we need improvement and information with specifics about investments and resources needed for the institution to improve our online opportunities and curriculum. The report may, in the future, assist academic and administrative leadership in visioning for the future and serve as a planning document as the institution considers developing an online learning effort.

Background

The history of online education at the University of Idaho (UI) began along with most other institutions in the early to mid-90's as the internet and personal computers became part of the campus infrastructure and learning management systems (LMS) were being developed. With the integration of computers and learning technologies into the college classroom, faculty were challenged to consider how to use the new technological tools to foster learning at a distance and take their courses/programs to the students who were not able to join the on-campus community of learners. A detailed description of the history and milestones of online education at UI is provided in Appendix A.

In 2020, new opportunities for UI to take a lead in online education have emerged. With the COVID-19 pandemic, the university demonstrated it can move to online delivery as an entire inventory of courses and programs were moved online in a matter of weeks. The pandemic has created opportunity for faculty to learn about online education and engage in how to create, deliver, and manage online courses. The previously perceived daunting task of developing an online course or program is now understood as a doable instructional methodology and strategy.

Initial Effort

Prior to the first meeting of the working group, the chairman reviewed survey information from the vice-provost related to student support for online programs, institutional support for online programs, technology support for online programs, and a survey on program, course, and faculty development of online programs. The survey data provided insight into the campus communities views on online efforts and initiatives. The results showed areas where the institution was deficient, developing, accomplished or exemplary. Reviewing the data suggested the working group effort would need to be broken up into multiple areas

which would allow smaller groups to deeply, and more efficiently, examine questions surrounding online education and how to move UI forward in the online space. The chair determined five groups would be necessary to fully examine the questions posed in the president charge in the time available. The five areas were:

- Faculty and Course Development
- Infrastructure and Technology
- Marketing and Strategic Positioning
- Student Support Services
- Administrative Structure and Resources and Revenue

Sub-groups would be built around the first four areas with the findings driving the administrative structure, resources and revenue area. A total of four sub-groups were created and a group lead designated. Appendix B provides a list of participants in the working group and the breakdown of the sub-groups. A summary of the working group meetings is provided in Appendix C.

Statewide Efforts

When the working group was first formed, the focus was internal around online education at the University of Idaho. Although that is still the primary focus, the pandemic has made online education a focus of the state of Idaho as well. With this new focus, comes a new opportunity for collaboration at the statewide level.

Two new initiatives supporting online education statewide are:

1. Idaho Governor's Emergency Education Relief fund
2. Idaho Online Initiative

The Governor's Emergency Education Relief (GEER) fund is a response to the COVID-19 pandemic and provides funds to support technical infrastructure to improve remote instruction across the state of Idaho (Appendix D).

The Idaho Online initiative provides the opportunity to participate and partner in a statewide digital course-sharing campus. Idaho Online will consolidate courses from the eight higher education institutions in the state into a unified online learning initiative. It is likely additional resources will flow to UI from the initiative and will help enhance our ability to deliver to all corners of the state (Appendix E).

It is unclear at the point of writing this report what impact GEER or the Idaho Online initiative will have on administrative structure, faculty and course development, student support services, marketing and strategic positioning, and technology support and infrastructure of online education at UI. With the State Board of Education (SBOE) entering into the online discussions, it could be both beneficial with respect to new resources or challenging as UI may be constrained as to how the university moves forward and reacts to opportunities.

Initial Primary Recommendation – Administrative Structure

Although the sub-groups were focused on the different areas of examination, they all recognized that competing and thriving in the online environment would require a centrally supported effort. To thoroughly understand what has kept UI from achieving success in the online education arena, the working group participants examined successful online units of other institutions including Colorado State, Oregon State, Washington State, and University of Central Florida. Programs at these universities all have a robust central structure which focuses efforts on the online populations, superior student support and the units are charged with developing and supporting online education at the institution. A minority of working group members were not supportive of a central administrative structure. Their concerns were primarily around the ability for faculty to be innovative and creative in their courses and the addition of an administrative position and structure.

Many pieces necessary for a robust online education unit already exist at UI and there are successful online programs serving nearly 900 undergraduate and graduate students. For example, Engineering Outreach is a unit in Engineering with a 45-year track record of providing distance education to a professional engineering audience (Appendix H). Many other programs exist in curricular units such as the MFA in Theater and the MNR in Natural Resources. These, and other, programs have developed a strong national and international following, their success should be examined, and their leaders consulted on the new central unit and on how to leverage the new units efforts for continued success. Current online program or office identity, content, and culture did not fall under the purview of these recommendations nor their disposition with respect to the development of a central university structure. However, in examining the overall university online effort it was discovered students currently lack simple, centralized access to necessary information and services about online education. For example, all students need to know how to contact technical support, use BBLearn, register for classes, pay tuition, etc., but the utilities that fulfill these functions are currently distributed across multiple web portals and institutions across the university making navigation unnecessarily complex. The need for centralized access to these services leads to an opportunity to develop an efficient, coherent online effort that provides a consistent user experience and supports existing programs, as well as yet to be developed programs.

The balance of the report will build on the recommendation of a central **online education unit (Online Unit)**. One possible structure of the new Online Unit is outlined and suggested in appendix K. The new Online Unit would work collaboratively or under our existing Center for Excellence in Teaching and Learning (CETL). The central online unit would coordinate with ITS on technological innovations and concerns. The Online Unit would be responsible for the coordination of online delivery across the institution, support existing programs, and examine the creation of new programs. The online unit would be responsible for insuring course quality and program effectiveness as well as develop appropriate marketing and communication strategies with the Office of University Communications and Marketing. The online unit must partner with existing programs on campus which have a long track record of success and a recognized space in the market and use their institutional visibility to

leverage success of the existing programs. The priority and focus of the unit must be on student success. The unit must be able to incentivize faculty and departments to create academic offerings in partnership.

Therefore, the first recommendation from the working group is the development of a unit which reports under the authority of provost and leads UI's online programming and support structures. The unit must have a leader who is responsible for the unit success and be provided sufficient resources to ensure the following recommendations (if they are accepted as plans) can be supported. It is imperative the leader of the unit be included in decision making circles as the university explores changes to course and program delivery, it will be important to consider the impacts on the tuition structure, web fees, and course fees from the perspectives of transparency of the cost of education and university funding models. The online unit leader will need be a member of the provost council and be able to closely work with deans and other administrators as some opportunities will impact faculty teaching load discussions, technology contracts, faculty contracts, proctoring and assessment activities, among others. It is recommended that the online unit create a sustainable financial model for faculty and program incentives based on a return of revenue from enrollment. Resources should be distributed to academic units for the development of programs and courses.

Benefits of A Centralized Online Education Unit

Many successful online programs report that campus-based students increasingly take advantage of the services and educational opportunities they establish through their online campuses. As such, these investments will enable the online campus to become a part of the scope of every student's experience, whether the student is online or campus-based. Further investment will allow the university to:

- Eliminate redundant services and access points and streamline student services
- Move student support service and technical services delivery into a more continuous (i.e., 24-hour) delivery environment which can serve online students, international students, and non-traditional students who may work during business hours
- Collect standardized data that can be leveraged to better assess and ensure the quality of the student user experience and assist with institutional assessment, accreditation and other reporting requirements
- Provide better means for the evaluation and possible implementation of Artificial Intelligence (AI) and other technical solutions.

The benefits will enhance what is currently in place and extend the services to all units on campus.

An important consideration when discussing possible recommendations is the potential return on investment (ROI). The university is not in a position to direct resources toward efforts that do not demonstrate a suitable and sustainable return. For this reason, the report will outline a strategy for development of an Online Unit and the specific recommendations will be discussed in the following three stages:

- **Stage 1** – Almost immediately attainable by using existing university structures, functions or assets to build out a stand-alone Online Unit under Academic Affairs
- **Stage 2** – Estimated to be 2024
- **Stage 3** – Estimated to be 2026

Stage 2 and Stage 3 are built out upon the success of Stage 1 and will be driven by enrollment, program growth, and by both new markets and increased market penetration.

A comprehensive set of recommendations will follow and are all based on the primary recommendation that the institution invest and support an online learning office/unit and bring in a leader who can move the office and institution forward. A detailed discussion of the overall return on investment follows the specific recommendations. In the following sections of the report, specific recommendations will be broken out by stages and by sub-group.

Overview of Areas of Examination

The specific areas the working group examined and provided recommendations on include:

1. Faculty and Course Development
2. Student Support Services
3. Marketing and Strategic Positioning
4. Technology Support and Infrastructure

Appendix F provides a detailed list of considerations used as discussion points during the sub-group meetings.

Recommendations related to the development of a single point of contact online unit will be demonstrated throughout the sub-group reports. The working group recognized that a significant investment will need to be made in personnel and infrastructure for the university to move forward and be competitive and effective in the online space.

Estimated costs of both human resources and infrastructure resources are part of the recommendations (Appendix G). Costs related to personnel are estimated and calculated on either the estimated salary at UI or, if the position does not currently exist at UI, the salary was based on 85 percent of the Oregon State University salary for a similar position. Oregon State was chosen as a regional peer with a robust online unit similar to our proposed unit (Note: Moscow, Idaho is 14.7 percent lower in living cost than Corvallis, Oregon where Oregon State is located).

Recommendations from the marketing and strategic position sub-group and the technology support and infrastructure sub-group are primarily related to costs incurred with marketing and communication campaigns and infrastructure support. Both marketing and communication and infrastructure require some additional human capital, but those positions are included in the administrative structure, faculty and program development or student support recommendations.

Administrative Structure Overview

As was mentioned at the start of the report, the administrative structure discussions strongly support establishing a centralized Online Unit under Academic Affairs and is our primary recommendation. With that said, it is of interest to note that nationally approximately 50 percent of colleges and universities online learning efforts and administration are housed in Centers for Excellence in Teaching and Learning (CETL). The University of Idaho has a robust CETL with an established and successful record of working with faculty in improving teaching and learning across all dimensions of and methodologies of delivery. Among institutions that have separate and distinct centers dedicated to the online effort, they all have harmonious, collaborative, and supportive partnerships with their equivalent to CETL to ensure high quality in the delivery of online learning experiences. Through CETL, UI has nationally recognized expertise in designing, developing, and leading teaching and learning and support initiatives that include promoting and supporting online learning. CETL is engaged in national and international conversations surrounding online teaching and learning practices and should be used to help envision and design the institutional online unit. The relationship with the National Center for the Integration of Research, Teaching and Learning (CIRTL) Network is additional endorsement around our reputation of excellent support for faculty in blending teaching, learning and research. UI's membership was secured because of our strong CETL programming across our campuses and particularly through the graduate college.

The value of a centralized unit may be questioned because it removes curricular control by faculty. The concern can be addressed by clarifying the concept and noting that centralization does not equate to control. Nor should it. The general concurrence is that centralization *of support* for quality online classes and well-prepared faculty is positive. Faculty are the creative forces behind their classes, in control of their content and the means of accomplishing core learning goals and outcomes.

A centralized administrative unit should identify and secure markets of students, provide a portal to classes, and provide exemplary student support, but otherwise trust faculty to develop and deliver the courses with the support of instructional design staff. The central administrative unit should be sufficiently staffed as to be a stand-alone unit with strong connections to other assets/units on campus that can support the efforts of the office where duplication of effort is not warranted. Data presented in this report suggests continued growth in online students as well as continued growth in existing programs. The growth can be exponentially higher with a dedicated unit focused on the online offerings and experiences for students. The Central unit should lead the university discussion as the university explores changes to course and program delivery, it will be important to consider the impacts on the tuition structure, web fees, and course fees from the perspectives of transparency of the cost of education and university funding models.

Faculty and Course Development Overview

Outside of individual units such as Engineering Outreach, UI has not been successful developing a dedicated online learning presence for students and programs with a clear and

comprehensive institutional brand. The working group recognized there is a unique opportunity to change course, institutionally. UI has the resources for supporting faculty and course development committed and in-place, but it does not have an institutional “brand” or unit that coordinates the development and advertisement of an online identity. We do not have a “one stop shop” for students to learn about high quality online programs and to oversee all aspects of the student experience.

UI can easily support the development of superior online classes and learning experiences, but to succeed the university must commit to the following key steps:

- Invest substantively in a culture of teaching and learning excellence, regardless of instructional modality and support a commitment to online quality at the institutional level
- Recognize that faculty are the creative force behind their course and should be incentivized to create dynamic, active, and efficient courses.
- Provide significant financial incentives directly to faculty and academic units to encourage development of high-quality online course and program offerings.
- Consider how to develop and market its brand and provide an interface that invites students into a user-friendly environment that points them in the direction of all of the support networks designed to recruit, retain, and support them as UI students.

Related to this is responsibility for maintaining an accurate index of all online learning experiences, from certificates to degrees in a central and accessible location. CETL has the expertise and, like most universities, has designed and uses Quality Matters-inspired/improved upon standards, but there has never been an expectation of online faculty and course quality. There has never been an expectation that new online faculty should participate in specialized training and have a dedicated instructional designer there to help launch their classes. Further, as all academic programs must have approved curriculum maps, a near-horizon goal is to identify, prioritize, and support strong online programs and require first-time courses and faculty to prepare for a successful launch with the support of existing expertise.

As expressed in the previous section, strong opinions exist around quality assurance, fearing it will diminish faculty creativity, authority, and expertise. This raises the question about how standards for teaching and learning generally, and online specifically, will be used to create high quality courses and curriculum.

Where centralization is clearly required is in the realm of establishing, maintaining, growing, and marketing an accurate index of programs and classes. It is recommended that UI align course development and faculty development with the existing programming in CETL. CETL has the background and experience in creating dynamic and pedagogically sound practices within our faculty which can then translate to online courses and the ability to apply measures of quality assurance necessary to differentiate UI courses. It is recommended that the university reconceptualize the offering structure of the online courses/programs to be offered. The working group suggests significant faculty and department incentives which would ensure the development and sustainability of online courses and programs.

The working group would support consideration of moving away from the three-credit norm for classes and explore shorter term or alternative terms to meet the needs of the everchanging markets for quality educational programs and fit the changing needs of our potential students. The working group sees great value in the discussions on changing the semester-based paradigm for some markets and programs. Ideas for additional exploration include:

- Shorter course timeframes – 2 to 4 weeks or one-course a month model– to support outside partners like INL as well as returning learners
- 1 credit versus 3 credit courses – split existing courses for more options
- Certificates, badging, and microlearning/micro-credentialing
- Building block programs for “build-your-own” degrees
- Ability to easily and quickly take one course at a time
- Online programs and matching on-premise courses do not have to have the same timeframes

The working group feels that faculty development and assistance activities provided by CETL require more funding for expanded staffing and tools – possibly beyond what is recommended in this report.

Student Support Services Overview

Those establishing the online effort will need to identify the key aspects of the online experience appropriate for standardization and centralization and then establish the program in such a way that each student, regardless of program, can be assured effective and efficient means for accessing and discovering class content, support services and means for communicating with individual program faculty, leadership, and support staff. The student support service sub-group recommends that the UI prioritize initial investments towards the development of an online website that uses existing technical infrastructure and personnel to facilitate access, discovery and communication for online students and the staff/faculty that support them.

Under a centralized structure and office, the online unit will consolidate and redesign existing online program information and resources to promote clarity and a consistent Vandal student experience. The working group suggests the leaders of the many successful online programs currently at UI be called upon to help guide the student support programming. Their uniqueness in each curriculum and a one-size fits all is not likely to be effective across and between programs and levels. The online unit will enable a *new* online community to be built that consists of prospective, current, and graduated students. Student support begins at the initial point of inquiry from a prospective student. An effective online resource will demonstrate excellence in programming and delivery from the onset of a program to its completion, enticing prospective students, maintaining their engagement while enrolled, and enabling continued investment from online Vandal alumni after completion. Overall there are four recommendations: create a user experience sub-unit; create a student’s success coaching program; develop a Vandal community building

program; and finally create a body of faculty and staff from each unit which will provide the guidance on curriculum, scholarships, and financial aid.

Marketing and Strategic Positioning Overview

Recommendations from the marketing and strategic positioning sub-group identify and analyze various potential target audiences for online education and reviews in-state, regional, and some national competition.

When meeting with the broader working group, President Green suggested that UI provide offerings that meet the needs of “Any Student, Anywhere.” With this consideration, programs offered by the university need to be accessible and the ones students seek. The offerings could include professional development, continuing education, certifications, undergraduate, and graduate with the specific programs to be determined. Some programs are currently offered at the university, but in order for it to be successful in a broader set of programmatic offerings, it must consider its competitive advantages to build a defensible position in the marketplace. In order to ramp up the online offerings to match the expected stage one outcomes incentives need to be established to motivate faculty and departments to create innovative and dynamic online offerings for the university. Initial incentive costs are included in the projected cost per program. Further incentives should be based on a sustainable financial model and reward enrollment and course/program completion.

The marketplace is already crowded with existing offerings. Strong national competition already exists (ASU, Penn State, Purdue, etc.) as well as regional competition (WSU, OSU, BSU, LCSC, etc.); thus, in order for UI to be successful it may need to leverage its strong research position (offering world class and cutting edge knowledge to students), exemplary faculty and staff, existing brand prestige, and recent recognition as the Best Value University in the West. Accordingly, research needs to determine the appropriate positioning the UI must present to the marketplace in light of existing competition in many markets and lack of competition in other markets.

The sub-group identified four potential target audiences that should be a first priority for expansion of UI online education offerings:

- Four-year undergraduate students
- Community college transfer students
- Some college, no degree students
- Dual credit students

In addition to individually demonstrating strategic potential, the sub-group believes that these four priorities interrelate, resulting in potential synergies.

Additionally, the sub-group sees great value in the discussions on changing the semester-based paradigm for some markets and programs and think differently as to how to create opportunities which would meet the market and students needs. Ideas for additional exploration include:

- Shorter course timeframes – 6 or 8 weeks or one-course a month– to support outside partners like INL as well as returning learners
- 1 credit versus 3 credit courses – split existing courses for more options
- Certificates, badging, and microlearning
- Building block programs for “build-your-own” degrees
- Ability to easily and quickly take one course at a time
- Online programs and matching on-premise courses do not have to have the same timeframes

Four-year Undergraduate Students

Immediately After High School. In 2018, only 48 percent of Idaho high school students enrolled in college upon graduation. Of the 2016 graduates, only 63 percent had enrolled in college within three years of high school completion. In Idaho, there is a statistically significant difference between enrollment rates for rural versus city, suburb, town students. Rural students have only a 44 percent college enrollment rate, while city, suburban, town students have a 50 percent college enrollment rate. This suggests that being place-bound, without access to an institution of higher education, affects go-on rates. Online 4-year degrees could serve this need.

After Military Service or Gap Year. In 2018, fewer than 2,000 Idahoans enlisted in the armed services. In April 2020, it was projected that 40,000 high school students nationwide would take a “gap year” for the 2020-21 school year prior to starting higher education.

These students’ post-high school experiences may contribute to their being place-bound. It may be possible to create some sort of practicum-based program that provides academic credit to individuals for aspects of their military service. In addition, programs could develop synergies with gap year programs.

Community College Transfer Students

Community college students are more likely to be place-bound than traditional students and represent a group of students who could greatly benefit from online offers at UI. Specifically, UI should establish and/or expand articulated online 2+2 programs with CWI, CSI, CEI, and NIC, which would allow students to start the first of their programs (first two years) in-person at a community college and then complete the second half (third and fourth years) online with UI to finish their 4-year degree program. Idaho’s community colleges serve a large number of students across the entire state. A breakdown of the Idaho community colleges total population, degrees awarded and graduation rate for 2019 is provided in Appendix J.

The establishment and/or expansion of online 2+2 programs would encourage those students earning degrees to continue their education at UI. In addition, the availability of these more marketable 4-year degrees may incentivize more students to earn 2-year degrees. Finally, by offering community college transfer students the opportunity to complete their degrees online, UI could expand the number of students transferring from out-of-state community colleges.

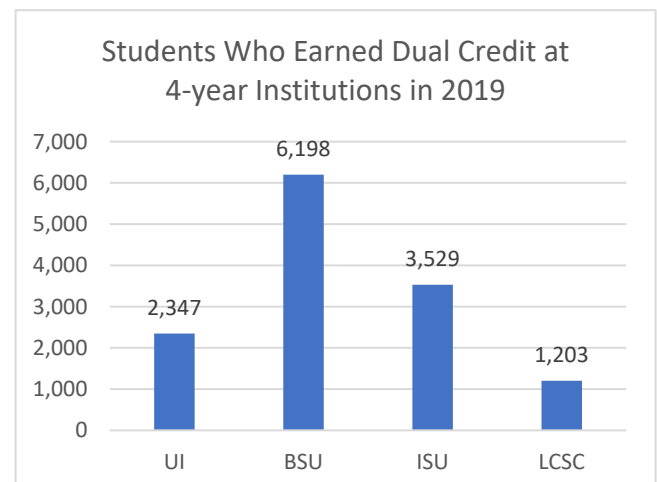
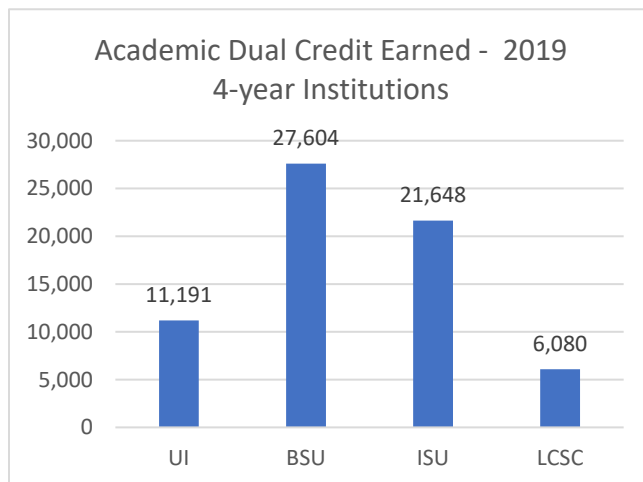
Some College, No Degree Students, Stackable Credentials

In Idaho, a total of 164,692 residents and 20 percent of individuals aged 25 to 34 have some college education, yet they did not obtain a certification or a degree. Adult learners are eligible for the Idaho Opportunity Scholarship (beginning FY19, other criteria apply); but, in 2018, only 146 of 2,504 students who received Idaho Opportunity Scholarships were adult learners.

Nationally, the 60 percent six-year graduation rate suggests that the pool of some college, no degree students is also large outside of Idaho. Yet many of these some college, no degree students are place-bound, with jobs and families. Thus, there is an opportunity to serve these students by offering them a pathway to a degree via online offerings.

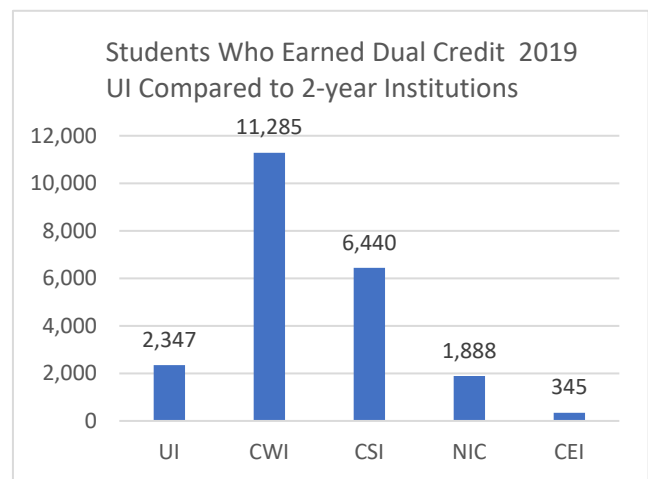
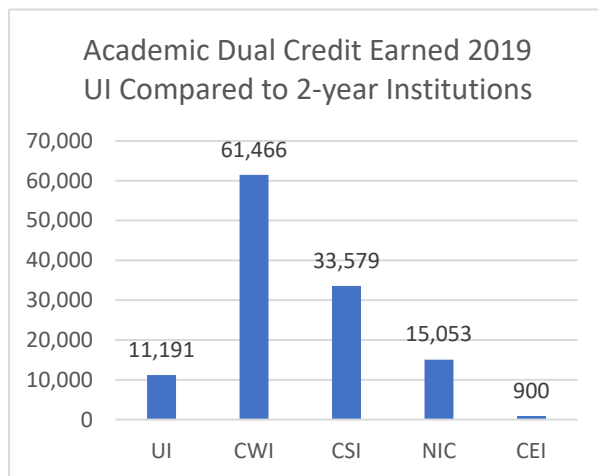
Dual Credit Students

Dual credit not only provides an opportunity for credit hour generation but can also serve as a gateway to the UI. In 2019, there were 13,277 students who enrolled in dual credit courses and earned 65,523 credits. UI was third among other in-state four-year institutions in the market, with respect both to the amount of dual credit earned and to the number of students who pursued dual credit.



Similarly, when compared with in-state two-year institutions, UI was fourth with respect to dual credit earned and third with respect to the number of students earning dual credit.

By offering online dual credit courses to high school students throughout the state, UI could expand both the size of this market and its position therein. The legislature has allocated \$4,125 to every Idaho student (while in 7th through 12th grade) to be used for educational opportunities, yet much of this funding is unused. These dual credit programs would serve as a pipeline to further UI offerings (either in-person or online). Using an online format, dual credit courses could be offered statewide, serving rural and/or disadvantaged high schools that don't currently have in-house dual credit opportunities.



The sub-group analyzed additional potential target audiences, which are worthy of further study, but the sub-group does not believe should be the first priority for UI's expansion of online education offerings. The additional potential target audiences include:

- Graduate Programs
- Micro-Credentialing Programs
- Virtual High Schools

Graduate Programs

In the state of Idaho for FY 2019, there were 1,782 master's degrees, 52 certificates above master's, and 373 doctoral degrees awarded. Of these numbers, the University of Idaho awarded 490 master's degrees (27.5% of total), 22 certificates above master's (42.3% of total), and 161 doctoral degrees (43.1%). Idaho has many successful online graduate programs currently and they should serve as models for other programs moving forward.

Micro-Credentialing Programs

Nationally, in 2016, 66 percent of 16- to 65-year-old individuals had some certification or licensing when they had a graduate or bachelor's degree, as compared to 23 percent for some college no degree group. This suggests that micro-credentials, including certificates and licensing, may be relevant to current graduates. These micro-credentialing programs may be especially helpful if developed to be "stackable," such that they can be combined to earn a terminal degree.

Virtual Schools (High School Level)

Per Idaho SBOE, high school students enrolled in virtual programs (high school level) have a 32% (n=140) immediate go-on rate, which increases to 48% (n=209) within three years of high school completion. While the size of these segments may appear small, there is an opportunity to build programs for in-state and out-of-state virtual students. One key advantage is that they have already done some virtual education and due to the COVID-19

pandemic online (virtual) learning will have been experienced by all high school students in the state.

Ongoing - Competitive Analysis

A preliminary competitive analysis is provided as part of the sub-group work which included information about in-state, out-of-state, and national competition in the marketplace. Some key takeaways are:

- A detailed SWOT (Strengths, Weaknesses, Opportunities, Threats) analysis needs to be performed to see where UI currently resides in relation to the competition.
- We suggest that the pricing model for online education be reconsidered. Traditional UI pricing models will not work well for online education pricing due to the high level of competitiveness in many domain areas. A detailed analysis needs to be performed for price sensitivity for:
 - Undergraduate offerings
 - Community college transfers
 - Professional development
 - Graduate education
 - Short-course type of micro-certifications
- With a number of competitors already participating in the marketplace, it is imperative that an appropriate value proposition be presented to potential students in these diverse target markets.
- Marketing and communication will need to be significantly supported since many of the competitors are entrenched in markets with significant levels of support.

Technology Support and Infrastructure

The desired outcomes of the university's online education plan should drive technology support and infrastructure decisions. Because the university has a solid network infrastructure, a functioning LMS, many cloud-based tools already in use and both tapped and untapped skills in our faculty and staff, the development of online programs can and should continue while the university defines and executes an overall online education plan.

Technology support and infrastructure is a critical component of the development of a robust online program

While the development of the online unit continues, the following influences and goals must be kept in mind to help ensure the university's success in online education:

- We must adapt to the post-COVID future and combine traditional and online education to stand out from the crowd and to deliver what our students need now and in the future.
- We can and should continue to influence and play our part in improving the broadband infrastructure across the state.

- Recent SBOE announcements on Idaho Online and the possible move to a statewide learning management system needs additional discussion before significant investments are made at the university level.
- More comprehensive faculty input into both technology and support needs are required but we can start with the knowledge of university experts and the needs already identified.
- Technology options and support must be better integrated so as to provide a positive user experience for both students and faculty and must be available statewide and globally.
- Faculty should be encouraged to innovate and provided tools that are flexible, agile and scalable to support and highlight innovation.
- Technology for use by faculty in the development and delivery of online education must be consistently evaluated and properly funded.

The technology support and infrastructure sub-group recommends the following initial investments of time and money as part of the overall plan:

- Adopt the Canvas Learning Management System (LMS) which will be supported initially by the SBOE and develop training and transition plans from the BbLearn platform.
- Expand UI participation in the SBOE Idaho Online initiative.
- Review of aspirational institutions and survey of UI faculty needs in technology and tools followed by the development of detailed recommendations and an implementation plan.
- Development and implementation of a thorough technology integration and user experience plan.
- Funding of technology included in the Idaho GEER grant proposal and finalization of other projects already underway.
- Development of sustainable, updatable and robust information resources on technology planning and coordination ensure faculty and units have appropriate resources for online education development and delivery.

Stage 1 - Specific Recommendations

Stage 1 reflects recommendations that are almost immediately attainable by using existing university structures, functions or assets to build out a stand-alone Online Unit, with an initial investment in human resources and technological capital.

Administrative Structure Recommendations

As soon as possible in Fall 2020 launch search for a director (title should be academic) who will oversee the Online Unit and coordinate with college deans and departments on program design, development, and delivery. The director would coordinate with Information Technology Services (ITS), university Communications and Marketing, Strategic Enrollment Management (SEM), CETL, and ancillary and student support units on campus on the delivery of a constellation of courses and programs fully supported by the institution.

1. Hire an individual who will liaise with and coordinate the UI contribution to the statewide Idaho Online initiative and the statewide SBOE “on-ramp”.
2. Hire administrative support for the newly created Online Unit.

Faculty and Course Development Recommendations

- Invest in an instructional design effort aligned with CETL and online learning specialists who can assist with the university effort to design, develop, and deliver superior courses and programs across instructional modalities. It is important to recognize that changes toward online delivery will impact faculty teaching load discussions with unit leadership, technology contracts, faculty contracts, proctoring and assessment among others.
- Hire an instructional designer and digital learning specialist who can help faculty build high quality courses – provide necessary financial resources to build quality course/programs.
- Provide additional personnel as support for the LMS (Canvas) administrator in CETL
- Hire a senior digital learning specialist who will be central in exploring new technologies and learning environments. Initially this hire will oversee and maintain the technologically enhanced learning spaces and digital media production.
- Build an incentive structure for faculty to create courses and programs.

Student Support Services Recommendations

- Under the director of student support services establish a “user experience” unit and student success coaching program. The user experience unit will coordinate with ITS and CETL to ensure the usability of the UI platform is effective, easy to use, visible, and meets accessibility standards. The coaching program would provide experts who would be able to anticipate students’ questions and concerns and create a transformational relationship rather than a transactional exchange. Additionally, the coaches would create a strong rapport with students to improve retention and course/program success at all academic levels.
- Hire a director of student support services to ensure the online students’ unique needs are being met with a simple and clear interface and a robust support presence is maintained.
- Hire a user experience director who will integrate with ITS and CETL on the functionality and usability of the online platforms.
- Hire and support a student success coach who can follow students through the process of being a successful student. The coach would lead a group of students who would be embedded into the programs to “coach” and support students moving through the courses/programs.

Marketing Recommendations

Four-year Undergraduate Students

- Identify programs that are already delivered online, and evaluate resource needs to determine the return on investment (ROI) for providing necessary support or growth.
- Evaluate current on-campus offerings to seek out those that are ripe for introduction to the online space.
- Analyze the competitive environment to discover what new and even niche offerings could be presented to the marketplace.
- Perform a thorough competitive analysis regionally and nationally to evaluate opportunities. There may be a need to hire an external agency to perform a detailed competitive analysis.
- Offer a competitive startup grant to get new and exciting programs put forward:
 - An evaluation committee could be formed with experts who understand undergraduate program viability and online delivery.
 - All programs do not necessarily have the same startup costs; thus, a bounded range of support could be offered

Community College Transfer Students

- Continue to strengthen ties with regional partners and put in significant efforts to recruit students from not only Idaho but also nearby states. Recruiting efforts could be enhanced by the use of full-time recruiters whose sole responsibility is to recruit from in-state and out-of-state regional community colleges.
- There are current ties to CEI such that students can co-enroll with UI, we recommend that this be expanded to include CWI, CSI, and NIC and focus on distance delivery.
- Establish and/or expand articulated online 2+2 programs with CWI, CSI, CEI, and NIC.
- Expand marketing efforts and student counseling at CWI, CSI, CEI, and NIC.
- Expand marketing efforts at out-of-state community colleges, beginning with those from which students already transfer and we have transfer agreements.
- Consider additional programs needed for students coming from community colleges.

Some College, No Degree Students, Stackable Credentials

- Tailor programs for these individuals, focusing on degrees that may build on existing work experience (perhaps by offering some credit for real-world experience).
- Create support systems to ease the re-entry into higher education. We recommend a series of courses be developed along the theme of being a successful online learner.
- Develop professional and practical programs (non-degree) for those who just want to achieve a skillset.

- Revisit the role of “stackables,” and develop opportunities which enable students to work on modules of courses that serve as building blocks to professional development, certificates, and/or degrees.
- Marketing efforts which partner with employers who employ potential students.
- Encourage a “test drive” strategy for students who are not sure they are ready for college completion.

Dual Credit

- Invest in UI’s Dual Credit Program, <https://dualcredit.uidaho.edu/>.
- Set a goal for the number of new dual-credit courses to be offered by each undergraduate unit.
- Provide funding to hire and train adjunct faculty to create online dual-credit courses.
- Coordinate statewide with high schools to promote online / dual credit courses.
- Streamline the process for obtaining UI curricular approval of dual-credit courses.
- Offer a competitive startup grant to help increase the number of dual credit courses offered.

Technology Support and Infrastructure Recommendations

- Migrate to the SBOE supported Learning Management System (LMS).
 - a. Accept the offer from the Idaho State Board of Education for three years of funding for the new LMS.
- Expand participation in the SBOE Idaho Online initiative
- Review of aspirational institutions and survey of UI faculty needs in technology and tools followed by the development of detailed recommendations and an implementation plan.
 - a. Tackle the questions of:
 - i. What technology is in use now?
 - ii. What are you unable to do in an online setting that you can do in person (and vice versa)
 - iii. What is working and not working at other places?
 - iv. What is needed now for success, what will be needed in the future and what would be classified as desires rather than needs.
 - b. Develop mechanisms to incent innovation cycles
- Development and implementation of a thorough technology integration and user experience plan
 - a. Different access and use requirements by constituency (faculty, students, etc.)
 - b. Key considerations include:
 - i. Global approach
 - ii. Accessibility as a core design element
 - iii. Security/identity management
 - iv. Student technology support

- v. Faculty technology support
 - vi. Faculty instructional design support
 - vii. Support for innovation
- Funding of technology included in the Idaho GEER grant proposal and finalization of other projects already underway.
 - a. The university received \$993,000 Of the requested \$1.6 M in GEER funding that **must be spent by December 2020** (see Appendix G for more details)
 - b. Investments in novel and new technology will greatly aid the delivery of quality online courses and improve time to market.
 - c. Investments should be prioritized for largest immediate impact.
- Development of sustainable, updatable and robust information resources on technology planning and coordination to ensure faculty and units have appropriate resources for online education development and delivery.
 - a. Work on an update to the existing classroom inventory is nearly complete and will be augmented with additional rooms currently in the process of being upgraded.
 - b. Complete development of user computer replacement cycle.
 - c. Replacement cycles should be included in the ITS Technology Forecast, a financial planning document managed by ITS.
 - d. Current inventories can be augmented with information from surveys done in other online working group recommendations.

Stage 2 – Specific Recommendations

Stage 2 reflects recommendations that are achievable by 2024 if not sooner. Stage 2 includes additional human resources and other costs associated with projected growth. Total amount will be based on the successes of stage 1 recommendations and if the additional positions/resources are warranted.

Administrative Structure Recommendations

- Hire an assistant director to support the UI online.

Faculty and Course Development Recommendations

- Hire an LMS administrator who is solely aligned with the statewide Idaho Online initiative efforts and developing markets outside of campus.
- Potentially hire two additional instructional designers if warranted.
- Hire a digital media laboratory consultant.
- Hire two graduate assistants to engage in research and development of online education strategies and provide a foundation for the integration of graduate education into the unit.
- Hire online digital library support librarian (in concert with the library) to provide reference and research support to online students and to embed library resources into online courses.

- Consider the development of an online degree program preparing graduate students in digital delivery and digital instructional design. The degree program could support our instructional design efforts with internship and practicum opportunities.

Student Support Services Recommendations

- Hire a student support assistant to support the director of student support services.
- Hire a student/community program manager who would be responsible for the support and growth of online community and manage the embedded students, graduate students, and student success coaches.
- Hire an additional three student success coaches.
- Hire an additional two embedded students.
- Hire a disability services coordinator for online students
- Hire a user experience/web developer who will keep the content and design fresh and contemporary updates to the audiences served.

Marketing Recommendations

Graduate Programs

- Identify niche programs where the population in the state and region are underserved
- Assess the viability of additional professional programs which can be deployed on a part-time basis and meet an industry need, (PSM, MBA, etc.)
- UI has strong expertise in many existing domains. Use this expertise to present programs in areas of expertise at the master's and doctoral level.
- Complete a study on which graduate programs to develop, a detailed analysis for ROI will need to be performed to assess which programs to bring forward first.
- We recommend offering a startup stipend to help incentivize programs and increase the number of programs offered.

Micro-Credentialing Programs

- Small credentials have considerable potential, in particular when combined with the concept of “stackables.”
- Convene faculty to determine and identify the appropriate “bite-size” pieces that target markets would be interested in pursuing.

Virtual High Schools

- Virtual high schools have grown, and this group could be an underserved audience particularly due to the COVID-19 pandemic. It may be possible to direct students to proposed four-year undergraduate online offerings or engage students in dual-credit opportunities.

Technology Support and Infrastructure Recommendations

Future Development of Technology

The recommendations shown here are the beginning of the effort to take UI's online education to the next level. Additional investment decisions will come as a result of the university's overall online education plan, but some future considerations include:

- Expanded training for faculty in concert with efforts recommended in the faculty development section in Canvas migration and new technologies.
- Program and discipline-specific investments in technology to support online pedagogy
- Conversion of courses to a new the Canvas platform
- Continued leadership in the development of rural broadband access across the state
- Investments in innovation technologies – VR headsets, mixed realities, artificial intelligence, etc.
- Services to provide, repair and maintain student technology for those unable to afford the technology required for success in online education.

Stage 3 - Specific Recommendations

Administrative Structure Recommendations

Currently, there are no Stage 3 recommendations for administrative structure. However, based on the successes of stage 2 additional support could be warranted.

Faculty and Course Development Recommendations

Hire three additional instructional designers in CETL, as needed and warranted.

Student Support Services Recommendations

- Hire a student success involvement coordinator to develop deeper and structured involvement programs for the online populations.
- Hire additional embedded students to support online students.

Overall Return on Investment

Projected enrollment numbers based on data from UI and national reports suggest the market is there for online educational offerings. Even if UI does not add any additional online degree programs, and if the 3-year rate of growth of exclusively online students currently at UI continues, we estimate our program will be serving over 4,000 students by 2026. With a centralized and focused online effort, the growth could well exceed the predictions. Figure 1 in Appendix J shows the last three years of UI exclusively online program enrollment under major degree categories showing nearly all programs increasing enrollment from year to year. Growth is projected to increase at an increasing rate due to

the current environment and the development of online programming at all institutions of higher education.

Currently, tuition income to the UI from exclusively online programs is estimated at over \$4M, increasing from less than \$1M as recently as Fall 2017 (Appendix J, Figure 3). This rate of increase and growth has been the result of marketing and recruitment efforts largely attributable to the departmental level. With a university-wide approach, the development of new programs and offerings it is likely programs would grow quickly. If existing online programs continue the growth which has been consistent since spring 2018, we expect UI online students to number upwards of 4,300 by Stage 2. The fully integrated model costs associated with UI's online program are shown in Appendix J, Figure 4.

Comparing estimated tuition income, current online student growth rates, and costs of the overall UI online campus program, the ROI is expected to exceed 200% return by 2024 and over 450% by 2026 (Appendix J, Figure 5). This is assuming no change in growth rates, although it is expected that as more programs go online and marketing and recruitment efforts are engaged through the online campus platform and networks, student enrollment growth rates will increase significantly.

These projections include **new students only** and not current students in order to demonstrate the transition to positive returns directly associated with increased investment in online programs. In other words, if growth is simply maintained due to the development of the online campus, returns would be positive before 2022. Overall income is projected to exceed \$22M by 2026 if growth rates remain constant and tuition increases 5% per year. With increased enrollment the gains will be significant (Appendix J, Figure 6). It is important to note that reduced tuition through discounts or a reduced pricing structure would impact the return on the investment and would lead to a reduced return. Associated costs shared among online campus and other divisions are not shown. Additional income from on-campus students taking online classes is not included. Again, the projections do not include other factors which could impact return, such as state holdbacks, SBOE requirements, internal budget reductions, or shifts in student demographics.

It will be critical to develop a sustainable financial model which will support and promote the online efforts and unit. We recommend the online unit leadership be included in conversations surrounding the universities sustainable financial model. We recommend the online unit be resourced as to be able to sufficiently support growth, return substantial resources as incentives to faculty and departments, and support ancillary units which are part of the institutions online structure. Additionally, it will be necessary to fully support Stage 1 of the online campus proposal as it will be impossible to move forward without a significant foundation of funding. Entering an existing market will a substantial commitment and investment. As UI has done in the past, a lack of initial resources or sharing of responsibilities only inhibits the growth and limits opportunity. With an initial full investment, it is highly likely the unit will not only function as planned but provide the revenue base for future expansion. If online revenues meet the estimated projections in Stages 2 and 3, the model will be fully resourced.

Appendix A

History and Milestones of Online Education at the University of Idaho

The history of online education at the University of Idaho (UI) began along with most other institutions in the early to mid-90's as the internet and personal computers became part of the campus infrastructure and learning management systems (LMS) were being developed. With the integration of computers and learning technologies into the college classroom faculty were challenged to consider how to use the new technological tools to foster learning at a distance and take their courses/programs to the students who were not able to join the on-campus community of learners.

At the University of Idaho, the first established effort at an institutional online program was in 1997 with the creation of the Center for Teaching Innovation (CTI). CTI was created through a grant from the Idaho State Board of Education with the purpose to assist faculty in developing courses to be delivered online. CTI was housed in Information Technology Services and staffed by instructional designers and technology support personnel who supported faculty who wished to try online course delivery. CTI housed the university LMS and provided training for faculty in accessing and using the LMS system, which changed with the rapidly developing technologies available. Between 2001 and 2004, twenty-two online courses were developed through CTI. Additionally, the successful Engineering Outreach program, which has been in existence since 1975 delivering video courses, was transitioning to DVD from VHS and starting to move to fully online delivery.

In 2004, interim President Gary Michel convened an Outreach Task Force and charged the group with determining the definition of online learning, defining an online education strategy and examining how online learning fit into the institutional outreach mission. The 2004 effort began the discussion of centralized vs. decentralized efforts and which would be the better model for UI. The Outreach Task Force focused on the mission of the land-grant institution and considered distance learning as part of the extension and outreach function of the university. The task force discussed what online learning should look like at an institutional, program, and instructional level, but no formal model was adopted or put into place.

Pockets of online course/program development started emerging across campus, which were not guided by a central model or plan. CTI continued to provide support for faculty who were working to develop online courses or learning new technologies for course development, but the efforts were not programmatically focused or institutionally driven. From 2004 to 2007, the focus for online education remained on outreach and extension.

In late 2006, President Tim White convened another distance education task force with the charge to make recommendations to help the university meet the goals of the newly developed strategic plan, which included a focus on distance/online education. The task force discovered that across the university various distance education efforts had grown into silos. The distance education efforts were not coordinated and lacked any institutional

quality measures or metrics. Some of the siloed efforts were quite robust and high quality, and some were not. CTI continued to train faculty and support the central LMS, but had no role in providing university level leadership of the distance education effort. A report from the task force was developed and presented to university leadership with recommendations. The report clearly noted the lack of significant movement forward as the group looked back over previous efforts and working groups who had put forward recommendations. The report recognized that the university's distance education effort was "distressingly uncoordinated" and recommended a centralized structure to provide oversight and a strategy for moving into the online space. However, online programs continued to exist in silos with little institutional leadership and oversight.

In 2010, CTI was recast as Distance and Extended Education (DEE) and a director was hired to transform and lead the institutions distance education efforts. DEE was relocated from Information Technology Services to Academic Affairs recognizing the need to align distance education efforts with the academic programs and faculty. During this time additional online courses were added, but no central support or strategy aimed at developing an online infrastructure for online delivery was provided.

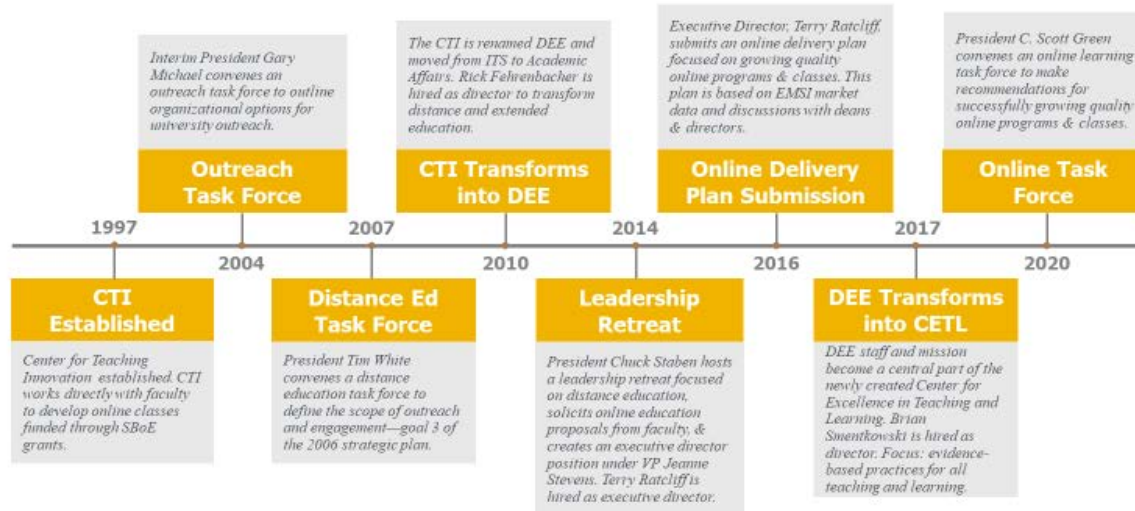
In 2014, President Staben hosted a leadership retreat focused exclusively on distance education at the University of Idaho. The retreat solicited proposals for online programs from each college. As a result of the presidential level support and clearly articulated need for a central organized structure a director was hired to lead the DEE unit and distance education efforts. The newly hired director was on a two-year term contract and in 2015 a report was submitted to university leadership outlining an online course delivery plan that included programmatic, financial, and policy recommendations. The report outlined specific strategies and milestones in the recommendations including implementation of course/program quality assurance measures and attention to accreditation standards. No further administrative action was taken.

In 2017 under the direction of the Vice-Provost for Academic Initiatives, DEE was folded into, and became a cornerstone of, the newly created Center for Excellence in Teaching and Learning (CETL). A founding director was hired with expertise and experience in leading teaching and learning excellence initiatives across all instructional modalities.

As of spring 2020, CETL consists of instructional designers, faculty and academic developers, and LMS (BbLearn) support staff. CETL sponsors numerous online teaching, learning, and course development institutes; builds BbLearn course shells for all courses; and provides 1:1, group, departmental, college-wide, and university-wide support for all instruction and course development, including online. CETL's work is evidence-based and research-based. It has the training, experience, and materials to foster and support online course quality, but not the authority to require training, development, or course reviews. Currently, faculty participate in faculty development services of their own free will and volition or with the advice or direction of a department head or dean.

Online Learning at UI

History and Milestones



Appendix B

Online Education Working Group Participants

ONLINE EDUCATION WORKING GROUP		
Name	Title	Represents
Jerry McMurtry, - Chair	Dean	Graduate College
Chandra Zenner Ford	Executive Sponsor, President's Office	President's Office
TECHNOLOGY AND SUPPORT INFRASTRUCTURE SUB-GROUP		
LEAD - Dan Ewart	VP, Information Technology	ITS
John Anderson	Virtual Tech & Design	CAA
Lee Ostrom	AVP, Center Executive Director	UI, Idaho Falls
Nick Weber	Cyber Security Expert, Triple Double Security	Alumni & Friends
Tonia Dousay	Faculty, Curriculum and Instruction	COEHHS
STUDENT SUPPORT SERVICES SUB-GROUP		
LEAD - Devin Becker	Head of Data & Digital Services, Libraries	Libraries
LEAD - Leda Kobziar	Faculty, Natural Resources	CNR
Dean Kahler	Vice Provost, SEM	SEM
Amanda Moore-Kriwox	Acad Coord., Twin Falls/CALS Dist Ed Comm	CALS
Whitney Schroeder	Student	MPA Program
MARKETING AND STRATEGIC POSITIONS SUB-GROUP		
LEAD - Sanjay Sisodiya	Faculty, Business	CBE
Matt Vaartstra	Asst Director, Career Services	UI Boise
Charles Buck	AVP, Center Executive Director	UI Cd'A
Cliff Green	Strategic Partnerships, Online & Blended Learning, Pearson	Alumni & Friends
Wendy Couture	Faculty, Law	Law - Boise
Norm Ruhoff	Director, Ag Comm Risk Mgmt	CALS
FACULTY AND COURSE DEVELOPMENT SUB-GROUP		
LEAD - Brian Smentkowski	Director	CETL
Sydney Freeman, Jr.	Faculty, Leadership and Counseling	COEHHS
Peter Fuerst	Faculty, Biological Sciences and WWAMI	COS
Kristin Haltinner	Faculty, Sociology & Anthropology	CLASS
Rob Caisley	Dept. Chair, Theatre	CLASS
Steve Beyerlein	Faculty, Mechanical Engineering	COE

Appendix C

Meeting Summaries

Online Education Working Group

Online Education Working Group Meeting #1 – May 28, 2020. The first meeting included the charge by President Green, a brief history of online education at the University of Idaho presented by Dr. Smentkowski, a presentation of the results from a number of surveys conducted by Dr. Hendricks and presented by Dr. McMurtry, and an overview of the working group process by Dr. McMurtry. Dr. McMurtry outlined the areas the working group would need to examine and to provide recommendations. The following areas for examination were identified:

- Faculty and Course Development
- Infrastructure and Technology
- Marketing and Strategic Positioning
- Student Support Services
- Administrative Structure and Resources and Revenue

For the areas of examination to be discussed in detail, the main working group needed to break into sub-groups. Four sub-groups were formed and a group lead designated. Sub-group membership is noted in Appendix A.

Online Education Working Group Meeting #2 – June 12, 2020. The second meeting started with a discussion with Dr. Dave Cillay, Chancellor of WSU Global Campus. Dr. Cillay was formerly at UI as an instructional designer with the CTI and is familiar with the UI campus, programs, and land-grant mission. Dr. Cillay outlined the challenges in building an online campus and areas where WSU found great success. He discussed unique programs which connected online students to the campus and created the deep connection to the university irrespective of the fact they were not physically on the WSU campus. Dr. Cillay was encouraging and helped focus the group on what is possible. After Dr. Cillay spoke, the larger group broke up into the smaller sub-groups with their designated leader and used the balance of the time to examine issues which were provided as prompts for their discussion.

Online Education Working Group Meeting #3 – June 22, 2020 – Sub-Group Leads only. The third meeting was scheduled with the sub-group leads and the institutional sponsor. The meeting focused on the outcome of the initial breakout sessions of the sub-groups during meeting two. Additionally, a discussion was had about moving forward with the sub-group reports and how the work would be built into an overall report. The chair shared enrollment data on Fall and Spring online enrollments in programs which were approved to be delivered solely online. Questions which were posed to the chair for Dr. Cillay were discussed and would be made available once Dr. Cillay responded to the request for more information.

Online Education Working Group Meeting #4 – August 11, 2020. A third meeting took place with the focus being a review of the draft report from July 2020. President Green joined the group and presented his perspective on the Idaho State Board of Education (SBOE) online

initiatives and discussed the two options being considered. The SBOE is moving forward on a statewide online initiative and President Green informed the group as to the history and timing of the effort as well as the potential impacts on the university such as the possible adoption of a statewide LMS and coordination of courses across institutions. After the conversation with President Green each sub-group presented their recommendations from the draft document for additional discussion from the larger group. The remainder of the meeting was spent reviewing the recommendations in the draft report and gaining group perspective and comments on the proposed actions. President Green provided his perspective on the report and added his support for the process and his concerns.

Online Education Working Group Meeting #5 – October 8, 2020. After the draft report was circulated to the working group a meeting was scheduled where each member would have an opportunity to react to the paper and provide comments and input. The meeting included the Provost as he is deeply involved in the Idaho Online initiative from the SBOE. The provost opened a discussion surrounding the leadership of a central online unit and received considerable feedback and suggestions from the working group. Once the discussions around the central leadership of an online unit were completed each working group member was afforded the opportunity to comment on the paper. Notes were taken and adjustments were made to the report and appendices based on the review and comments of the working group membership. Meeting 5 was the last meeting of the working group and the chair thanked the members for their hard work, attention to detail, and dedication to the success of the university.

Appendix D

Idaho Governor's Emergency Education Relief (GEER) Funding Request

Proposal: University of Idaho college deans and their faculty, in conjunction with administration and supported by Information Technology Services, have been discussing ways to most efficiently and effectively deliver instruction to students on-campus and remotely. A model we are exploring is the hybrid flexible model (HyFlex), which would allow instruction to students in a physical classroom, remotely in a synchronous format (from home, for example), or remotely in an asynchronous format. Students enrolled in a course would be able to choose which format to attend, and, if the need arises to go fully remote again due to COVID concerns, the shift would be much smoother. The HyFlex model also provides the flexibility of running a face-to-face course with social distancing. Students would be able to rotate through classes, perhaps attending one day per week in the classroom and two days from their dorm or apartment. Students who do not return to the Moscow campus would also be able to participate either synchronously or asynchronously via recorded courses.

Accomplishing the needed move to a HyFlex model requires investment in the university's technology infrastructure and capabilities. To do so, we need to add tools for developing online/distance courses, we must augment our existing classroom technology environment, and we will need to invest in additional laptop computers for faculty and for students. We are particularly concerned about faculty who have desktop computers but no laptops and students who do not have computers at home and are relying on their cellphones to participate in online courses. These investments will not just help us in the short term; they will also build an infrastructure to support online and remote learning throughout the state, providing additional opportunities for students to have access to a University of Idaho education, even if they are place-bound. To enhance our infrastructure, we request:

Critical Enhancement Detail	Unit Cost	Units	Total Cost
One button studio – a simple hardware and software combination in a dedicated space that allows nontechnical users to make high quality video recordings	\$13,513	3	\$ 40,539
Lightboard studio & portable lightboard – allows an instructor to create video lectures and directly interact with handwritten notes and diagrams while facing the camera	\$14,150	3	\$ 42,450
Camtasia licenses – software for faculty to record and edit lectures on classroom, lab and individual computers	\$15,000 for license	1	\$ 15,000

Critical Enhancement Detail	Unit Cost	Units	Total Cost
Kaltura Streaming Server –allows students improved access to recorded lectures and reduces faculty effort in making recorded lectures available	\$85,000 per year	3-year license	\$ 255,000
Cameras and microphones – necessary additions to current technology-equipped classrooms to facilitate the HyFlex model	\$300 per classroom	100	\$ 30,000
Additional technology-equipped classrooms – allows adding a basic level of technology to additional classrooms that do not currently have any	\$10,000 per classroom	20	\$200,000
Faculty laptops – modern equipment (including full warranties) with sufficient processing power, cameras and sound to facilitate HyFlex course development and delivery	\$1,400	50	\$ 70,000
Student laptops – a loan pool of quality laptops (with full warranties) to allow for full participation in modern education	\$1,000	100	\$ 100,000
Peripherals, cables and equipment – allows the purchase of necessary components to attach and power equipment to classroom technology and individual computers	\$10,000	1	\$ 10,000
Total Critical Enhancements One-Time Costs			\$762,989

Access to high speed broadband internet is especially difficult in rural counties of Idaho. This impedes the ability of the University of Idaho to deliver online education and outreach throughout the state. University of Idaho Extension, housed in 42 out of the 44 counties of Idaho, and 9 Research and Extension (R&E) Centers, dispersed throughout the state, create possibilities to allow for delivery of high-speed internet in many rural and urban locations. Upgrades to current facilities enhancing online delivery will provide access to students across Idaho who have poor internet capacity. This will provide a higher quality educational opportunity for students reluctant to leave home in this time of uncertainty. With online access students throughout the state will be able to connect to their professors on the Moscow campus and other students in various locations. In addition, infrastructure upgrades will enable UI faculty in the county Extension offices and at R&E Centers to better provide coursework support as guest lecturers or even tutoring on certain subjects (e.g., agronomy, soil science, nutrition, early childhood development, personal finance). An investment in technology will help enrich the graduate student experience as faculty located throughout the state serve on graduate student committees.

The infrastructure to deliver education to all parts of the state is a critical component to University of Idaho as we fulfill our land grant university mission. The entire state is our classroom. With technology-enhanced classrooms strategically located across the state we will more effectively deliver quality higher education to our students. Our request provides support for the 130 UI faculty located in the county offices and Research and Extension

centers, which will equip them to better meet the demands of a remote learning environment. We request:

Critical Enhancement Detail	Unit Cost	Units	Total Cost
One button studio – a simple hardware and software combination in a dedicated space that allows nontechnical users to make high quality video recordings	\$13,513	6	\$ 81,078
Cameras and microphones – necessary additions to current technology-equipped classrooms to facilitate the HyFlex model	\$1000 per classroom	100	\$ 100,000
Additional technology-equipped classrooms – allows adding a basic level of technology to additional classrooms that do not currently have any	\$10,000 per classroom	25	\$250,000
Faculty laptops – modern equipment (including full warranties) with sufficient processing power, cameras and sound to facilitate HyFlex course development and delivery	\$1,400	80	\$112,000
Student laptops – a loan pool of quality laptops (with full warranties) to allow for full participation in modern education	\$1,000	80	\$ 80,000
Peripherals, cables and equipment – allows the purchase of necessary components to attach and power equipment to classroom technology and individual computers	\$10,000	2	\$ 20,000
Adobe CC Software for Extension faculty and staff – allows more creation of documents and videos to help students engage in distance education	\$196.23 per license per year	100	\$58,869 (3 years)
Lightboard studio & portable lightboard – allows an instructor to create video lectures and directly interact with handwritten notes and diagrams while facing the camera	\$14,150	6	\$ 84,900
Total Critical Enhancements One-Time Costs			\$786,847

If the University of Idaho receives funding from the GEER Fund, it is prepared to invest additional resources to support this priority of online and remote learning to ensure a robust infrastructure.

Appendix E

SBOE Press Release – Online Idaho Initiative

For Immediate Release

July 16, 2020

Contact: Mike Keckler

208-332-1591 (office)

208-866-5734 (cell)

Mike.Keckler@osbe.idaho.gov

Idaho Online will Improve Distance Learning in Higher Education

By Debbie Critchfield, President, Idaho State Board of Education

Last spring's quick transition from in-person to remote instruction as a result of the COVID-19 pandemic was a wake-up call for those of us who are involved in public education at all levels. There are barriers making remote learning difficult, particularly for rural students.

At the college and university level, our presidents looked at the career technical and academic courses offered online at their respective institutions and discovered limits to how far students can progress through online instruction and what could be accessed in a timely way. "What the presidents uncovered through their inventories is that no one institution offers all of the programs, courses and services needed to offer a comprehensive learning environment for all students, but together, they can," said Jonathan Lashley, the State Board of Education's Associate Chief Academic Officer.

That is the premise behind Idaho Online, a State Board of Education initiative designed to consolidate online courses, streamline pathways to degrees and certificates and improve digital learning infrastructure for all of Idaho's eight higher education institutions. These resources will be offered as part of a unified digital campus, making them accessible throughout our state. "If I were a student in Challis for instance, and decide to enroll in a specific degree program at one of our colleges or universities, a state digital campus would enable me to take classes online from multiple Idaho institutions en-route to my degree," Lashley said.

Governor Brad Little's Coronavirus Financial Advisory Committee approved a State Board of Education request to use \$4 million in federal coronavirus relief funds to begin the process of putting the infrastructure in place for Idaho Online. This process includes purchasing technology for teaching and learning, building a digital "storefront" where students can peruse courses, programs and pathways from all eight of our institutions and provide training for faculty to adapt and deliver effective online learning.

Many general education courses should be available to students through Idaho Online in time to register this fall for the spring 2021 semester. Our four-year institutions also plan to start offering Idaho Online courses in cyber-security, a new program being developed and administered jointly. Once the infrastructure is in place, Idaho Online could transform how higher education is delivered throughout our state.

Imagine living, working and raising a family in a remote area of Idaho and being able to earn a college degree or a career technical certificate from one of our institutions without leaving home.

Idaho Online is based on successful digital campus models in Florida, Texas, Georgia, and New York.

“Statewide online initiatives cannot account for all gains in student success in those states but a collaborative approach to scaling online learning across institutions has definitely created more options for students who want to go on and maintain progress to their certificate or degree no matter where they live,” Lashley said.

I believe Idaho Online will fill a need, particularly in rural Idaho where many of our citizens live several hours away from the nearest college campus. By building on what our institutions already offer online, rather than starting from scratch, the new digital campus will improve the entire system, making higher education more accessible and affordable for more Idahoans.

Appendix F

Areas of Examination Sub-group Discussion Points

Technology Support/ Infrastructure

- LMS – do we have the right one to move forward
- Coordination of effort across multiple electronic platforms
- Analytics / data availability on usage
- Hardware/software needs and contracts - licensing
- Staffing needs to support a robust distance education infrastructure
- Server/network infrastructure
- R & E centers – state-wide infrastructure
- Identity management
- Help Desk support for students (technology) – one stop portal possibilities with student services
- Hardware / software support for students
- Classroom tech needs (Lightboard, Camtasia, Kaltura streaming Server, etc.)
- Coordination with Faculty development - CETL on training

Student Support

- Library resources/ access
- Distance/Online student orientation – engaging and active
- Tutoring
- Examination proctoring
- Help Desk support for students (academic)
- Counseling services
- Supplemental instruction/peer mentoring
- Virtual office hours with faculty
- Build a strong community of learners/scholars
- Staffing to support student needs – possibly 24 hours
- One-stop service center portal – possibly with tech support

Course/program and faculty Development

- Accessibility – captioning, section 503 (combine with technology/infrastructure)
- Content (develop or perhaps purchase)
- Media needs (purchased or developed)
- Instructional design staff needs
- Quality metrics and support to ensure quality
- Assessment protocols
- Faculty training & development – residential faculty
- Embedded education faculty in units
- Staffing supporting faculty course development
- Faculty orientation and training program for adjunct/affiliate/temporary
- Distinction/recognition of being a distance faculty (similar to being recognized as “graduate faculty”)
- Standardized university structure which allows for faculty creativity and personality in courses

Marketing and Strategic positioning

- Brand awareness
- Creating a UI personality online
- Where is our competitive advantage
- Niche programs which promise success
- Marketing plan (centralized or decentralized)
- Data gathering and analysis
- Staffing (both marketing and communications)
- Strategic plan and vision for UI Distance Education

Administrative services/revenues and resources

- Operation costs of a central unit (CETL)
- Shared services across colleges/units
- State authorization and program approval
- Memberships and national connections (CIRTL)
- Accreditation issues and concerns
- Data and analytics on programs for reporting and development
- Central strategic plan and vision
- Industry liaison for recruitment
- Admissions protocols and streamlined processes
- University communication and marketing support
- University advancement support
- Fees and revenues supporting overall effort

Appendix G

Costs Associated with Human and Infrastructure Support Resources

UI Position (Human Capital)	Hires Stage 0	Hires Stage 1	Hires Stage 2	Salary ~.85 of Peer	Fringe *	Total Cost	Total Stage 0 2021	Total Stage 1 2024 **	Total Stage 2 - 2026 **
Academic leader/director Online Education	1	1	1	\$155,000.00	\$47,585.00	\$202,585.00	\$202,585.00	\$208,662.55	\$213,312.55
Assistant Director	0	0	1	\$61,000.00	\$25,498.00	\$86,498.00	\$0.00	\$0.00	\$91,687.88
Administrative Assistant	1	1	1	\$43,000.00	\$17,974.00	\$60,974.00	\$60,974.00	\$62,803.22	\$64,632.44
Idaho Online Coordinator/Academum Mgr.	1	1	1	\$65,000.00	\$27,170.00	\$92,170.00	\$92,170.00	\$94,935.10	\$97,700.20
Data Analyst - Accreditation	0	0	1	\$80,000.00	\$33,440.00	\$113,440.00	\$0.00	\$0.00	\$120,246.40
Communications / Mktg director	1	1	1	\$60,000.00	\$25,080.00	\$85,080.00	\$85,080.00	\$87,632.40	\$90,184.80
Dual-credit, virtual ed, home school liaison	0	1	1	\$50,000.00	\$20,900.00	\$70,900.00	\$0.00	\$73,027.00	\$75,154.00
Comm College, degree completion, military, community/certificate liaison	0	1	1	\$50,000.00	\$20,900.00	\$70,900.00	\$0.00	\$73,027.00	\$75,154.00
Web Author	0	1	1	\$40,000.00	\$16,720.00	\$56,720.00	\$0.00	\$58,421.60	\$60,123.20
Director of Student Success Services	1	1	1	\$84,000.00	\$35,112.00	\$119,112.00	\$119,112.00	\$122,685.36	\$126,258.72
Student Success Program Manager	0	0	1	\$64,000.00	\$26,752.00	\$90,752.00	\$0.00	\$0.00	\$96,197.12
Administrative Assistant- Student Success	0	1	1	\$43,000.00	\$17,974.00	\$60,974.00	\$0.00	\$62,803.22	\$64,632.44
Student/Community Program Manager	0	1	1	\$60,000.00	\$25,080.00	\$85,080.00	\$0.00	\$87,632.40	\$90,184.80
Student Involvement Coordinator	0	0	1	\$45,000.00	\$18,810.00	\$63,810.00	\$0.00	\$0.00	\$67,638.60
Embedded Students	2	4	8	\$5,000.00	\$100.00	\$5,100.00	\$10,200.00	\$21,032.60	\$43,290.40
Student Success Coach	1	4	4	\$45,000.00	\$18,810.00	\$63,810.00	\$63,810.00	\$262,897.20	\$270,554.40
Open Educational Resources Coordinator	0	0	1	\$52,000.00	\$21,736.00	\$73,736.00	\$0.00	\$0.00	\$78,160.16
Enrollment coordinator/asst. registrar	0	1	1	\$48,000.00	\$20,064.00	\$68,064.00	\$0.00	\$70,105.92	\$72,147.84
Disability Access Coordinator	0	1	1	\$55,000.00	\$22,990.00	\$77,990.00	\$0.00	\$80,329.70	\$82,669.40
User Experience Director/IT Liaison	1	1	1	\$80,000.00	\$33,440.00	\$113,440.00	\$113,440.00	\$116,843.20	\$120,246.40
User Experience Coordinator/Web Developer	0	1	2	\$70,000.00	\$29,260.00	\$99,260.00	\$0.00	\$102,237.80	\$210,431.20
LMS Administrator	0	1	1	\$75,000.00	\$31,350.00	\$106,350.00	\$0.00	\$109,540.50	\$112,731.00
Lead Instructional Designer	1	1	1	\$76,000.00	\$31,768.00	\$107,768.00	\$107,768.00	\$111,001.04	\$114,234.08
Instructional Designer	1	3	6	\$50,000.00	\$20,900.00	\$70,900.00	\$70,900.00	\$219,081.00	\$450,924.00
Digital Media Learning Specialist	1	1	1	\$65,000.00	\$27,170.00	\$92,170.00	\$92,170.00	\$94,935.10	\$97,700.20
Digital Media Lab Technology Consultant	0	1	1	\$50,000.00	\$20,900.00	\$70,900.00	\$0.00	\$73,027.00	\$75,154.00
Graduate Assistants	1	2	2	\$30,000.00	\$600.00	\$30,600.00	\$30,600.00	\$63,097.80	\$64,935.60
ON-line digital library support	0	1	1	\$52,000.00	\$21,736.00	\$73,736.00	\$0.00	\$75,948.08	\$78,160.16
Totals	13	32	45				\$1,048,809.00	\$2,331,706.79	\$3,204,445.99
* Fringe rate staff 41.8%, Faculty 30.7%									
** 3% salary increase each stage									
UI Infrastructure (Structural Capital)									
Institutional shift to CANVAS LMS ***	X			\$175,000.00				\$0.00	\$0.00
Detailed aspirational institution survey	X			\$5,000.00			\$5,000.00	\$0.00	\$0.00
Detailed UI faculty survey	X			\$5,000.00			\$5,000.00	\$0.00	\$0.00
Infrastructure minus GEER funding	X			\$556,836.00			\$556,836.00	\$0.00	\$0.00
Technology and user experience plan	X			\$100,000.00			\$100,000.00	\$0.00	\$0.00
Marketing Strategic Positioning									
Incentives and degree program development costs \$40,000 per program									
First Year UG students/or new after gap year	\$200,000	\$200,000	\$200,000				\$200,000.00	\$400,000.00	\$600,000.00
Community College Transfers	\$180,000	\$180,000	\$180,000				\$180,000.00	\$360,000.00	\$540,000.00
College Completion	\$120,000	\$120,000	\$120,000				\$120,000.00	\$240,000.00	\$360,000.00
Dual Credit	\$35,000	\$35,000	\$35,000				\$35,000.00	\$70,000.00	\$105,000.00
Graduate Programs	\$0	\$0	\$0				\$0.00	\$0.00	\$0.00
Micro Credentials	\$15,000	\$15,000	\$15,000				\$15,000.00	\$30,000.00	\$45,000.00
Virtual HS/Home Schools	\$0	\$0	\$0				\$0.00	\$0.00	\$0.00
							\$2,265,645.00	\$3,431,706.79	\$4,854,445.99
One time infrastruture Funding									
Faculty infrastructure enhancements (GEER)	1	0	0	\$762,000.00			\$762,000.00		
State-wide infrastrucutre enhancements (GEER)	1	0	0	\$789,000.00			\$789,000.00		
***SBOE Canvas set up support	1			\$175,000.00			\$175,000.00		

Appendix H

EO Chronology



*Quality Programs.
Innovative Delivery!*
<https://eo.uidaho.edu>

EO Course Delivery Chronology

1975	With support from a Kellogg Foundation grant, the Engineering Outreach (EO) program begins at the University of Idaho originally as the “Video Outreach” department in the College of Engineering; classes are recorded on $\frac{3}{4}$ inch Umatic videotape and distributed to a handful of students located throughout the state.
Late 1970s	EO adds the Betamax format after Sony releases the new industrial version of the $\frac{1}{2}$ inch videotape recorder. Due to requests from off-campus students, EO starts producing courses using the VHS videotape format. After several years, and as VHS becomes the more popular format, EO begins phasing out both Betamax and $\frac{3}{4}$ inch Umatic. By 1992, all EO courses are offered only on VHS.
1979	Video Outreach becomes a member of the Association for Media-based Continuing Education for Engineers (AMCEE), and in 1985 is a charter member of the National Technological University (NTU).
Early 1980s	EO is connected to the Idaho Public Broadcasting System (IPBS) statewide microwave system for live, interactive course delivery around the state. A short time later, EO is connected to WSU via a separate microwave system for live interactive courses between UI and WSU.
1981	The program is approved by the regional accrediting agency, the Northwest Association of Schools and Colleges (currently NWCCU, Northwest Commission on Colleges and Universities). The university’s programs offered through Video Outreach are also approved by the U.S. Department of Veterans Affairs.
1988	In conjunction with the National Technological University (NTU), Video Outreach installs a KU band satellite uplink on the roof of the Janssen Engineering Building for live delivery of courses through the NTU network.
1989-1994	Video Outreach begins publishing a graduate handbook and course catalog announcing master’s degrees and courses offered by video. By Fall 1992, the program name changes to “Engineering Video Outreach” (EVO); and beginning in Spring 1994, the program name becomes what it is today, “Engineering Outreach” (EO).
1995	EO installs UI’s first compressed digital video (CDV) link between the Moscow campus and the UI Boise Center for live interactive classes. To improve customer service, EO implements a new feature to its toll-free (800) telephone number allowing students to be transferred directly to their instructors. EO also starts an email list serve for students.

1996	EO announces its World-Wide-Web presence with a home page at http://www.uidaho.edu/evo ; students register for EO courses for the first time using an online form. The compressed video link is expanded with dedicated lines to UI centers at Coeur d'Alene and Idaho Falls. A link is also established for videoconferencing off-campus to anywhere in the world.
1999	EO records special topic short courses on digital CD Rom on an experimental basis. EO also begins exploring the possibility of using DVDs for a delivery format. Eventually, several short courses are produced and distributed in a compact disk (CD) format.
2000	EO makes course materials for some courses accessible to students on the Web; and announces that email and internet are required for EO students.
2002	After extensive research about DVD production techniques, equipment, and recording media, EO delivers four courses in DVD format with a Web component for handouts and other course related materials on an experimental basis.
2003	After 25 years of delivering courses by videotape, EO announces the evolution from VHS to DVD course delivery with Web support.
2005	EO launches a new Website with expanded features at www.outreach.uiudaho.edu/eo
2005	EO completes the transition to DVD course delivery with supplemental materials and handouts accessible online.
2006 – 2008	In response to the demand for delivering courses on the Internet, EO begins to explore how this can be done, and by Spring 2008 EO offers a few courses in an online format.
2008	The online video format is made available for all EO course delivery; EO continues to offer the DVD format until reliable high-speed broadband internet connections are widely available across the country.
2010	Engineering Outreach funds the early establishment of the John C Wahl thinkTANK (\$400,000). EO tests another portable course delivery option by offering the entire course on one USB flash drive to students registered in select pre-encoded courses. EO launches a new website at http://eo.uidaho.edu that includes a tab for accessing the online sessions through a secure portal.
2011	EO now scans and posts graded homework and exams making them accessible for students through the EO portal.
2012	EO students now register online using the university's secure records system, VandalWeb; EO deadlines (including course completion) are aligned with on-campus deadlines; all exams for EO courses are now delivered electronically to approved exam proctors; EO discontinues the DVD and USB flash drive course delivery formats – completing the transition to full online delivery.

2014	EO updates all of its studio classrooms with state of the art High Definition (HD) technology. This not only improves the viewing quality, but also makes the video files smaller in size, requiring less Internet broadband, which means faster download speeds.
2015	Collaboration with Endpoint Management Services allows EO students to remotely access on-campus course software.
2016	Engineering Outreach's online student portal is upgraded to support high broadband clients and includes an interactive map allowing students to select pre-approved proctors (growing to 435 national and 30 international locations).
2017	Engineering Management becomes the first online program certified by the American Society of Engineering Management (ASEM); additional infrastructure streamlines studio processes for rapid online delivery.
2018	GenZ initiative is initiated (\$100K EO commitment) to provide EO services to on-campus undergraduates and becomes a college-wide endeavor with widening academic department participation.
2019	UI/VIP-Transform project funds the College's GenZ efforts with a \$50,000 grant developing cornerstone curriculum; EO studio classrooms transition to digital operations with additional annotation capabilities for faculty.
2020	Development and delivery of EO courses is modified for both on and off-campus students adapting to the COVID-19 pandemic.

Appendix I

Marketing and Strategic Positioning

Community College Transfer Statistics

- **College of Eastern Idaho (CEI):**
 - Total student population (2019) = 1,047
 - Degrees awarded in 2019 = 146
 - 50% graduation rate at two years; 53% graduation rates at the three years

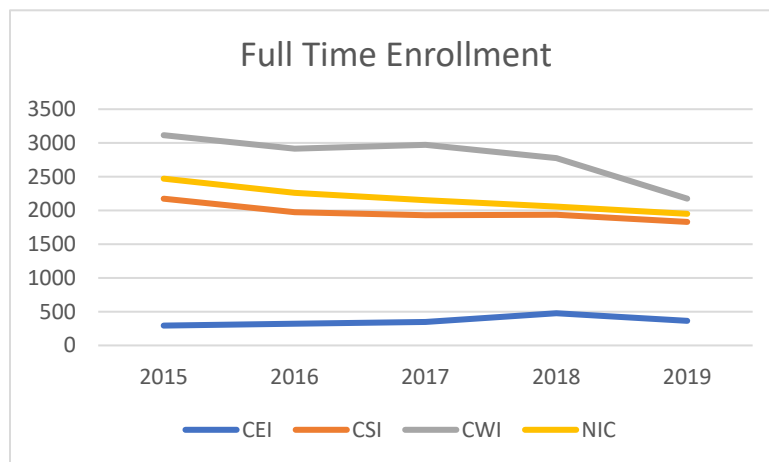
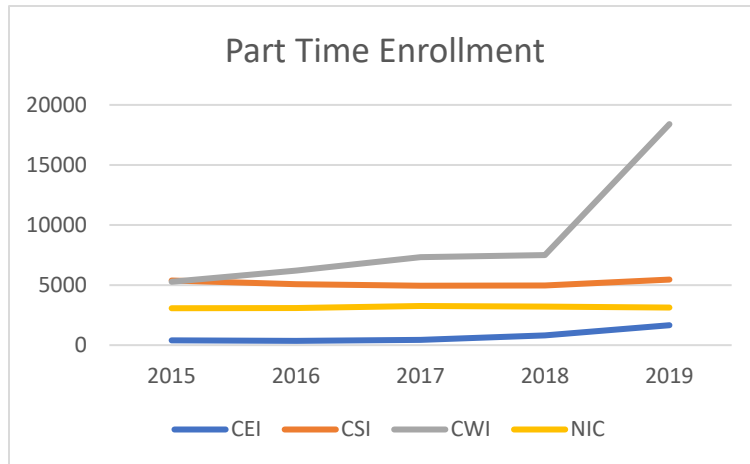
- **College of Southern Idaho (CSI):**
 - Total student population (2019) = 4,355
 - Degrees awarded in 2019 = 839
 - 18% graduation rate at two years; 29% graduation rates at the three years

- **College of Western Idaho (CWI):**
 - Total student population (2019) = 5,527
 - Degrees awarded in 2019 = 906
 - 12% graduation rate at two years; 20% graduation rates at the three years

- **College of Northern Idaho (NIC):**
 - Total student population (2019) = 1,787
 - Degrees awarded in 2019 = 681
 - 21% graduation rate at two years; 28% graduation rates at the three years

Part Time Community College Enrollment				
	CEI	CSI	CWI	NIC
2015	394	5374	5276	3072
2016	355	5078	6205	3084
2017	444	4947	7330	3259
2018	811	4969	7502	3214
2019	1658	5458	8401	3128

Full Time Community College Enrollment				
	CEI	CSI	CWI	NIC
2015	294	2174	3115	2471
2016	321	1975	2915	2260
2017	347	1929	2973	2151
2018	477	1937	2775	2056
2019	365	1830	2175	1950



Appendix J

Return on Investment Charts

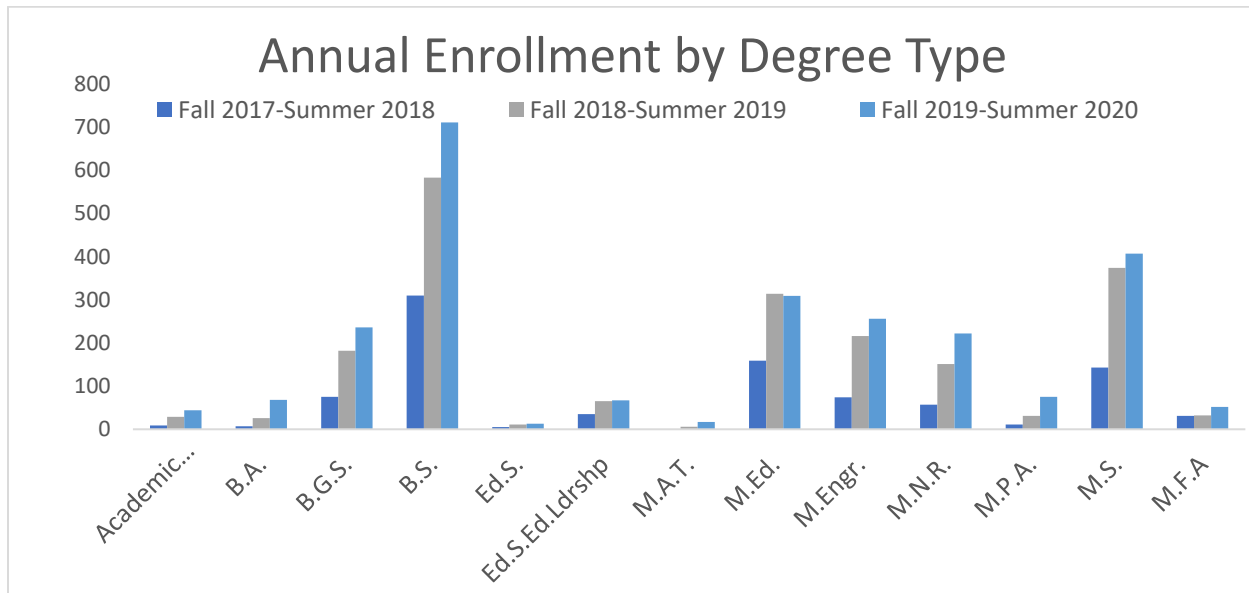


Figure 1 - Indicates total students each year because many programs have continuous enrollment. (e.g. Fall 2017 plus Spring 2018 plus Summer 2018 is represented by one bar color).

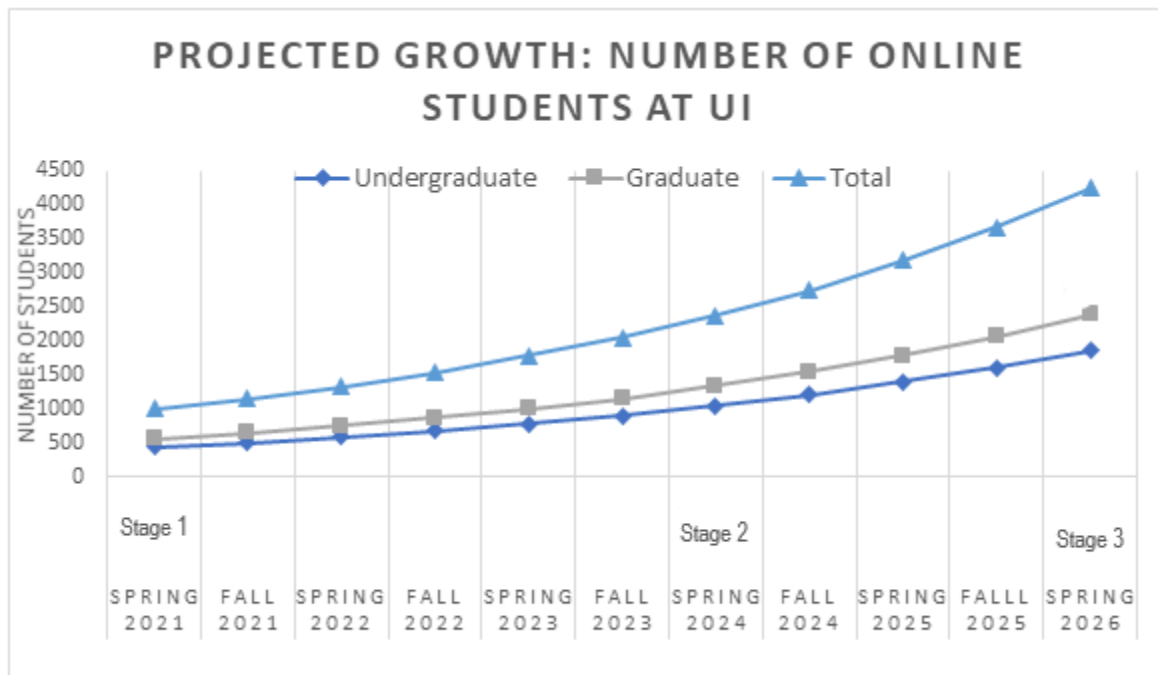


Figure 2 - Projected growth in enrollment at the undergrad/graduate level. Graduate growth rate in exclusively online avg 10.4% between Spring 2018-2020. Undergrad avg 15.3%. National estimates of annual growth of exclusively online range from 7-15%.

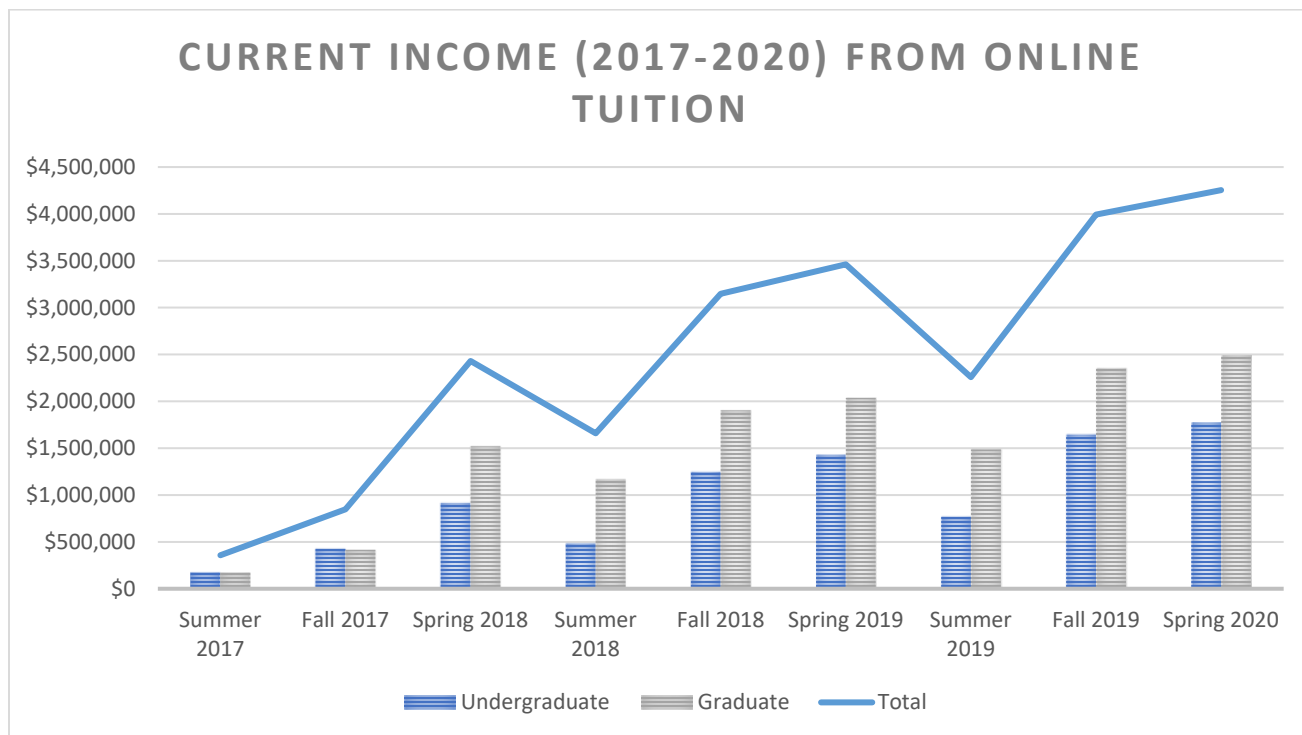


Figure 3 - Estimated tuition-based income derived from UI online student programs since Summer 2017.

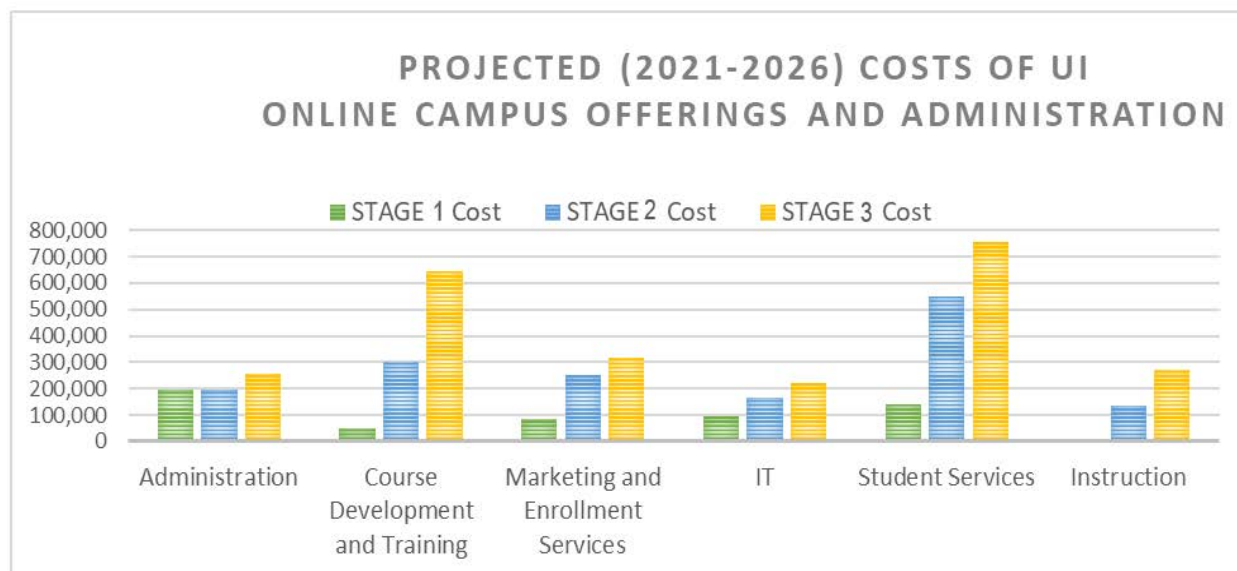


Figure 4 - Costs do not include cost-sharing expectations from existing UI divisions such as CETL. To show overall category allotments, the student services estimates here do not include associated administration or IT as shown in the estimates described above.

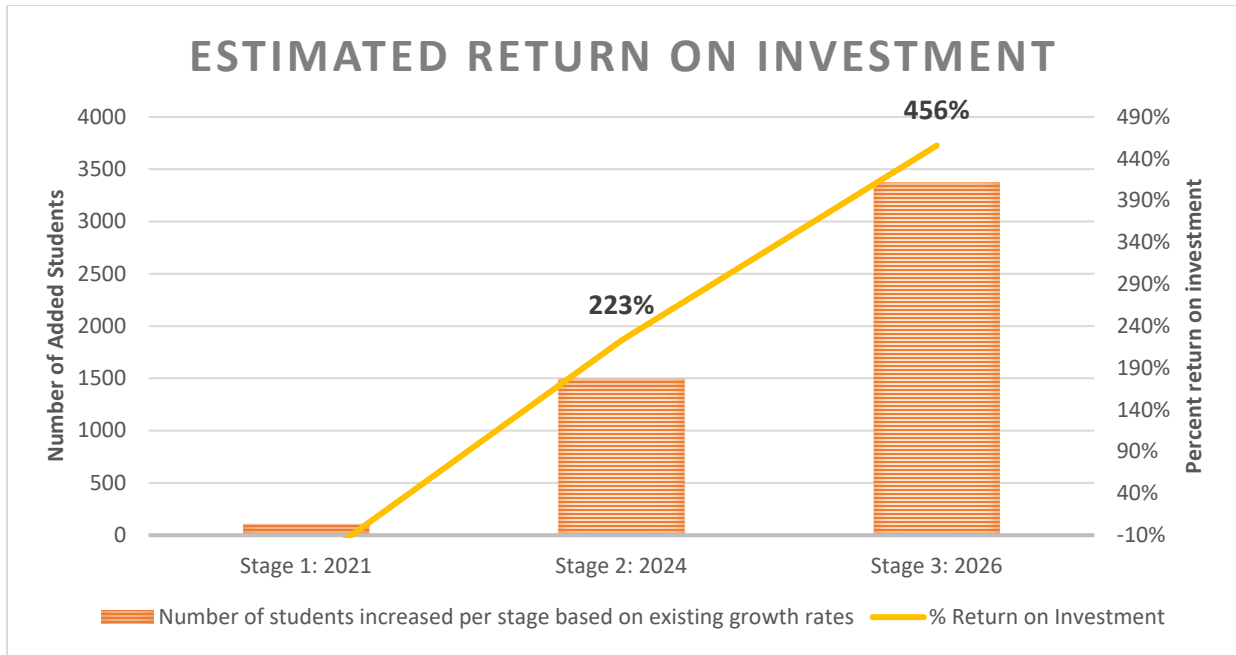


Figure 5 - Estimated return on investment using tuition income from additional student enrollment growth (not total number of students) and costs of developing the new online campus.

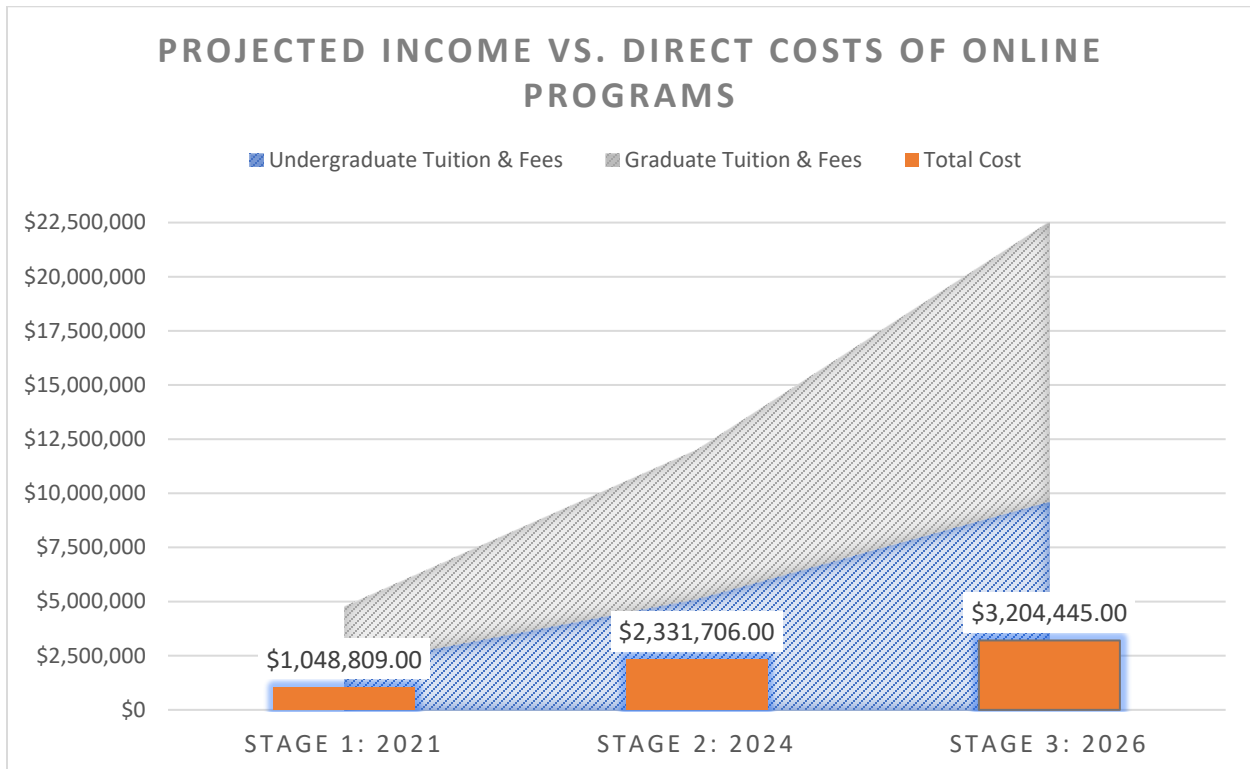
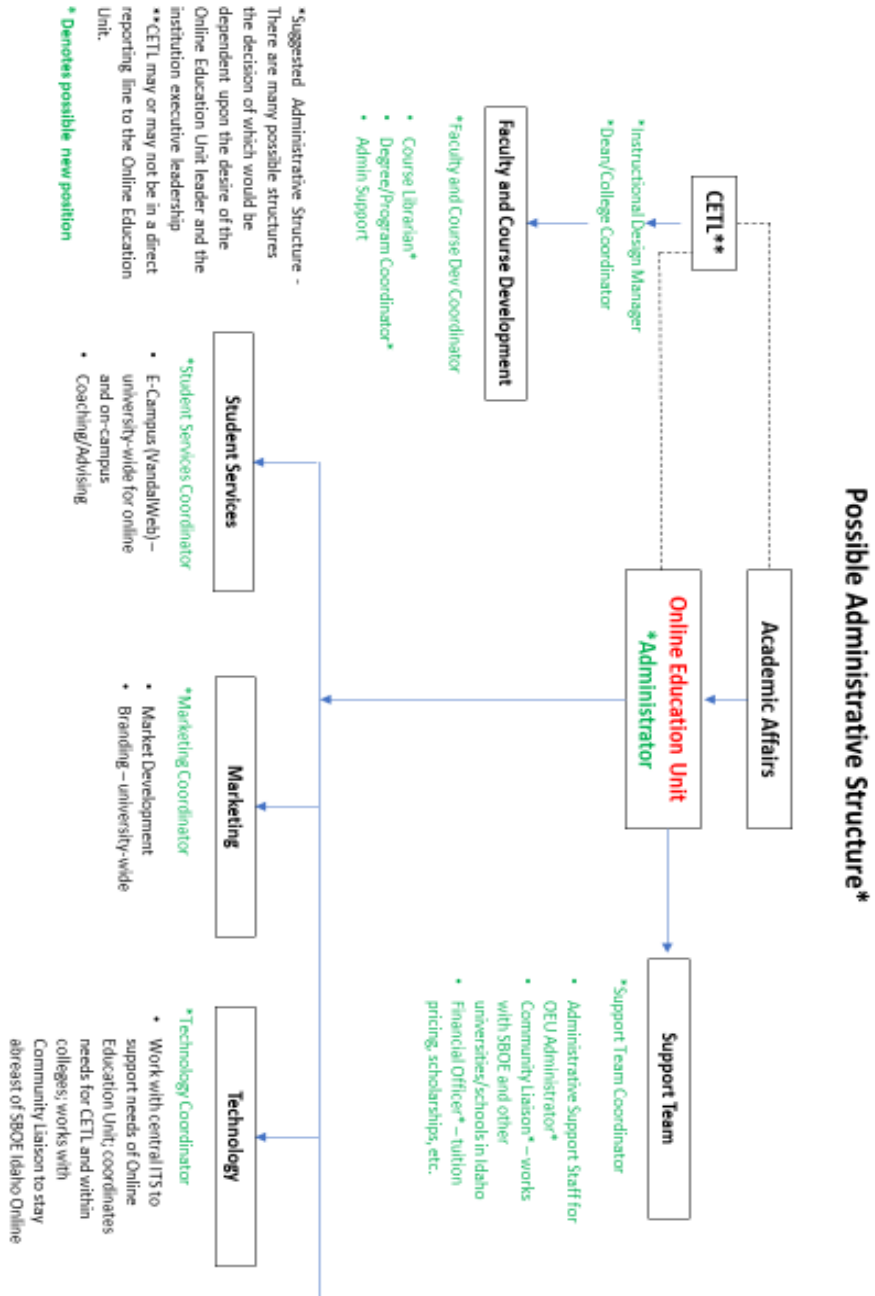


Figure 6 - Estimated future income based on consistent growth rates since Spring 2018 and annual tuition increases of 5% for students enrolled exclusively in online UI programs. Inset bars show estimated cost of proposed online campus program. Tuition discounts or reductions could significantly impact these data.

Appendix K

Possible Administrative Structure





POLICY COVER SHEET

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

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

Faculty Staff Handbook (FSH)

☐ Addition ☐ Revision* ☐ Deletion* ☐ Emergency ☐ Minor Amendment

Policy Number & Title:

Administrative Procedures Manual (APM)

☐ Addition ☒ Revision* ☐ Deletion* ☐ Emergency ☐ Minor Amendment

Policy Number & Title: **20.13 Mobile**

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

Originator: Linda Campos

Policy Sponsor, if different from Originator:

Reviewed by General Counsel ☒ Yes ☐ No

Name & Date: Jim Craig, 10/22/2020

1. **Policy/Procedure Statement:** Briefly explain the reason for the proposed addition, revision, and/or deletion.
APM is outdated. Tax law has changed and UI practice has changed as a result.
2. **Fiscal Impact:** What fiscal impact, if any, will this addition, revision, or deletion have?
None. Practice has already changed to conform to tax law changes
3. **Related Policies/Procedures:** Describe other UI policies or procedures related or similar to this proposed change, or that will be impacted by it.
None
4. **Effective Date:** This policy shall be effective on July 1, or January 1, whichever arrives first after final approval (see FSH 1460 D) unless otherwise specified in the policy.
For compliance reasons, would prefer that this be effective immediately. Practice is already in alignment with policy, but written guidance to support is crucial and is part of our corrective action plan related to an Internal Audit review.

General Counsel Notes from 12/17 conference

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20.13 -- University Communication Devices and Services

Last updated July 2, 2008

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A. General. Communication is critical to successful operation of the ~~university~~University. The ~~university~~University provides for communication devices and services that are necessary for conducting official ~~university~~University business, operations, research, and academic activities. ~~Methods of communication. The decision of which device(s) to use is are at the discretion of the appropriate college, division, or department supervisor subject to current UI communication device and service standards.~~

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~~It is the policy of the University of Idaho that the use of university owned communication devices and services purchased with university funds and owned by the university is for official university business.~~

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B. Scope. This policy applies to ~~all users of voice and data~~communication devices and services, ~~both university~~University- and personally owned, used for conducting ~~university~~University business. ~~see definitions below. Department heads and persons in equivalent positions are responsible for the business and financial operations of their unit, including the development and implementation of appropriate operating procedures and internal controls. Oversight of communication devices and services fall within that realm of responsibility. Department heads are responsible for ensuring accountability for and compliance with these policies and procedures.~~

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BC. Definitions.

CB-1. Communication Devices and Services. This refers to any type of ~~communication~~device used in ~~university~~University communications, ~~both university~~University- or personally owned. ~~These or service, include, but are not limited to, such as cell computers, laptops, tablets, phones, including cellular, analog, digital, satellite, etc., personal digital assistants (PDA's), satellite phones, personal laptops, Blackberry devices, fax machines, two way radios, and pagers, computers, and land line telephones or any other communication device.~~

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CB-2. Communication Services. These refer to services that facilitate ~~university~~University communications on a ~~communication device. These~~Communication services. ~~Services include, but are not limited to, email services, text messaging, data, network, and Internet access, cellular services, include local and long distance traditional telephone services, data services, and web and software applications, and network connectivity.~~

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CB-32. Personally Owned Communication Devices and Services. These are communication devices ~~and services, owned and contracted by an individual, paid~~purchased with ~~from non-other than university~~University, personal funds. (university funds include grant funds and gift funds) and owned by an individual. Common personally owned communication devices and services include cell phones, personal digital assistants (PDA's), computers, and Blackberries, with the related services of email, text messaging, Internet access, and cellular service.

CB-43. University Owned Communication Devices and Services. These are communication devices ~~and services, purchased and contract~~purchased with ~~university~~University funds, and owned by the ~~university~~University. (University funds include grant funds and gift funds). ~~These devices generally are used on campus and, subject to applicable use policies, are to be used for university-related business. They are often connected to or dependent on the wired infrastructure or are located in university buildings. Common university owned devices and services include fax machines, two~~

General Counsel Notes from 12/17 conference

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way radios, satellite phones, pagers, computers, and land line telephones, with the related services of local and long distance services, network connectivity, and email.

D. C. Policy. The university provides university owned communication devices and services that are necessary for conducting university business operations, research, and academic activities. The decision of which device(s) to provide is at the discretion of the appropriate division or department supervisor.

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D-1. All use of universityUniversity-owned communication devices and services that are are subject to federal taxation laws isare to be used exclusively for official universityUniversity business and no personal use is allowed other than as provided in APM 30.12 (B-2).

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D-2. No University owned communication device may be used for personal use in a fashion that gives rise to taxable income to the user, (such as personal use of university provided cell phones).

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All use of communication devices and services used for universityUniversity business, both universityUniversity- and personally -owned, are subject to UI policies and state laws regarding acceptable technology use.

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D-3. All data on universityUniversity-owned communication devices and services, used for university business, regardless of device ownership, belongs to the universityUniversity. This data is subject to state public records laws, universityUniversity security policies, and can be removed from the device to protect universityUniversity data or universityUniversity technology resources.

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D-4. A supervisor may not require an employee to use a personally -owned device for universityUniversity business, other than to be available for emergency communications or routine matters such as scheduling or authentication. Should an employee use All data arising from use of a personally -owned communication device or service for universityUniversity business, they are not authorized to store sensitive data on the device and they are expected to maintain security of the device so that no other person has access to universityUniversity data.

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D-5. Use of personally -owned devices for performing universityUniversity business is allowed only when the device meets or exceeds all IT standards for device management and configuration appropriate for the types of data handled, per APM 30.11 and related IT policies and standards. Some types of data may be restricted from use on personally -owned devices.

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D-6. Any data arising from use of a personally -owned device for universityUniversity business belongs to the universityUniversity and is subject to state public records laws and universityUniversity security policies. The universityUniversity may require the user to produce the personally -owned communication device to universityUniversity officials or make available the personally -owned communication service to universityUniversity officials for purposes of monitoring universityUniversity data and removal where necessary to protect universityUniversity data or universityUniversity technology resources.

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D-7. Personally contracted communications services will not be used or placed on university-owned devices.

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The university will not provide for communication services on a personally-owned communication device.

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General Counsel Notes from 12/17 conference

Reimbursements or stipends for university/University use of personally owned communication devices and services must be justified and follow published university/University-defined processes for justification, documentation, and allowance amounts. [ReferenceSee section F herein, E. below]

D-8. Use of mobile communication devices is prohibited while driving university vehicles. (What about allowing hands free use, navigation, — needs more research - what are peer institutions doing?) Employees shall observe safe-driving protocols and applicable state and local laws governing the use of mobile communication devices while driving University-owned vehicles and in using such mobile devices to conduct university/University business while driving other vehicles.

A.

E. Noncompliance.

Noncompliance with this policy may result, depending upon the nature of the non-compliance, in institutional sanctions from the appropriate university/University disciplinary body and may be subject to civil and criminal penalties.

F. Procedures.

Procedures and requirements for requesting a communications stipend are located on the Controller's Office Accounts Payable web site. <https://www.uidaho.edu/finance/controller/accounts-payable/ap-forms>

G. Contact Information.

Questions regarding this policy may be directed to the Controller's Office.
controller@uidaho.edu.

H. References.

- [APM 30.12 – Acceptable Use of Technology Resources](#)
- [APM 05.08 – Risk Management – Vehicle Coverage and Use](#)

Use of university owned communication devices must comply with Idaho law and university policies. In general, the university does not provide mobile communication devices. This includes cellular phones and Blackberry devices. University owned communications devices may not be used for commercial or profit-making purposes or political purposes, or for personal use where such use incurs a cost to the university and is not academically related.

D. Procedures.

D-1. Personally Owned Communication Devices and Services—Frequent Use for University Purposes. Employees whose job duties require the frequent use of mobile communication devices or communications services for university business will be given a taxable allowance to compensate for the business use of a personally-owned mobile communications device and/or service. Employees will be responsible for contracting for services, purchasing the equipment, and all payments of their personal contracts with their communication service provider.

D-2. Review of Use of Personally Owned Communication Devices and Services for University purposes:

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General Counsel Notes from 12/17 conference

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D-2.a. Application for Allowance: In order for an employee to receive an allowance for the use of their communication device or service for university purposes, the employee must justify to their department head that there are business requirements that necessitate the frequent use of the device(s) to perform university business, and that such business cannot be accommodated by the use of university-owned communication devices and services. A completed and signed reimbursement allowance approval form will be kept in the employee's departmental personnel file. The approval form is located at: <http://www.its.uidaho.edu/default.aspx?pid=105166>

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D-2.b. Setting the Amount of the Allowance: Once a year, employees will work with their supervisors to determine the appropriate amount of the allowance, based upon a representative sample of documented university device usage, service costs, or on other quantifiable, auditable criteria, such as usage comparisons with other employees of the same job class or duties. The agreed upon allowance amount will be included as a taxable line item on the employee's paycheck. Documentation supporting the amount of the allowance shall be included in the employee's departmental personnel file. The allowance will be calculated for a twelve (12) month period after which time it will lapse. To continue the allowance for another twelve months the employee and supervisor must reevaluate the amount of the allowance and make adjustments as needed. This allowance is not an entitlement, nor is it an increase in pay. The university reserves the right to rescind this allowance at any time.

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D-3. Personally Owned Communication Devices and Services – Infrequent Use for University Purposes. Employees who infrequently use their personally owned communication devices or services for university purposes may request reimbursement from the university for such use through the Accounts Payable Department.

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D-4. Reimbursement for Use of Personally Owned Communication Devices or Services. Employees seeking reimbursement for use of personally owned communication devices or services pursuant to D-3, must submit their original invoices with itemized call detail and documentation substantiating university business use for departmental approval within two months of the usage. All reimbursement requests must occur during the same fiscal year as the usage occurred. Departments shall submit an approved claim voucher or if on travel status, the employee's travel expense claim form to Accounts Payable for reimbursement to the employee. For university calls made within a personal "prepaid minute plan", calculate reimbursement as follows: Divide the monthly cost of the plan by the number of minutes allowed then multiply that amount by the number of minutes used for university business calls. Documentation substantiating university business use must include the following:

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- The cost of the usage
- The time of the usage
- The purpose of the usage
- The business relationship of the calling parties

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D-5. University Owned Communication Devices and Services – Use. Telephones, fax machines, radios, computers, etc. are provided by the university to enable employees to perform critical business functions of the University of Idaho and support the role and mission. In no case will the university provide Internet connectivity or other data services for personally owned computers.

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D-6. University Owned Mobile Communication Devices and Services – Cellular Phones. In general, the university will not own cellular phones or other mobile communications devices or carry mobile communications device contracts for permanent assignment to individual employees. University

departments, with the approval of the department head, may obtain a cellular phone or other mobile communication device to be associated with the department. These university-owned communication devices shall have a department or functional listing in the university directory. A university department may assign a university-owned mobile communication device to an employee when it is demonstrated that an employee cannot perform his or her duties without a cellular and/or wireless communication device or that improved performance ensuing from such communication will justify the investment.

D-7. Review of University-Owned Mobile Communication Device Charges. All university-owned mobile communication device usage must be exclusively for university business, be managed and maintained by the department, involve no personal use, and be documented as follows (IRS Code 26 Section 274(d)):

- The cost of the usage
- The time of the usage
- The purpose of the usage
- The business relationship of the parties involved

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Department heads are responsible for insuring that all usage is managed in accordance with IRS rules.

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D-8. Personal Long-Distance Telephone, Calling Cards, or Fax Calls on University-Owned Communication Devices. Employees may not use university-owned communication devices to make long-distance calls for personal or other non-university purposes. This prohibition includes using UI purchased calling cards for personal use. Long-distance calls other than those for official UI business are to be charged to home telephones, personal telephone calling cards, to the called party, or to another non-university source.

D-9. Review of Long-Distance Telephone Charges on University-Owned Communication Devices. All long-distance telephone charges appearing on monthly university ITS Telephone Services billing statements require timely review. This includes analysis of monthly invoices and questioning of any personal or large and unusual charges. ITS Telephone Services departmental long-distance calling detail records are available on the web at: https://www.sites.uidaho.edu/dept_invoice/index.html

Inquiries related to questioned charges should be directed to Telephone Services (208) 885-5800, on the web at: <http://www.its.uidaho.edu/phones/> or via email at phones@uidaho.edu. Charges identified as personal or otherwise unauthorized are to be reimbursed by the caller.

D-10. University Review (Audit) of Use of University-Owned Communication Devices – Cell Phone and Long-Distance Charges. To ensure compliance with the IRS Accountable Plan Rules, university and Regents policies, each employee using a university-owned cell phone and/or using office long-distance call capability is subject to periodic review by the responsible department head and/or Accounts Payable or Auditing Services. This includes review of monthly invoices and questioning of any large or unusual charges. Corrective action must be taken when inappropriate use of cell phone service is identified, which includes mandatory reimbursement of inappropriate charges, and may also include termination of the cell phone contract and employee disciplinary action, up to and including dismissal.

D-11. Safety and Usage of Any Mobile Communication Device: Employees are responsible for operating vehicles and potentially hazardous equipment in a safe and prudent manner. Employees are strongly discouraged from using a cell phone or other mobile communication device while driving during

working hours for any purpose. In an emergency situation, employees should pull over and stop the vehicle or use a hands free mobile communication device. Mobile communication device use is not allowed while driving university vehicles or while driving in jurisdictions where such use is prohibited by law.

D-12. Transition from University Owned Mobile Communication Devices and Services to Personally Owned Communication Devices and Services. As of the date of this policy, the university has determined that there is no surplus value in existing university owned mobile communication devices. For those employees who have provided justification to their supervisors for the use of such devices and services and who are currently using university owned devices and services, the department may elect to abandon those devices and turn over possession to the employee. This abandonment applies only to handheld mobile communication devices. It does not include laptops, notebook computers, etc. If you have a question about whether a particular device is included in this abandonment, please contact Purchasing Services (885-6116). Departments are encouraged to transition employees off of university owned service plans as soon as possible. All university owned mobile communication device use must be accounted for and documented as outlined herein.

2020 – 2021 Faculty Senate – Approved**Meeting # 15**

Approved at mtg. #16 on 12.8.2020 with minor friendly adjustments

Tuesday, December 1, 2020, 3:30 pm – 5:00 pm

Zoom only

Present: Ahmadzadeh, Brantz, Bridges, Carney, Carter, Chapman, Dezzani, Fairley, Goebel, Hickman, Kirchmeier (Chair), Lee-Painter, McIntosh, McKellar, Meeuf (Vice-Chair), Paul, Quinnett, Rashed, Rinker, Rose, Sammarruca (w/o vote), Smith, Stroebel, Tenuto, Tibbals, Torrey Lawrence (w/o vote)

Absent: Wargo (excused), Schwarzlaender, Raja

Guest Speakers/Presenters: Gregory Turner-Rahman, Jim Nagler, Rebecca Couch, Sierra Brantz, K. Dawn Amos

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

Approval of Minutes (vote):

- Minutes of the 2020-21 Meeting #14 – Attach. #1
Two errors were pointed out in the attendance list.
The minutes of the 2020-21 Meeting #14 were approved as corrected.

Consent Agenda (vote):

- Sabbaticals for 2021-22
In response to a Senator's question, it was clarified that sabbatical leaves are approved twice per year.
The consent agenda was adopted.

Chair's Report:

- Thank you to those of you who sent feedback about the Provost candidates to Senate Leadership. A special thanks to Russ who worked to compile that information, along with the results of the ranking survey, into a memo that we sent to President Green yesterday.
- Athena is proud to announce the call for participation in the 2021 Athena Women's Mentorship Program. If you are interested in participating in the 2021 Athena Women's Mentorship Program as either a mentee or a mentor, we ask you to fill out the following survey by **Monday, December 7**. We encourage people from any college, office, campus, and of any background to apply. Cohort three will be announced by Friday, December 18.
- Reminders:**
 - Nominations for University Excellence Awards close on December 11. Please look over the award categories for faculty and staff and consider nominating a colleague or two this year! <https://www.uidaho.edu/governance/faculty-staff/university-awards>
 - The survey seeking volunteers for Senate Committees closes on December 11. Please fill out the survey if you are interested in serving on a committee. Please also encourage your colleagues to complete the survey.
 - Next University Faculty Meeting: December 9, 2:30 p.m. to 4:00 p.m., *via* Zoom.
- One upcoming deadline to keep in mind:
 - Deadline to request delay for promotion and/or tenure is March 14, 2021.
Please help us spread the word about these upcoming deadlines by sharing with your colleagues.

There were no questions or comments for the Chair.

Provost's Report:

- A reminder that December 11 is the deadline for completing the required university training, see <https://www.uidaho.edu/governance/edl/required-training>
- COVID-19 update: about 1,000 tests were done prior to Thanksgiving, and a few isolated tests last week. Testing is currently available (contact covid19questions@uidaho.edu), but surveillance testing is not taking place, as many students are not in Moscow and most many faculty and staff are working remotely. The schedule for spring semester testing will be communicated soon.

Discussion:

A Senator suggested that we encourage students to come back earlier than the beginning of classes – which start on a Wednesday – so that testing can start early and the number of online days can be minimized. The Provost responded that testing will be available early, and students should will be encouraged to arrive early and before be in Moscow by January 13 or earlier.

A Senator asked whether spring enrollment is being tracked by class delivery method (in-person, online, etc.). The Provost responded that it is not currently reported with this information but there is no data of this kind. There is enrollment data by total number for each college. Hhe will try and to gather some that information.

There were no more questions or comments for the Provost.

Committee Reports:

- University Curriculum Committee (Vote)
 - Discontinue the MAT in Art – Gregory Turner-Rahman Attach. #3
This is essentially a “clean up.” The MAT has not been offered for many years, but the discontinuation was never completed. There were no questions.
Vote: the proposal was approved with 100% of the votes in favor.
 - Discontinuation of Molecular Biology and Biotech – Jim Nagler Attach. #4
A Senator inquired about the reasons for the discontinuation. Jim Nagler responded that this was not a popular program – over the past five years, the enrollment has been as high as 10 students and as low as one. Moreover, the coursework is essentially the same as in the Microbiology major, so it was decided to concentrate resources on the latter major. In terms of courses, nothing will be lost by discontinuing the Molecular Biology and Biotech major.
Vote: the proposal was approved with 100% of the votes in favor.

Other Announcements and Communications:

- APM 40.32, Parking and Transportation Services – Rebecca Couch Attach. #5
The changes concern clarification for use of budget numbers for parking violations of employees who work off campus and visitors.
- ASUI Mental Health Days – Sierra Brantz and K. Dawn Amos
ASUI is working on a project to introduce “Mental Health Days.” These would be excused absences – like sick days – but used by the student to reduce stress. ASUI suggests two-to-three days per semester, excluding test days, presentation days, or days when assignments are due.

They propose an eight-hours advance notice rather than the more typical 24 hours, because mental health issues cannot be predicted so far in advance. The idea of the project developed from data that ASUI Leadership collected in September 2020. Of the 2,000 respondents, only 50% reported normal depression scores, measured according to a widely used depression questionnaire. The ASUI initiative would improve performance, attitude, and physical health. Furthermore, it would benefit students, by empowering and educating them to take ownership of their mental health – one in four people between the age of 20 to 24 (namely, college age) have a diagnosed mental illness. It would benefit faculty by assuring that students in the classroom can fully focus on their education. There would also be a benefit for the Center for Testing and Counseling (CTC), which is under pressure with all the mental health issues on campus – this upstream prevention technique would take some of the weight off CTC so they could handle more crises. The overall goals of the project are: remove the stigma around mental health issues; improve our campus mental health; promote a culture of discussion and openness; create an upstream approach aimed at prevention of mental health issues; educate the students on how to care for their mental health and recognize the signs.

Discussion:

Senators were supportive of and impressed with the ASUI efforts to help their fellow students. A number of comments, suggestions, and concerns were raised, mostly with regard to the following points. The meaning of “excused absence” can vary wildly with the type of class and/or instructor – for instance, some instructors do not monitor attendance. Excused absences would make no difference in such cases. A recurrent comment/concern was that missing classes and falling behind may create even more stress for the student. What would students do during those days at home? Wouldn’t they get even more depressed? If the student’s status is due to an approaching crisis, they should reach out to professional help. Should these excused-absence days be guided somehow? In extreme cases, the instructor who is asked to allow a mental health day may become aware of a situation that could later escalate. At what point does the instructor become a “mandatory reporter?” Another comment: there is a huge difference between needing a “self-care” or “recharge” day and being in a crisis that needs intervention. This point needs to be clarified. Other issues to be explored: is PTSD a problem specific to returning veterans or is it a broader problem? Is there something we can do as an institution to reduce the causes at the root of the problem?

Other Senators noted that mental health is a broad issue that cannot be addressed with a few days of rest, although they understand and appreciate the ASUI intentions. Another concern was that the request of additional accommodation, in addition to those that have been provided due to COVID-19, may further disrupt the teaching process. It is possible that some students will make inappropriate use of this opportunity. Are we really teaching our students to take personal responsibility?

Sierra and Dawn recognized that an excused absence can have a very different meaning from class to class, and that appropriate adjustments will need to be made accordingly. They reiterated that the intent is to encourage students to take responsibility and practice mental health on their own. They can use the “free” days to reach out to available resources, such as CTC and/or Vandal Health Clinic. There is no data from universities to support the notion that breaking for a day helps with stress and anxiety, but high schools are starting to take similar steps as a prevention tool. That’s why ASUI would like to gather such data. They believe their “up-stream” approach can help with prevention. They also emphasized that such policy would demonstrate that the university cares about the students and their mental health. In cases

where a student really seems to be struggling, a VandalCARE report may be appropriate. We must trust our students and let them know that we care.

Everyone agreed that the ASUI initiative is to be commended. At the same time, mental health is not a problem with a simple solution that works for everyone. Better communication is important to promote a culture where there is no stigma around mental illness. Sometimes, a problem may go undetected for a long time if a student is not required to attend classes. We need a mechanism to reach out early to students in distress and educate them about available resources before they have missed a large part of the semester. The link below was posted in the chat:

<https://www.uidaho.edu/current-students/vandal-health-education/events/mental-health-month>

Chair Kirchmeier thanked Sierra and Dawn for the opportunity to engage in such lively and important conversation.

New Business:

Chair Kirchmeier asked whether there was any new business.

- A Senator announced that David Lee-Painter will be the star in the production of “A Christmas Carol.” The performance is *via* Zoom.
- In response to the concerns raised by a Senator in regard to the role of various committees in the assessment process, FSL is gathering more information together with Dean Panttaja and will bring them to Senate soon.
- Please be sure to watch the lovely ASUI Faculty and Staff appreciation video at: <https://www.youtube.com/watch?v=GHiM2BoHeQQ>

Adjournment:

The agenda being completed, the Chair adjourned the meeting at 4:52pm.

Respectfully Submitted,

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

University of Idaho
2020 – 2021 Faculty Senate Agenda

Meeting # 15

Tuesday, December 1, 2020 at 3:30 pm
Zoom only

- I. Call to Order
- II. Approval of Minutes (Vote)
 - Minutes of the 2020-2021 Faculty Senate Meeting #14 Nov. 17, 2020 **Attach. #1**
- III. Consent Agenda (Vote)
 - Sabbaticals for 2021-22 **Attach. #2**
- IV. Chair's Report
- V. Provost's Report
- VI. Committee Reports
 - University Curriculum Committee (Vote)
 - Discontinue the MAT in Art - *Gregory Turner-Rahman* **Attach. #3**
 - Discontinue of Molecular Biology and Biotech – *Jim Nagler* **Attach. #4**
- VII. Other Announcements and Communications
 - APM 40.32, Parking and Transportation Services – *Rebecca Couch* **Attach. #5**
 - ASUI Mental Health Days - *Sierra Brantz and Kylee Amos*
- VIII. Special Orders
- IX. New Business
- X. Adjournment

Attachments:

- **Attach. #1** Minutes of the 2020-2021 Faculty Senate Meeting #14 Nov. 17, 2020
- **Attach. #2** Sabbaticals for 2021-22
- **Attach. #3** Discontinue the MAT in Art
- **Attach. #4** Discontinue of Molecular Biology and Biotech
- **Attach. #5** APM 40.32, Parking and Transportation Services

2020 – 2021 Faculty Senate – Pending Approval

Meeting # 14

Tuesday, November 17, 2020, 3:30 pm – 5:00 pm

Zoom only

Present: Ahmadzadeh, Brantz, Bridges, Carney, Carter, Chapman, Dezzani, Fairley, Goebel, Hickman, Kirchmeier (Chair), Lee-Painter, McKellar, Meeuf (Vice-Chair), Paul, Quinnet, Raja, Rashed, Rinker, Rose, Sammarruca (w/o vote), Schwarzlaender, Smith, Stroebel, Tenuto, Tibbals, Wargo, Torrey Lawrence (w/o vote)

Absent: McIntosh (excused), McKellar, Smith

Guest Speakers/Presenters: *Linda Campos, Chandra Zenner Ford, Scott Green, Jerry McMurtry, Alyson Roy, Vanessa Sielert, Diane Whitney, Brian Wolf, Darryl Woolley*

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

Approval of Minutes (vote):

- Minutes of the 2020-21 Meeting #13 – Attach. #1
There were no corrections to the minutes of the 2020-21 Meeting #13. The minutes were approved as distributed.

Chair's Report:

- Thank you to those of you who have been able to attend the Senate meetings with Provost candidates. The recordings of the open sessions will be posted after all the candidates have had their session (so, at the earliest, on Thursday afternoon). The feedback forms will be posted at the same time. They are currently scheduled to stay open until mid-day November 30.
- Nominations for University Excellence Awards are now open. Please look over the award categories for faculty and staff and consider nominating a colleague or two this year! <https://www.uidaho.edu/governance/faculty-staff/university-awards>
- The survey seeking volunteers for Senate Committees went out two weeks ago. Please fill out the survey if you are interested in serving on a committee. Please also encourage your colleagues to complete the survey. The initial deadline is December 11, but we may extend it if we find it helpful. Please try to submit your survey by December 11.
- Next University Faculty Meeting: December 9, 2:30 p.m. to 4:00 p.m.
- One upcoming deadline to keep in mind:
 - Deadline to request delay for promotion and/or tenure is March 14, 2021.
Please help us spread the word about these upcoming deadlines by sharing with your colleagues.

There were no questions or comments for the Chair.

Provost's Report:

- Follow-up on a question from last week's meeting regarding the electricity bill and the P3 contract, after consultation with Brian Foisy. The purchase of commodities – electricity, natural gas, wood chips, and others – remains outside the P3/concession agreement. That is, the university will continue to directly purchase commodities.
- COVID-19 update: slight increase over the previous week. Three Greek Chapters are back in quarantine and 27 students are in U of I isolation facilities. Concerns are growing due to what is

going on around us regionally. Last week, 1,756 people were tested – 999 the previous week. By the end of this week, the university will have given over 22,000 tests throughout the semester.

- A reminder that after this Friday all classes must be online/remote. We are also encouraging employees to work from home and be flexible. We need to keep offices open but can have fewer employees such as rotating schedules.
- The Honors program invites interested faculty to apply for the Faculty Fellows two-semester Program by the December 1, 2020 deadline. A second deadline will be in March 2021, if you are interested in the fall21-spring22 cycle. For more information, contact Sandra Reineke at honors@uidaho.edu.

Discussion:

A Senator inquired whether moving back to Stage 2, as ordered by the Governor, will impact our current operations. Provost Lawrence said that it will not – we already meet the new state requirements of a modified Stage 2 announced last Friday – with the exception of events with more than 10 participants (with some exceptions). It will also not affect our spring plans any more than it does now, but we need to continue to be careful and be aware of the situation around us.

A Senator asked for clarification on the first point of the Provost's report. What does "outside the concession agreement" mean? Provost Lawrence said that we will continue to purchase commodities as we do now – such as electricity from Avista and wood chips from a variety of places. In the P3 deal, it is the operation that is being leased. Purchases will continue as before.

There were no more questions or comments for the Provost.

Committee Reports:

- UCC Items (vote)
 - Discontinue the emphases in History – Alyson Roy
The department used to have three different tracks for different emphases, which made it difficult to get students to graduate on time. Moreover, the unit lost one third of the faculty. Thus, they decided to have just one major and no emphases.
There were no questions or comments.
Vote: 95% in favor, zero against, 5% abstentions. The UCC proposal passed.
 - Discontinue the emphases in Music Business – Vanessa Sielert
The motivation is to streamline the degree by discontinuing the emphasis in Music Business while offering a variety of electives for student to choose from.
Discussion:
There were comments about elimination of options/emphases being encouraged by Program Prioritization (PP), and the potential negative impact of removing emphases and options on marketing and student recruiting. Vanessa Sielert noted that her unit is revising the curriculum to make it more attractive and will approach marketing from a different side.

Provost Lawrence explained the difference between option and emphasis – a State Board definition related to a percentage of credits and not under our control. Also, PP does not encourage removing emphases and options, but only those which are not populated. There is no PP issue with emphases if they all are utilized.

There were no more questions or comments.

- Name Change for Music and discontinuation of emphases – Vanessa Sielert
The BM in Music Business previously had three emphasis areas, which are being eliminated. Instead, students will have greater flexibility in elective choices. The Music Theory and Music History emphases were underpopulated and took considerable faculty time, so they are being removed. Instead, there will be a BA and a BS degree in Applied Music. This will make it easier for students to complete another major.
There were no questions or comments.

Vote (Music Business): 91% in favor, zero against, 9% abstentions.

Vote (Name Change): 87% in favor, zero against, 13% abstentions.

Both proposals passed.

- Discontinue the emphases in Sociology – Brian Wolf
The motivation for this change is to streamline the major. It also reflects students' feedback. The emphases were underutilized – no major curricular change.
There were no questions or comments.
- Name Change for the Equity and Diversity Certificate – Brian Wolf
This name change reflects how the way we talk about diversity and inclusion has evolved. It also better reflects the department focus.
There were no questions or comments.

Vote (Emphases in Sociology): 91% in favor, zero against, 9% abstentions.

Vote (Equity and Diversity): 87% in favor, zero against, 13% abstentions.

Both proposals passed.

- New Minor in Film & Television – Russ Meeuf
The intent is to provide the opportunity to develop video production skills without going through the major.
There were no questions or comments.
Vote: 96% in favor, zero against, 4% abstentions.
- New UG Certificate in Small Business Management – Darryl Woolley
This is a new certificate (can be pursued online or in class) to help people who want to start a new business gain management and entrepreneurship skills.
Discussion:
A Senator asked whether they had to approach some particular organization to have the Certificate accredited. No, we develop our curriculum with our advisory board. The Certificate meets their accreditation standards.
Another Senator wondered about the prerequisites. Which groups are they targeting with the Certificate? Darryl Woolley replied that essentially two groups are being targeted: university students who are working on another major and wish to acquire additional skills – they will need to take the prerequisites if they are not CBE students – and working professionals, who are likely to have satisfied the prerequisites.
There were no more questions.
Vote: 91% in favor, zero against, 9% abstentions.

Chair Kirchmeier asked if there were objections to suspending the order of the agenda and move to the first item in Other Announcements and Communications. After that, we will go back to Committee Reports.

Other Announcements and Communications:

- Online Education Working Group White Paper – President Green, Chandra Zenner Ford, Jerry McMurtry.

Chandra Zenner Ford started with thanking Jerry McMurtry for all the time and effort he spent on this project as the chair of the Working Group. Soon after they started, they realized the need to break the larger group into four subgroups – the subgroups and the leaders for each of them can be found in Appendix B of the White Paper. The Working Group will continue to update Senate and seek feedback, just as for the R1 and the Financial Model White Papers. Chandra Zenner Ford turned the floor over to Jerry McMurtry.

Jerry McMurtry said that the project they undertook was a large one. Per President Green's charge, they needed to build something strong, immediately impactful, and capable of advancing the university. They divided the larger task into four subgroups, listed, with their leaders, in Appendix B. They studied the literature and consulted with other institutions that had successful models – Oregon State, Colorado State, Southern Florida, and WSU. Their research led them to the conclusion that they needed a central unit to move this effort forward. All efforts on the marketing, infrastructure, technology, student support, course development, and faculty side needed to move forward through a centralized unit. There wasn't unanimous consent and some strong opinions were voiced about moving in different directions, but a large majority supported the idea of a centralized unit – present in all successful models the group looked at. The administrative position in charge of the central unit was not specifically defined but it was suggested that it reports under Academic Affairs. It is important that we do not miss the opportunity to position ourselves in the state at the right time. A year ago, we might have been skeptical about online courses. Now we have an entire catalog of online courses. We must leverage that experience that our faculty and administrators have gained and move forward. The group also looked carefully at what we have that has been successful – such as Engineering Outreach – but we need more, along with a centralized organization. With the proper investment, we can begin to return revenue to the institution. Jerry McMurtry said he welcomes questions and feedback.

Discussion:

A Senator was concerned that online education (as other new programs) may develop at the expenses of other programs or units. Where will the initial investment of \$1.7M come from? How will it impact existing programs? If it takes from 2021 to 2026 for the program to get going, the White Paper projects *up to* \$22M in revenue. The Senator would like to see a more conservative figure for the minimum amount that we can be fairly certain about. How was the projection on return calculated? Also – the Senator argued – a return of almost 1 to 15 seems overly optimistic. Jerry McMurtry explained that the projections were done on anticipated growth from where we are now, building in anticipated tuition increases over those years. The online growth we have seen with a number of programs going online was projected forward with no additional input. The Senator expressed concern that those numbers are too optimistic, particularly if we have competition. Jerry McMurtry recognized that there is a lot of competition from land grant institutions, which is why we need to find a market and do this right. As for the first part of the Senator's question, the team is looking for an initial central investment – new money. There was no mention of removing resources from departments.

President Green noted that \$1M of the P3 funds have been set aside for this initiative. Also, many of the investments in the infrastructure have already been made with money from the state. Dan Ewart added that \$400K was spent to update classrooms and \$993K for more classrooms, videos, computers, studios, etc., around the state.

There was a request to elaborate on the reasons why there was no unanimous agreement within the group. Jerry McMurtry said that some members did not want another administrative position to lead this effort or saw the need for a centralized unit. The administrative position in charge of the central unit was not specifically defined but it was suggested that it reports under Academic Affairs. Some thought that individual departments should be in charge. Others thought that this initiative should be part of CETL. Jerry McMurtry agreed that CETL should be involved, but under a central leadership.

Has there been any discussion about sharing revenue or keeping it centrally? How will faculty and departments be incentivized, given the time and effort they will need to invest in order to participate? Jerry McMurtry said that there had been no talk of a specific revenue return rate, but an incentivizing structure needs to be put in place. This will be left to the administrator who will interact with the Sustainable Financial Model Working Group to ensure that this is a sustainable enterprise. The marketing section of the paper addresses how revenue stream can come in through the dual credit program – high school students are potential Vandals.

Vice Chair Meeuf wondered whether any part of the P3 \$1M can be earmarked as investment in new faculty positions. We have the ability to teach online but not the capacity. Jerry McMurtry replied that there are no plans to do that. The Vice Chair suggested to consider this further. It is a capacity issue, not an ability issue. There is interest in online teaching, but adding new online sections to support enrollment growth without additional resources for faculty is problematic. Other Senators agreed that we need support upfront for faculty time and effort.

Any partnership with Coursera? Jerry McMurtry said that such possibility was discussed, but it would take us on a different path. We can do this centrally on our own.

What about Idaho Digital Learning Alliance (IDLA) K-12? Will we compete or cooperate with them? Provost Lawrence said that there is the opportunity to engage with IDLA – an expansion that would be beneficial.

How does this initiative mesh with the Online Idaho project that Dean Panttaja talked about a couple of weeks ago? Dean Panttaja replied that this initiative would need to mesh directly with Online Idaho to make sure that our courses and programs are in the catalog. Besides IDLA, Online Idaho, and this White Paper, he also mentioned an initiative from the Workforce Development Council to help citizens upgrade their online skills in the COVID time.

Chair Kirchmeier expressed concern about incorporating dual credits in the program. She reads from p.20 of the paper that funds will be provided to hire and train adjunct faculty to teach dual-credit online courses. Jerry McMurtry said that statement may refer to qualified high school teachers who would partner with U of I faculty associated with the dual credit course. Also, *adjunct* should be *affiliate*.

While he appreciates the revenue stream consideration, a Senator expressed concern about the loss of quality and rigor with online education. What about the pedagogy? Will online degrees be considered of the same quality? Jerry McMurtry replied that the group did not discuss lesser quality of the online degree. CETL will take the lead to ensure quality. The Senator argued that departments, not CETL, must ensure quality.

The Senator who brought up the issue of faculty incentives reiterated that most of the work will fall on the faculty. If there is no upfront support, should faculty and departments hope for a return at a later time? The extra effort should be recognized in the Position Description. Jerry McMurtry said that departments would be expected to deliver courses online and the revenue would then come back to support those units.

The Chair agreed with earlier comments about rigor and the need for faculty support. The paper talks about support to create online courses, but an enormous amount of time is required to deliver those courses, revise them, and work with students. There is incentive to get started but not to continue to do well. McMurtry said that the intent is to do well over time, if the program becomes sustainable and continues to grow. There are some very successful models we can learn from, such as WSU. Some institutions use a student support structure, where students from the program help other students online.

A Senator observed that current high school students – potentially future Vandals – are already engaging in a variety of online classes. We need to keep in mind that our future students are used to online teaching formats.

Other Senators agreed with previous comments that upfront support for faculty is needed for them to do quality work. CETL can help with the instructional design for the online pedagogy, but ultimately faculty will need to put in the time and effort.

Final remarks from President Green: This is more than a White Paper for online classes, it is a road map for distance learning. The world is changing as we speak and we are already behind smaller and peer institutions in dual credit and distance learning. We know now that we need support infrastructure to be successful. I agree that in-person teaching is better, that is why we were open this fall, but we must get creative and provide high-quality education in different formats. Hybrid formats can help everyone feel they are part of the institution. We also need to be able to reach out to students where they are. Not everyone can afford to come to Moscow. Younger faculty find it natural to teach in different modalities and we need to be prepared to support the faculty that will be joining us over the next decade. There may be no margin in dual credits, but it is an important pipeline for potential students. Thank you all for your ideas and feedback.

Committee Reports, cont.:

COVID 19 Committee Update – David Lee Painter

This is a brief preview of a larger conversation we will have in a couple of weeks.

The Committee is developing a proposal to change how the institution presents data. The proposal will be in the Senate meeting binder of December 4.

Other Announcements and Communications, cont.:

- APM 20.13 (no vote), Communications and/or Computers – Diane Whitney and Linda Campos

This policy concerns the proper use of university-owned devices and the security of data, whether on a university-owned or on a personal device. It gives the criteria for determining whether an individual qualifies to receive a university-owned device and for requesting a stipend, if so desired. The language that was appropriate under the previous tax law (changed in 2011) has been removed – stipends are no longer taxable. Linda Campos informed the Senators that an error was discovered shortly before the meeting in the redline document provided in the binder. The second sentence of the paragraph in D-4 will be deleted as redundant. It is replaced by section D-5.

New Business:

- Chair Kirchmeier asked whether there was any new business.
Senator Goebel raised an issue on behalf of the CNR faculty concerning the role of the University Assessment Committee (UAC). Assessment *per se* is not the source of the concern. The focus of the concern is how UAC relates to FSH policy 1620 B-2, B-6, and B-7. Some of the Senator's constituents would like to better understand how and by whose authority UAC was created (in 2017) and charged. It handles curriculum matters, which are within Faculty Senate purview, so it should be a Faculty Senate committee under FSH 1640.

There was a brief discussion and some comments from Dean Panttaja to better frame the issue. Senate will pick up this discussion again in the near future. (The document displayed by Senator Goebel during his brief presentation is attached to these minutes.)

Adjournment:

The agenda being completed, the Chair adjourned the meeting at 5:03pm.

Respectfully Submitted,

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

MEMORANDUM

TO: Barbara Kirchmeier, Chair, Faculty Senate
Russ Meeuf, Vice Chair, Faculty Senate

FROM: Diane Kelly-Riley
Interim Vice Provost for Faculty

DATE: November 16, 2020

SUBJECT: Items for Faculty Senate

Please see the below table with the faculty members who were approved for a sabbatical in the 2021-22 Academic Year.

NAME	COLLEGE	DEPARTMENT	SABB. TERM
Mark Adams	LAW	Law	Spring 2022
Kevin Chang	ENGR	Civil & Environmental	AY 21-22
Florian Justwan	CLASS	Politics & Philosophy	Fall 2021
Roger McVey	CLASS	Music	Spring 2022
Lee Ostrom	ENGR	Industrial Tech	Spring 2022
Ching-An Peng	ENGR	Biological	Fall 2021
David Pfeiffer	COS	Biological Sciences	Fall 2021
Frederick Sheldon	ENGR	Computer Science	AY 21-22
Michael Sonnichsen	CAA	Art & Design	Fall 2021
Philip Watson	CALS	Ag Econ & Rural Soc	Spring 2022

Miscellaneous Change Request

New Proposal

Date Submitted: 10/21/20 2:07 pm

Viewing: **Discontinue MAT in Art**

Last edit: 10/21/20 2:07 pm

Changes proposed by: Joana Espinoza (V00370901)

Faculty Contact

In Workflow

1. **Assessment**
2. **Curriculum Review**
3. **Registrar's Office**
4. **UCC**
5. **Graduate Council Chair**
6. **Faculty Senate Chair**
7. President's Office
8. State Approval
9. NWCCU

Approval Path

1. 10/22/20 4:20 pm
Sara Mahuron
(sara): Approved for Assessment
2. 10/27/20 6:02 pm
Rebecca Frost
(rfrost): Approved for Curriculum Review
3. 11/04/20 10:20 am
Amy Kingston
(amykingston): Approved for Registrar's Office
4. 11/09/20 3:33 pm
Rebecca Frost
(rfrost): Approved for UCC
5. 11/13/20 9:20 am
Lauren Perkinson
(perkinson):

Approved for
Graduate Council
Chair

Faculty Name	Faculty Email
Shauna Corry	scorry@uidaho.edu

Request TypeOther

Effective Catalog2021-2022

Year

TitleDiscontinue MAT in Art

Request Details

We have not had the MAT in Art for many years, however the official state discontinuation was never completed. Therefore it has stayed on our state inventory even though it's no longer in the catalog. This is just to clean up the inventory and have the official discontinuation on file.

Attach State Form [CAA Discont MAT w Budget.pdf](#)

Supporting Documents

Reviewer

Comments

Idaho State Board of Education

Proposal for Discontinuation

Date of Proposal Submission:	
Institution Submitting Proposal:	University of Idaho
Name of College, School, or Division:	College of Art and Architecture
Name of Department(s) or Area(s):	Art and Design

Program Identification for Proposed Discontinued Program:

Title:	MAT Art
Degree/Certificate:	Master of Art Teaching
Method of Delivery:	Online
CIP code:	13.1302
Proposed Discontinuation Date:	Summer 2021

Indicate whether this request is a discontinuation of either of the following:

<input type="checkbox"/> Undergraduate Program	<input checked="" type="checkbox"/> Graduate Program
<input type="checkbox"/> Undergraduate Certificate	<input type="checkbox"/> Graduate Certificate
<input type="checkbox"/> Administrative/Instructional Unit	<input type="checkbox"/> Other
<input type="checkbox"/> CTE Program (check all that apply)	
<input type="checkbox"/> Basic Technical Certificate	
<input type="checkbox"/> Intermediate Technical Certificate	
<input type="checkbox"/> Advanced Technical Certificate	
<input type="checkbox"/> Associate of Applied Science Degree	



Oct. 15, 2020

College Dean (Institution)	Date	State Administrator	Date
Graduate Dean (as applicable)	Date	Academic Affairs Program Manager	Date
FVP/Chief Fiscal Officer (Institution)	Date	Chief Financial Officer	Date
Provost/VP for Instruction (Institution)	Date	Chief Academic Officer, OSBE	Date

President

Date

SBOE/Executive Director Approval

Date

1. Provide rationale for the discontinuance.

The program was essentially closed and taught out in 2009. The discontinuance was initiated by the former Dean but was not approved by the Art + Design and College of Art and Architecture curriculum committees. The initial discontinuation proposal did not go to the UCC.

This year, the Art + Design and the college curriculum committees voted to formally discontinue the program.

2. Teach-out Plans/Options for currently enrolled students.

- a. Describe teach-out plans for continuing students. Indicate the year and semester in which the last cohort of students was admitted and the final term the college will offer the program.

The program has been taught out. There are no students in the program.

- b. Is there an alternative program/major or field of study? If so, please describe.

The MFA in Studio Art and Design remains available to students.

- c. How will continuing students be advised of impending changes and consulted about options or alternatives for attaining their educational goals?

N/A

3. Identify similar programs offered by other public colleges/universities (Not applicable to CTE programs).

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
Eastern Illinois Univ.	MA	Master of Arts in Art Education (online)
Univ. of Florida	MA	Master of Arts in Art Education (online)
Ohio State Univ.	MA	Master of Arts in Art Education (online)
Univ. of Nebraska	MA Ed	Master of Arts in Art Education (online)

4. 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	Headcount Enrollment in Program				Number of Graduates From Program			
	FY_17-18_	FY_18-19	FY_19-20_	FY_20-21 (most recent)	FY_17-18_	FY_18-19_	FY_19-20_	FY_20-21 (most recent)
BSU								
ISU								
UI	0	0	0	0	0	0	0	0
LCSC								

5. Describe the impact the discontinuance will have on (a) other programs and (b) the mission of the institution.

There will be no effect on the other programs or the mission of the institution.

6. Describe the potential faculty and staff reductions or reassignments that would result from the discontinuance.

There will be no effect on the faculty and staff as a result of discontinuance.

7. Fiscal Impact. Using the budget template provided, identify amount, if any, which would become available for redirection as a result of discontinuance.

There will be no financial effect on the program or institution as there are no resources currently dedicated to teaching and no students enrolled in the program. We have not marketed the program and have not recruited students.

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

	FY 20-21		FY _____		FY _____		FY _____	
	FTE	Headcount	FTE	Headcount	FTE	Headcount	FTE	Headcount
A. New enrollments	0	0						
B. Shifting enrollments								
Total Enrollment	0	0	0	0	0	0	0	0

II. REVENUE

	FY 20-21		FY _____		FY _____		FY _____	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
1. New Appropriated Funding Request	\$0.00	\$0.00						
2. Institution Funds	\$0.00	\$0.00						
3. Federal	\$0.00	\$0.00						
4. New Tuition Revenues from Increased Enrollments	\$0.00	\$0.00						
5. Student Fees	\$0.00	\$0.00						
6. Other (i.e., Gifts)	\$0.00	\$0.00						
Total Revenue	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$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

	FY 20-21		FY _____		FY _____		FY _____	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
A. Personnel Costs								
1. FTE	0.0	0.00						
2. Faculty	\$0.00	\$0.00						
3. Adjunct Faculty	0	\$0.00						
4. Graduate/Undergrad Assistants	0	\$0.00						
5. Research Personnel	0	\$0.00						
6. Directors/Administrators	0	\$0.00						
7. Administrative Support Personnel	0	\$0.00						
8. Fringe Benefits	0	\$0.00						
9. Other: _____	0	\$0.00						
Total Personnel and Costs	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0

	FY 20-21		FY _____		FY _____		FY _____	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
B. Operating Expenditures								
1. Travel	\$0.00	\$0.00						
2. Professional Services	\$0.00	\$0.00						
3. Other Services	\$0.00	\$0.00						
4. Communications	\$0.00	\$0.00						
5. Materials and Supplies	\$0.00	\$0.00						
6. Rentals	\$0.00	\$0.00						
7. Materials & Goods for Manufacture & Resale	\$0.00	\$0.00						
8. Miscellaneous	\$0.00	\$0.00						
Total Operating Expenditures	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0

	FY 20-21		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	\$0.00	\$0.00						
2. Equipment	\$0.00	\$0.00						
Total Capital Outlay	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0

		FY 20-21		FY		FY		FY
D. Capital Facilities								
Construction or Major Renovation			\$0.00					
E. Other Costs								
Utilities			\$0.00					
Maintenance & Repairs			\$0.00					
Other								
Total Other Costs		\$0	\$0	\$0	\$0	\$0	\$0	\$0
TOTAL EXPENDITURES:		\$0	\$0	\$0	\$0	\$0	\$0	\$0
Net Income (Deficit)		\$0	\$0	\$0	\$0	\$0	\$0	\$0

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

Program Change Request

A deleted record cannot be edited

Program Inactivation Proposal

Date Submitted: 10/08/20 3:10 pm

Viewing: **193 : Molecular Biology and Biotechnology (BSMBB)**

Last edit: 10/08/20 3:10 pm

Changes proposed by: Joana Espinoza (V00370901)

Catalog Pages Using
this Program

[Molecular Biology and Biotechnology \(B.S.M.B.B.\)](#)

Final Catalog 2020-2021

Rationale for
Inactivation

In Workflow

- 1. 006 Chair
- 2. 19 Curriculum Committee Chair
- 3. 19 Dean
- 4. Provost's Office
- 5. Assessment
- 6. Curriculum Review
- 7. Registrar's Office
- 8. UCC
- 9. Faculty Senate Chair
- 10. UFM
- 11. President's Office
- 12. State Approval
- 13. NWCCU

Approval Path

- 1. 10/08/20 3:11 pm
Joana Espinoza
(jespinoza):
Approved for 006
Chair
- 2. 10/08/20 3:13 pm
Joana Espinoza
(jespinoza):
Approved for 19
Curriculum
Committee Chair
- 3. 10/08/20 3:16 pm
Joana Espinoza
(jespinoza):
Approved for 19
Dean

4. 10/08/20 3:16 pm
Joana Espinoza
(jespinoza):
Approved for
Provost's Office
5. 10/19/20 7:43 am
Sara Mahuron
(sara): Approved for
Assessment
6. 10/21/20 6:44 pm
Rebecca Frost
(rfrost): Approved
for Curriculum
Review
7. 11/10/20 11:46 pm
Amy Kingston
(amykingston):
Approved for
Registrar's Office
8. 11/16/20 3:44 pm
Rebecca Frost
(rfrost): Approved
for UCC

This is an effort to streamline the undergraduate degree offerings in Biological Sciences. This degree had significant overlap with the Microbiology and Biochemistry degrees that will still be offered.

Attach State Form

[COS Discont MBB w Budget.pdf](#)

Faculty Contact

Change Type

Description of Change

Academic Level Undergraduate

College Science

Department/Unit: Biological Sciences

Effective Catalog 2020-2021
 Year
 Program Title
 Molecular Biology and Biotechnology (BSMBB)
 Program Credits
 CIP Code 26.0204 - Molecular Biology.
 Emphasis/Option
 CIP Code(s)

Curriculum:

To graduate in this program, students must earn a minimum grade of 'C' in [BIOL 114](#), [BIOL 115](#), and [BIOL 115L](#).
 Required course work includes the university requirements (see [regulation J-3](#)) and:

BIOL 114	Organisms and Environments	4
BIOL 115	Cells and the Evolution of Life	4
& 115L	and Cells and the Evolution of Life Laboratory	
BIOL 250	General Microbiology	5
& BIOL 255	and General Microbiology Lab	
BIOL 310	Genetics	4
& BIOL 315	and Genetics Lab	
BIOL 312	Molecular and Cellular Biology	4
& BIOL 313	and Molecular and Cellular Laboratory	
BIOL 380	Biochemistry I	6
& BIOL 382	and Biochemistry I Laboratory	
BIOL 400	Seminar	1-16
BIOL 454	Biochemistry II	3
BIOL 485	Prokaryotic Molecular Biology	3
or BIOL 487	Cellular & Molec Basis Disease	
CHEM 111	General Chemistry I	4
& 111L	and General Chemistry I Laboratory	
CHEM 112	General Chemistry II	5
& 112L	and General Chemistry II Lab	
CHEM 277	Organic Chemistry I	4
& CHEM 278	and Organic Chemistry I: Lab	
CHEM 372	Organic Chemistry II	3
MATH 170	Calculus I	4
PLSC 488	Genetic Engineering	3
STAT 251	Statistical Methods	3
or STAT 301	Probability and Statistics	
Select 8-10 credits of Approved Electives from the following:	1	8-10

<u>BIOL 432</u>	Immunology
<u>BIOL 433</u>	Pathogenic Microbiology
<u>BIOL 444</u>	Genomics
<u>BIOL 447</u>	Virology
<u>BIOL 461</u>	Neurobiology
<u>BIOL 474</u>	Developmental Biology
<u>BIOL 482</u>	Protein Structure and Function
<u>BIOL 485</u>	Prokaryotic Molecular Biology 2
<u>BIOL 487</u>	Cellular & Molec Basis Disease 2
<u>FS 416</u>	Food Microbiology
<u>FS 417</u>	Food Microbiology Laboratory
<u>PHIL 361</u>	Professional Ethics
or <u>PHIL 450</u>	Ethics in Science
<u>PLSC 476</u>	Cell Biology

Select four credits from the following:

4

<u>BIOL 301</u>	Undergraduate Research
<u>BIOL 401</u>	Undergraduate Research
<u>BIOL 499</u>	Directed Study
<u>PLSC 440</u>	Advanced Laboratory Techniques

Select one of the following Senior Experience courses:

2

<u>BIOL 401</u>	Undergraduate Research
<u>BIOL 407</u>	Practicum in Biology Laboratory Teaching
<u>BIOL 408</u>	Human Anatomy and Physiology Laboratory Pedagogy
<u>BIOL 411</u>	Senior Capstone

Select one of the following:

3

<u>ENGL 207</u>	Persuasive Writing
<u>ENGL 208</u>	Personal & Exploratory Writing
<u>ENGL 317</u>	Technical Writing
<u>ENGL 318</u>	Science Writing

Select one of the following sequences:

4

<u>PHYS 111</u>	General Physics I
& <u>111L</u>	and General Physics I Lab
<u>PHYS 211</u>	Engineering Physics I
& <u>211L</u>	and Laboratory Physics I

Select one of the following:

4

<u>PHYS 112</u>	General Physics II
& <u>112L</u>	and General Physics II Lab
<u>PHYS 212</u>	Engineering Physics II
& <u>212L</u>	and Laboratory Physics II

Total Hours

85-102

Courses to total 120 credits for this degree

1 Additional classes can be substituted with prior approval from advisor and chairperson.

2 Either [BIOL 485](#) or [BIOL 487](#) may be used as an elective if not taken above as a required course.

Distance Education Availability

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

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

No

Note: Existing programs transitioning from less than 50% of its curricular requirements to 50% or more of its requirements being available via distance education is considered a Group 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:

Coeur d'Alene

Moscow

Student Learning Outcomes

Have learning
outcomes
changed?

Learning Objectives

The student will be able to apply mathematical, chemical, and biological principles to solve modern molecular biological problems.

The student will be able to use different modes of thinking to examine concepts and issues related to the molecular life sciences and to explore creative avenues, solve complex problems, and make consequential decisions.

The student will be able to use different modes of thinking to examine concepts and issues related to the molecular life sciences and to explore creative avenues, solve complex problems, and make consequential decisions.

Rationale for the proposed change. Include an explanation of how the department will manage the added workload, if any.

Supporting
Documents

Requires TECC
Review

Reviewer
Comments

Key: 193

Idaho State Board of Education Proposal for Discontinuation


Date of Proposal Submission:	10-07-2020
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 Discontinued Program:

Title:	Molecular Biology and Biotechnology
Degree/Certificate:	Bachelor of Science in Molecular Biology and Biotechnology
Method of Delivery:	Traditional delivery
CIP code:	260210
Proposed Discontinuation Date:	Summer 2021

Indicate whether this request is a discontinuation of either of the following:

<input checked="" type="checkbox"/> Undergraduate Program	<input type="checkbox"/> Graduate Program
<input type="checkbox"/> Undergraduate Certificate	<input type="checkbox"/> Graduate Certificate
<input type="checkbox"/> Administrative/Instructional Unit	<input type="checkbox"/> Other
<input type="checkbox"/> CTE Program (check all that apply)	
<input type="checkbox"/> Basic Technical Certificate	
<input type="checkbox"/> Intermediate Technical Certificate	
<input type="checkbox"/> Advanced Technical Certificate	
<input type="checkbox"/> Associate of Applied Science Degree	

College Dean (Institution)	Date	State Administrator	Date
	Oct 07 2020		
Graduate Dean (as applicable)	Date	Academic Affairs Program Manager	Date
FVP/Chief Fiscal Officer (Institution)	Date	Chief Financial Officer	Date
Provost/VP for Instruction (Institution)	Date	Chief Academic Officer, OSBE	Date
President	Date	SBOE/Executive Director Approval	Date

1. Provide rationale for the discontinuance.

This is an effort to streamline the undergraduate degree offerings in Biological Sciences. This degree had significant overlap with the Microbiology and Biochemistry degrees that will still be offered.

2. Teach-out Plans/Options for currently enrolled students.

- a. Describe teach-out plans for continuing students. Indicate the year and semester in which the last cohort of students was admitted and the final term the college will offer the program.

All courses needed for the degree are still offered as electives in other degrees. However, we will employ a four year teach-out to phase out the degree.

- b. Is there an alternative program/major or field of study? If so, please describe.

The department retains majors in Biology, Microbiology, Biochemistry, and Medical Science. These degrees offer sufficient choice to students interested in the biological sciences.

- c. How will continuing students be advised of impending changes and consulted about options or alternatives for attaining their educational goals?

Department advisors will work with current students to complete their degrees or students may opt to switch to one of the other majors.

3. Identify similar programs offered by other public colleges/universities (Not applicable to CTE programs).

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
Boise State Univ.	Bachelor of Science in Biology	Cellular, Molecular, and Biomedical Emphasis
BYU-Idaho	Bachelor of Science in Biology	Biotechnology Emphasis
University of Montana	Bachelor of Science	Cellular and Molecular Biology

Eastern Washington University	Bachelor of Science in Biology	Biotechnology Option
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4. 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	Headcount Enrollment in Program				Number of Graduates From Program			
	FY16_	FY17_	FY18_	FY19_ (most recent)	FY16 –	FY17	FY18	FY19 (most recent)
BSU								
ISU								
UI	37	30	29	29	11	11	4	12
LCSC								

5. Describe the impact the discontinuance will have on (a) other programs and (b) the mission of the institution.

No significant impact. The small number of students in this major will be easily absorbed by the related majors. Offerings in biological sciences remain strong at the university.

6. Describe the potential faculty and staff reductions or reassignments that would result from the discontinuance.

No anticipated reductions. Courses used by this major are also used by students in the other related majors, so teaching needs will not be impacted. Advising will be somewhat streamlined.

7. Fiscal Impact. Using the budget template provided, identify amount, if any, which would become available for redirection as a result of discontinuance.

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

	FY _____		FY _____		FY _____		FY _____	
	FTE	Headcount	FTE	Headcount	FTE	Headcount	FTE	Headcount
A. New enrollments	_____	_____	_____	_____	_____	_____	_____	_____
B. Shifting enrollments	_____	_____	_____	_____	_____	_____	_____	_____
Total Enrollment	0	0	0	0	0	0	0	0

II. REVENUE

	FY _____		FY _____		FY _____		FY _____	
	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	_____	_____	_____	_____	_____	_____	_____	_____
5. Student Fees	_____	_____	_____	_____	_____	_____	_____	_____
6. Other (i.e., Gifts)	_____	_____	_____	_____	_____	_____	_____	_____
Total Revenue	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$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

	FY _____		FY _____		FY _____		FY _____	
	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>

	FY _____		FY _____		FY _____		FY _____	
	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>

	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								
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>

	FY _____	FY _____	FY _____	FY _____	FY _____	FY _____	FY _____	FY _____
D. Capital Facilities Construction or Major Renovation								
E. Other Costs								
Utilities								
Maintenance & Repairs								
Other _____								
Total Other 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>
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>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>

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

	There are no reductions in staff/resources impacted by this discontinuance. The courses needed for this major are used as required courses/



POLICY COVER SHEET

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

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

Faculty Staff Handbook (FSH)

☐ Addition ☐ Revision* ☐ Deletion* ☐ Emergency ☐ Minor Amendment

Policy Number & Title:

Administrative Procedures Manual (APM)

☐ Addition ☒ Revision* ☐ Deletion* ☐ Emergency ☐ Minor Amendment

Policy Number & Title: **APM 40.32 PARKING AND TRANSPORTATION SERVICES**

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

Originator: Rebecca Couch

Policy Sponsor, if different from Originator: Brian Foisy

Reviewed by General Counsel Yes ☒ No ☐ Name & Date: Kent E Nelson 11.16.20

- Policy/Procedure Statement:** Briefly explain the reason for the proposed addition, revision, and/or deletion. The revision involves adjustment to language in section A-3, reflecting more accurately that university department budget numbers cannot be used to purchase parking permits or pay parking citations for employees who work on the Moscow campus, but that budget numbers can be used to pay for permits and citations issued to visitors to the Moscow campus. The deletion involves removing section A-6. Bicycles. Regulations on bicycle parking on campus are covered within the UI Parking Regulations document (owned by PTS and on our website), bicycle parking regulations are not an administrative procedure and therefore do not need to be included in the PTS APM section.
- Fiscal Impact:** What fiscal impact, if any, will this addition, revision, or deletion have?
None
- Related Policies/Procedures:** Describe other UI policies or procedures related or similar to this proposed change, or that will be impacted by it. No impact to other UI policies or procedures as a result of these proposed changes to APM 40.32. The revision is adding clarity to the policies already happening on campus regarding payment (with budget numbers) for permits and citations for guests but not for employees.
- 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.

40.32 -- Parking and Transportation Services

December 6, 2013

A-4. Enforcement. The University of Idaho ("University") Parking Regulations are enforced at all times. All users of the parking system are responsible for observing parking regulations. Enforcement of parking regulations on dedicated streets, alleys and the campus walkway zone is under the joint jurisdiction of the Moscow Police Department ("MPD") and Parking and Transportation Services ("PTS") of the University.

BA-2. Scope. Faculty, staff, students, and visitors of the University must pay to park a vehicle on the University campus. This can be done through the purchase and display of parking permits, which can be purchased from PTS, or through payment at meters and/or pay station lots.

A-3C. Use of Departmental Budget.

C-1. Use of Budget Numbers. University employees cannot use a departmental budget number to pay for parking permits or parking citations issued to employees whose primary work location is on the UI -Moscow campus. Use of a departmental budget number to pay for parking permits or citations issued to visitors to the Moscow campus is allowed. -to individuals and attached to personal accounts. [rev. 12-13]

A-3-a-C-2. Responsibility ~~for~~ Department Parking Fees. Payment of parking fees, to include permits and citations, issued and/or assigned to department accounts ~~is~~ are the responsibility of the department, and a budget number may be used for payment of balances owed. Although each campus department is ultimately responsible for its own parking debt, as a matter of departmental internal policy, individuals may be required to pay for citations assigned to department accounts, that were issued to them while using a department-issued permit and/or operating a department-owned vehicle. [add. 12-13]

A-4D. Parking Citations. Parking citations are issued to vehicles in violation of the University Parking Regulations.

A-4-a-D-1. Appeals. Citations may be appealed within ~~fifteen (15)~~ days from the date the citation was issued. All citation appeal decisions are made by the University Parking Committee (FSH 1640.66). After ~~fifteen (15)~~ days, citations may no longer be appealed and must be paid.

A-4-bD-2. Unpaid Citations. Unpaid citations will be posted to student or employee accounts. Unpaid citations, or other charges, may result in:

- (a) ineligibility to purchase a permit,
- (b) a revoked permit,
- (c) a hold being placed on a student's record, affecting the ability to register for classes for the following semester and to receive a diploma,
- (d) the charges being sent to a collection agency.

Vehicles containing multiple unpaid citations may be immobilized or impounded.

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~~A-4-eD-3.~~ Vehicles Not Registered Through PTS. Vehicles that park on campus and are not registered through PTS may incur a plate search fee in addition to the fine amount of each citation received. This fee covers costs associated with identifying vehicle owners and accurately assessing fines owed.

~~A-5D-4. Department- Purchased Parking Permits.~~ Department- ~~purchased~~ parking permits must be used in accordance with the University Parking Regulations. Employees may not use department- ~~purchased~~ permits (~~d~~Departmental permit, ~~s~~Service permit, ~~d~~Delivery permit, or ~~v~~Vendor permit) for personal use. These permits must be used only while conducting work-related business that requires mobility and the use of a vehicle. [~~ed. 12-13~~]

~~A-6. Bicycles.~~ ~~Moscow city ordinances, state laws, and University requirements (APM 35.35 G-1) apply to the operation of bicycles on University property.~~

~~A-6.a. Bicycle Parking.~~ ~~Bicycles are only to be parked in designated bicycle racks. Attaching bicycles to any object other than a bicycle rack is prohibited. Bicycles found in violation of this policy are subject to immediate removal if posing a safety or maintenance issue, at the discretion of PTS. Bicycles parked outside of designated bicycle racks, but not posing an immediate safety or maintenance issue, will be subject to removal after being issued a 24-hour impound notice. Bicycles may not be brought into University general education buildings and will be dealt with by the University in accordance with APM 35.35 G-1.~~

~~A-6.b. Abandoned or Disabled Bicycles.~~ ~~An abandoned or disabled bicycle is defined as a bicycle that appears to not have moved from its location for an extended amount of time, or due to dysfunctional or broken parts, cannot safely be operated. This includes, but is not limited to the following:~~

- ~~• No seat on bike,~~
- ~~• Flat tires,~~
- ~~• Bent rims,~~
- ~~• Broken or no chain on bike,~~
- ~~• Missing pedals,~~
- ~~• Cobwebs, dust, grass or branches collecting or growing over the bike~~

~~Abandoned or disabled bicycles will be tagged and if the bicycle or the tag is not removed within one (1) week, the bicycle may be impounded. Impounded bicycles are turned over to MPD and may be included in MPD's unclaimed property auction.~~

2020 – 2021 Faculty Senate – ~~Pending Approval~~ Approved at mtg. #17 on 1/26/2021**Meeting # 16**

Tuesday, December 8, 2020, 3:30 pm – 5:00 pm

Zoom only

Present: Ahmadzadeh, Brantz, Bridges, Carney, Carter, Chapman, Dezzani, Fairley, Goebel, Hickman, Kirchmeier (Chair), Lee-Painter, McIntosh, McKellar, Meeuf (Vice-Chair), Paul, Quinnett, Raja, Rashed, Rinker, Sammaruca (w/o vote), Schwarzaender, Smith, Stroebel, Tenuto, Tibbals, Torrey Lawrence (w/o vote), Wargo

Absent: Rose

Guest Speakers/Presenters: *Lee Vierling, Mindi Wood, Megan Dobson, Yesol Sapozhnikov*

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

Approval of Minutes (vote):

- Minutes of the 2020-21 Meeting #15 – Attach. #1
One typographical error was corrected in the attendance list.
The minutes of the 2020-21 Meeting #15 were approved as corrected.

Chair's Report:

- Last week, a question was asked about requirements for clinical faculty in the promotion and tenure process, particularly external reviews. FAC is going to look into this, together with other issues related to the recently revised promotion and tenure process. If there are aspects of the revised promotion and tenure process that you think should be reviewed, please send them to FAC, which is currently chaired by Richard Seamon.
- Reminders:
 - Nominations for University Excellence Awards close on December 11, 2020. Please look over the award categories for faculty and staff and consider nominating a colleague or two this year! <https://www.uidaho.edu/governance/faculty-staff/university-awards>
 - The survey seeking volunteers for Senate Committees closes on December 11, 2020. Please fill out the survey if you are interested in serving on a committee. Please encourage your colleagues to complete the survey.
 - Next University Faculty Meeting: December 9, 2:30 p.m. to 4:00 p.m., *via* Zoom.
- One upcoming deadline to keep in mind:
 - Deadline to request delay for promotion and/or tenure is March 14, 2021.Please help us spread the word about upcoming deadlines by sharing with your colleagues.

Provost's Report:

- A reminder that December 11, 2020 is the deadline for completing the required university training, see <https://www.uidaho.edu/governance/edl/required-training>
- "A Christmas Carol" will be on for another week. The Zoom production is great. Congratulations to David Lee-Painter for an amazing performance!
- Thanks to everyone who participated in the provost search. Special thanks to Barb Kirchmeier for her diligent work on the search committee.
- COVID-19 update: face covering is mandatory in Moscow until June 9 (or until three weeks after certain conditions are met). 396 tests were done last week and revealed a slightly higher rate of

positive cases. There is no specific news about vaccine. When it becomes available, we will be able to partner with Gritman and Public Health for needs such as low-temperature storage of the vaccine.

- Spring semester schedule: we will open in person on Wednesday, January 13. Initially, the plan was for all classes to be online the first week to make sure students can be tested prior to in-person classes, as was done in the fall. Since then, our lab capabilities have improved – we can communicate results every four hours. So, we are able to test students prior to January 13. This will also avoid the back-and-forth between different delivery modes. Furthermore, if the university went online for the first week, students may not return until after the long weekend which follows that week. As for the COVID situation around us, unfortunately the news is not good.
- Update on spring enrollment: at this point (five weeks prior), we are 4.4% behind. A reminder to encourage our students to sign up for spring classes and return to campus in January.

Discussion:

A Senator asked whether online classes fill faster than those in person. The provost responded that, from a comparison in GenEd – where there is a large number of classes both online and in person – it does not seem to be the case. Institutional Research can look into this.

With regard to the mandatory training, a Senator inquired about the consequences of not complying with the requirement. Can email and internet access be taken away from those employees who do not complete the training? Provost Lawrence noted that “disciplinary measures” are mentioned in the memo. There was plenty of time to complete the training. Why not just do it?

To the question of whether the number of students who test positive becomes part of state public health data, the Provost responded affirmatively.

Will the university go virtual/online the week after Spring Break to allow for testing, and will testing be required for employees? The Provost clarified that employees are recommended, but not required, to be tested. Probably, there will be some time with only virtual/online classes after Spring Break, depending on how the data looks before Spring Break.

Vice Chair Meeuf noted that some faculty have already spent considerable time making plans based on earlier communication that the first week (or more) of the term would be entirely remote. Provost Lawrence said that starting in person will help get students engaged. On the other hand, we all need to be ready to switch, so efforts to be prepared for a transition are not wasted.

There were no more questions or comments for the Provost.

Committee Reports:

- University Curriculum Committee (Vote)
 - Discontinuation of B.S. in Natural Resources Conservation – Lee Vierling Attach. #2
 - Changes to the B.S. in Environmental Science Emphases – Lee Vierling Attach. #3Rationale: The Environmental Science B.S. degree, especially the Social Science Option, and the Natural Resources Conservation B.S. degree have considerable overlap, especially in the areas of environmental planning, policy, and natural resources

management. The discontinuation of the B.S. in Natural Resources Conservation is proposed together with the changes to the Environmental Science curriculum to be adopted concurrently.

Discussion:

In reply to a question, Lee Vierling said that the proposed changes will have no impact on the M.S. program. This is only about the new undergraduate curriculum.

A Senator asked about students enrolled in these programs and whether these changes will impact recruiting. Lee Vierling replied that there are about 45 students currently enrolled in the Natural Resources Conservation program. There is a teach-out plan specifically for those students. The same courses will continue to be taught without creating any problems. As for the Environmental Science program, there are 120 UG students enrolled in the current degree options, and those degree options will continue to be taught out. With regard to recruiting: these changes will result in more delineated career options. Currently, it is difficult for students to see how such a broad area (with Social, Biological, Physical Science options) can lead to a specific career path. The names now given to the new options will help with both recruiting and advising. Lee Vierling emphasized that the faculty did diligent work, met with many groups across campus, and benchmarked other institutions. They believe this will make a strong program even stronger and do well over time.

- Faculty Staff Policy Group
 - Removal of FSH 1440 – Mindi Wood Attach. #4
- Mindi Wood explained that FSH 1440 contains only a link to the Provost webpage. It is not a policy and thus it is appropriate to remove it from FSH.

The votes were as follows:

- Discontinuation of B.S. in Natural Resources Conservation – approved with 96% majority.
 - Changes to the B.S. in Environmental Science Emphases – approved unanimously
 - Removal of FSH 1440 – approved with 96% majority
-
- COVID 19 Committee Dashboard Presentation – David Lee-Painter Attach. #5
- David Lee-Painter said it was an honor to serve on the COVID-19 Advisory Committee. The 16 members met every Friday at 8am through the fall semester to support the on-going university efforts. The committee membership was a true cross section of the U of I family, including leaders and experts in the sciences, law, admissions, and student representatives from GSA and ASUI. Recently, the committee's focus has been on how we can improve COVID-19 data communication. Two of the seven exceptional student members will present the committee's proposal today: Megan Dobson and Yesol Sapozhnikov. Megan is a junior majoring in Biology and Microbiology with a Pre-Health minor. Megan is a registered certified nursing assistant and EMT, and serves as the COS Ambassador. After graduation, Megan plans to pursue graduate studies in Public Health with emphasis on Infectious Diseases. She is also ΓΦΒ Vice President of Community Engagement. Yesol Sapozhnikov is a third-year doctoral student in Bioinformatic and Computational Biology. Yesol is a COVID-19 testing specialist at Gritman and a registered nurse.

David Lee-Painter said he is proud to have these two exceptional students represent the committee.

Yesol Sapozhnikov started the presentation noting that current data is difficult to interpret and needs more comprehensive reporting and transparency. The students spoke to experts in data modelling, visualization, and communication. Thanks to Shirley Luckhart, they made contact with a team led by Dr. Howard Forman, Professor of Diagnostic Radiology at Yale University School of Public Health, and Dr. Cary Gross, Professor of Medicine and Public Health at Yale University School of Medicine. Following their model, the committee recommends that U of I provide an interactive user interface that includes easy-to-read, detailed summaries and data visualization of current COVID-19 indicators and testing data. This information should be collected and shared on a web-based dashboard. Good data and transparency build trust. Clearly visible trends can influence both individual and institutional actions as well as monitor and validate the effectiveness of our mitigation plans. Tracking leading indicators helps prevent and minimize outbreaks. As the leading research institution in the state, we have the obligation to inform and lead our state during the pandemic.

Discussion:

There was a question about where accurate information would come from and how it would compare with data from state and federal sources. Response: The data which we are asking to be communicated clearly and visually is already being posted weekly on the U of I website in numerical form, not tabulated or visualized. In order to see trends, one needs to expand the history of past updates. Also, for a web-based, real-time dashboard to be effective, it needs to be updated more frequently. The administration already receives real-time updates on testing data – it's a matter of weighing the advantages and disadvantages of more frequent updates. Some schools post campus data together with county or even state data, which allows students to obtain all the information they need from one site, whereas in Idaho it is not easy to get the overall picture without additional information from the different public health districts.

A Senator asked which aspects of the proposal require Senate approval. Response: This *ad hoc* committee originated from Faculty Senate and Staff Council. We brought this proposal to Senate for their endorsement.

Could the dashboard be useful in other circumstances? Response: Once it is built, it can be used in other reporting situations.

Is it possible to incorporate spatial/geographic information from the state and compare data with those from U of I? Incorporating a geographical component would be very useful to identify spatial hot spots for the purpose of planning and mitigation. Response: The university has the data that we are asking to be more visually presented and more frequently updated. We like to see positive cases reported daily or as frequently as possible, broken down by demographics, undergraduate or graduate students, faculty or staff. This way, we'll have a better idea of where the hot spots are across campus. Once the template to showcase or graph the data is built, the university, using the data it already has, would need to update it, for instance through a spreadsheet that automatically feeds into the dashboard. Once the templates are established – they have been offered to us – maintenance will require minor effort. With regard to expanding geographically to areas around us: as the U of I Advisory Committee, we focus on U of I data and on providing links to data for other communities, counties, and at the state level, so that students who are traveling can be more aware of the risks. As for the spatial component, there

is a modeling team on campus that is working on that, but it is strictly separate from the U of I data we are talking about.

A Senator expressed appreciation for the committee's idea and wondered whether the committee had received any negative feedback. Response: we are trying our best to support our campus. As we move into the winter and the unknown about the spring semester, having transparent, readily updated (in real time), easy-to-access data will help the administration validate the positive outcomes. It will also engage people collectively in the safety of the campus and help them make the best personal decisions. There are no negatives which we haven't talked about and addressed.

A Senator thanked the Advisory Committee for their efforts and asked about the timeline for the dashboard to be up and accessible to everyone. Response: just before Thanksgiving, the committee reached out to the group of national experts identified earlier by Yesol and asked for their help. The group is about to launch – around mid-December – a major initiative to help colleges across the country. They are willing and excited to help our campus.

A Senator asked what Senate can do, concretely. Chair Kirchmeier responded that, because the Advisory Committee is an *ad hoc* committee, a seconded motion from the floor is needed (to accept the proposal as written, or formulated in other words). If the motion passes, Faculty Senate Leadership will send a copy of the proposal to President Green's office with the full support of Senate behind it.

Are any funds needed? Response: None. The Yale team offered to help us build the dashboard from the transportable template Yesol talked about. They will provide intellectual and technical support to work with our experts to modify their template for our purposes. They are willing to help us build the dashboard and customize it to our needs for free.

It was moved (Schwarzlaender) and seconded (Tibbals) to approve the proposal from the Advisory COVID-19 Committee as written.

Further discussion:

Responding to a pending question about incorporating vaccine information, a committee member said that they do not expect to have that type of information – unless it is related to some special program internal to U of I and separate from what is happening at the federal level. As for regional data, the committee hopes we can be as comprehensive and inclusive as possible, if the administration does not object to including external data on the U of I website.

A Senator noted that U of I data would have to go beyond the Moscow campus. We need access to data from the state, because we have off-campus centers and because of travel.

Shirley Luckhart added some final remarks: The committee members reached out to many people with excitement about our involvement with, and support by, the Yale group. This inspired a "national COVID dashboard makeover challenge." The challenge was for each campus to gather 100 nominations from faculty, staff, students, alumni, and parents. The first to get 100 nominations wins the challenge. Our campus had 100 nominations by the next day, while nobody else was even close. The largest number of votes came from students, which is why we

are happy to have Megan and Yesol represent our committee and the students, who had the strongest voice.

Vote: The motion was approved unanimously.

Chair Kirchmeier will send the Senate support of the proposal to President Green by the end of the week. She gave special thanks to the committee members for their work and dedication through the semester and asked them to be recognized.

Chair Kirchmeier introduced the next item on the agenda and noted that, with ten minutes left, only one of the two remaining agenda items can be undertaken. The conversation regarding the assessment committee with Dean Panttaja was postponed and will continue in the spring. Charles Goebel will be invited back to participate in the conversation.

Senator Charles Goebel expressed appreciation for the opportunity to sit in for Alistair Smith as the CNR representative this fall semester.

Other Announcements and Communications:

- Update on the budget metrics – Torrey Lawrence
Provost Lawrence proceeded to give a brief update – more will be communicated in the spring. First, some context/history: President Green put together a work group to develop a new budget model for the university. The product of that was a white paper describing some general parameters for a new way of budgeting, which, in the Provost's own words, could be described as a "responsive" budget – responsive, for instance, to enrollment figures. This is different than what has been typically done – units get a fixed budget. Within the new model, there are several components, some of which would be based on very general metrics such as enrollment. The main question is: how academic units (that is, colleges) will be budgeted. A focal point of the discussions (primarily with Provost Council, the Vice Provost, and the directors of our centers), was to understand in which way metrics will influence where money goes. A number of brainstorming sessions resulted in 124 possible metrics, focused on three areas: 1. Student success; 2. Research; 3. Financial health. This list was narrowed down to about 30 and is in the process of being further narrowed down to about six, depending on the metrics themselves and how they will be used. Enrollment and student credit hours are examples of possible metrics. Completion and retention rates could measure student success. Possible metrics for research may include research expenditures, graduate or terminal degrees awarded, successful grant proposals. Student credit hours are also a measure of financial health, along with program costs and program management. None of the above is finalized – discussions will continue in January. Finding metrics that work for every unit is challenging, and there can be unintended consequences of using a particular metric. Another group is working on metrics to fund non-academic units, such as Facilities or Student Services. More information will come later, with opportunities for input and feedback. In the end, we hope to have a budget model that is responsive to needs, based on the university's priorities.

Discussion:

A Senator noted that, although it is useful to have benchmarks by which we evaluate programs and departments, departments can be very different in nature. A department may not "fit" within a given index or benchmark. Are these contingencies going to be considered? The Provost

recognized that colleges can have unique attributes and, thus, unique aspects of budgeting. The goal – if possible – is to have a model that is understandable and works for everybody, but one of the main challenges is precisely to identify metrics and use/weight them in a way that is fair to different units.

Chair Kirchmeier invited the Senators to send additional questions to her or place them in the Zoom chat.

On behalf of Senate, Chair Kirchmeier congratulated Torrey Lawrence for his appointment to the position of Provost and Executive Vice President, and thanked him for his dedication to the university.

Adjournment:

The agenda was not completed, thus the Chair asked for a motion (Fairley/ Ahmadzadeh) to adjourn. The meeting was adjourned at 5:00pm.

Respectfully Submitted,

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

University of Idaho
2020 – 2021 Faculty Senate Agenda

Meeting # ~~15~~ **16**

Tuesday, December 8, 2020 at 3:30 pm
Zoom

- I. Call to Order
- II. Approval of Minutes (Vote)
 - Minutes of the 2019-2020 Faculty Senate Meeting #~~14~~ **15** December 1, 2020 **Attach. #1**
- III. Chair's Report
- IV. Provost's Report
- V. Committee Reports
 - UCC
 - Discontinuation of BS in Natural Resources Conservation – *Lee Vierling* **Attach. #2**
 - Changes to the BS in Environmental Science Emphases – *Lee Vierling* **Attach. #3**
 - Faculty Staff Policy Group – *Mindi Wood*
 - Removal of FSH 1440 **Attach. #4**
 - COVID 19 Committee Dashboard Presentation – *David Lee Painter* **Attach. #5**
- VI. Other Announcements and Communications
 - Update on the budget metrics – *Torrey Lawrence*
 - Conversation about the assessment committee – *Dean Panttaja* **Attach. #6**
- VII. Special Orders
- VIII. New Business
- IX. Adjournment

Attachments:

- **Attach. #1** Minutes of the 2020-2021 Faculty Senate Meeting #15 (December 1, 2020)
- **Attach. #2** Discontinuation of BS in Natural Resources Conservation
- **Attach. #3** Changes to the BS in Environmental Science Emphases
- **Attach. #4** FSH 1440
- **Attach. #5** COVID 19 Committee Dashboard
- **Attach. #6** Assessment Committee by Charles Goebel

2020 – 2021 Faculty Senate – Pending Approval

Meeting # 15

Tuesday, December 1, 2020, 3:30 pm – 5:00 pm

Zoom only

Present: Ahmadzadeh, Brantz, Bridges, Carney, Carter, Chapman, Dezzani, Fairley, Goebel, Hickman, Kirchmeier (Chair), Lee-Painter, MacIntosh, McKellar, Meeuf (Vice-Chair), Paul, Quinnet, Rashed, Rinker, Rose, Sammarruca (w/o vote), Smith, Stroebel, Tenuto, Tibbals, Torrey Lawrence (w/o vote)

Absent: Wargo (excused), Schwarzlaender, Raja

Guest Speakers/Presenters: Gregory Turner-Rahman, Jim Nagler, Rebecca Couch, Sierra Brantz, K. Dawn Amos

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

Approval of Minutes (vote):

- Minutes of the 2020-21 Meeting #14 – Attach. #1
Two errors were pointed out in the attendance list.
The minutes of the 2020-21 Meeting #14 were approved as corrected.

Consent Agenda (vote):

- Sabbaticals for 2021-22
In response to a Senator's question, it was clarified that sabbatical leaves are approved twice per year.
The consent agenda was adopted.

Chair's Report:

- Thank you to those of you who sent feedback about the Provost candidates to Senate Leadership. A special thanks to Russ who worked to compile that information, along with the results of the ranking survey, into a memo that we sent to President Green yesterday.
- Athena is proud to announce the call for participation in the 2021 Athena Women's Mentorship Program. If you are interested in participating in the 2021 Athena Women's Mentorship Program as either a mentee or a mentor, we ask you to fill out the following survey by **Monday, December 7**. We encourage people from any college, office, campus, and of any background to apply. Cohort three will be announced by Friday, December 18.
- Reminders:
 - Nominations for University Excellence Awards close on December 11. Please look over the award categories for faculty and staff and consider nominating a colleague or two this year! <https://www.uidaho.edu/governance/faculty-staff/university-awards>
 - The survey seeking volunteers for Senate Committees closes on December 11. Please fill out the survey if you are interested in serving on a committee. Please also encourage your colleagues to complete the survey.
 - Next University Faculty Meeting: December 9, 2:30 p.m. to 4:00 p.m., *via* Zoom.
- One upcoming deadline to keep in mind:
 - Deadline to request delay for promotion and/or tenure is March 14, 2021.
Please help us spread the word about these upcoming deadlines by sharing with your colleagues.

There were no questions or comments for the Chair.

Provost's Report:

- A reminder that December 11 is the deadline for completing the required university training, see <https://www.uidaho.edu/governance/edl/required-training>
- COVID-19 update: about 1,000 tests were done prior to Thanksgiving, and a few isolated tests last week. Testing is currently available (contact covid19questions@uidaho.edu), but surveillance testing is not taking place, as many students are not in Moscow and many faculty and staff are working remotely. The schedule for spring semester testing will be communicated soon.

Discussion:

A Senator suggested that we encourage students to come back earlier than the beginning of classes – which start on a Wednesday – so that testing can start early and the number of online days can be minimized. The Provost responded that testing will be available early, and students will be encouraged to arrive early and before January 13.

A Senator asked whether spring enrollment is being tracked by class delivery method (in-person, online, etc.). The Provost responded that it is not currently reported with this information but he will try to gather that information.

There were no more questions or comments for the Provost.

Committee Reports:

- University Curriculum Committee (Vote)
 - Discontinue the MAT in Art – Gregory Turner-Rahman Attach. #3
This is essentially a “clean up.” The MAT has not been offered for many years, but the discontinuation was never completed. There were no questions.
Vote: the proposal was approved with 100% of the votes in favor.
 - Discontinuation of Molecular Biology and Biotech – Jim Nagler Attach. #4
A Senator inquired about the reasons for the discontinuation. Jim Nagler responded that this was not a popular program – over the past five years, the enrollment has been as high as 10 students and as low as one. Moreover, the coursework is essentially the same as in the Microbiology major, so it was decided to concentrate resources on the latter major. In terms of courses, nothing will be lost by discontinuing the Molecular Biology and Biotech major.
Vote: the proposal was approved with 100% of the votes in favor.

Other Announcements and Communications:

- APM 40.32, Parking and Transportation Services – Rebecca Couch Attach. #5
The changes concern clarification for use of budget numbers for parking violations of employees who work off campus and visitors.
- ASUI Mental Health Days – Sierra Brantz and K. Dawn Amos
ASUI is working on a project to introduce “Mental Health Days.” These would be excused absences – like sick days – but used by the student to reduce stress. ASUI suggests two-to-three days per semester, excluding test days, presentation days, or days when assignments are due. They propose an eight-hours advance notice rather than the more typical 24 hours, because

mental health issues cannot be predicted so far in advance. The idea of the project developed from data that ASUI Leadership collected in September 2020. Of the 2,000 respondents, only 50% reported normal depression scores, measured according to a widely used depression questionnaire. The ASUI initiative would improve performance, attitude, and physical health. Furthermore, it would benefit students, by empowering and educating them to take ownership of their mental health – one in four people between the age of 20 to 24 (namely, college age) have a diagnosed mental illness. It would benefit faculty by assuring that students in the classroom can fully focus on their education. There would also be a benefit for the Center for Testing and Counseling (CTC), which is under pressure with all the mental health issues on campus – this upstream prevention technique would take some of the weight off CTC so they could handle more crises. The overall goals of the project are: remove the stigma around mental health issues; improve our campus mental health; promote a culture of discussion and openness; create an upstream approach aimed at prevention of mental health issues; educate the students on how to care for their mental health and recognize the signs.

Discussion:

Senators were supportive of and impressed with the ASUI efforts to help their fellow students. A number of comments, suggestions, and concerns were raised, mostly with regard to the following points. The meaning of “excused absence” can vary wildly with the type of class and/or instructor – for instance, some instructors do not monitor attendance. Excused absences would make no difference in such cases. A recurrent comment/concern was that missing classes and falling behind may create even more stress for the student. What would students do during those days at home? Wouldn’t they get even more depressed? If the student’s status is due to an approaching crisis, they should reach out to professional help. Should these excused-absence days be guided somehow? In extreme cases, the instructor who is asked to allow a mental health day may become aware of a situation that could later escalate. At what point does the instructor become a “mandatory reporter?” Another comment: there is a huge difference between needing a “self-care” or “recharge” day and being in a crisis that needs intervention. This point needs to be clarified. Other issues to be explored: is PTSD a problem specific to returning veterans or is it a broader problem? Is there something we can do as an institution to reduce the causes at the root of the problem?

Other Senators noted that mental health is a broad issue that cannot be addressed with a few days of rest, although they understand and appreciate the ASUI intentions. Another concern was that the request of additional accommodation, in addition to those that have been provided due to COVID-19, may further disrupt the teaching process. It is possible that some students will make inappropriate use of this opportunity. Are we really teaching our students to take personal responsibility?

Sierra and Dawn recognized that an excused absence can have a very different meaning from class to class, and that appropriate adjustments will need to be made accordingly. They reiterated that the intent is to encourage students to take responsibility and practice mental health on their own. They can use the “free” days to reach out to available resources, such as CTC and/or Vandal Health Clinic. There is no data from universities to support the notion that breaking for a day helps with stress and anxiety, but high schools are starting to take similar steps as a prevention tool. That’s why ASUI would like to gather such data. They believe their “up-stream” approach can help with prevention. They also emphasized that such policy would demonstrate that the university cares about the students and their mental health. In cases

where a student really seems to be struggling, a VandalCARE report may be appropriate. We must trust our students and let them know that we care.

Everyone agreed that the ASUI initiative is to be commended. At the same time, mental health is not a problem with a simple solution that works for everyone. Better communication is important to promote a culture where there is no stigma around mental illness. Sometimes, a problem may go undetected for a long time if a student is not required to attend classes. We need a mechanism to reach out early to students in distress and educate them about available resources before they have missed a large part of the semester. The link below was posted in the chat:

<https://www.uidaho.edu/current-students/vandal-health-education/events/mental-health-month>

Chair Kirchmeier thanked Sierra and Dawn for the opportunity to engage in such lively and important conversation.

New Business:

Chair Kirchmeier asked whether there was any new business.

- A Senator announced that David Lee-Painter will be the star in the production of “A Christmas Carol.” The performance is *via* Zoom.
- In response to the concerns raised by a Senator in regard to the role of various committees in the assessment process, FSL is gathering more information together with Dean Panttaja and will bring them to Senate soon.
- Please be sure to watch the lovely ASUI Faculty and Staff appreciation video at: <https://www.youtube.com/watch?v=GHiM2BoHeQQ>

Adjournment:

The agenda being completed, the Chair adjourned the meeting at 4:52pm.

Respectfully Submitted,

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

Program Change Request

A deleted record cannot be edited

Program Inactivation Proposal

Date Submitted: 10/08/20 1:14 pm

Viewing: **223 : Natural Resource Conservation (BSNATRESCCONSV)**

Last approved: 10/07/20 11:12 am

Last edit: 10/08/20 1:14 pm

Changes proposed by: Joana Espinoza (V00370901)

Catalog Pages Using
this Program
[Natural Resource Conservation \(B.S.Nat.Resc.Consv.\)](#)

Final Catalog 2020-2021

Rationale for
Inactivation

In Workflow

- 1. 153 Chair
- 2. 11 Curriculum Committee Chair
- 3. 11 Dean
- 4. Provost's Office
- 5. Assessment
- 6. Curriculum Review
- 7. Registrar's Office
- 8. UCC
- 9. Faculty Senate Chair
- 10. UFM
- 11. President's Office
- 12. State Approval
- 13. NWCCU

Approval Path

- 1. 10/08/20 1:15 pm
Joana Espinoza (jespinoza):
Approved for 153 Chair
- 2. 10/08/20 1:16 pm
Joana Espinoza (jespinoza):
Approved for 11 Curriculum Committee Chair
- 3. 10/08/20 1:17 pm
Joana Espinoza (jespinoza):
Approved for 11 Dean

4. 10/08/20 1:18 pm
Joana Espinoza
(jespinoza):
Approved for
Provost's Office
5. 10/19/20 8:33 am
Sara Mahuron
(sara): Approved for
Assessment
6. 10/21/20 6:47 pm
Rebecca Frost
(rfrost): Approved
for Curriculum
Review
7. 11/25/20 11:23 am
Amy Kingston
(amykingston):
Approved for
Registrar's Office
8. 11/30/20 4:39 pm
Rebecca Frost
(rfrost): Approved
for UCC

History

1. Oct 6, 2020 by
Joana Espinoza
(jespinoza)
2. Oct 7, 2020 by
Joana Espinoza
(jespinoza)

The College of Natural Resources is the administrative home of the campus-wide Environmental Science Program at the University of Idaho. Over time the Environmental Science B.S. degree (in particular the Social Science Option) and the Natural Resource Conservation B.S. degree developed a significant deal of content overlap, particularly in the areas of environmental planning, policy, and natural resource management. As a result these two programs often competed for students who were seeking expertise in the environmental social sciences.

Environmental Science programs are seeing significant enrollment growth across the country. We are poised to tap into this enrollment growth at the University of Idaho given our prominence as a state that enjoys a tremendous reputation in natural resource and environmental stewardship. As a result we propose a coordinated action where we 1) redesign the Environmental Science (ENVS) B.S. degree to more formally include environmental planning, policy, and natural resource management (in addition to other emphases), while also 2) discontinuing the Natural Resource Conservation (NRC) B.S. degree. In this way, we will be able to 1) streamline undergraduate offerings by eliminating unnecessary redundancy, 2) consolidate our undergraduate programs under the popular Environmental Science degree umbrella, and 3) initiate strategic branding and marketing of the Environmental Science program at the University of Idaho.

Following this rationale, the faculty of the Department of Natural Resources and Society voted in support of this discontinuance proposal with the condition that the proposed changes to the Environmental Science curriculum be adopted concurrent with this proposal. Fifteen of sixteen faculty voted, with the final vote tally on 9/1/2020 in support of this proposal being 12 yes, 0 no, and 3 abstain

Attach State Form

[CNR - Discont NRC w Budget.pdf](#)

Faculty Contact

Faculty Name	Faculty Email
Dennis Becker	drbecker@uidaho.edu

Change Type

Description of Change

Academic Level Undergraduate

College Natural Resources

Department/Unit: Natural Resources & Society

Effective Catalog 2020-2021

Year

Program Title
Natural Resource Conservation (BSNATRESCCONSV)

Program Credits 120

CIP Code

03.0201 - Natural Resources Management
and Policy.

Emphasis/Option
CIP Code(s)

Curriculum:

Required Course work includes the university requirements (see [regulation J-3](#)) and:

ECON 202	Principles of Microeconomics	3
FOR 221	Principles of Ecology	3
FOR 375	Introduction to Spatial Analysis for Natural Resource Management	3
NR 101	Exploring Natural Resources	2
NRS 125	Introduction to Conservation and Natural Resources	3
NRS 235	Society and Natural Resources	3
NRS 310	Social Science Methods	4
NRS 311	Public Involvement in Natural Resource Management	3
NRS 383	Natural Resource and Ecosystem Service Economics	3
NRS 387	Environmental Communication Skills	3
NRS 498	Internship	1-6
STAT 251	Statistical Methods	3

Select one of the following: 3-4

MATH 143	College Algebra
MATH 160	Survey of Calculus
MATH 170	Calculus I

Emphases

Select one of the following emphases: 50-72

[Conservation Planning and Management](#)
[Conservation Science](#)

Total Hours 87-115

A. Conservation Planning and Management Emphasis

To graduate a student must earn an average GPA of 2.30 or higher in all NRS courses.

COMM 101	Fundamentals of Oral Communication (or one semester of a foreign language course)	2-4
ENGL 207	Persuasive Writing	3
or ENGL 208	Personal & Exploratory Writing	
ENVS 225	International Environmental Issues Seminar	3
or IS 322	Int'l Environmental Governance	
NRS 364	Politics of the Environment	3
NRS 462	Natural Resource Policy	3
NRS 475	Local and Regional Environmental Planning	3

<u>NRS 476</u>	Env Proj Mgmt/Decision Making	4
<u>POLS 101</u>	American National Government	3
or <u>POLS 275</u>	American State and Local Government	
<u>PSYC 101</u>	Introduction to Psychology	3
<u>SOC 101</u>	Introduction to Sociology	3

Select one of the following: 4

<u>BIOL 102</u>	Biology and Society
& <u>102L</u>	and Biology and Society Lab
<u>BIOL 115</u>	Cells and the Evolution of Life
& <u>115L</u>	and Cells and the Evolution of Life Laboratory

Select one of the following: 3

<u>ENGL 313</u>	Business Writing
<u>ENGL 316</u>	Environmental Writing
<u>ENGL 317</u>	Technical Writing
<u>ENGL 322</u>	Studies in Environmental Literature and Culture

Select one of the following: 3

<u>AGEC 477</u>	Law Ethics and the Environment
<u>ENVS 479</u>	Introduction to Environmental Regulations
<u>NRS 386</u>	Managing Complex Environmental Systems

Select one of the following: 4

<u>CHEM 101</u>	Introduction to Chemistry
& <u>101L</u>	and Introduction to Chemistry Laboratory
<u>CHEM 111</u>	General Chemistry I
& <u>111L</u>	and General Chemistry I Laboratory
<u>GEOL 101</u>	Physical Geology
& <u>101L</u>	and Physical Geology Lab

Select one of the following: 3-4

<u>NRS/FOR 472</u>	Remote Sensing of the Environment
<u>NRS/REM 440</u>	Restoration Ecology
<u>NRS 478</u>	LIDAR and Optical Remote Sensing Analysis

Select one of the following: 3-4

<u>BIOL 314</u>	Ecology and Population Biology
<u>FOR 326</u>	Fire Ecology
<u>NRS 450</u>	Global Environmental Change
<u>REM 340</u>	Ethnobotany
<u>REM 429</u>	Landscape Ecology
<u>REM 459</u>	Rangeland Ecology
& <u>REM 460</u>	and Integrated Field Studies in Rangelands
<u>WLF 370</u>	Management and Communication of Scientific Data
<u>WLF 440</u>	Conservation Biology

Contract Courses 1 12-18

Total Hours

62-72

Courses to total 120 credits for this degree

1 Students must submit a contract for a minimum of 12 credits, completed through prior consultation and approval from the faculty advisor. Courses taken to fulfill major requirements above cannot be double counted for contract courses. All contract courses must be upper division (University of Idaho 300-, 400-, or 500-level courses).

Students may fulfill their contract requirement by completing a University approved minor, certificate, or approved study abroad experience. Students are encouraged to make choices that strengthen their expertise and demonstrate proficiency in an area of professional interest.

B. Conservation Science Emphasis.

To graduate, a student must earn an average GPA of 2.00 or higher in all courses taught in the [College of Natural Resources](#) and complete an approved professional work experience in natural resources.

[NRS 364](#) Politics of the Environment 3

or [NRS 462](#) Natural Resource Policy

Select one writing course: 3

[ENGL 207](#) Persuasive Writing

[ENGL 208](#) Personal & Exploratory Writing

[ENGL 313](#) Business Writing

[ENGL 316](#) Environmental Writing

[ENGL 317](#) Technical Writing

Select one of the following: 3-4

[NRS 475](#) Local and Regional Environmental Planning

[NRS 476](#) Env Proj Mgmt/Decision Making

[NRS 490](#) Wilderness and Protected Area Management

Select one of the following: 4

[CHEM 101](#) Introduction to Chemistry

& [101L](#) and Introduction to Chemistry Laboratory

[CHEM 111](#) General Chemistry I

& [111L](#) and General Chemistry I Laboratory

Select one of the following: 4

[BIOL 114](#) Organisms and Environments

[BIOL 115](#) Cells and the Evolution of Life

& [115L](#) and Cells and the Evolution of Life Laboratory

Natural Resource Science Restricted Electives 33

Select 33 credits of Natural Resource Science Restricted electives from the following (at least 15 credits must be at the 400-level):

Fishery Science

Select at least 6 credits from the following:

[FISH 314](#) Fish Ecology

[FISH 315](#) Fish Ecology Field Techniques and Methods

<u>FISH 415</u>	Limnology
<u>FISH 418</u>	Fisheries Management
<u>FISH 422</u>	Concepts in Aquaculture
<u>FISH 424</u>	Fish Health Management
<u>FISH 430</u>	Riparian Ecology and Management

Fire Ecology and Management

Select at least 2 credits from the following:

<u>FOR 326</u>	Fire Ecology
<u>FOR 433</u>	Fire and Fuel Modeling
<u>FOR 450</u>	Fire Behavior
<u>FOR 454</u>	Air Quality, Pollution, and Smoke

Forestry and Renewable Materials

Select at least 9 credits from the following:

<u>FOR 220</u>	Forest Biology & Dendrology
<u>FOR 275</u>	Forestry Resource Sampling
<u>FOR 330</u>	Terrestrial Ecosystem Ecology
<u>FOR 424</u>	Silviculture Principles and Practices
<u>FOR 430</u>	Forest Operations
<u>FOR 431</u>	Low Volume Forest Roads
<u>FOR 436</u>	Cable Systems
<u>FOR 462</u>	Watershed Science and Management
<u>FOR 468</u>	Forest and Plant Pathology
<u>FOR 472</u>	Remote Sensing of the Environment
<u>FSP 321</u>	Properties of Forest and Sustainable Products
<u>FSP 436</u>	Biocomposites
<u>FSP 438</u>	Introduction to Lignocellulosic Chemistry
<u>FSP 444</u>	Primary Forest Products Manufacturing
<u>FSP 450</u>	Biomaterial Deterioration/Protect
<u>FSP 491</u>	Biomaterial Product and Process Development Lab
<u>FSP/MKTG 495</u>	Product Development and Brand Management

Rangeland Ecology and Management

Select at least 6 credits from the following:

<u>REM 341</u>	Systematic Botany
<u>REM 410</u>	Principles of Vegetation Monitoring and Measurement
<u>REM 411</u>	Wildland Habitat Ecol & Assmnt
<u>REM 429</u>	Landscape Ecology
<u>REM 440</u>	Restoration Ecology
<u>REM 456</u>	Integrated Rangeland Management
<u>REM 459</u>	Rangeland Ecology
<u>REM 460</u>	Integrated Field Studies in Rangelands

Wildlife Science

Select at least 6 credits from the following:

WLF 314	Ecology of Terrestrial Vertebrates
WLF 315	Techniques Laboratory
WLF 370	Management and Communication of Scientific Data
WLF 440	Conservation Biology
WLF 448	Fish and Wildlife Population Ecology
WLF 482	Ornithology
WLF 492	Wildlife Management

Total Hours

50-

51

Courses to total 120 credits for this degree

Distance Education Availability

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

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

No

Note: Existing programs transitioning from less than 50% of its curricular requirements to 50% or more of its requirements being available via distance education is considered a Group 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:

Coeur d'Alene

Moscow

Student Learning Outcomes

Have learning outcomes changed? No Change

Learning Objectives

Conservation Science Option

Graduates will be able to communicate effectively. In particular, graduates will be able to create and practice effective oral, written, and graphic communication with diverse audiences, especially within interdisciplinary

teams and with stakeholders in the fields of conservation and environmental science, planning, and management. Graduates will be able to critically evaluate and integrate concepts and knowledge from ecological, social, economic and political perspectives. They will master basic concepts, apply key concepts and knowledge from social-ecological sciences, and effectively implement current research technologies (e.g., GPS, Remote Sensing, GIS, statistical packages, data collection and management, and environmental and social assessment techniques) individually and in teams to create, manage, and deliver outcomes relating to conservation and environmental science, planning, and management.

Graduates will be able to integrate and critically assess diverse viewpoints and perspectives that increase their ability to effectively manage natural resources and the environment. Graduates will also be able to demonstrate reflection and expanded levels of empathy as applied to professional goals through both independent and interdisciplinary team-based work in relation to a variety of societal activities and levels of governance.

Graduates will be able to define and apply sustainable natural resource management best practices as ethical and socially responsible; they will be able to examine ethical dilemmas and make ethically informed choices. Graduates will also be able to identify and evaluate the role of natural resource policy and regulation, economics, and markets, their development, and the application of frameworks used in conservation planning and management at various scales (from landscape to regional to international levels); they will also be able to connect the historical development of conservation and environmental philosophies with modern day methods that currently drive conservation and environmental policy, management, and planning.

Graduates will be able to synthesize ideas and information to identify, analyze, and address natural resource issues. They will critically evaluate and apply planning and management principles, processes, and best practices (e.g., appropriate theoretical and applied project frameworks, philosophies, policies, decision making, and strategic planning) using appropriate technologies (e.g. geospatial and data collection/analysis/management tools), and develop planning and management skills to productively address conservation and environmental issues across scales.

Rationale for the proposed change. Include an explanation of how the department will manage the added workload, if any.

Supporting

Documents

Requires TECC
Review

No

Reviewer

Comments

Idaho State Board of Education**Proposal for Discontinuation***(Fill out if discontinuing an academic program or certificate.)*

Date of Proposal Submission:	September 1, 2020
Institution Submitting Proposal:	University of Idaho
Name of College, School, or Division:	College of Natural Resources
Name of Department(s) or Area(s):	Department of Natural Resources and Society

Program Identification for Proposed Discontinued Program:

Title:	Natural Resource Conservation
Degree/Certificate:	Bachelor's of Science
Method of Delivery:	Face-to-Face
CIP code:	
Proposed Discontinuation Date:	Fall Semester 2021

Indicate whether this request is a discontinuation of either of the following:

<input checked="" type="checkbox"/> Undergraduate Program	<input type="checkbox"/> Graduate Program
<input type="checkbox"/> Undergraduate Certificate	<input type="checkbox"/> Graduate Certificate
<input type="checkbox"/> Other	

N/A

Graduate Dean (as applicable)	Date	State Administrator, IDCTE	Date
	Sept 25, 2020		
College Dean (Institution)	Date	Academic Affairs Program Manager	Date
FVP/Chief Fiscal Officer (Institution)	Date	Chief Financial Officer	Date
Provost/VP for Instruction (Institution)	Date	Chief Academic Officer, OSBE	Date

President

Date

SBOE/Executive Director Approval

Date

1. Provide rationale for the discontinuance.

The College of Natural Resources is the administrative home of the campus-wide Environmental Science Program at the University of Idaho. Over time the Environmental Science B.S. degree (in particular the Social Science Option) and the Natural Resource Conservation B.S. degree developed a significant deal of content overlap, particularly in the areas of environmental planning, policy, and natural resource management. As a result these two programs often competed for students who were seeking expertise in the environmental social sciences.

Environmental Science programs are seeing significant enrollment growth across the country. We are poised to tap into this enrollment growth at the University of Idaho given our prominence as a state that enjoys a tremendous reputation in natural resource and environmental stewardship. As a result we propose a coordinated action where we 1) redesign the Environmental Science (ENVS) B.S. degree to more formally include environmental planning, policy, and natural resource management (in addition to other emphases), while also 2) discontinuing the Natural Resource Conservation (NRC) B.S. degree. In this way, we will be able to 1) streamline undergraduate offerings by eliminating unnecessary redundancy, 2) consolidate our undergraduate programs under the popular Environmental Science degree umbrella, and 3) initiate strategic branding and marketing of the Environmental Science program at the University of Idaho.

Following this rationale, the faculty of the Department of Natural Resources and Society voted in support of this discontinuance proposal with the condition that the proposed changes to the Environmental Science curriculum be adopted concurrent with this proposal. Fifteen of sixteen faculty voted, with the final vote tally on 9/1/2020 in support of this proposal being 12 yes, 0 no, and 3 abstain.

2. Teach-out Plans/Options for currently enrolled students.

- a. Describe teach-out plans for continuing students. Indicate the year and semester in which the last cohort of students was admitted and the final term the college will offer the program.

The last cohort of students entering the NRC program will begin their program in Fall, 2020. We will continue to support the program for for six years, or until the last NRC major has graduated, whichever comes first. This is very attainable because all but one of the courses required for the current NRC program will continue to be offered under the ENVS umbrella.

- b. Is there an alternative program/major or field of study? If so, please describe.

Yes, the ENVS program has been redesigned to include an emphasis in Policy, Planning and Management. This ENVS degree emphasis will contain all but one of the courses currently included in the discontinued NRC degree. As a result, students will be able to switch to this degree pathway with no disruption.

- c. How will continuing students be advised of impending changes and consulted about options or alternatives for attaining their educational goals?

Faculty and Staff who currently support the NRC degree will continue to advise students in both the newly designed ENVS degree emphasis in Policy, Planning, and Management, as well as the

outgoing NRC degree during the teach-out.

3. Identify similar programs offered by other public colleges/universities (Not applicable to CTE programs).

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
Utah State University	B.S. Undergraduate	Recreation Resource Management: The Recreation Resource Management degree prepares students for careers in managing outdoor recreation settings. Students who pursue this degree might work in a visitor center or as an interpreter at a public forest or rangeland, state or national park, or wilderness area. Because these jobs require an understanding of both the land itself and the people who visit these areas, this degree offers a solid foundation in both the biological and social sciences.
Washington State University	B.S. Undergraduate	Environmental and Ecosystems Sciences: The Environmental and Ecosystems Sciences (EES) major at WSU features a broad interdisciplinary science and social science core coupled with a flexible advanced curriculum. This flexibility allows students to choose in-depth studies in an area of interest, minors, and hands-on research and management experience and to prepare for graduate school and management careers.
University of Montana	B.S. Undergraduate	Resource Conservation: Resource Conservation integrates classroom learning with hands-on field experiences and internships to prepare students for a range of conservation professions. Students develop a foundation in conservation science and then focus on the issues and topics they are most passionate about. Students can emphasize climate and environmental change, community conservation, ecology, environmental policy, international conservation, rangeland management and ecology, water resources, wilderness studies, or wildland fire management, or design their own emphasis working with faculty advisors.

4. 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	Headcount Enrollment in Program				Number of Graduates From Program			
	FY16	FY17	FY18	FY19 (most recent)	FY16	FY17	FY18	FY19 (most recent)
BSU	N/A							
ISU	N/A							
UI	55	54	50	37	12	14	10	7
LCSC	N/A							

5. Describe the impact the discontinuance will have on (a) other programs and (b) the mission of the institution.

Because we are coordinating the discontinuance of this program by integrating the content into the redesigned ENVIS program, we anticipate that ENVIS will see increased enrollment. We anticipate that the size of ENVIS will increase not only by the number of students who traditionally enrolled in the NRC degree, but by greater amounts because ENVIS is a more visible degree option for high school students. We expect this change to have a long term positive impact on the land grant mission of the UI because it is likely that more students will be served, and these students will be able to more effectively interact with employers and other stakeholders due to the reconfiguration of the ENVIS degree to include the NRC content.

6. Describe the potential faculty and staff reductions or reassignments that would result from the discontinuance.

Faculty and staff will be reassigned to support the newly redesigned ENVIS degree. Because the content of the new degree emphasis within ENVIS is very similar to the NRC degree being discontinued, we expect that the transfer of expertise to the ENVIS program will be seamless.

7. Fiscal Impact. Using the budget template provided, identify amount, if any, which would become available for redirection as a result of discontinuance.

Please see attached. Thank you.

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

	FY _____		FY _____		FY _____		FY _____	
	FTE	Headcount	FTE	Headcount	FTE	Headcount	FTE	Headcount
A. New enrollments	_____	_____	_____	_____	_____	_____	_____	_____
B. Shifting enrollments	_____	_____	_____	_____	_____	_____	_____	_____
Total Enrollment	0	0	0	0	0	0	0	0

II. REVENUE

	FY _____		FY _____		FY _____		FY _____	
	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	_____	_____	_____	_____	_____	_____	_____	_____
5. Student Fees	_____	_____	_____	_____	_____	_____	_____	_____
6. Other (i.e., Gifts)	_____	_____	_____	_____	_____	_____	_____	_____
Total Revenue	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$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

	FY _____		FY _____		FY _____		FY _____	
	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>

	FY _____		FY _____		FY _____		FY _____	
	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>

	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								
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>

	FY _____	FY _____	FY _____	FY _____	FY _____	FY _____	FY _____	FY _____
D. Capital Facilities Construction or Major Renovation	_____	_____	_____	_____	_____	_____	_____	_____
E. Other Costs								
Utilities	_____	_____	_____	_____	_____	_____	_____	_____
Maintenance & Repairs	_____	_____	_____	_____	_____	_____	_____	_____
Other _____	_____	_____	_____	_____	_____	_____	_____	_____
Total Other 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>
 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> \$0 </u>	<u> \$0 </u>	<u> \$0 </u>	<u> \$0 </u>	<u> \$0 </u>	<u> \$0 </u>	<u> \$0 </u>	<u> \$0 </u>

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

All courses in the discontinued Natural Resources Conservation (NRC) degree will be offered in the newly redesigned Environmental Science (ENVS) degree that will now include an NRC-type emphasis area. As a result, all faculty teaching these courses will continue to teach and advise students in the redesigned ENVS degree. We expect enrollment in these courses to grow due to the popularity of ENVS degrees that have relatively higher visibility to high school students."

Program Change Request

Date Submitted: 10/21/20 3:05 pm

Viewing: **105 : Environmental Science (BSENV5)**

Last edit: 11/30/20 4:04 pm

Changes proposed by: Joana Espinoza (V00370901)

Catalog Pages Using
this Program

[Environmental Science \(B.S.Env.S.\)](#)

Faculty Contact

In Workflow

1. 257 Chair
2. 11 Curriculum
Committee Chair
3. Registrar's Office
4. Assessment
5. Curriculum Review
6. Registrar's Office
7. Registrar's Office
8. UCC
9. Faculty Senate
Chair
10. UFM
11. President's Office
12. State Approval
13. NWCCU

Approval Path

1. 10/21/20 3:50 pm
Joana Espinoza
(jespinoza):
Approved for 257
Chair
2. 10/21/20 3:53 pm
Joana Espinoza
(jespinoza):
Approved for 11
Curriculum
Committee Chair
3. 11/04/20 5:39 pm
Amy Kingston
(amykingston):
Approved for
Registrar's Office
4. 11/09/20 8:11 am
Sara Mahuron

(sara): Approved for
Assessment

5. 11/13/20 1:24 pm
Rebecca Frost
(rfrost): Approved
for Curriculum
Review

6. 11/25/20 10:54 am
Amy Kingston
(amykingston):
Approved for
Registrar's Office

7. 11/25/20 11:19 am
Amy Kingston
(amykingston):
Approved for
Registrar's Office

8. 11/30/20 4:12 pm
Rebecca Frost
(rfrost): Approved
for UCC

Faculty Name	Faculty Email
Lee Vierling	leev@uidaho.edu

Change Type Change academic component name (degree,
major, option, emphasis, minor,
concentration, or specialization)
Discontinue Option, Emphasis, Concentration,
or Specialization within a major

Description of Change

Overhauling emphases - see rationale

Academic Level Undergraduate

College Natural Resources

Department/Unit: Environmental Science

Effective Catalog 2021-2022

Year

Program Title

Environmental Science (BSENVS)

Program Credits **120**

CIP Code 03.0104 - Environmental Science.

Emphasis/Option

CIP Code(s)

Curriculum:

Required course work includes the university requirements (see [regulation J-3](#)), the general requirements for the B.S. degree, and:

BIOL 114	Organisms and Environments	4
COMM 101	Fundamentals of Oral Communication (OR one semester of a foreign language course)	2-3
or COMM 233	Interpersonal Communication	
<u>ENVS 101</u>	Introduction to Environmental Science	3
<u>ENVS 102</u>	Field Activities in Environmental Sciences	1
<u>ENVS 201</u>	Careers in the Env Sciences	3
<u>ENVS 300</u>	(s) Environmental Sci Seminar	1-16
<u>ENVS 498</u>	Internship	1
FOR/NRS 375	Introduction to Spatial Analysis for Natural Resource Management	
or GEOG 385	GIS Primer	
FOR/NRS 472	Remote Sensing of the Environment	
GEOG 301	Meteorology	
GEOG 313	Global Climate Change	
GEOG 401	Climatology	
GEOG 483	Remote Sensing/GIS Integration	
GEOL 361	Geology and the Environment	
MATH 175	Calculus II	
PHYS 111	General Physics I	
& 111L	and General Physics I Lab	
PHYS 112	General Physics II	
& 112L	and General Physics II Lab	
PHYS 211	Engineering Physics I	
& 211L	and Laboratory Physics I	
PHYS 212	Engineering Physics II	
& 212L	and Laboratory Physics II	
SOIL 205	The Soil Ecosystem	
WLF 482	Ornithology	
<u>STAT 251</u>	Statistical Methods	3

or STAT 301

Probability and Statistics

Choose one course from the following:

3

~~BIOL 314 Ecology and Population Biology~~~~FOR/REM Principles of Ecology~~~~221/WLF 220~~~~GEOG 410 Biogeography~~~~NR 321 Ecology~~ENVS 225 International Environmental Issues SeminarENVS 400Course ENVS 400 Not Found

1-16

AIST 314 Tribal Sovereignty and Federal Policy~~ENVS 479 Introduction to Environmental Regulations~~~~ENVS 577 Law Ethics and the Environment~~~~IS 322 Int'l Environmental Governance~~~~NRS 311 Public Involvement in Natural Resource Management~~~~NRS/POLS 364 Politics of the Environment~~~~NRS/POLS 462 Natural Resource Policy~~

Choose one course from the following:

3-4

~~AGEC 451 Applied Environmental and Natural Resource Economics~~~~AIST 344 Indigenous Ways of Knowing~~~~ANTH/SOC 465 Environmental Justice~~~~HIST 424 American Environmental History~~ECON 202 Principles of MicroeconomicsECON 272 Foundations of Economic Analysis~~GEOG 345 Global Economic Geography~~~~NRS/FOR 235 Society and Natural Resources~~~~NRS 383 Natural Resource and Ecosystem Service Economics~~~~SOC 350 Food, Culture, and Society~~

Water - one course from the following:

3-4

~~ASM 315 Irrigation Systems and Water Management~~~~BE 453 Northwest Climate and Water Resources Change~~

Choose one course from the following:

3

GEOL 309 Ground Water Hydrology

Sustainability and Integration - one course from the following:

3

~~ENVS 415 Environmental Lifecycle Assessment~~~~ENVS 428 Pollution Prevention~~~~ENVS 484 History of Energy~~~~ENVS 485 Energy Efficiency and Conservation~~~~FS 436 Principles of Sustainability~~~~GEOG 435 Climate Change Mitigation~~~~ENVS 386 Managing Complex Environmental Systems~~~~REM 456 Integrated Rangeland Management~~

Technical--three courses from the following:

3-12

BIOL 115	Cells and the Evolution of Life
& 115L	and Cells and the Evolution of Life Laboratory
BIOL 250	General Microbiology
BIOL 483	Mammalogy
BIOL 489	Herpetology
CHEM 253	Quantitative Analysis
& CHEM 254	and Quantitative Analysis: Lab
CHEM 275	Carbon Compounds
CHEM 277	Organic Chemistry I
ENVS 450	Environmental Hydrology
FISH 415	Limnology
FOR 462	Watershed Science and Management

Choose one course from the following:

4

GEOG 100	Physical Geography
& 100L	and Physical Geography Lab
GEOL 101	Physical Geology
& 101L	and Physical Geology Lab
GEOL 111	Physical Geology for Science Majors
& 111L	and Physical Geology for Science Majors Lab
SOIL 205	The Soil Ecosystem
& SOIL 206	and The Soil Ecosystem Lab
ENVS 497	Senior Research
ENGL 316	Environmental Writing
or ENGL 317	Technical Writing
or ENGL 318	Science Writing
PHIL 452	Environmental Philosophy
NRS 476	Env Proj Mgmt/Decision Making

Emphasis

Select one of the following options:

20-62

Select one of the following emphases:

53-68

Ecological Restoration	
ENVS 428	Pollution Prevention
ENVS 429	Environmental Audit
GEOL 375	Geology of National Parks
REM 407	GIS Application in Fire Ecology and Management
REM 459	Rangeland Ecology
Policy, Planning, and Management	
Culture and Communication	
Integrated Sciences	
Sustainability Sciences (Online only)	

Biophysical Science

Total Hours

78-

109

~~A. Biological Science Option~~ ~~This option is suitable for students wishing to pursue technically oriented careers in environmental professions such as natural resource management, bioremediation, and environmental impact analysis.~~ **Ecological Restoration Emphasis**

BIOL 250	General Microbiology	3
<u>BIOL 115</u>	Cells and the Evolution of Life	3
<u>BIOL 115L</u>	Cells and the Evolution of Life Laboratory	1
<u>CHEM 111</u>	General Chemistry I	3
<u>CHEM 111L</u>	General Chemistry I Laboratory	1
<u>CHEM 112</u>	General Chemistry II	3
<u>CHEM 112L</u>	General Chemistry II Lab	2
<u>NRS 310</u>	Social Science Methods	4
<u>PHIL 452</u>	Environmental Philosophy	3
Choose one course from the following:		3
<u>ENGL 316</u>	Environmental Writing	
<u>ENGL 317</u>	Technical Writing	
<u>ENGL 318/JAMM 328</u>	Science Writing	
<u>NRS 387</u>	Environmental Communication Skills	
<u>WLF 370</u>	Management and Communication of Scientific Data	
Choose one course from the following:		3
<u>ENGL 322</u>	Studies in Environmental Literature and Culture	
<u>HIST 424</u>	American Environmental History	
Choose one course from the following:		3
<u>GEOG 313</u>	Global Climate Change	
GEOG 410	Biogeography	
<u>GEOG 435</u>	Climate Change Mitigation	
<u>GEOG 455</u>	Societal Resilience and Adaptation to Climate Change	
Choose one course from the following:		3
<u>ENVS/NRS 386</u>	Managing Complex Environmental Systems	
<u>GEOG 420</u>	Land, Resources, and Environment	
<u>NRS 235</u>	Society and Natural Resources	
<u>NRS 311</u>	Public Involvement in Natural Resource Management	
<u>SOC 466</u>	Climate Change and Society	
<u>SOC 340</u>	Environmental Sociology and Globalization	

Choose one course from the following:

3

<u>ENVS 479</u>	Introduction to Environmental Regulations
<u>GEOG 488</u>	Geography of Energy Systems
<u>NRS/POLS 364</u>	Politics of the Environment
<u>NRS/POLS 462</u>	Natural Resource Policy
<u>NRS 488</u>	NEPA in Policy and Practice

Choose one course from the following:

4

<u>MATH 160</u>	Survey of Calculus
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Select 4 electives from at least two of the following areas:

20

Plant Protection:

ENT-322	General and Applied Entomology
PLSC-338	Weed Control
PLSC-410	Invasive Plant Biology
PLP-415	Plant Pathology
SOIL-446	Soil Fertility

Animal Ecology:

WLF-314	Ecology of Terrestrial Vertebrates
WLF-315	Techniques Laboratory
WLF-440	Conservation Biology 1
WLF-448	Fish and Wildlife Population Ecology 1

Aquatic Ecology (Take all three courses):

FISH-314	Fish Ecology
FISH-415	Limnology
FISH-430	Riparian Ecology and Management

Forest and Range Systems:

FOR-330	Terrestrial Ecosystem Ecology
FOR-426	Global Fire Ecology and Management
REM-411	Wildland Habitat Ecol & Assmnt
REM-429	Landscape Ecology

<u>MATH 170</u>	Calculus I
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Choose one sequence from the following:

4-5

<u>GEOG 100</u>	Physical Geography
<u>& 100L</u>	and Physical Geography Lab
<u>GEOG 111</u>	Physical Geology for Science Majors
<u>& GEOG 101L</u>	and Physical Geology Lab
<u>SOIL 205</u>	The Soil Ecosystem
<u>& SOIL 206</u>	and The Soil Ecosystem Lab

Choose one course from the following:

3

<u>FOR/REM 221</u>	Principles of Ecology
<u>WLF 220</u>	Principles of Ecology

Choose one course from the following:

3

ENVS 428**Pollution Prevention****ENVS 429****Environmental Audit****FS 409****Princ Environmental Toxicology****SOIL 425****Microbial Ecology****SOIL 438****Pesticides in the Environment****SOIL 454****Pedology****Water:****ENVS 450****Environmental Hydrology****FOR 462****Watershed Science and Management****GEOL 309****Ground Water Hydrology****GEOL 410****Groundwater Field Methods****HYDR 412****Environmental Hydrogeology****Geospatial Tools (take at least 3 of the 6 courses listed below):****FOR 472****Remote Sensing of the Environment****GEOG 385****GIS Primer****GEOG 424****Hydro Apps/GIS&Remote Sensing****GEOG 475****Intermediate GIS****GEOG 483****Remote Sensing/GIS Integration****LARC 495****GIS Applications in Land Planning 2****Climate Change and Ecosystems (Take all three courses):****GEOL 361****Geology and the Environment****INDT 364****Hazardous Materials****Choose one course from the following:****3****BE 433****Bioremediation****SOIL 422****Environmental Soil Chemistry****SOIL 452****Environmental Water Quality****Choose 3 credits from the following:****3****FISH 496****Intro to Aquatic Restoration****PLSC 419****Plant Community Restoration Methods****REM 280****Introduction to Wildland Restoration****REM/NRS 440****Restoration Ecology****REM 459****Rangeland Ecology****Soils:****Choose one course from the following:****3****AGEC 477****Law Ethics and the Environment****NRS 311****Public Involvement in Natural Resource Management****NRS 383****Natural Resource and Ecosystem Service Economics**

Total Hours

58-59

Courses to total 120 credits for this degree**~~± Either WLF 440%7C or WLF 448%7C may be used as a depth elective.~~**

~~B. Physical Science Option~~~~This option is suitable for students wishing to pursue technical careers in environmental professions such as air, soil, and water pollution abatement, hazardous waste management, waste minimization, and ecological restoration.~~ Policy Planning and Management

Select 4 electives from at least two of the following areas:

20

~~Water:~~

ENVS 450	Environmental Hydrology
FOR 462	Watershed Science and Management
GEOL 309	Ground Water Hydrology
GEOL 410	Groundwater Field Methods
HYDR 412	Environmental Hydrogeology

~~Hazardous Waste:~~

BE 433	Bioremediation
BE 452	Environmental Water Quality
BIOL 380	Biochemistry I
CHEM 418	Environmental Chemistry
ENVS 479	Introduction to Environmental Regulations
FS 409	Princ Environmental Toxicology

~~Geology:~~

GEOL 335	Geomorphology
GEOL 361	Geology and the Environment
GEOL 422	Principles of Geophysics
GEOL 423	Principles of Geochemistry

~~Mathematics and Statistics:~~

MATH 175	Calculus II
MATH 275	Calculus III
MATH 310	Ordinary Differential Equations
STAT 431	Statistical Analysis

~~Soils:~~

CHEM 418	Environmental Chemistry
SOIL 415	Soil and Environmental Physics
SOIL 422	Environmental Soil Chemistry
SOIL 454	Pedology

~~Economics and Management (take both courses):~~

OM 378	Project Management
ENVS 428	Pollution Prevention

Geospatial Tools (take at least 3 of the 4 courses):

FOR 472	Remote Sensing of the Environment
GEOG 385	GIS Primer
GEOG 424	Hydro Apps/GIS&Remote Sensing
GEOG 483	Remote Sensing/GIS Integration

Climate Change and Emissions Reduction:

ENVS 485	Energy Efficiency and Conservation
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<u>ENVS/NRS 475</u>	Local & Regional Env Planning	3
<u>NRS 235</u>	Society and Natural Resources	3
<u>NRS 310</u>	Social Science Methods	4
<u>NRS 311</u>	Public Involvement in Natural Resource Management	3
<u>NRS/POLS 364</u>	Politics of the Environment	3
<u>NRS 383</u>	Natural Resource and Ecosystem Service Economics	3
<u>NRS 387</u>	Environmental Communication Skills	3
<u>NRS/POLS 462</u>	Natural Resource Policy	3
<u>NRS 476</u>	Env Proj Mgmt/Decision Making	4

Choose one course sequence from the following: 4

<u>CHEM 101</u>	Introduction to Chemistry
& <u>101L</u>	and Introduction to Chemistry Laboratory
<u>CHEM 111</u>	General Chemistry I
& <u>111L</u>	and General Chemistry I Laboratory
<u>BIOL 114</u>	Organisms and Environments

Choose one course sequence from the following: 4-5

<u>GEOG 100</u>	Physical Geography
& <u>100L</u>	and Physical Geography Lab
<u>GEOL 101</u>	Physical Geology
& <u>101L</u>	and Physical Geology Lab
<u>GEOL 111</u>	Physical Geology for Science Majors
& <u>GEOL 101L</u>	and Physical Geology Lab
<u>SOIL 205</u>	The Soil Ecosystem
& <u>SOIL 206</u>	and The Soil Ecosystem Lab

Choose one course from the following: 3-4

<u>MATH 143</u>	College Algebra
<u>MATH 160</u>	Survey of Calculus
<u>MATH 170</u>	Calculus I

Choose one course from the following: 3

<u>GEOG 313</u>	Global Climate Change
GEOG 401	Climatology
GEOG 435	Climate Change Mitigation
<u>FOR/REM 221</u>	Principles of Ecology
<u>WLF 220</u>	Principles of Ecology

Choose one course from the following:

3

<u>ENGL 316</u>	Environmental Writing
<u>ENGL 317</u>	Technical Writing
<u>ENGL 318/JAMM 328</u>	Science Writing
<u>WLF 370</u>	Management and Communication of Scientific Data

Choose one course from the following:

3-4

<u>BIOL 314</u>	Ecology and Population Biology
<u>FOR 326</u>	Fire Ecology
<u>NRS/REM 440</u>	Restoration Ecology
<u>REM 429</u>	Landscape Ecology
<u>REM 459</u>	Rangeland Ecology
<u>REM 460</u>	Integrated Field Studies in Rangelands
<u>WLF 440</u>	Conservation Biology

Choose one course from the following:

3

<u>AGEC 477</u>	Law Ethics and the Environment
<u>ENVS 386</u>	Managing Complex Environmental Systems
<u>& NRS 386</u>	and Managing Complex Environmental Systems
<u>IS 322</u>	Int'l Environmental Governance

Choose one course from the following:

3-4

<u>NRS 472</u>	Remote Sensing of the Environment
<u>NRS 478</u>	LIDAR and Optical Remote Sensing Analysis

Total Hours

55-59

Courses to total 120 credits for this degree

~~C. Physical Science 2 Option This option is only available to students in~~ ~~Coeur d'Alene and Idaho Falls.~~ Culture and Communication

Select 4 electives from at least two of the following areas:

20

~~Water:~~

CE 433	Water Quality Management
ENVS 450	Environmental Hydrology
FISH 540	Wetland Restoration
GEOL 309	Ground Water Hydrology

~~Mathematics and Statistics:~~

MATH 175	Calculus II
MATH 275	Calculus III
MATH 310	Ordinary Differential Equations
STAT 431	Statistical Analysis

~~Management Tools (take three of the following):~~

ENVS 415	Environmental Lifecycle Assessment
ENVS 428	Pollution Prevention

GEOG-385	GIS-Primer	
GEOG-475	Intermediate-GIS	
GEOG-424	Hydro-Apps/GIS&Remote-Sensing	
INDT-364	Hazardous Materials	
INDT-448	Project and Program Management	
Environmental Policy and Regulations (Take three of the following):		
NRS-572	Human Dimensions of Restoration Ecology	
ENVS-429	Environmental Audit	
ENVS-436	Principles of Sustainability	
ENVS-479	Introduction to Environmental Regulations	
ENVS-482	Natural Resource Policy and Law	
Energy Systems:		
GEOG-453	Water and Energy Systems	
ENVS-484	History of Energy	
ENVS-485	Energy Efficiency and Conservation	
INDT-415	Impact of Technology on Society	
INDT-434	Power Generation and Distribution	
Sustainability Science:		
ENVS-415	Environmental Lifecycle Assessment	
ENVS-428	Pollution Prevention	
ENVS-436	Principles of Sustainability	
FS-409	Princ Environmental Toxicology	
INDT-457	Lean to Green Sustainable Technology	
<u>ENGL 322</u>	Studies in Environmental Literature and Culture	3
<u>ENVS/NRS 386</u>	Managing Complex Environmental Systems	3
<u>NRS 235</u>	Society and Natural Resources	3
<u>PHIL 352</u>	Philosophy, Politics, and Economics	3
<u>HIST 424</u>	American Environmental History	3
<u>PHIL 452</u>	Environmental Philosophy	3
Choose one course sequence from the following:		4
<u>CHEM 101</u>	Introduction to Chemistry	
& <u>101L</u>	and Introduction to Chemistry Laboratory	
<u>CHEM 111</u>	General Chemistry I	
& <u>111L</u>	and General Chemistry I Laboratory	
<u>BIOL 114</u>	Organisms and Environments	
Choose one course sequence from the following:		4-5
<u>GEOG 100</u>	Physical Geography	
& <u>100L</u>	and Physical Geography Lab	
<u>GEOL 101</u>	Physical Geology	
& <u>101L</u>	and Physical Geology Lab	

GEOL 111 **Physical Geology for Science Majors**
& GEOL 101L **and Physical Geology Lab**
SOIL 205 **The Soil Ecosystem**
& SOIL 206 **and The Soil Ecosystem Lab**

Choose one course from the following: 3-4

MATH 143 **College Algebra**
MATH 160 **Survey of Calculus**
MATH 170 **Calculus I**

Choose one course from the following: 3

GEOG 313 **Global Climate Change**
FOR/REM 221 **Principles of Ecology**
WLF 220 **Principles of Ecology**

Choose one course from the following: 3

ENGL 316 **Environmental Writing**
ENGL 317 **Technical Writing**
ENGL 318/JAMM 328 **Science Writing**

Choose one course from the following: 3

GEOG 420 **Land, Resources, and Environment**
SOC 340 **Environmental Sociology and Globalization**
SOC 341 **Science, Technology, and Society**
SOC/ANTH 350 **Food, Culture, and Society**

Choose one course from the following: 3

PHIL 351 **Philosophy of Science**
PHIL 417 **Philosophy of Biology**
PHIL 450 **Ethics in Science**

Choose one course from the following: 3

NRS/POLS 462 **Natural Resource Policy**
POLS/NRS 364 **Politics of the Environment**

Choose one course from the following: 3

COMM 410 **Conflict Management**
NRS 387 **Environmental Communication Skills**

Choose one course from the following: 3

GEOG 435 **Climate Change Mitigation**
GEOG 455 **Societal Resilience and Adaptation to Climate Change**

Choose one course from the following: 3

SOC 342 **Gender and Science**
SOC 346 **Responding to Risk**
SOC 465 **Environmental Justice**
SOC 466 **Climate Change and Society**

Total Hours 53-55

Courses to total 120 credits for this degree

~~D. Social Science Option This option is suitable for students wishing to pursue careers in environmental professions such as environmental regulation, land use planning, environmental administration, and as a pre-law program for environmental law.~~ Integrated Sciences

ENGL 309	Rhetorical Style	3
or ENGL 202	Intro to Professional Writing	
or PHIL 201	Critical Thinking	
SOC 309	Social Science Research Methods	3
or NRS 310	Social Science Methods	
<u>NRS 310</u>	<u>Social Science Methods</u>	<u>4</u>
<u>PHIL 452</u>	<u>Environmental Philosophy</u>	<u>3</u>
Choose one course sequence from the following:		<u>3-4</u>
<u>CHEM 101</u>	<u>Introduction to Chemistry</u>	
<u>& 101L</u>	<u>and Introduction to Chemistry Laboratory</u>	
<u>CHEM 111</u>	<u>General Chemistry I</u>	
<u>& 111L</u>	<u>and General Chemistry I Laboratory</u>	
<u>BIOL 114</u>	<u>Organisms and Environments</u>	
Choose one course sequence form the following:		<u>4-5</u>
<u>GEOG 100</u>	<u>Physical Geography</u>	
<u>& 100L</u>	<u>and Physical Geography Lab</u>	
<u>GEOL 101</u>	<u>Physical Geology</u>	
<u>& 101L</u>	<u>and Physical Geology Lab</u>	
<u>GEOL 111</u>	<u>Physical Geology for Science Majors</u>	
<u>& 111L</u>	<u>and Physical Geology for Science Majors Lab</u>	
<u>SOIL 205</u>	<u>The Soil Ecosystem</u>	
<u>& SOIL 206</u>	<u>and The Soil Ecosystem Lab</u>	
Choose one course from the following:		<u>3-4</u>
<u>MATH 143</u>	<u>College Algebra</u>	
Select 5 depth electives from one of the following areas:		15
<u>MATH 160</u>	<u>Survey of Calculus</u>	
<u>MATH 170</u>	<u>Calculus I</u>	
Choose one course from the following:		<u>3</u>
<u>FOR/REM 221</u>	<u>Principles of Ecology</u>	
<u>WLF 220</u>	<u>Principles of Ecology</u>	
Choose one course from the following:		<u>3</u>
<u>ENGL 316</u>	<u>Environmental Writing</u>	
<u>ENGL 317</u>	<u>Technical Writing</u>	
<u>ENGL 318/JAMM 328</u>	<u>Science Writing</u>	

<u>NRS 387</u>	Environmental Communication Skills
FOR 484	Forest Policy and Administration
GEOG 330	Urban Geography
POLS 364	Politics of the Environment
POLS 451	Public Administration
POLS 454	Public Organization Theory
POLS 462	Natural Resource Policy
PSYC 416	Industrial/Organizational Psychology
<u>WLF 370</u>	Management and Communication of Scientific Data

Choose one course from the following:

3

<u>GEOG 313</u>	Global Climate Change
GEOG 411	Natural Hazards and Society
GEOG 435	Climate Change Mitigation
<u>GEOG 435</u>	Climate Change Mitigation
LARC 380	Water Conservation Technologies
LARC 480	The Resilient Landscape
<u>GEOG 455</u>	Societal Resilience and Adaptation to Climate Change
NRS 383	Natural Resource and Ecosystem Service Economics

Choose one course from the following:

3

<u>ENVS/NRS 386</u>	Managing Complex Environmental Systems
<u>ENVS 420</u>	Intro to Bioregional Planning
<u>ENVS 423</u>	Planning Sustainable Places
<u>GEOG 420</u>	Land, Resources, and Environment
<u>NRS 235</u>	Society and Natural Resources
<u>NRS 311</u>	Public Involvement in Natural Resource Management
<u>SOC 466</u>	Climate Change and Society
<u>SOC 465</u>	Environmental Justice

Choose one course from the following:

3

<u>AGEC 477</u>	Law Ethics and the Environment
<u>NRS/POLS 364</u>	Politics of the Environment
<u>NRS/POLS 462</u>	Natural Resource Policy
<u>ENVS 479</u>	Introduction to Environmental Regulations
PHIL 470	Philosophy of Law
POLS 364	Politics of the Environment
POLS 467	Constitutional Law
POLS 468	Civil Liberties
<u>GEOG 488</u>	Geography of Energy Systems
<u>NRS 488</u>	NEPA in Policy and Practice

Students must also take one additional upper division course across five different topic area bins 1

15

- Advanced Technical
- Climate Change

ACCT-482	Enterprise Accounting
COMM-410	Conflict Management
NRS-386	Managing Complex Environmental Systems

Communication

ARCH-151	Introduction to the Built Environment
ARCH-266	Materials and Methods
ARCH-463	Environmental Control Systems-I
ARCH-464	Environmental Control Systems-II

Contaminants

ENVS-479	Introduction to Environmental Regulations
ENVS-484	History of Energy
ENVS-485	Energy Efficiency and Conservation

Earth Science

Ecology

Economics

Energy

Geospatial

Human Dimensions

Planning

Policy

Sustainability

Water

Students must also complete one minor, certificate, or accredited semester long academic program. 2 12-18

Total Hours

59-68

1 Please contact the department to see a "Class list by Topic" spreadsheet of available courses.

2 Please contact the department for approved minors, certificates and academic programs.

Courses to total 120 credits for this degree

-E. Sustainability Sciences (Online only) Biophysical Science-Option

This option is intended for students at a distance wishing to pursue technically oriented careers in environmental professions such as natural resource management, bioremediation, and environmental impact analysis. Students need to work closely with an academic advisor to plan the courses needed to fulfill degree requirements which are not available through distance delivery.

<u>BIOL 115</u>	Cells and the Evolution of Life	3
<u>BIOL 115L</u>	Cells and the Evolution of Life Laboratory	1
<u>BIOL 250</u>	General Microbiology	3
or <u>PHYS 111</u>	General Physics I	
<u>CHEM 111</u>	General Chemistry I	3
<u>CHEM 111L</u>	General Chemistry I Laboratory	1

CHEM 112 General Chemistry II 3

CHEM 112L General Chemistry II Lab 2

Select one course sequence from the following: 4

PHYS 111 General Physics I
& **111L** and General Physics I Lab

PHYS 211 Engineering Physics I
& **211L** and Laboratory Physics I

Choose one course from the following: 4

MATH 160 Survey of Calculus

MATH 170 Calculus I

Earth Science - Choose one course sequence from the following: 4-5

GEOG 100 Physical Geography
& **100L** and Physical Geography Lab

GEOL 101 Physical Geology
& **101L** and Physical Geology Lab

Select 48 credits of electives, including at least one course from each of the following areas (all are available online): 48

GEOL 111 Physical Geology for Science Majors
& **GEOL 101L** and Physical Geology Lab

SOIL 205 The Soil Ecosystem
& **SOIL 206** and The Soil Ecosystem Lab

Ecology - Choose one course from the following: 3

FOR/REM 221 Principles of Ecology

WLF 220 Principles of Ecology

BIOL 314 Ecology and Population Biology

Writing and Communication - Choose one course from the following: 3

ENGL 316 Environmental Writing

ENGL 317 Technical Writing

ENGL 318/JAMM 328 Science Writing

NRS 387 Environmental Communication Skills

WLF 370 Management and Communication of Scientific Data

Environmental Ethics and Philosophy: 3

PHIL 452 Environmental Philosophy

Select five of the following depth areas, and take at least 6 advisor-approved credits within each of the selected depth areas. 1 30

a. Mathematics, Physics, and Statistics

BE 452 Environmental Water Quality

MATH 175 Calculus II

MATH 275 Calculus III

MATH 310 Ordinary Differential Equations

PHYS 112 General Physics II

or [PHYS 212](#)
[PHYS 112L](#)
 or [PHYS 212L](#)
[STAT 301](#)
[STAT 431](#)

Engineering Physics II
General Physics II Lab
Laboratory Physics II
Probability and Statistics
Statistical Analysis

b. Social Dimensions:

[ENVS 423](#)
[ENVS 428](#)
[ENVS 484](#)
[FCS 411](#)
[INDT 415](#)
[IS 322](#)
[NRS 235](#)

Planning Sustainable Places
 Pollution Prevention
 History of Energy
 Global Nutrition
 Impact of Technology on Society
 Int'l Environmental Governance
Society and Natural Resources

c. Management Tools

[ENVS 415](#)
[ENVS 420](#)
[ENVS 428](#)
[ENVS 430](#)
[INDT 364](#)
[INDT 448](#)

Environmental Lifecycle Assessment
Intro to Bioregional Planning
 Pollution Prevention
Planning Theory and Process
Hazardous Materials
Project and Program Management

d. Geospatial Tools:

[GEOG 385](#)
[GEOG 424](#)
[GEOG 475](#)
[NRS/FOR 472](#)
[NRS 478](#)
[REM 407](#)

GIS Primer
 Hydro Apps/GIS&Remote Sensing
Intermediate GIS
Remote Sensing of the Environment
LIDAR and Optical Remote Sensing Analysis
 GIS Application in Fire Ecology and Management

e. Environmental Policy and Regulations:

[AGEC 477](#)
[ENVS 429](#)
[ENVS/FSP 436](#)
[ENVS 479](#)
[ENVS 482](#)
[NRS 488](#)
[POLS/NRS 462](#)

Law Ethics and the Environment
Environmental Audit
Principles of Sustainability
Introduction to Environmental Regulations
Natural Resource Policy and Law
NEPA in Policy and Practice
Natural Resource Policy

f. Energy Systems:

[GEOG 453](#)
[ENVS 484](#)
[FCS 411](#)
[ENVS 485](#)
[INDT 415](#)

Water and Energy Systems
 History of Energy
~~Global Nutrition~~
 Energy Efficiency and Conservation
 Impact of Technology on Society

<u>INDT 434</u>	Power Generation and Distribution
g. Sustainability Science:	
<u>ENVS 420</u>	Intro to Bioregional Planning
<u>ENVS 415</u>	Environmental Lifecycle Assessment
<u>ENVS 423</u>	Planning Sustainable Places
<u>ENVS 428</u>	Pollution Prevention
<u>ENVS/FS 436</u>	Principles of Sustainability
<u>FS 409</u>	Princ Environmental Toxicology
<u>FS 436</u>	Principles of Sustainability
<u>GEOG 313</u>	Global Climate Change
<u>INDT 457</u>	Lean to Green Sustainable Technology
h. Water and Soils:	
<u>SOIL 452</u>	Environmental Water Quality
<u>ENVS 450</u>	Environmental Hydrology
<u>SOIL 205</u>	The Soil Ecosystem
<u>SOIL 438</u>	Pesticides in the Environment
<u>SOIL 446</u>	Soil Fertility
i. Restoration and Remediation:	
<u>BE 433</u>	Bioremediation
<u>FISH 496</u>	Intro to Aquatic Restoration
<u>FOR 426</u>	Global Fire Ecology and Management
<u>REM 221</u>	Principles of Ecology
<u>PLSC 419</u>	Plant Community Restoration Methods
<u>REM 280</u>	Introduction to Wildland Restoration
<u>REM 410</u>	Principles of Vegetation Monitoring and Measurement
<u>REM/NRS 440</u>	Restoration Ecology
<u>REM 459</u>	Rangeland Ecology
<u>SOIL 422</u>	Environmental Soil Chemistry
<u>SOIL 452</u>	Environmental Water Quality
<u>WLF 440</u>	Conservation Biology
Total Hours	67- 68

1 Courses listed more than once cannot double count across depth areas.

Courses to total 120 credits for this degree.

Distance Education Availability

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

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

Yes ~~No~~

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

Yes

Note: Existing programs transitioning from less than 50% of its curricular requirements to 50% or more of its requirements being available via distance education is considered a Group 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:

~~Coeur d'Alene~~

Moscow

Student Learning Outcomes

Have learning outcomes changed? **Yes, more than 25%**

Learning Objectives

Sustainability Sciences Emphasis

~~Biological Science Option~~ Students will be able to apply environmental science principles **in biophysical within biological, physical, and social science contexts breadth areas, with a specialization to address societally relevant issues in apply knowledge of environmental science, management, and mitigation.**

~~mitigation in at least one area.~~ Students will be able to communicate environmental **science, management, science principles and mitigation principles and** applications effectively through **writing, oral, and graphical writing and oral** presentations.

Students will be able to demonstrate integrative environmental research and/or problem solving expertise that applies the scientific method for design, data collection, analysis, and reporting.

Students will be able to demonstrate how integrate technical expertise with socio-cultural and why fundamentals political dimensions of biophysical and social science contribute to environmental sustainability at the local, national, and international level.

Policy, Planning, and Management Emphasis

~~problem-solving.~~

~~Social Science Option~~ Students will be able to **apply environmental science demonstrate the knowledge of foundational principles in biophysical and social science contexts to address societally relevant issues in environmental science, management, and mitigation.**

~~the field of Environmental Science.~~ Students will be able to communicate environmental science, management, and mitigation principles and applications effectively through writing, oral, and graphical presentations.

Students will be able to demonstrate integrative environmental research and/or problem solving expertise that applies the scientific method for design, data collection, analysis, and reporting.

Students will be able to demonstrate how core principles of policy and planning work within societal frameworks to complement and advance management decisions in the field of environmental science.

Ecological Restoration Emphasis

Students will be able to apply environmental science principles in biophysical and social science contexts to address societally relevant issues in environmental science, management, and mitigation.

Students will be able to communicate environmental science, management, and mitigation principles and applications effectively through writing, oral, and graphical presentations.

Students will be able to demonstrate integrative environmental research and/or problem solving expertise that applies the scientific method for design, data collection, analysis, and reporting.

Students will be able to demonstrate how core ecological principles are used to implement effective scientific approaches to environmental restoration and remediation.

Culture and Communication Emphasis

Students will be able to apply environmental science principles in biophysical and social science contexts to address societally relevant issues in environmental science, management, and mitigation.

Students will be able to communicate environmental science, management, and mitigation principles and applications effectively through writing, oral, and graphical presentations.

Students will be able to demonstrate integrative environmental research and/or problem solving expertise that applies the scientific method for design, data collection, analysis, and reporting.

Students will be able to demonstrate how and why cultural influences can affect societal decisions regarding key issues of environmental science.

Integrated Sciences Emphasis

Students will be able to apply environmental science principles in biophysical and social science contexts to address societally relevant issues in environmental science, management, and mitigation.

Students will be able to communicate environmental science, management, and mitigation principles and applications effectively through writing, oral, and graphical presentations.

Students will be able to demonstrate integrative environmental research and/or problem solving expertise that applies the scientific method for design, data collection, analysis, and reporting.

Students will be able to integrate biophysical expertise with socio-cultural dimensions of environmental problem-solving.

~~Students will be able to demonstrate integrative research expertise that applies the scientific method for design, data collection, analysis, and reporting. Students will be able to integrate technical expertise with socio-cultural and political dimensions of environmental problem-solving.~~

Summarize how the learning outcomes will be assessed for the proposed curriculum.

See attachment

Rationale for the proposed change. Include an explanation of how the department will manage the added workload, if any.

Change the name of the emphasis in Biophysical Sciences to Sustainability Sciences.

Remove the remaining emphases: Biological Sciences, Social Sciences, Physical Sciences, and Physical Sciences 2.

Add new emphases: Ecological Restoration; Policy, Planning, and Management; Culture and Communication; Integrated Sciences. Note these new emphases will have similar learning outcomes and needed resources as the old ones, but the names will better represent the overall program and career paths available to students.

Supporting

[CNRENV5 201\(1\).docx](#)

Documents

[ENV5-CurricChange\(25-Sep-20\)_LV.docx](#)

[CNRENV5-ChangeNameEmphasisAreas_UPDATED.docx](#)

[Environmental Science-Ecological Restoration_BSEnvS.xlsx](#)

Requires TECC

No

Review

Reviewer

Comments

Joana Espinoza (jespinoza) (10/21/20 3:53 pm): Amy see my email before approving.

Sara Mahuron (sara) (11/05/20 2:46 pm): sent email to Lee Vierling. Need the outcomes for all the new emphases being created. I only see outcomes (I checked the attachments) for Sustainability Sciences, which will need to be renamed in the outcomes box. The other proposed new emphasis areas still need outcomes.

Sara Mahuron (sara) (11/09/20 8:09 am): Updated the learning outcomes for all emphases per Lee Vierline (received requested changes and additions from Lee via email). All changes pasted from his email.

Rebecca Frost (rfrost) (11/09/20 12:31 pm): Some issues with the curriculum with courses missing or having been deleted previously. The following curriculum problems exist: ENV5 300 - no record of this course exist. ENV5 446 - this course was discontinued and has been removed from this curriculum. ENV5 476 - no record of this course exists, and the listed cross-list NRS 476 has been put in its place. ENV5 420, ENV5 423, and ENV5 430 - no record of this course exists but it appears to be using a BIOP course title. ENV5 477 - no record of this course exists, but it is using the title of AGECE 477 and this has been used in its place. Most of these courses are in a choice list and will be removed if not remedied.

Amy Kingston (amykingston) (11/30/20 2:09 pm): The course issues mentioned by Rebecca were resolved in cooperation with the department.



POLICY COVER SHEET

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

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

Faculty Staff Handbook (FSH)

☐ Addition ☐ Revision* ☒ Deletion* ☐ Emergency ☐ Minor Amendment

Policy Number & Title: **FSH 1440 ADMINISTRATIVE ORGANIZATION**

Administrative Procedures Manual (APM)

☐ Addition ☐ Revision* ☐ Deletion* ☐ Emergency ☐ Minor Amendment

Policy Number & Title:

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

Originator: Diane Whitney, University Policy and Compliance Coordinator

Policy Sponsor, if different from Originator:

Reviewed by General Counsel x Yes ___ No Name & Date: Kent Nelson 4/27/20

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

The Faculty-Staff Policy Group recommends deletion of FSH 1440 because it is not policy and simply links to a chart on the provost's website. The chart will continue to be available after removal of this item from the FSH.

2. **Fiscal Impact:** What fiscal impact, if any, will this addition, revision, or deletion have?
None.

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

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

1440

~~ADMINISTRATIVE ORGANIZATION~~

~~(Chart on next page)~~

COVID-19 Advisory Committee Recommendation Regarding Sharing Testing Data

Overview

America's leading research universities are at the forefront of supporting the fight against COVID-19 through diagnostic services, epidemiological and biological research, and data analysis and modeling. At the University of Idaho, we have demonstrated our strength in these areas. We have the potential to also lead Idaho and the region with respect to how we present campus COVID-19 data. President Green has highlighted his commitment to achieving Carnegie R1 status through critical investments in research support, and improving how we share COVID-19 data is consistent with that goal.

Below, we propose sharing data concisely and comprehensively through an interactive dashboard. Improved presentation of these data will not only enable our community to quickly and efficiently assess risk and demographic patterns of positivity, but will also more clearly highlight the successful implementation of COVID-19 surveillance, the positive impact of actions to limit COVID-19 in our community, and the agility and expertise of our faculty and staff in supporting the critical elements of real-time data analysis and data visualization.

What we propose below is also responsive to community concerns. ASUI recently sent a survey to all students asking about their experience attending the U of I during the pandemic. When asked *"What could ASUI do to improve your student experience during the COVID-19 pandemic,"* a majority of students responded that they wanted U of I *"to communicate about COVID--be transparent about COVID cases."* This student feedback, along with feedback from ASUI, GPSA, faculty, staff, and students residing off-campus, inspired this committee to consider whether data could be shared more frequently via an interactive, graphic dashboard on the University's COVID-19 website.

Sharing University COVID-19 Data Using Web-Based Dashboards

The committee recommends that U of I provide an interactive user interface that includes easy-to-read, detailed summaries and data visualization of current COVID-19 indicators and testing data. This information should be collected and shared on a web-based dashboard.

A team led by Dr. Howard Forman, Professor of Diagnostic Radiology at Yale University School of Public Health, and Dr. Cary Gross, Professor of Medicine and Public Health at Yale University School of Medicine has studied over 300 dashboards created by U.S. universities in response to the COVID-19 pandemic. They emphasize that "faculty, students, staff, and families should have clear and accessible information about how their institutions are monitoring COVID-19 spread, the results of COVID-testing programs, and clear information regarding the impact of COVID on all stakeholders, including the surrounding communities." They have collected and shared their findings at the website [We Rate Covid Dashboards](#).

In a [Journal of the American Medical Association \(JAMA\) Health Forum article](#), they further explain their objective: "to engage the academic community and encourage meticulous reporting of COVID-19 data" (Ojo et al., 2020). The authors emphasize universities' important role in informing the community during this grave public health crisis, and their potential contributions in generating scientific knowledge through reliable reporting.

An informative, accessible, and efficient web-based dashboard also provides immediate, practical benefits: it can alleviate anxiety and instill confidence in university decisionmaking.

Not all dashboards are created equal. The committee believes that the following features are key to creating an informative and effective web-based dashboard.

- Graphic presentation of data, including the total number of positive tests and the total number of tests.
- Frequent updates, ideally, every workday.

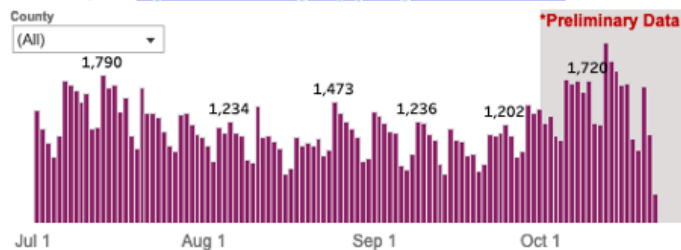
- The number of total positive cases, as well as the number of positive cases in the following categories: undergraduate students, graduate students, staff, and faculty.
- Information regarding the type of housing in which students who have tested positive reside (e.g., in residence halls, fraternity or sorority houses, off-campus).
- Information regarding the number of students who are currently self-isolating, in quarantine, or hospitalized, as well as the number of students who have recovered.
- Information regarding the current turn-around time for test results.
- Links to data regarding positivity rates at the city/county/state level.
- Links to data regarding positivity rates for all cities and counties in which the U of I has centers and facilities.

Ohio State University's (OSU) [dashboard](https://safeandhealthy.osu.edu/) is an excellent example of useful dashboard features. The OSU dashboard provides campus data and places it in context with shared state data. The dashboard permits viewers to filter the information they view and examine, for example, only on-campus cases. The dashboard further provides information regarding 7-day, cumulative, or single-day totals; separates on-campus and off-campus data; and provides options to view rolling average, cumulative, or single-day totals. Interactive buttons and filtering options provided by the OSU dashboard, for example, permit a user to toggle between different views or different time periods, maximizing the utility of the dashboard.

COVID-19 Dashboard <https://safeandhealthy.osu.edu/>

Daily Cases in Ohio

Daily reported COVID-19 cases in Ohio from the Ohio Department of Health July 1, 2020 to October 22, 2020 <https://coronavirus.ohio.gov/wps/portal/gov/covid-19/dashboards>



R(t) Numbers for Ohio

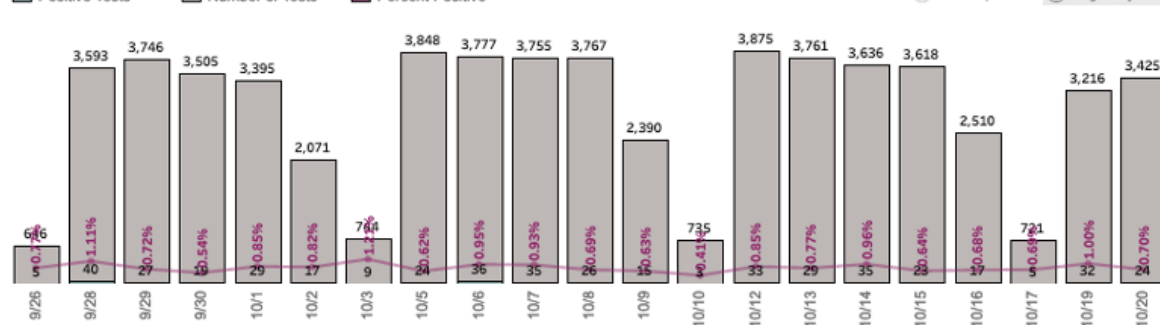
COVID-19 reproduction number over time in Ohio and select areas, less than 1.0 is desirable. Based on data from the Ohio Department of Health July 1, 2020 to October 21, 2020



Single Day Test Results for All Students by Test Date

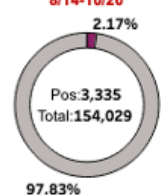
Data as of 10/22/2020 with data available through 10/20/2020 32 hours to results (7-day average)

Positive Tests Number of Tests Percent Positive

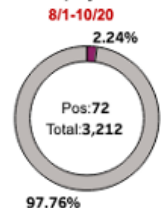


Cumulative Tests

Students 8/14-10/20



Employees 8/1-10/20



Isolation and Quarantine

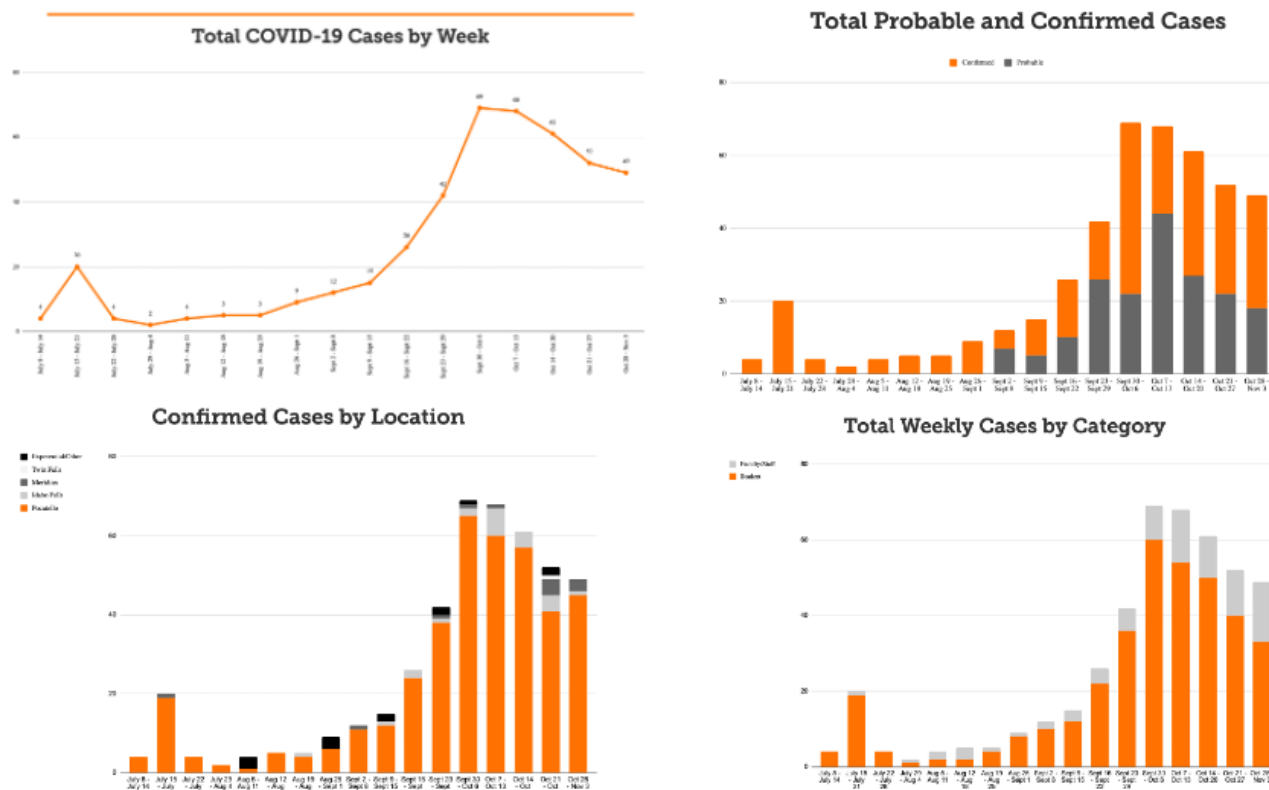
Isolation and quarantine beds available and occupied as of 10/20/2020



Student Testing – All student tests collected for any reason, using saliva, nasal, or nasopharyngeal samples.

Employee Testing – All tests performed on faculty or staff using nasal or nasopharyngeal samples.

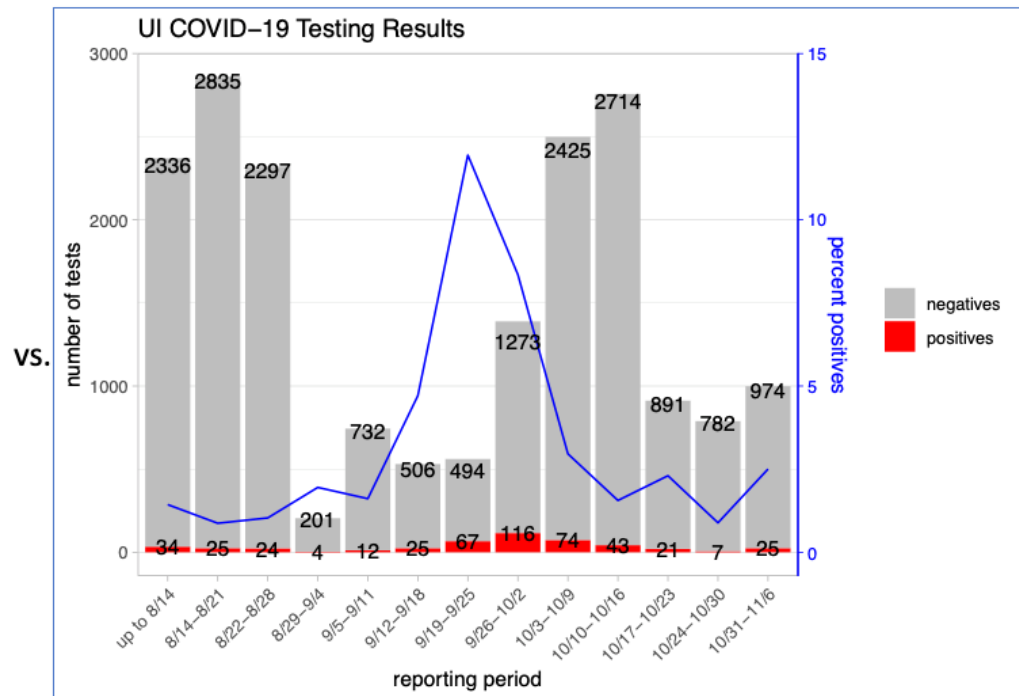
Idaho State University (ISU) has also created an effective [dashboard](#) for its testing data:



ISU's dashboard includes explanatory notes when the number of positive rates rose suddenly.

The figure below compares how we present U of I testing data on our current [COVID-19 website](#) and what a graphical representation would look like. Though we recommend updating data daily, updating data in the below format would also be effective if done every 2-3 days. Presenting data graphically has the added benefit of communicating information objectively, whereas narratives can unintentionally skew interpretation of the data.

<p>Oct. 10 to Oct. 16 – Posted on Oct. 19</p> <p>Total Tests Received: 2,737 Total Positive Tests: 43 Percent of Positives to Total: 1.56%</p> <p>This was the second week of the university retest of all Moscow-based students attending in-person classes and we continue to see a decline in positives and spread. The average positive percentage rate of the most recent 5,256 students tested is 2.2%.</p> <p>The university currently has 2.55% of positives in total results received since the start of testing in early August. The number of active positives to total population changes daily and continues to be low in the 1.0%-1.5% range. This does not include the positive cases in Athletics prior to the start of the university-wide testing. The next update will be posted Oct. 26.</p>
<p>Previous Results</p> <p>Oct. 3 to Oct. 9 – Posted on Oct. 12</p> <p>Total Tests Received: 2,499 Total Positive Tests: 74 Percent of Positives to Total: 2.96%</p> <p>This week the university initiated a re-test of all Moscow-based students attending in-person classes. There were positives in students living on and off campus. The highest concentration of positives were in the on-campus Greek live-in population; however, there was a significant improvement over the past two weeks.</p> <p>Sept. 26 to Oct. 2 – Posted on Oct. 4</p> <p>Total Tests Received: 1,389 Total Positive Tests: 116 Percent of Positives to Total: 8.35%</p> <p>These results are a mix of Greek-specific testing and general surveillance of the entire U of I community. The live-in Greek chapters continue to be the primary source of the positives and 4X more infected than other students living on campus. There is little to no infection across the off-campus students and employees.</p> <p>Sept. 19 to Sept. 25 – Posted on Sept. 28</p> <p>Total Tests Received: 581 Total Positive Tests: 67 Percent of Positives to Total: 11.54%</p> <p>Targeted surveillance testing of close contacts to known clusters of positives was completed this week. Positives were primarily found in live-in members of Greek chapters. In addition to the targeted surveillance testing, we will conduct a large random surveillance testing next week with a broader cross-section of our population, including employees, to better understand the positive rate of the overall U of I community.</p> <p>Sept. 12 to Sept. 18 – Posted on Sept. 21</p> <p>Total Tests Received: 531 Total Positive Tests: 25 Percent of Positives to Total: 4.71%</p>



Creating the U of I's Web-Based Dashboard

According to the U of I web team, there is no technological barrier to creating an interactive dashboard that will convey accurate and visual data. After the initial set-up, which includes the design, coding, designation of data files to “feed” the dashboard, current efforts can be redirected to update these data files to refresh the dashboard without the need for constructing narrative, memos, web editing, and so on. In this sense, an efficient and effective dashboard will be less error-prone than the current method, which requires manual editing in the U of I's CMS platform. We have confirmed that building and maintaining such a dashboard can be done by the U of I web team.

The team behind We Rate Covid Dashboards, including Drs. Gross and Forman, has extended an offer to assist the U of I in setting up a data dashboard. Their offer of intellectual and IT support will allow us to implement a highly effective, straightforward, and intuitive dashboard model to be customized for our needs by our experts at the U of I. This invaluable support, including the dashboard template, will be provided to the U of I for free. These efforts will result in objectively determinant benefits to the health and well-being of the U of I, and affirm that the U of I is more than capable of earning Carnegie R1 status:

1. More detailed and frequent updates will allay fears of the unknown regarding COVID-19, which significant proportions of the University community are expressing.
2. Concise and comprehensive data visualization will enable viewers to assess COVID-19 risk temporally and spatially, as well as efforts to contain spread and mitigate risk. An effective dashboard will foster a sense of shared responsibility, and incentivize the community to sustain health-promoting behaviors.
3. An effective dashboard that is updated frequently will highlight the areas in which focused efforts are required to contain spread and mitigate risk.
4. Transparency of testing data will strengthen the trust between the administration and the University community, more effectively convey administrative successes in containing spread and mitigating risk, and affirm the sincerity of the administration's concern for the well-being of our community.
5. An effective and comprehensive dashboard will define the substantial service and research capacity that our research faculty, staff, and students are providing to our campus, the community, the state, and the region. We are leaders; we have invested significantly in comprehensive COVID-19 testing, we have

broad expertise and capacity, and an effective dashboard is not only critical for the health and well-being of the U of I, but also a point of pride that we are on track to become an R1 institution.

Conclusion

The U of I can build and maintain an effective, comprehensive, and transparent COVID-19 dashboard. This dashboard is critical to our health and well-being, as it can effectively convey successes in containment and risk mitigation and incentivize the community to sustain health-promoting behaviors.

Our U of I faculty, research staff, and students are well-positioned to establish an effective and comprehensive dashboard that provides transparent and digestible data in real-time to the U of I. This effort is consistent with our R1 goal, is enabled by our expertise, and will allow us to lead in the state and the region. High-quality, informative dashboard will highlight our comprehensive testing, the dedication of our university to the well-being of our community, and the commitment of the administration to ensuring that it is responsive to the needs and concerns of all members of our community.

References

Ojo A, Forman HP, Gross CP. Colleges and COVID-19 Data Dashboards—Not Just an Academic Exercise. *Journal of the American Medical Association (JAMA) Health Forum*. Published online October 21, 2020. doi:10.1001/jamahealthforum.2020.1272

We Rate Covid Dashboards. (n.d.). Retrieved November 24, 2020, from <https://www.ratecoviddashboard.com/>

University Assessment Committee

The University Assessment Committee, hereafter UAC, is a relatively new entity that first met in Fall 2017. A “committee charge” document exists, as well as a [website](#) listing committee members. The chair of the committee is listed on the website as Sara Mahuron, Associate Director of Assessment and Accreditation.

Relevant FSH Policy

[FSH 1620 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.*

[FSH 1620 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.*

[FSH 1620 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.*

Issues

UAC appears to be functioning outside faculty governance as it pertains to curriculum development, assessment, and approval.

- UAC has not been sanctioned by Faculty Senate; it does not exist in the Committee Directory ([FSH 1640](#)).
- No information is available on the University of Idaho website concerning the creation of UAC. For instance, under what authority was UAC created, what process was used to develop and approve the UAC’s charge, and how was UAC’s structure and membership determined?
- UAC appears to be duplicating assessment tasks charged to the University Teaching Committee ([FSH 1640.87](#)). Two functions of the University Teaching Committee, per FSH, are:
 - FSH 1640.87 A-2. To review and make recommendations concerning policies and procedures that affect teaching and the assessment of student, program and institutional learning outcomes. [rev. 10-19, 3-20]
 - FSH 1640.87 A-3. To monitor and advise on matters relating to student teaching evaluations and student learning outcomes, and to advise on the design and content of reports to the Vice Provost for Academic Initiatives, Faculty Senate, Institutional Assessment and Effectiveness, deans, unit leaders, and faculty. [ed. 7-09, rev. 10-19, 3-20]

Other concerns

- While it appears that UAC “is an advisory committee providing oversight of assessment,” this **oversight is duplicative of the tasks assigned to the University Teaching Committee.**
- One might argue that UAC is just “providing compliance” with accreditation guidelines, and compliance is an appropriate administrative function; in other words, is the institution ensuring that measurement and assessment student learning outcomes is taking place. **The process to develop, refine, measure, and approve student learning outcomes, however, is a faculty task. Allowing administrators and staff to control the process undermines faculty control of curriculum and assessment.**
- If the UAC was approved as a standing faculty committee sanctioned by FSH, **how would the committee’s responsibilities differ from the University Teaching Committee?**

University Assessment Committee

UAC Membership:

One representative from each college and/or each division/unit. One UG and GRAD student.

Purpose

This Committee facilitates communication, development, and implementation of Student Learning Outcomes Assessment in respective departments and colleges. The UAC will support the development of student learning assessment plans and reports that directly assess program-level student learning outcomes to ensure a quality education, continuous program improvement, and compliance with accreditation standards.

Duties

1. Facilitate communication between Institutional Effectiveness and Accreditation (IEA) and faculty/staff
2. Develop and implement assessment guidelines based on best practices
3. Provide faculty/staff development on assessment and program improvement related topics
4. Recognize those who are actively engaged in assessment work
5. Review and comment on results from university-wide assessment plans and reports
6. Review individual programs' assessment plans and processes, including General Education, and recommend ways for improvement
7. Provide input and feedback on the online UI student learning outcomes reporting system
8. Serve as the subject matter expert in your college or area on student learning outcomes assessment and continuous program improvement

Program Review and Accreditation Committee

Purpose

This Committee positions the University to meet standards, policies, and procedures related to achieving Northwest Commissions on Colleges and Universities (NWCCU) accreditation and specialized accreditations. The committee provides recommendations on processes and intended outcomes, reviews and offers recommendations on draft specialized accreditation and external program review reports, and evaluates strengths and areas for growth in support of departments and colleges as part of the accreditation processes.

Duties

- Plan annual EPR Orientation each Fall semester
- Review EPRs and specialized accreditation reports and assist with feedback to programs and/or the Provost's Office
- Review NWCCU reports and/or recommendations and provide input/feedback
- Provide input/feedback on the EPR online system and Institutional Memory Bank
- Assist with special projects pertaining to accreditation or EPR, as appropriate
- Advise on matters related to ongoing collection of data and evidence for accreditation standards
- Maintain a timeline for accreditation reporting
- Advise IEA on accreditation issues, as requested

2020 – 2021 Faculty Senate – Pending Approval**Meeting # 17**

Tuesday, January 26, 2021, 3:30 pm – 5:00 pm

Zoom only

Approved at mtg. #18
on 2/2/2021

Present: Attinger, Brantz, Bridges, Carney, Carter, Chapman, Dezzani, Fairley, Hickman, Keim, Kirchmeier (Chair), Torrey Lawrence (w/o vote), Lee-Painter, McIntosh, McKellar, Meeuf (Vice-Chair), Paul, Quinnett, Raja, Rashed, Rinker, Rose, Sammaruca (w/o vote), Schwarzlaender, A. Smith, R. Smith, Tenuto, Tibbals, Wargo

Absent: Ahmadzadeh (excused)

Guest Speakers/Presenters: *Sarah Bush, Erin Brooks, Diane Carter, Jim Connors, Jodi Johnson-Maynard, Jerry McMurtry, Bruce Saxman, Vanessa Sielert, Julie Stafford Son*

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

Approval of Minutes (vote):

- Minutes of the 2020-21 Meeting #16 – Attach. #1
The Secretary reported that she corrected an error in the attendance list (a senator's name was mistakenly omitted). The minutes of the 2020-21 Meeting #16 were approved as corrected.

Chair's Report:

- Welcome back to Alistair Smith (CNR) and welcome to the new ASUI representative Julie Attinger (ASUI Chief of Staff).
- By now all of us are aware that the Preferred Name project has moved forward, with changes being implemented in many places including Banner and BbLearn. The Chair recognized the work of Kristin Haltinner and Jan Johnson and the UBUNTU committee, Brian Smentkowski, Julia Keleher, and everyone else who has worked tirelessly on this project for the past few years to get it started and continued to work daily to create a welcoming and supportive space for all members of our Vandal Family. The Chair expressed gratitude to Scott Green and his cabinet for supporting this project. Many thanks to Dan Ewart and the ITS team, Lindsey Brown and her team, and all the other folks who helped make this happen since we last met.
- To those who were moved by Youth Poet Laureate Amanda Gorman's poem at the inauguration last week as she was, Chair Kirchmeier recommended to continue exploring poetry with the Vandal Poem of the Day program. The Vandal Poem of the Day is a public poetry project that works to bring relevant contemporary poetry to the U of I community and beyond. <https://poetry.lib.uidaho.edu/>
- Last week, an email was sent to all Senators outlining the guests Senate Leadership plans to invite to Senate this spring. The Chair reminded everyone to reach out to their constituents to gather questions and input that will help guide our conversations with these guests. We will follow our regular process during these visits, taking questions aloud and from the chat only from Senators.
- Reminders:
 - We are looking for nominations for the University Distinguished Professor Committee. Policy requires us to ask Senate, specifically, for nominations; an email was sent earlier, but we haven't received any nominations yet from Senators. If you have someone to nominate for this Committee, please do so by tomorrow. You can email your nominations directly to Joana.

- Last week, everyone received an email asking them to provide confidential feedback on the performance of all administrators who hold faculty appointments and are direct reports to the Provost/EVP (department chairs, directors, deans, vice provosts, provost, etc.). Please submit that feedback using the provided Qualtrics form by this Friday—January 29—at 5:00pm.
- Deadline to request delay for promotion and/or tenure is March 14, 2021.
Please help us spread the word about upcoming deadlines by sharing with your colleagues.

There were no questions or comments for the Chair.

Provost's Report:

- COVID-19 update:
 - In the fall, 23,559 tests were administered. Last week, 14 tests resulted positive out of 778 (1.8%). At this time, four students are in university-supported isolation space and seven in quarantine. We continue to follow up on those students who are registered for in-person classes but have not been tested, have not provided documentation that they were tested elsewhere, or worked with instructors for remote overrides. We may consider limiting access to UI systems to address these cases.
 - ASUI has been working with the Library to address students' needs for later hours. Dean Hunter has been very helpful with these arrangements.
 - We will plan for fall semester anticipating contingencies. Plans for after spring break should become clearer within the next two to three weeks.
 - Commencement plans: we are preparing multiple in-person options. Final plans will be decided in March.
 - The University does not manage vaccines. The state of Idaho decided that university employees will not be eligible to receive the vaccine at the same time as K-12 teachers. The university is discussing this with the State Board of Education and Public Health. Actually, we are ahead of schedule with vaccine distribution to individuals in high-risk categories.
- Financial update:
 - Enrollment is down by 3.5% in comparison to spring 2020, with undergraduate in-state students being the largest declining group. On the other hand, CLASS and CNR have reported an increase in enrollment.
 - The furlough period is complete. No need for additional furlough is expected. The State budget is being discussed this week – President Green gave his presentation to the legislators yesterday.
 - Concerning federal funds: through the "CARES Act Part 2," the university has been allocated \$11.6M of which \$3.4M must go to students. So, the financial news is generally good.
- Preferred Names: as Chair Kirchmeier noted in her report, this project is well on its way.
- Course evaluations: There is a new system, with a different scale – from 1 to 5 instead of 0 to 4. Diane Kelly-Riley will work with the Teaching Committee on this change.
- Three major projects are underway this semester and are based on the recommendations of working groups last semester:
 - The new budget model: The transition to the new model will start July 2021, but it will be gradual.
 - The R1 status: We are making progress, see the recent encouraging email from Vice President Chris Nomura.
 - The online and remote delivery initiative is moving forward. We will begin searching for a project leader.

Discussion:

A Senator noted that July 1, 2021 – with no metrics yet – does not give units much time to be responsive to a new model. The Provost said that delaying implementation by one year was considered, but a gradual roll out was seen as a better option. For instance, in the white paper, the option (for the first year) to base only 20% of the budget on the metrics and the rest on our historical model, is considered. Also, we need to align the budget system with the program prioritization system. The metrics being considered are not unexpected (for instance, enrollment and student success). It will be a gradual transition and we'll work through it together. An update can be expected in about a month.

A Senator asked whether the university can advocate for faculty who also work in schools to get the vaccine with the K-12 teachers' group. Provost Lawrence responded that discussions are taking place with the State, SBOE, and Public Health offices.

The discussion moved to communication about the commencement. Some Senators are receiving a large volume of email from students and parents, including students who want to come back for the commencement. The Provost said that the plan is to have a live event, possibly with multiple events through Saturday and maybe Sunday. Families should plan on that weekend. Another Senator reiterated the need for additional communication with May 2021 graduates. The Provost will followup.

The conversation moved back to university employees and the COVID vaccine. The state did not include university employees in the "b1" category, but CDC did. The Senator hopes that the President will continue to try and get the U of I employees up in the vaccine distribution line.

Chair Kirchmeier noted that more aggressive variants of the virus have been detected and asked whether our current safety protocols will be sufficient against those. The Provost responded that current guidance is to continue existing safety protocol which we are following and will continue to do so. Today the CDC posted additional guidelines about classrooms – the university is looking into these and will be ready to shift if needed.

There were no more questions or comments for the Provost.

Committee Reports:

- General Education Committee.
 - American Diversity and International Courses – Diane Carter.

At the end of last semester, UCGE developed new learning objectives for American Diversity and International courses, designed to make sure we have explicit goals to work towards. UCGE then voted to engage in periodic review of all General Education courses, starting with International courses and American Diversity courses (spring 2021), because they have new learning objectives. Reviews are planned for the Social Sciences (2022), Science, Mathematics, and Communication (2023), and Humanities (2024). The expected benefits include a more manageable, yet sufficiently broad and diverse pool of options for the students – currently, there are 75 International and American Diversity courses, too many for students to navigate through. This will also benefit faculty who are new to teaching GenEd to develop their courses around the learning objectives. The intent is to keep our GenEd courses fresh, relevant, and updated. Proposals for new courses are welcome. After gathering input from Senate, the committee will meet next Thursday to finalize the letter from Dean Panttaja to all Department chairs asking to have their faculty submit their course proposal through the Curriculum Management System.

Discussion:

Vice Chair Meeuf inquired whether the application process for having proposals reconsidered is going to be a different one. Also, are there different expectations concerning the “tools” chosen by the instructor for the purpose of assessment? Diane Carter replied that the application process is the same, although in a new system. Proposals submitted last fall will go to UCC and cycle back to UCGE for another look. As for the assessment process, Diane Carter responded that the committee does not plan to question or challenge the faculty decision. Rather, they want the faculty to look at the learning objectives to make sure their courses are heading in the right direction. There is no specified number of objectives that need to be met, but in some cases the committee may require additional information.

- University Curriculum Committee (Vote).

- Change Department Name in Ag & Ext. Ed. – Jim Connors Attach. #2.

The change of name to Agricultural Education, Leadership and Communications, is to better reflect the academic programs in the department.

Discussion:

In response to a question, Jim Connors clarified that this change is unrelated to the Extension Office.

Vote: The proposal passed with 96% majority.

- Human and Community Engagement Minor – Erin Chapman and Sarah Bush Attach.#3.

This 21-credit minor combines classroom instruction on human and community development theories and models with opportunities for engagement in the local community. It will benefit students who are interested in community-based leadership positions.

Discussion:

In response to a question, Joana Espinoza clarified the approval status of proposals that come to Senate from UCC.

Looking at the requirements in the Community Engagement section, a Senator asked whether a student might encounter a problem with the requirements of three credits from CLDR courses, only two of which are on the list. Erin Chapman and Sarah Bush responded that the CLDR 450 is offered every year and CLDR 480 on alternating years. Students should be able to take one of those. Vice Chair Meeuf noted that, in his program, there are excellent courses for community engagement – it would be great to see the two groups of students work together. Erin and Sarah replied that they are open to this idea.

Vote: The proposal passed with 92% majority.

- Precision Agriculture Academic Certificate, Sustainable Food Systems Minor, Water Science and Management Minor – Jodi Johnson-Maynard and Erin Brooks Attachs. #4, #5 and #6.

The certificate covers the basics of precision agriculture. It is expected to be popular not only in Agriculture, but also in Engineering and Natural Resources. It will be offered both online and in person. The new Water Science and Management Minor will give students the

opportunity to enhance their base knowledge of agriculture and sustainability. A new minor in Water Science and Management is needed. Exposure to basic Water Science may be useful for other disciplines as well.

Vote:

The proposal in attachment #4 passed unanimously.

The proposal in attachment #5 passed unanimously.

The proposal in attachment #6 passed unanimously.

- Masters in Music, add online delivery – Vanessa Sielert Attach. #7.
This proposal concerns Masters in Music Composition and Music Performance. The faculty are now comfortable with online delivery. With multiple delivery methods, including hybrid formats, they will be able to reach a broader community.

Vote: The proposal in attachment #7 passed unanimously.

- MS and PhD in Natural Resources, change CIP code – Alistair Smith Attach. #8.
Alistair Smith explained that there is an error in the CIP assignment for those degrees. What they are proposing is a CIP that is appropriate for a STEM discipline.
There were no questions on this item.

Vote: The proposal in attachment #8 passed unanimously.

- MS in Movement Science and BS in RSTM, add online delivery – Bruce Saxman and Julie Stafford Son Attach. #9.
It is proposed to add a full online component at the BS and the MS levels. The initiative started three years ago, and the department is now ready to make the transition.
There were no questions on this item.

Vote: The proposal in attachment #9 passed with 96% majority.

- PSM in Interdisciplinary Science and Technology, move colleges and update emphases – Jerry McMurtry Attach. #10.
This proposal moves the Professional Science Masters (PSM) degree to the College of Graduate Studies and changes the names of three emphasis areas. The idea is to centralize the degree in COGS while allowing departments to propose courses.

Discussion:

The Senator representing CNR added that his college has no objections to the move. In response to a question, Jerry McMurtry confirmed that the intent is to recruit more students.

Vote: The proposal in attachment #10 passed with 92% majority.

New Business:

The Secretary announced that FAC members wish to ask Senate to release a statement about the January 6, 2021 insurrection at the Capital. Specific suggestions from FAC will be brought to Senate next week.

Adjournment:

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

Respectfully Submitted,

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

University of Idaho
2020 – 2021 Faculty Senate Agenda

Meeting # 17

Tuesday, January 26, 2021 at 3:30 pm
Zoom

- I. Call to Order
- II. Approval of Minutes
 - Minutes of the 2020-2021 Faculty Senate Meeting #16 (December 8, 2020) **Attach. #1**
- III. Chair's Report
- IV. Provost's Report
- V. Committee Reports
 - General Education Committee
 - American Diversity and International Courses – *Diane Carter*
 - University Curriculum Committee (Vote)
 - Change Dept. Name in Ag & Ext. Ed. – *Jim Connors* **Attach. #2**
 - Human and Community Engagement Minor – *Erin Chapman and Sarah Bush* **Attach. #3**
 - Precision Agriculture Academic Certificate, Sustainable Food Systems Minor, Water Science and Management Minor – *Jodi Johnson-Maynard and Erin Brooks* **Attachs. #4, #5 and #6**
 - Masters in Music, add online delivery – *Vanessa Sielert* **Attach. #7**
 - MS and PhD in Natural Resources, change CIP code – *Alistair Smith* **Attach. #8**
 - MS in Movement Science and BS in RSTM, add online delivery – *Bruce Saxman and Julie Stafford* **Attach. #9**
 - PSM in Interdisciplinary Science and Technology, move colleges and update emphases – *Jerry McMurtry* **Attach. #10**
- VI. Special Orders
- VII. New Business
- VIII. Adjournment

Attachments:

- **Attach. #1** Minutes of the 2020-2021 Faculty Senate Meeting #16, December 8, 2020
- **Attach. #2** Change Dept. Name in Ag & Ext. Ed.
- **Attach. #3** Human and Community Engagement Minor
- **Attach. #4** Precision Agriculture Academic Certificate
- **Attach. #5** Sustainable Food Systems Minor
- **Attach. #6** Water Science and Management Minor
- **Attach. #7** Masters in Music
- **Attach. #8** MS and PhD in Natural Resources
- **Attach. #9** MS in Movement Science and BS in RSTM
- **Attach. #10** PSM in Interdisciplinary Science and Technology

2020 – 2021 Faculty Senate – Pending Approval

Meeting # 16

Tuesday, December 8, 2020, 3:30 pm – 5:00 pm

Zoom only

Present: Ahmadzadeh, Brantz, Bridges, Carney, Carter, Chapman, Dezzani, Fairley, Goebel, Hickman, Kirchmeier (Chair), Lee-Painter, McIntosh, McKellar, Meeuf (Vice-Chair), Paul, Quinnett, Raja, Rashed, Rinker, Sammaruca (w/o vote), Schwarzaender, Smith, Stroebel, Tenuto, Tibbals, Torrey Lawrence (w/o vote), Wargo

Absent: Rose

Guest Speakers/Presenters: *Lee Vierling, Mindi Wood, Megan Dobson, Yesol Sapozhnikov*

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

Approval of Minutes (vote):

- Minutes of the 2020-21 Meeting #15 – Attach. #1
One typographical error was corrected in the attendance list.
The minutes of the 2020-21 Meeting #15 were approved as corrected.

Chair's Report:

- Last week, a question was asked about requirements for clinical faculty in the promotion and tenure process, particularly external reviews. FAC is going to look into this, together with other issues related to the recently revised promotion and tenure process. If there are aspects of the revised promotion and tenure process that you think should be reviewed, please send them to FAC, which is currently chaired by Richard Seamon.
- Reminders:
 - Nominations for University Excellence Awards close on December 11, 2020. Please look over the award categories for faculty and staff and consider nominating a colleague or two this year! <https://www.uidaho.edu/governance/faculty-staff/university-awards>
 - The survey seeking volunteers for Senate Committees closes on December 11, 2020. Please fill out the survey if you are interested in serving on a committee. Please encourage your colleagues to complete the survey.
 - Next University Faculty Meeting: December 9, 2:30 p.m. to 4:00 p.m., *via* Zoom.
- One upcoming deadline to keep in mind:
 - Deadline to request delay for promotion and/or tenure is March 14, 2021.Please help us spread the word about upcoming deadlines by sharing with your colleagues.

Provost's Report:

- A reminder that December 11, 2020 is the deadline for completing the required university training, see <https://www.uidaho.edu/governance/edl/required-training>
- "A Christmas Carol" will be on for another week. The Zoom production is great. Congratulations to David Lee-Painter for an amazing performance!
- Thanks to everyone who participated in the provost search. Special thanks to Barb Kirchmeier for her diligent work on the search committee.
- COVID-19 update: face covering is mandatory in Moscow until June 9 (or until three weeks after certain conditions are met). 396 tests were done last week and revealed a slightly higher rate of

positive cases. There is no specific news about vaccine. When it becomes available, we will be able to partner with Gritman and Public Health for needs such as low-temperature storage of the vaccine.

- Spring semester schedule: we will open in person on Wednesday, January 13. Initially, the plan was for all classes to be online the first week to make sure students can be tested prior to in-person classes, as was done in the fall. Since then, our lab capabilities have improved – we can communicate results every four hours. So, we are able to test students prior to January 13. This will also avoid the back-and-forth between different delivery modes. Furthermore, if the university went online for the first week, students may not return until after the long weekend which follows that week. As for the COVID situation around us, unfortunately the news is not good.
- Update on spring enrollment: at this point (five weeks prior), we are 4.4% behind. A reminder to encourage our students to sign up for spring classes and return to campus in January.

Discussion:

A Senator asked whether online classes fill faster than those in person. The provost responded that, from a comparison in GenEd – where there is a large number of classes both online and in person – it does not seem to be the case. Institutional Research can look into this.

With regard to the mandatory training, a Senator inquired about the consequences of not complying with the requirement. Can email and internet access be taken away from those employees who do not complete the training? Provost Lawrence noted that “disciplinary measures” are mentioned in the memo. There was plenty of time to complete the training. Why not just do it?

To the question of whether the number of students who test positive becomes part of state public health data, the Provost responded affirmatively.

Will the university go virtual/online the week after Spring Break to allow for testing, and will testing be required for employees? The Provost clarified that employees are recommended, but not required, to be tested. Probably, there will be some time with only virtual/online classes after Spring Break, depending on how the data looks before Spring Break.

Vice Chair Meeuf noted that some faculty have already spent considerable time making plans based on earlier communication that the first week (or more) of the term would be entirely remote. Provost Lawrence said that starting in person will help get students engaged. On the other hand, we all need to be ready to switch, so efforts to be prepared for a transition are not wasted.

There were no more questions or comments for the Provost.

Committee Reports:

- University Curriculum Committee (Vote)
 - Discontinuation of B.S. in Natural Resources Conservation – Lee Vierling Attach. #2
 - Changes to the B.S. in Environmental Science Emphases – Lee Vierling Attach. #3Rationale: The Environmental Science B.S. degree, especially the Social Science Option, and the Natural Resources Conservation B.S. degree have considerable overlap, especially in the areas of environmental planning, policy, and natural resources

management. The discontinuation of the B.S. in Natural Resources Conservation is proposed together with the changes to the Environmental Science curriculum to be adopted concurrently.

Discussion:

In reply to a question, Lee Vierling said that the proposed changes will have no impact on the M.S. program. This is only about the new undergraduate curriculum.

A Senator asked about students enrolled in these programs and whether these changes will impact recruiting. Lee Vierling replied that there are about 45 students currently enrolled in the Natural Resources Conservation program. There is a teach-out plan specifically for those students. The same courses will continue to be taught without creating any problems. As for the Environmental Science program, there are 120 UG students enrolled in the current degree options, and those degree options will continue to be taught out. With regard to recruiting: these changes will result in more delineated career options. Currently, it is difficult for students to see how such a broad area (with Social, Biological, Physical Science options) can lead to a specific career path. The names now given to the new options will help with both recruiting and advising. Lee Vierling emphasized that the faculty did diligent work, met with many groups across campus, and benchmarked other institutions. They believe this will make a strong program even stronger and do well over time.

- Faculty Staff Policy Group
 - Removal of FSH 1440 – Mindi Wood Attach. #4
- Mindi Wood explained that FSH 1440 contains only a link to the Provost webpage. It is not a policy and thus it is appropriate to remove it from FSH.

The votes were as follows:

- Discontinuation of B.S. in Natural Resources Conservation – approved with 96% majority.
 - Changes to the B.S. in Environmental Science Emphases – approved unanimously
 - Removal of FSH 1440 – approved with 96% majority
-
- COVID 19 Committee Dashboard Presentation – David Lee-Painter Attach. #5
- David Lee-Painter said it was an honor to serve on the COVID-19 Advisory Committee. The 16 members met every Friday at 8am through the fall semester to support the on-going university efforts. The committee membership was a true cross section of the U of I family, including leaders and experts in the sciences, law, admissions, and student representatives from GSA and ASUI. Recently, the committee's focus has been on how we can improve COVID-19 data communication. Two of the seven exceptional student members will present the committee's proposal today: Megan Dobson and Yesol Sapozhnikov. Megan is a junior majoring in Biology and Microbiology with a Pre-Health minor. Megan is a registered certified nursing assistant and EMT, and serves as the COS Ambassador. After graduation, Megan plans to pursue graduate studies in Public Health with emphasis on Infectious Diseases. She is also ΓΦΒ Vice President of Community Engagement. Yesol Sapozhnikov is a third-year doctoral student in Bioinformatic and Computational Biology. Yesol is a COVID-19 testing specialist at Gritman and a registered nurse.

David Lee-Painter said he is proud to have these two exceptional students represent the committee.

Yesol Sapozhnikov started the presentation noting that current data is difficult to interpret and needs more comprehensive reporting and transparency. The students spoke to experts in data modelling, visualization, and communication. Thanks to Shirley Luckhart, they made contact with a team led by Dr. Howard Forman, Professor of Diagnostic Radiology at Yale University School of Public Health, and Dr. Cary Gross, Professor of Medicine and Public Health at Yale University School of Medicine. Following their model, the committee recommends that U of I provide an interactive user interface that includes easy-to-read, detailed summaries and data visualization of current COVID-19 indicators and testing data. This information should be collected and shared on a web-based dashboard. Good data and transparency build trust. Clearly visible trends can influence both individual and institutional actions as well as monitor and validate the effectiveness of our mitigation plans. Tracking leading indicators helps prevent and minimize outbreaks. As the leading research institution in the state, we have the obligation to inform and lead our state during the pandemic.

Discussion:

There was a question about where accurate information would come from and how it would compare with data from state and federal sources. Response: The data which we are asking to be communicated clearly and visually is already being posted weekly on the U of I website in numerical form, not tabulated or visualized. In order to see trends, one needs to expand the history of past updates. Also, for a web-based, real-time dashboard to be effective, it needs to be updated more frequently. The administration already receives real-time updates on testing data – it's a matter of weighing the advantages and disadvantages of more frequent updates. Some schools post campus data together with county or even state data, which allows students to obtain all the information they need from one site, whereas in Idaho it is not easy to get the overall picture without additional information from the different public health districts.

A Senator asked which aspects of the proposal require Senate approval. Response: This *ad hoc* committee originated from Faculty Senate and Staff Council. We brought this proposal to Senate for their endorsement.

Could the dashboard be useful in other circumstances? Response: Once it is built, it can be used in other reporting situations.

Is it possible to incorporate spatial/geographic information from the state and compare data with those from U of I? Incorporating a geographical component would be very useful to identify spatial hot spots for the purpose of planning and mitigation. Response: The university has the data that we are asking to be more visually presented and more frequently updated. We like to see positive cases reported daily or as frequently as possible, broken down by demographics, undergraduate or graduate students, faculty or staff. This way, we'll have a better idea of where the hot spots are across campus. Once the template to showcase or graph the data is built, the university, using the data it already has, would need to update it, for instance through a spreadsheet that automatically feeds into the dashboard. Once the templates are established – they have been offered to us – maintenance will require minor effort. With regard to expanding geographically to areas around us: as the U of I Advisory Committee, we focus on U of I data and on providing links to data for other communities, counties, and at the state level, so that students who are traveling can be more aware of the risks. As for the spatial component, there

is a modeling team on campus that is working on that, but it is strictly separate from the U of I data we are talking about.

A Senator expressed appreciation for the committee's idea and wondered whether the committee had received any negative feedback. Response: we are trying our best to support our campus. As we move into the winter and the unknown about the spring semester, having transparent, readily updated (in real time), easy-to-access data will help the administration validate the positive outcomes. It will also engage people collectively in the safety of the campus and help them make the best personal decisions. There are no negatives which we haven't talked about and addressed.

A Senator thanked the Advisory Committee for their efforts and asked about the timeline for the dashboard to be up and accessible to everyone. Response: just before Thanksgiving, the committee reached out to the group of national experts identified earlier by Yesol and asked for their help. The group is about to launch – around mid-December – a major initiative to help colleges across the country. They are willing and excited to help our campus.

A Senator asked what Senate can do, concretely. Chair Kirchmeier responded that, because the Advisory Committee is an *ad hoc* committee, a seconded motion from the floor is needed (to accept the proposal as written, or formulated in other words). If the motion passes, Faculty Senate Leadership will send a copy of the proposal to President Green's office with the full support of Senate behind it.

Are any funds needed? Response: None. The Yale team offered to help us build the dashboard from the transportable template Yesol talked about. They will provide intellectual and technical support to work with our experts to modify their template for our purposes. They are willing to help us build the dashboard and customize it to our needs for free.

It was moved (Schwarzlaender) and seconded (Tibbals) to approve the proposal from the Advisory COVID-19 Committee as written.

Further discussion:

Responding to a pending question about incorporating vaccine information, a committee member said that they do not expect to have that type of information – unless it is related to some special program internal to U of I and separate from what is happening at the federal level. As for regional data, the committee hopes we can be as comprehensive and inclusive as possible, if the administration does not object to including external data on the U of I website.

A Senator noted that U of I data would have to go beyond the Moscow campus. We need access to data from the state, because we have off-campus centers and because of travel.

Shirley Luckhart added some final remarks: The committee members reached out to many people with excitement about our involvement with, and support by, the Yale group. This inspired a "national COVID dashboard makeover challenge." The challenge was for each campus to gather 100 nominations from faculty, staff, students, alumni, and parents. The first to get 100 nominations wins the challenge. Our campus had 100 nominations by the next day, while nobody else was even close. The largest number of votes came from students, which is why we

are happy to have Megan and Yesol represent our committee and the students, who had the strongest voice.

Vote: The motion was approved unanimously.

Chair Kirchmeier will send the Senate support of the proposal to President Green by the end of the week. She gave special thanks to the committee members for their work and dedication through the semester and asked them to be recognized.

Chair Kirchmeier introduced the next item on the agenda and noted that, with ten minutes left, only one of the two remaining agenda items can be undertaken. The conversation regarding the assessment committee with Dean Panttaja was postponed and will continue in the spring. Charles Goebel will be invited back to participate in the conversation.

Senator Charles Goebel expressed appreciation for the opportunity to sit in for Alistair Smith as the CNR representative this fall semester.

Other Announcements and Communications:

- Update on the budget metrics – Torrey Lawrence
Provost Lawrence proceeded to give a brief update – more will be communicated in the spring. First, some context/history: President Green put together a work group to develop a new budget model for the university. The product of that was a white paper describing some general parameters for a new way of budgeting, which, in the Provost's own words, could be described as a "responsive" budget – responsive, for instance, to enrollment figures. This is different than what has been typically done – units get a fixed budget. Within the new model, there are several components, some of which would be based on very general metrics such as enrollment. The main question is: how academic units (that is, colleges) will be budgeted. A focal point of the discussions (primarily with Provost Council, the Vice Provost, and the directors of our centers), was to understand in which way metrics will influence where money goes. A number of brainstorming sessions resulted in 124 possible metrics, focused on three areas: 1. Student success; 2. Research; 3. Financial health. This list was narrowed down to about 30 and is in the process of being further narrowed down to about six, depending on the metrics themselves and how they will be used. Enrollment and student credit hours are examples of possible metrics. Completion and retention rates could measure student success. Possible metrics for research may include research expenditures, graduate or terminal degrees awarded, successful grant proposals. Student credit hours are also a measure of financial health, along with program costs and program management. None of the above is finalized – discussions will continue in January. Finding metrics that work for every unit is challenging, and there can be unintended consequences of using a particular metric. Another group is working on metrics to fund non-academic units, such as Facilities or Student Services. More information will come later, with opportunities for input and feedback. In the end, we hope to have a budget model that is responsive to needs, based on the university's priorities.

Discussion:

A Senator noted that, although it is useful to have benchmarks by which we evaluate programs and departments, departments can be very different in nature. A department may not "fit" within a given index or benchmark. Are these contingencies going to be considered? The Provost

recognized that colleges can have unique attributes and, thus, unique aspects of budgeting. The goal – if possible – is to have a model that is understandable and works for everybody, but one of the main challenges is precisely to identify metrics and use/weight them in a way that is fair to different units.

Chair Kirchmeier invited the Senators to send additional questions to her or place them in the Zoom chat.

On behalf of Senate, Chair Kirchmeier congratulated Torrey Lawrence for his appointment to the position of Provost and Executive Vice President, and thanked him for his dedication to the university.

Adjournment:

The agenda was not completed, thus the Chair asked for a motion (Fairley/ Ahmadzadeh) to adjourn. The meeting was adjourned at 5:00pm.

Respectfully Submitted,

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

Miscellaneous Change Request

New Proposal

Date Submitted: 11/16/20 12:00 pm

Viewing: **Change Dept of Ag and Extension Education Name**

Last edit: 11/16/20 12:00 pm

Changes proposed by: Joana Espinoza (V00370901)

Faculty Contact

In Workflow

- 1. Registrar's Office
- 2. UCC
- 3. Faculty Senate Chair
- 4. UFM
- 5. President's Office
- 6. State Approval
- 7. NWCCU

Approval Path

- 1. 12/08/20 3:57 pm
Amy Kingston
(amykingston):
Approved for
Registrar's Office
- 2. 12/14/20 4:04 pm
Rebecca Frost
(rfrost): Approved
for UCC

Faculty Name	Faculty Email
Jim Connors	jconnors@uidaho.edu

Request Type Change the name of an administrative unit

Effective Catalog 2021-2022

Year

Title Change Dept of Ag and Extension Education Name

Request Details

The Department of Agricultural and Extension Education would like to change their department name to the Department of Agricultural Education, Leadership and Communications.

The department does not offer any degree or major courses in extension education. Past changes in curriculum, courses, and faculty have resulted in increased offerings in agricultural leadership and communications. The proposed new name better reflects the programs and

degrees within the department.

Most similar departments at other land-grant universities have changed from Agricultural and Extension Education to some other name that includes references to Agricultural Education, Agricultural Communications, and Agricultural Leadership. This change will not only better reflect department offerings but it will keep the department in line with nationwide trends in the three disciplines.

Attach State Form [CALS - Change Dept Name in AEE.pdf](#)

Supporting
Documents

Reviewer
Comments

Key: 15

Program Change Request

New Program Proposal

Date Submitted: 10/15/20 3:41 pm

Viewing: **427 : Human and Community Engagement Minor**

Last edit: 12/09/20 11:18 pm

Changes proposed by: Elizabeth Bullers (V00575337)

Faculty Contact

In Workflow

- 1. 063 Chair
- 2. 07 Curriculum Committee Chair
- 3. 07 Dean
- 4. Provost's Office
- 5. Assessment
- 6. Registrar's Office
- 7. UCC
- 8. Faculty Senate Chair
- 9. UFM
- 10. President's Office
- 11. State Approval
- 12. NWCCU

Approval Path

- 1. 10/13/20 4:11 pm
Michelle McGuire (smcguire):
Approved for 063 Chair
- 2. 10/15/20 3:09 pm
Brenda Schroeder (bschroeder):
Rollback to Initiator
- 3. 10/15/20 6:13 pm
Michelle McGuire (smcguire):
Approved for 063 Chair
- 4. 10/15/20 7:41 pm
Brenda Schroeder (bschroeder):
Approved for 07

Curriculum

Committee Chair

5. 10/18/20 10:50 pm

Matthew Doumit

(mdoumit):

Approved for 07

Dean

6. 11/16/20 11:55 am

Joana Espinoza

(jespinoza):

Approved for

Provost's Office

7. 11/16/20 12:03 pm

Sara Mahuron

(sara): Approved for

Assessment

8. 12/09/20 11:19 pm

Amy Kingston

(amykingston):

Approved for

Registrar's Office

9. 12/14/20 4:27 pm

Rebecca Frost

(rfrost): Approved

for UCC

Faculty Name	Faculty Email
Erin Chapman	chapman@uidaho.edu
Sarah Bush	sabush@uidaho.edu

Academic Level Undergraduate

College Agricultural & Life Sciences

Department/Unit: Family and Consumer Sciences

Effective Catalog 2021-2022

Year

Program Title

Human and Community Engagement Minor

Degree Type Minor

1/20/2021427: Human and Community Engagement Minor

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

Program Credits

21

Attach Program Change

CIP Code

44.0201 - Community Organization and Advocacy.

Will the program be Self-Support?

Yes

Will the program have a Professional Fee?

No

Will the program have an Online Program Fee?

No

Will program be Regional or Statewide Responsibility?

Regional

Financial Information

What is the financial impact of the request?

Less than \$250,000 per FY

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

Describe the financial impact

No negative fiscal impact is anticipated. This minor is a collaboration within the College of Agricultural and Life Sciences--the Margaret Ritchie School of Family and Consumer Sciences and the Department of Agricultural and Extension Education. Courses currently exist primarily within these two program areas and are covered by faculty teaching loads within the two departments.

Curriculum:

CLDR/FCS 220	Intro Human & Comm Engagement	1
CLDR 360	Ldrship and Comm Dynamics	3
CLDR/FCS 420	Adv Human & Comm Engage Exp	2
FCS 105	Individual and Family Development	3
Human Engagement: (Choose 6 credits from these courses, 3 of which must be from FCS.)		6

COMM 233	Interpersonal Communication	
COMM 335	Intercultural Communication	
COMM 340	Family Communication	
COMM 410	Conflict Management	
FCS 240	Intimate Relationships	
FCS 254	Middle Childhood Development	
FCS 334	Adolescence & Emerging Adult	
FCS 340	Parent-Child Relationships in Family and Community	
FCS 360	Sexuality Across the Lifespan	
FCS 434	Adulthood and Aging within the Context of Family	
FCS 436	Thry Chld & Family Dev	
FCS 440	Contemporary Family Relationships	
FCS 445	Issues in Work and Family Life	
Community Engagement: (Choose 6 credits from these courses, 3 of which must be from CLDR.)		6
AGED 359	Developing 4-H Youth Programs	
CLDR 450	Leading People and Teams	
CLDR 480	Change & Power in Society	
ORGS 305	Nonprofit Organizations	
SOC 201	Intro to Inequity and Justice	
Total Hours		21
Courses to total 21 credits for this minor		

Distance Education Availability

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

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

Yes

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

Yes

Note: Existing programs transitioning from less than 50% of its curricular requirements to 50% or more of its requirements being available via distance education is considered a Group 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

Student Learning Outcomes

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

Student completing this minor will be able to:

1. Apply human and community engagement theories, models, and concepts to a range of real-world issues and settings.
2. Promote and engage in volunteer, advocacy, and social change opportunities.
3. Collaborate with others of diverse backgrounds and understand the importance of differing perspectives within a group or community.
4. Develop effective communication and leadership-based skills.
5. Develop strategies for addressing personal, organizational, and community issues.
6. Identify opportunities for increased success of a community-based organization.
7. Create a development plan for lifelong citizenship.

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

Assessment for the overall minor will be occur through multiple mechanisms. Course evaluations for the required courses; an exit survey for graduating minors; final report and reflection assignments from the service learning course, FCS/CLDR 420. Additionally, coordinating faculty in FCS and CLDR will meet with prospective minors regarding their minor goals and plans.

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

Collaborating faculty will meet each semester to review minor programmatic components and students progress and productivity within the required courses (FCS/CLDR 220; FCS 105; CDLR 360; and FCS/CLDR 440). Additionally, university and community partners will provide feedback in refining the minor components, including the required FCS/CLDR 420 service learning course, in which students are required to engage in direct engagement with individual, family and community development.

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

Learning outcomes will be assessed using both formative and summative assessment. Formative assessment will occur through class discussion, learning activities, and self-reflection. Summative assessment will occur through individual projects (i.e., FCS/CDLR 220), and a final report and presentation (i.e., FCS/CDLR 420).

When will assessment activities occur and at what frequency?

For each of the required courses for this minor:

FCS/CLDR 220 (1 credit): Formative assessment will occur through class discussions and learning activities throughout the semester. Summative assessment will occur through individual projects, primarily at the conclusion of the semester course. Projects will include human and community engagement theory and model application-based assessments, a community leader interview, and reflection summaries and a final application paper.

FCS 105 (3 credits): Formative assessment will occur through class discussions and learning activities (approximately 13-15) throughout the semester. Summative assessment will occur through chapter quizzes (10 per semester), unit exams (3 per semester), and a comprehensive final lifespan project at the end of the semester.

CLDR 360 (3 credits): Formative assessment will occur through class discussions and learning activities throughout the semester. Summative assessment will occur through individual and group projects throughout the semester and at the conclusion of the course. Projects will include critical learning reflections, case studies, and a personal reflection on the learner's role as a change agent and a citizen leader. The final project will include an organizational profile of a local organization and the development of a case study around the organization.

FCS/CLDR 420 (2 credits): Formative assessment will occur through self-reflection throughout the semester as students are completing required service learning hours. Summative assessment will occur through a proposal, final report and presentation at the conclusion of the semester.

Student Learning Outcomes

Learning Objectives

Student completing this minor will be able to:

1. Apply human and community engagement theories, models, and concepts to a range of real-world issues and settings.
2. Promote and engage in volunteer, advocacy, and social change opportunities.
3. Collaborate with others of diverse backgrounds and understand the importance of differing perspectives

within a group or community.

4. Develop effective communication and leadership-based skills.
5. Develop strategies for addressing personal, organizational, and community issues.
6. Identify opportunities for increased success of a community-based organization.
7. Create a development plan for lifelong citizenship.

Rationale for the proposed change. Include an explanation of how the department will manage the added workload, if any.

A core theme of the University of Idaho's mission is to challenge students to learn and integrate, think and create, communicate, clarify purpose and perspective, and practice citizenship. Additionally, UI service-learning places high importance on courses that integrate course content and community service. However, formal coursework does not exist to help students recognize their talents and strengths for serving their local communities, including individuals and families, personally and professionally in their future careers. This minor combines classroom instruction on human and community development theories and models with opportunities for application through engagement in the local community. Upon completion of this minor, graduates will be prepared to analyze community and societal-based issues and create collaborative social change and community development issues that are designed for the communities and the individuals across the lifespan they are working with. These graduates will be prepared to serve their communities as leaders and change agents.

As a collaborative effort between FCS and AEE, this minor will be supported and staffed by both departments. Additional course workload is minimal (a 1-credit introductory course and a 2-credit service learning course) and will be shared between coordinating faculty within FCS and AEE. Local and University partners are supportive regarding the service learning component of the minor (i.e., supervised service-learning experience placements in the community).

Supporting Documents [CLDR-FCS 220- Course Approval Form.docx](#)
[CLDR-FCS420- Course Outline.docx](#)
[CLDR-FCS220- Course Outline.docx](#)
[CLDR-FCS 420- Course Approval Form.docx](#)

Requires TECC Review No

Reviewer
Comments

Brenda Schroeder (bschroeder) (10/15/20 3:09 pm): Rollback: The two courses mentioned in description as to be developed have been approved by UCC. Please remove from description. Thanks! -Brenda

Joana Espinoza (jespinoza) (10/19/20 3:54 pm): Made change to delivery. F2F in Moscow and 100% online.

Key: 427

Program Change Request

New Program Proposal

Date Submitted: 11/09/20 8:55 am

Viewing: **437 : Precision Agriculture Academic Certificate**

Last edit: 12/14/20 4:41 pm

Changes proposed by: Joana Espinoza (V00370901)

Faculty Contact

In Workflow

- 1. 084 Chair
- 2. 07 Curriculum Committee Chair
- 3. 07 Dean
- 4. Provost's Office
- 5. Curriculum Review
- 6. Registrar's Office
- 7. UCC
- 8. Faculty Senate Chair
- 9. UFM
- 10. President's Office
- 11. State Approval
- 12. NWCCU

Approval Path

- 1. 11/09/20 9:45 am
Joana Espinoza (jespinoza):
Approved for 084 Chair
- 2. 11/09/20 9:45 am
Joana Espinoza (jespinoza):
Approved for 07 Curriculum Committee Chair
- 3. 11/09/20 9:47 am
Joana Espinoza (jespinoza):
Approved for 07 Dean
- 4. 11/09/20 9:48 am
Joana Espinoza (jespinoza):

Approved for
Provost's Office
5. 11/17/20 12:18 pm
Rebecca Frost
(rfrost): Approved
for Curriculum
Review
6. 12/09/20 11:29 pm
Amy Kingston
(amykingston):
Approved for
Registrar's Office
7. 12/14/20 4:42 pm
Rebecca Frost
(rfrost): Approved
for UCC

Faculty Name	Faculty Email
Jodi Johnson-Maynard	jmaynard@uidaho.edu

Academic Level Undergraduate

College Agricultural & Life Sciences

Department/Unit: Soil & Water Systems

Effective Catalog
Year 2021-2022

Program Title
Precision Agriculture Academic Certificate

Degree Type Certificate

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

Program Credits 16

Attach Program [Precison Ag Cert Short Form - Signed.pdf](#)
Change

CIP Code 01.0299 - Agricultural Mechanization, Other.

Will the program be Self-Support?

No

Will the program have a Professional Fee?

No

Will the program have an Online Program Fee?

No

Will program be Regional or Statewide Responsibility?

Regional

Financial Information

What is the financial impact of the request?

Less than \$250,000 per FY

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

Describe the financial impact

The certificate should not have a financial impact. All faculty positions required are in place and modest student laboratory fees will be assessed to cover the cost of maintaining equipment that receives additional use due to the new program.

Curriculum:

ASM 240	Comp Apps in Bio Systems	3
ASM 305	GPS and Precision Agriculture	3
ASM/REM 475	Course ASM 475 Not Found	3
ASM 409	Agricultural Tractors, Power Units and Machinery Management	3-4
or ASM 405	Precision Ag Science & Tech	
ASM 498/499	Internship	1-3
Total Hours		13-16

Courses to total 13 credits for this certificate.

Distance Education Availability

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

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

Yes

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

Yes

Note: Existing programs transitioning from less than 50% of its curricular requirements to 50% or more of its requirements being available via distance education is considered a Group 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

Student Learning Outcomes

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

1. Students familiar with methods of precision agriculture as applied to cropping systems, nutrient management, and water management/irrigation.
- 2t Students able to assess new technologies and objectively evaluate feasibility and benefits of precision agriculture technologies.
3. Students familiar with precision application implements, remote sensing, drones, and farm-data management software.
4. Students understand the social, economic, regulatory, and environmental context of agriculture, and identify the role of precision agriculture in addressing related challenges.

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 will be assessed each year according to the existing University/College/Departmental process. This process includes data gathering according to identified metrics and benchmarks, reporting and discussion of findings at the departmental level.

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

Data gathered and findings generated during the assessment cycle will be discussed at a special faculty meeting focused on curriculum. Actions to improve identified weaknesses will be determined and implemented following the meeting.

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

i) Students familiar with methods of precision agriculture ...

Direct: Final paper or oral report in directed student or internship demonstrates proficiency regarding knowledge of the methods utilized in precision agriculture.

Indirect: Site supervisor assessment of learning and knowledge gained during student's internship.

Indirect: Grades received by enrolled students in each required course

Indirect: Student's self-assessment of knowledge on the exit survey

ii) Students able to assess and evaluate technologies ...

Direct: Quality of assignment in ASM 305 that focuses on limitations of precision ag data sets

Direct: Students' assessment of technology utilized in directed study project or internship within their final written/oral report.

Indirect: Student grades in ASM 305 assignments related to identification of challenges and benefits of precision agriculture technologies utilized in class.

Indirect: Students' self-assessment of their ability to assess precision agricultural technologies on exit survey

3) Students familiar with precision agriculture implements ...

Direct: Students' demonstration of familiarity with precision ag implements on final project for ASM 405 or 409

Indirect: Students' grades in ASM 405 or 409

Indirect: Site supervisor assessment of student's abilities to use implements and tools during internship

Indirect: Students' self-assessment of knowledge of precision ag implements, tools and software on exit survey

4) Students understand the social, economic, regulatory and environmental context of precision agriculture

Direct: Demonstration of understanding of the complex social, economic, regulatory and environmental issues in relation to precision ag on final project for ASM 305, 405, 498 and 499

Indirect: Students' grades in ASM 305, 405, 498 and 499

When will assessment activities occur and at what frequency?

Assessment will occur throughout the year and reporting takes place annually.

Student Learning Outcomes

Learning Objectives

Students familiar with methods of precision agriculture as applied to cropping systems, nutrient management, and water management/irrigation.

Students able to assess new technologies and objectively evaluate feasibility and benefits of precision agriculture technologies.

Students familiar with precision application implements, remote sensing, drones, and farm-data management software.

Students understand the social, economic, regulatory, and environmental context of agriculture, and identify the role of precision agriculture in addressing related challenges.

Rationale for the proposed change. Include an explanation of how the department will manage the added workload, if any.

The certificate will be offered both on line and in-person and will cover the basics of precision agriculture including foundational concepts, equipment, drones/remote sensing and data management/analysis.

Supporting Documents

Requires TECC Review	No
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Reviewer

Comments

Rebecca Frost (rfrost) (11/16/20 11:27 am): ASM 405 does not exist. ASM 240 is showing deleted.

Amy Kingston (amykingston) (12/09/20 11:29 pm): There was a discrepancy with the number of required credit hours. Need to verify if it is 12 or 16.

Key: 437

Program Change Request

New Program Proposal

Date Submitted: 11/09/20 9:01 am

Viewing: **438 : Sustainable Food Systems Minor**

Last edit: 12/09/20 11:33 pm

Changes proposed by: Joana Espinoza (V00370901)

Faculty Contact

In Workflow

- 1. 084 Chair
- 2. 07 Curriculum Committee Chair
- 3. 07 Dean
- 4. Provost's Office
- 5. Curriculum Review
- 6. Registrar's Office
- 7. UCC
- 8. Faculty Senate Chair
- 9. UFM
- 10. President's Office
- 11. State Approval
- 12. NWCCU

Approval Path

- 1. 11/09/20 9:45 am
Joana Espinoza (jespinoza):
Approved for 084 Chair
- 2. 11/09/20 9:46 am
Joana Espinoza (jespinoza):
Approved for 07 Curriculum Committee Chair
- 3. 11/09/20 9:47 am
Joana Espinoza (jespinoza):
Approved for 07 Dean
- 4. 11/09/20 9:48 am
Joana Espinoza (jespinoza):

Approved for
Provost's Office

5. 11/16/20 11:30 am
Rebecca Frost
(rfrost): Approved
for Curriculum
Review

6. 12/09/20 11:34 pm
Amy Kingston
(amykingston):
Approved for
Registrar's Office

7. 12/14/20 4:45 pm
Rebecca Frost
(rfrost): Approved
for UCC

Faculty Name	Faculty Email
Jodi Johnson-Maynard	jmaynard@uidaho.edu

Academic Level Undergraduate

College Agricultural & Life Sciences

Department/Unit: Soil & Water Systems

Effective Catalog 2021-2022
Year

Program Title
Sustainable Food Systems Minor

Degree Type Minor

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

Program Credits 20

Attach Program [CALS - new minor in Sustainable Foods.pdf](#)
Change

CIP Code 01.0308 - Agroecology and Sustainable
Agriculture.

Will the program be Self-Support?

No

Will the program have a Professional Fee?

No

Will the program have an Online Program Fee?

No

Will program be Regional or Statewide Responsibility?

Regional

Financial Information

What is the financial impact of the request?

Less than \$250,000 per FY

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

Describe the financial impact

None. We will use existing courses to create this minor.

Curriculum:

SOIL 205	The Soil Ecosystem	3
SOIL 206	The Soil Ecosystem Lab	1
SOIL 210	Introduction to Food Systems	3
SOIL 417	Market Garden Practicum	4
SOIL 427	Sustainable Food Systems	3
AGED 451	Communicating in Agriculture	3
Choose one of the following:		3
SOC 350	Food, Culture, and Society	
SOIL 446	Soil Fertility	
FS 436	Principles of Sustainability	
PLSC 451	Vegetable Crops	
MVSC 486	Healthy Active Lifestyle Assessment and Intervention	

Total Hours 20

Courses to total 20 credits for this minor

Distance Education Availability

To comply with the requirements of the Idaho State Board of Education (SBOE) and the Northwest Commission on Colleges and Universities (NWCCU) the University of Idaho must declare whether 50% or more of the curricular requirements of a program

which may be completed via distance education.

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

No

Note: Existing programs transitioning from less than 50% of its curricular requirements to 50% or more of its requirements being available via distance education is considered a Group 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

Student Learning Outcomes

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

- Be able to apply scientific principles and systems thinking to the development and management of sustainable agricultural and food systems.
- Understand how agronomic management practices relate to soil conservation and water quality .
- Demonstrate the ability to assess the sustainability of agricultural and food systems using a systems-based approach applying economic, social and natural-resource related criteria.
- Understand the roles and responsibilities of food systems professionals in society .
- Demonstrate the ability to effectively communicate science-based data to a variety of audiences and be able to convey the importance of a healthy, functioning, and robust food system.

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 students will occur primarily in the required courses:

Soil 210 - Initial introduction to systems thinking and application of whole systems analysis through project and presentation

- Soil 417 - Projects, weekly labs, and demonstration of learned farm management skills
- Soil 427 - Individual research papers, presentations and demonstrated knowledge of food systems
- AgEd 451 - Projects and presentations focused on various communication methods
- Soil 205/206- exams and quizzes and weekly labs focused on understanding soil properties and suitability of different land uses.

The minor will be assessed through student evaluations of instructors and student exit interviews with SFS advisor.

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

Examination of student projects and presentations in the above mentioned courses will be used to help evaluate how well the program learning goals and university learning outcomes are. Every year the instructor will use feedback from student survey's, one-on-one de-briefs of projects and group feedback to dictate necessary changes to instruction. Feedback from students will be used to improve learning outcomes, final project objectives and course content.

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

Direct assessment of student learning: Student work including presentations, projects, research papers, etc.

Indirect assessment of student learning: One-on-one meetings with SFS advisor at least once a year to discuss student learning and career goals and other formative assessments in various forms by the instructor.

When will assessment activities occur and at what frequency?

Direct and indirect assessment will occur while taking the core courses and throughout each semester. Indirect assessment will occur at least once a year and primarily upon completion of the minor.

Student Learning Outcomes

Learning Objectives

1/20/2021438: Sustainable Food Systems Minor

Be able to apply scientific principles and systems thinking to the development and management of sustainable agricultural and food systems.
Understand how agronomic management practices relate to soil conservation and water quality .
Demonstrate the ability to assess the sustainability of agricultural and food systems using a systems-based approach applying economic, social and natural-resource related criteria.
Understand the roles and responsibilities of food systems professionals in society .
Demonstrate the ability to effectively communicate science-based data to a variety of audiences and be able to convey the importance of a healthy, functioning, and robust food system.

Rationale for the proposed change. Include an explanation of how the department will manage the added workload, if any.

This will be a new minor in the department of Soil and Water Systems. This new minor will give students the opportunity to enhance their base knowledge of agriculture and sustainability. Students will learn how to examine the food system using a systems perspective that will add depth to other majors. Students will learn principles of sustainability, organic agriculture, systems thinking and how to effectively communicate these concepts to a wide audience.

Supporting
Documents

Requires TECC Review	No
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Reviewer
Comments

Program Change Request

New Program Proposal

Date Submitted: 11/13/20 3:36 pm

Viewing: **440 : Water Science and Management Minor**

Last edit: 12/09/20 11:35 pm

Changes proposed by: Joana Espinoza (V00370901)

Faculty Contact

In Workflow

- 1. 084 Chair
- 2. 07 Curriculum Committee Chair
- 3. 07 Dean
- 4. Provost's Office
- 5. Curriculum Review
- 6. Registrar's Office
- 7. UCC
- 8. Faculty Senate Chair
- 9. UFM
- 10. President's Office
- 11. State Approval
- 12. NWCCU

Approval Path

- 1. 11/13/20 5:56 pm
Jodi Johnson-Maynard (jmaynard):
Approved for 084 Chair
- 2. 11/16/20 11:23 am
Joana Espinoza (jespinoza):
Approved for 07 Curriculum Committee Chair
- 3. 11/16/20 11:24 am
Joana Espinoza (jespinoza):
Approved for 07 Dean
- 4. 11/16/20 11:24 am
Joana Espinoza

(jespinoza):

Approved for
Provost's Office

5. 11/17/20 11:29 am

Rebecca Frost

(rfrost): Approved
for Curriculum
Review

6. 12/09/20 11:35 pm

Amy Kingston

(amykingston):
Approved for
Registrar's Office

7. 12/14/20 4:46 pm

Rebecca Frost

(rfrost): Approved
for UCC

Faculty Name	Faculty Email
Jodi Johnson-Maynard	jmaynard@uidaho.edu

Academic Level Undergraduate

College Agricultural & Life Sciences

Department/Unit: Soil & Water Systems

Effective Catalog
Year 2021-2022

Program Title

Water Science and Management Minor

Degree Type Minor

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

Program Credits 19

Attach Program [CALS - new minor in Water Science.pdf](#)
ChangeCIP Code 40.0605 - Hydrology and Water Resources
Science.

Will the program be Self-Support?

No

Will the program have a Professional Fee?

No

Will the program have an Online Program Fee?

No

Will program be Regional or Statewide Responsibility?

Regional

Financial Information

What is the financial impact of the request?

Less than \$250,000 per FY

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

Describe the financial impact

There will be no new classes developed specifically for this minor. The classes have the capacity to increase student numbers and therefore there will only be an indirect benefit from increased student credit hours for professors teaching these courses

Curriculum:

Choose one of the following:		4
<u>SOIL 205</u>	The Soil Ecosystem	
& <u>SOIL 206</u>	and The Soil Ecosystem Lab	
<u>GEOL 111</u>	Physical Geology for Science Majors	
& <u>111L</u>	and Physical Geology for Science Majors Lab	
<u>ASM 315</u>	Irrigation Systems and Water Management	3
or <u>SOIL 448</u>	Drinking Water and Human Health	
<u>SOIL/ENVS 450</u>	Environmental Hydrology	3
or <u>SOIL 415</u>	Soil and Environmental Physics	
<u>SOIL 452</u>	Environmental Water Quality	3
or <u>SOIL 444</u>	Water Quality in the Pacific Northwest	
Select 6 credits from the following:		6
<u>GEOL 309</u>	Ground Water Hydrology	
<u>GEOG 424</u>	Hydro Apps/GIS&Remote Sensing	
<u>FISH 415</u>	Limnology	
<u>FOR 462</u>	Watershed Science and Management	

Courses to total 19 credits for this minor**Distance Education Availability**

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

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

Yes

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

No

Note: Existing programs transitioning from less than 50% of its curricular requirements to 50% or more of its requirements being available via distance education is considered a Group 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

Student Learning Outcomes

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

Students will learn fundamentals of the water balance and impacts of management on the transport and storage of water through a landscape as well as the impacts of management on water quality. Students will develop the quantitative and communication skills necessary to work in careers where the availability, timing, and delivery of water impacts decisions on profitability and sustainability. Students will learn the fundamental physical, chemical and biological properties of soils. Students will be exposed to new digital technologies to track and manage water movement and storage across a landscape.

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 was selected to develop and assess the ability of each student to achieve the basic learning outcomes of the minor. Most of the classes in the curriculum include applied water resources projects and written on often oral presentation of their hydrologic assessment. We will communicate with instructors to determine if students in this minor are adequately meeting class goals. We will also reach out to graduates of the program and interview them to determine whether specific coursework was beneficial and instructive.

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

The feedback from instructors and graduates will be used to evaluate and potentially modify the required coursework in the minor. We will also evaluate as new technology and tools become available whether new courses should be included in the minor. The minor includes 3 credits in a water quality and provides options to direct interest in either agricultural and natural resources water management. The minor includes course work that will build and assess the ability of students to master both quantitative hydrologic assessment skills as well as policy and oral/written communication skills.

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

We will use student class evaluations and interviews of recent graduates as well as communication with instructors.

When will assessment activities occur and at what frequency?

Assessments will occur annually at the end of spring semester.

Student Learning Outcomes

Learning Objectives

Students will learn fundamentals of the water balance and impacts of management on the transport and storage of water through a landscape as well as the impacts of management on water quality.

Students will be develop the quantitative and communication skills necessary to work in careers where the availability, timing, and delivery of water impacts decisions on profitability and sustainability.

Students will learn the fundamental physical, chemical and biological properties of soils.

Students will be exposed to new digital technologies to track and manage water movement and storage across a landscape.

Rationale for the proposed change. Include an explanation of how the department will manage the added workload, if any.

Need for a new minor in Water Science and Management.

Supporting
Documents

Requires TECC Review	No
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Reviewer
Comments

Key: 440

Program Change Request

Date Submitted: 11/09/20 9:31 am

Viewing: **196 : Music (MMUS)**

Last edit: 12/09/20 11:43 pm

Changes proposed by: Joana Espinoza (V00370901)

Catalog Pages Using
this Program
[Music \(M.Mus.\)](#)

Faculty Contact

In Workflow

- 1. 022 Chair
- 2. CLASS Review
- 3. 18 Curriculum Committee Chair
- 4. 18 Dean
- 5. Provost's Office
- 6. Curriculum Review
- 7. Graduate Council Chair
- 8. Registrar's Office
- 9. UCC
- 10. Faculty Senate Chair
- 11. UFM
- 12. President's Office
- 13. State Approval
- 14. NWCCU

Approval Path

- 1. 11/09/20 9:45 am
Joana Espinoza (jespinoza):
Approved for 022 Chair
- 2. 11/09/20 9:47 am
Joana Espinoza (jespinoza):
Approved for CLASS Review
- 3. 11/09/20 9:48 am
Joana Espinoza (jespinoza):
Approved for 18 Curriculum Committee Chair

4. 11/09/20 9:48 am
Joana Espinoza
(jespinoza):
Approved for 18
Dean
5. 11/09/20 9:48 am
Joana Espinoza
(jespinoza):
Approved for
Provost's Office
6. 11/10/20 4:22 pm
Rebecca Frost
(rfrost): Approved
for Curriculum
Review
7. 11/13/20 9:20 am
Lauren Perkinson
(perkinson):
Approved for
Graduate Council
Chair
8. 12/09/20 2:06 pm
Amy Kingston
(amykingston):
Approved for
Registrar's Office
9. 12/09/20 11:43 pm
Amy Kingston
(amykingston):
Rollback to
Registrar's Office for
UCC
10. 01/07/21 11:18 am
Amy Kingston
(amykingston):
Approved for
Registrar's Office
11. 01/11/21 4:11 pm
Rebecca Frost
(rfrost): Approved
for UCC

Faculty Name	Faculty Email
Vanessa Sielert	vanessas@uidaho.edu

Change Type Change academic component name (degree, major, option, emphasis, minor, concentration, or specialization)

Description of Change

Switching from in person only to 100% online availability

Academic Level Graduate

College Letters Arts & Social Sciences

Department/Unit: Music

Effective Catalog 2021-2022
Year

Program Title
Music (MMUS)

Program Credits **30**

CIP Code 50.0901 - Music, General.

Emphasis/Option
CIP Code(s)

Curriculum:

Master of Music. Major in Music.

Applicants for the M.Mus. degree may concentrate in music education; performance (with degree patterns in brass, choral conducting, keyboard, percussion, strings, voice and woodwinds); composition; piano pedagogy and performance studies; or collaborative piano. Admission to the Master of Music program varies by the area of concentration. Please see the [Lionel Hampton School of Music website](#) for the requisite application materials listed by concentration. Except for students enrolled in the Master of Music with a concentration in Music Education, all graduate music students must complete at least 18 semester hours of credit towards the Master of Music degree in residence on the University of Idaho Moscow campus.

Distance Education Availability

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

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

Yes ~~No~~

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

Yes

Note: Existing programs transitioning from less than 50% of its curricular requirements to 50% or more of its requirements being available via distance education is considered a Group 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:

~~Coeur d'Alene~~

Moscow

Student Learning Outcomes

Have learning outcomes changed? **No Change**

Learning Objectives

The student will be able to interpret and present musical ideas through performance.

The student will be able to demonstrate expertise in major performing medium.

The student will be able to demonstrate proficiency in reading music.

Rationale for the proposed change. Include an explanation of how the department will manage the added workload, if any.

Through the past eight months we have successfully transitioned into the ability to offer classes in a hyflex manner. Because of this transition, we now see the capability to offer our MMus at a distance as well as face-to-face without adding courses to our existing program, therefore increasing our student population to include those professionals who may not be able to move to Moscow for a variety of reasons including ties to their community, family and/or employment. This degree will be able to be completed synchronously remotely or in person.

Supporting
Documents

[MMus short form-revised.pdf](#)

Requires TECC
Review

No

Reviewer

Comments

Amy Kingston (amykingston) (12/09/20 11:43 pm): Rollback: Holding for future agenda due to time constraints.

Key: 196

Program Change Request

Date Submitted: 10/07/20 10:16 am

Viewing: **258 : Natural Resources (MS)**

Last edit: 10/07/20 10:16 am

Changes proposed by: Joana Espinoza (V00370901)

Catalog Pages Using
this Program
[Natural Resources \(M.S.\)](#)

Faculty Contact

In Workflow

- 1. 151 Chair
- 2. 11 Curriculum Committee Chair
- 3. Assessment
- 4. Graduate Council Chair
- 5. Curriculum Review
- 6. Registrar's Office
- 7. UCC
- 8. Faculty Senate Chair
- 9. UFM
- 10. President's Office
- 11. State Approval
- 12. NWCCU

Approval Path

- 1. 10/07/20 12:46 pm
Joana Espinoza (jespinoza):
Approved for 151 Chair
- 2. 10/07/20 12:47 pm
Joana Espinoza (jespinoza):
Approved for 11 Curriculum Committee Chair
- 3. 10/19/20 9:03 am
Sara Mahuron (sara): Approved for Assessment
- 4. 10/28/20 8:53 am
Lauren Perkinson (perkinson):

- Approved for
Graduate Council
Chair
5. 11/16/20 10:40 am
Rebecca Frost
(rfrost): Approved
for Curriculum
Review
6. 11/25/20 11:24 am
Amy Kingston
(amykingston):
Approved for
Registrar's Office
7. 12/07/20 3:57 pm
Rebecca Frost
(rfrost): Approved
for UCC

Faculty Name	Faculty Email
Dennis Becker	drbecker@uidaho.edu

Change Type

Description of Change

Academic Level

Graduate

College

Natural Resources

Department/Unit:

Natural Resources

Effective Catalog
Year

2021-2022

Program Title

Natural Resources (MS)

Program Credits

30

CIP Code

03.0199 ~~03.0201~~ - Natural Resources
Conservation Management and Research,
Other. Policy:

Emphasis/Option

CIP Code(s)

Curriculum:

Master of Science. Major in Natural Resources.

Thesis and non-thesis options are offered with a major in natural resources. See the respective departmental sections for details.

Distance Education Availability

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

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

No

Note: Existing programs transitioning from less than 50% of its curricular requirements to 50% or more of its requirements being available via distance education is considered a Group 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:

Coeur d'Alene

Moscow

Student Learning Outcomes

Have learning outcomes changed? **No Change**

Learning Objectives

Demonstrate understanding of the scientific method and qualitative/ quantitative analysis methods.

Critically synthesize existing knowledge in science and their natural resource discipline and describe how their research represents a step forward towards the generation of new knowledge.

Critically apply theories, methodologies, and knowledge to address important questions in natural resources.

Conduct research of significance in a natural resource discipline or as part of a disciplinary or an interdisciplinary or creative project.

Plan and conduct this research or implement this project under the guidance of an advisor and/or committee while developing intellectual independence.

Develop potential ability in disseminating oral communication to peers in disciplinary research areas.

Develop potential ability in disseminating written communication to peers in disciplinary and/or interdisciplinary research areas.

Develop potential ability in disseminating and presenting complex information to non-science groups.

Develop potential expertise in a specialized research area in natural resources.

Demonstrate self-defined pathway for career following defense.

Develop potential ability for leadership in natural resource discipline.

Interact productively with people from diverse backgrounds and team members with integrity and professionalism.

Develop potential ability, through service, for the value of their discipline to the academy and community at large.

Follow the principles of ethics in their field and in academia.

Rationale for the proposed change. Include an explanation of how the department will manage the added workload, if any.

The U.S. Citizenship and Immigration Services (USCIS) provides an Optional Practical Training (OPT) program for graduate students on F-1 visas after completion of their graduate degree; this allows individuals from outside the United States to obtain additional practical training in the United States to complement their graduate degree. CNR's current CIP code (03.0201) for its Masters (M.S.), Masters of Natural Resources (M.N.R.), and Doctor of Philosophy in Natural Resources (Ph.D.) is categorized by USCIS as a non-STEM CIP code. Hence, individuals obtaining a CNR graduate degree requesting an OPT can receive six months of OPT. CIP codes identified as STEM-oriented, however, allow individuals to receive up to three years of OPT. A change to CIP code 03.0199 converts CNR's graduate degrees to be recognized as STEM degrees and, resultingly, allow for three years of OPT instead of six. This change is particularly important for individuals that are pursuing National Science Foundation's Graduate Research Fellowship Program awards.

Supporting Documents [CNRChangeCIPShortForm.docx](#)

Requires TECC Review **No**

Reviewer
Comments

Program Change Request

Date Submitted: 10/07/20 10:23 am

Viewing: **261 : Natural Resources (PHD)**

Last edit: 10/07/20 10:23 am

Changes proposed by: Joana Espinoza (V00370901)

Catalog Pages Using
this Program
[Natural Resources \(Ph.D.\)](#)

Faculty Contact

In Workflow

- 1. 151 Chair
- 2. 11 Curriculum Committee Chair
- 3. Assessment
- 4. Graduate Council Chair
- 5. Curriculum Review
- 6. Registrar's Office
- 7. UCC
- 8. Faculty Senate Chair
- 9. UFM
- 10. President's Office
- 11. State Approval
- 12. NWCCU

Approval Path

- 1. 10/07/20 12:46 pm
Joana Espinoza (jespinoza):
Approved for 151 Chair
- 2. 10/07/20 12:47 pm
Joana Espinoza (jespinoza):
Approved for 11 Curriculum Committee Chair
- 3. 10/19/20 9:06 am
Sara Mahuron (sara): Approved for Assessment
- 4. 10/28/20 8:51 am
Lauren Perkinson (perkinson):

- Approved for
Graduate Council
Chair
5. 11/16/20 10:40 am
Rebecca Frost
(rfrost): Approved
for Curriculum
Review
6. 11/25/20 11:25 am
Amy Kingston
(amykingston):
Approved for
Registrar's Office
7. 12/07/20 3:57 pm
Rebecca Frost
(rfrost): Approved
for UCC

Faculty Name	Faculty Email
Dennis Becker	drbecker@uidaho.edu

Change Type

Description of Change

Academic Level Graduate

College Natural Resources

Department/Unit: Natural Resources

Effective Catalog 2021-2022

Year

Program Title

Natural Resources (PHD)

Program Credits 78

CIP Code 03.0199 ~~03.0201~~ - Natural Resources
Conservation Management and Research,
Other. Policy:

Emphasis/Option

CIP Code(s)

Curriculum:

Doctor of Philosophy. Major in Natural Resources.

General Ph.D. requirements apply. Doctoral candidates are required to have an understanding of the principles of resource management in areas other than that chosen as a specialization. There is no general college requirement of proficiency in a foreign language for the doctorate, but one may be required by an individual student's committee where this seems desirable.

There is only one major for the Ph.D. degree in Natural Resources. However, dissertation topics are selected from disciplinary areas within each department. The single designation for the major is in keeping with the college's philosophy of integrated resource management.

Distance Education Availability

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

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

No

Note: Existing programs transitioning from less than 50% of its curricular requirements to 50% or more of its requirements being available via distance education is considered a Group 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:

Coeur d'Alene

Moscow

Student Learning Outcomes

Have learning
outcomes
changed?

No Change

Learning Objectives

1/20/2021	261: Natural Resources (PHD)
<p>Students plan and conduct research or implement a project under the guidance of an advisor and/or committee while demonstrating intellectual independence.</p> <p>Demonstrate original thought and insights to advance their discipline.</p> <p>Develop skills in disseminating oral communication to peers in disciplinary research areas.</p> <p>Demonstrate skills in disseminating written communication to peers in disciplinary and/or interdisciplinary research areas.</p> <p>Demonstrate skills in disseminating and presenting complex information to non-science groups.</p> <p>Demonstrate skills in synthesizing need of research focus to potential sponsors.</p>	

Rationale for the proposed change. Include an explanation of how the department will manage the added workload, if any.

The U.S. Citizenship and Immigration Services (USCIS) provides an Optional Practical Training (OPT) program for graduate students on F-1 visas after completion of their graduate degree; this allows individuals from outside the United States to obtain additional practical training in the United States to complement their graduate degree. CNR’s current CIP code (03.0201) for its Masters (M.S.), Masters of Natural Resources (M.N.R.), and Doctor of Philosophy in Natural Resources (Ph.D.) is categorized by USCIS as a non-STEM CIP code. Hence, individuals obtaining a CNR graduate degree requesting an OPT can receive six months of OPT. CIP codes identified as STEM-oriented, however, allow individuals to receive up to three years of OPT. A change to CIP code 03.0199 converts CNR’s graduate degrees to be recognized as STEM degrees and, resultingly, allow for three years of OPT instead of six. This change is particularly important for individuals that are pursuing National Science Foundation’s Graduate Research Fellowship Program awards.

Supporting Documents

[CNRChangeCIPShortForm.docx](#)

Requires TECC Review	No
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Reviewer

Comments

Program Change Request

Date Submitted: 10/21/20 2:16 pm

Viewing: **266 : Movement and Leisure Sciences (MS)**

Last edit: 12/10/20 4:09 pm

Changes proposed by: Joana Espinoza (V00370901)

Catalog Pages Using
this Program

[Movement and Leisure Sciences \(M.S.\)](#)

Faculty Contact

In Workflow

- 1. 105 Chair
- 2. 15 Curriculum Committee Chair
- 3. Curriculum Review
- 4. Graduate Council Chair
- 5. Registrar's Office
- 6. Graduate Council Chair
- 7. Registrar's Office
- 8. UCC
- 9. Faculty Senate Chair
- 10. UFM
- 11. President's Office
- 12. State Approval
- 13. NWCCU

Approval Path

- 1. 10/21/20 3:35 pm
Joana Espinoza (jespinoza):
Approved for 105 Chair
- 2. 10/21/20 3:46 pm
Joana Espinoza (jespinoza):
Approved for 15 Curriculum Committee Chair
- 3. 10/22/20 11:31 am
Rebecca Frost (rfrost): Approved for Curriculum Review

4. 11/13/20 9:20 am
Lauren Perkinson
(perkinson):
Approved for
Graduate Council
Chair
5. 12/09/20 2:15 pm
Amy Kingston
(amykingston):
Approved for
Registrar's Office
6. 12/09/20 2:19 pm
Amy Kingston
(amykingston):
Approved for
Graduate Council
Chair
7. 12/09/20 2:19 pm
Amy Kingston
(amykingston):
Approved for
Registrar's Office
8. 12/10/20 4:09 pm
Amy Kingston
(amykingston):
Rollback to
Registrar's Office for
UCC
9. 01/07/21 11:17 am
Amy Kingston
(amykingston):
Approved for
Registrar's Office
10. 01/11/21 3:53 pm
Rebecca Frost
(rfrost): Approved
for UCC

Faculty Name	Faculty Email
Bruce Saxman	bsaxman@uidaho.edu

Change Type Change academic component name (degree, major, option, emphasis, minor, concentration, or specialization)
CIP code change

Description of Change

providing this degree online as well as face to face
(please note, the CIP code was entered incorrectly initially so there is no request from the college for a CIP code change, just change the administrative error)

Academic Level Graduate

College Education, Health & Human Sci

Department/Unit: Movement Sciences

Effective Catalog 2021-2022
Year

Program Title
Movement and Leisure Sciences (MS)

Program Credits **30**

CIP Code **31.0301** ~~30.3101~~ - **Parks, Recreation and Leisure Facilities Management, General.**
~~Human-Computer Interaction.~~

Emphasis/Option
CIP Code(s)

Curriculum:

Master of Science. Major in Movement and Leisure Sciences.

This program provides students the skills, tools, and philosophy necessary to be servant leaders in organizations related to physical activity, sport and recreation

The department also participates in the interdisciplinary M.S. and Ph.D. in Neuroscience and the M.S. in Bioregional Planning and Community Development. Persons interested in doctoral study should visit the College of Education and departmental web page for more information about admission requirements and application procedures.

Distance Education Availability

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

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

Yes ~~No~~

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

No

Note: Existing programs transitioning from less than 50% of its curricular requirements to 50% or more of its requirements being available via distance education is considered a Group 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:

~~Coeur d'Alene~~

Moscow

Student Learning Outcomes

Have learning outcomes changed? **No Change**

Learning Objectives

Students are able to use inquiry (analytical/critical thinking) skills and techniques to effectively investigate problems and communicate knowledge related to leading healthy active lifestyles.

Students will understand the key components of wellness through a holistic perspective in relation to healthy active lifestyles.

Students understand the value of effective leadership, marketing, and/or ethics in working with individuals and/or groups to lead healthy active lifestyle experiences.

Rationale for the proposed change. Include an explanation of how the department will manage the added workload, if any.

Students will be able to complete the MS more than 50% face to face or hybrid and they can complete the RSTM specialization in the MS 100% online.

Supporting Documents **[RSTM Online Curriculum Change 9-11-2020 Signed.pdf](#)**

Requires TECC

No

Review

Reviewer

Comments

Amy Kingston (amykingston) (12/10/20 4:09 pm): Rollback: Due to time constraints, saving for a future meeting.

Key: 266

Program Change Request

Date Submitted: 10/21/20 2:14 pm

Viewing: **280 : Recreation, Sport, and Tourism Management (BSREC)**

Last edit: 12/10/20 4:09 pm

Changes proposed by: Joana Espinoza (V00370901)

Catalog Pages Using
this Program
[Recreation, Sport, and Tourism Management \(B.S.Rec.\)](#)

Faculty Contact

In Workflow

- 1. 105 Chair
- 2. 15 Curriculum Committee Chair
- 3. Curriculum Review
- 4. Registrar's Office
- 5. Registrar's Office
- 6. UCC
- 7. Faculty Senate Chair
- 8. UFM
- 9. President's Office
- 10. State Approval
- 11. NWCCU

Approval Path

- 1. 10/21/20 3:35 pm
Joana Espinoza (jespinoza):
Approved for 105 Chair
- 2. 10/21/20 3:46 pm
Joana Espinoza (jespinoza):
Approved for 15 Curriculum Committee Chair
- 3. 10/22/20 11:31 am
Rebecca Frost (rfrost): Approved for Curriculum Review
- 4. 12/09/20 2:17 pm
Amy Kingston (amykingston):

Approved for
Registrar's Office
5. 12/09/20 2:18 pm
Amy Kingston
(amykingston):
Approved for
Registrar's Office
6. 12/10/20 4:09 pm
Amy Kingston
(amykingston):
Rollback to
Registrar's Office for
UCC
7. 01/07/21 11:17 am
Amy Kingston
(amykingston):
Approved for
Registrar's Office
8. 01/11/21 4:00 pm
Rebecca Frost
(rfrost): Approved
for UCC

Faculty Name	Faculty Email
Bruce Saxman	bsaxman@uidaho.edu

Change Type Change curriculum requirements

Description of Change

Add online options to the B.S.Rec and M.S. MLS RSTM (specialization) degree program offerings to be taught alongside our existing face-to-face programs.

Academic Level Undergraduate

College Education, Health & Human Sci

Department/Unit: Movement Sciences

Effective Catalog 2021-2022

Year

Program Title

Recreation, Sport, and Tourism Management (BSREC)

1/20/2021	280: Recreation, Sport, and Tourism Management (BSREC)
Program Credits	120
CIP Code	31.0301 - Parks, Recreation and Leisure Facilities Management, General.
Emphasis/Option	
CIP Code(s)	

Curriculum:

A minimum cumulative university GPA of 2.25 is required of all recreation majors who seek to take upper-division courses. Recreation, Sport, and Tourism majors must also achieve a minimum cumulative university GPA of 2.25 to graduate with a B.S.Rec. degree.

Required course work includes the university requirements (see [regulation J-3](#)) and the following coursework:

Core Course Requirements

MVSC 201	Physical Activity, Wellness & Behavior Change for Healthy Active Lifestyles	3
RSTM 104	Recreation, Sport, and Tourism in Healthy Communities	3
RSTM 280	Practicum in Recreation, Sport, and Tourism	1
RSTM 498	Internship in Recreation, Sport, and Tourism	9

Select 9 credits from the following: 9

RSTM 107	Outdoor Recreation and Adventure Sports
RSTM 424	Inclusive Physical Education and Recreation
RSTM 425	Programming and Marketing in Movement and Leisure Sciences
RSTM/PEP 430	Activity and Health in MLS
RSTM 485	Trends and Policies in Recreation, Sport and Tourism

Select 5 credits from the following: 5

MVSC 486	Healthy Active Lifestyle Assessment and Intervention
PEP 275/475	Moral Reasoning in Sport
RSTM 310	Outdoor and Adventure Leadership
RSTM 380	Principles of Travel and Tourism
RSTM 408	Experiential Education and Adventure Recreation
RSTM 490	Experience and Event Management

Select one of the following: 3

ENGL 207	Persuasive Writing
ENGL 313	Business Writing
ENGL 317	Technical Writing

Select one of the following: 3

COMM 233	Interpersonal Communication
COMM 335	Intercultural Communication
COMM 347	Persuasion
COMM 355	Organizational Communication

Total Hours 36

Courses to total 120 credits for this degree

Distance Education Availability

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

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

Yes ~~No~~

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

Yes

Note: Existing programs transitioning from less than 50% of its curricular requirements to 50% or more of its requirements being available via distance education is considered a Group 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:

~~Coeur d'Alene~~

Moscow

Student Learning Outcomes

Have learning outcomes changed? **No Change**

Learning Objectives

Students shall demonstrate the following entry-level knowledge:

the nature and scope of the relevant park, recreation, tourism or related professions and their associated industries;

techniques and processes used by professionals and workers in these industries; and

the foundation of the profession in history, science and philosophy.

Students shall demonstrate the ability to design, implement, and evaluate services that facilitate targeted human experiences and that embrace personal and cultural dimensions of diversity.

Students shall demonstrate entry-level knowledge about operations and strategic management/administration in parks, recreation, tourism, and/or related professions.

Students shall demonstrate, through a comprehensive internship of not less than 400 clock hours and no fewer than 10 weeks, the potential to succeed as professionals at supervisory or higher levels in parks, recreation, tourism, or related organizations.

Rationale for the proposed change. Include an explanation of how the department will manage the added workload, if any.

Adding an option to complete the B.S.Rec 100% online. Students will now have the option to take the entire program either online and still have the option to complete the program greater than 50% face to face and greater than 50% hybrid.

Supporting Documents

[RSTM Online Curriculum Change 9-11-2020 Signed.pdf](#)
[Recreation Sport and Tourism Management_BSRec.xlsx](#)

Requires TECC Review

No

Reviewer

Comments

Rebecca Frost (rfrost) (12/10/20 10:38 am): 4 year plan added by Rebecca Frost.

Amy Kingston (amykingston) (12/10/20 4:09 pm): Rollback: Due to time constraints, saving for a future meeting.

Key: 280

Attach. #10

Program Change Request

New Program Proposal

Date Submitted: 11/24/20 12:09 pm

Viewing: **441 : Interdisciplinary Science and Technology (PSM)**

Last edit: 01/11/21 4:13 pm

Changes proposed by: Amy Kingston (V00546093)

Faculty Contact

In Workflow

- 1. 276 Chair
- 2. 20 Curriculum Committee Chair
- 3. 20 Dean
- 4. Provost's Office
- 5. Assessment
- 6. Curriculum Review
- 7. Graduate Council Chair
- 8. Registrar's Office
- 9. UCC
- 10. Faculty Senate Chair
- 11. UFM
- 12. President's Office
- 13. State Approval
- 14. NWCCU

Approval Path

- 1. 11/24/20 12:16 pm
Jerry McMurtry (mcmurtry):
Approved for 276 Chair
- 2. 11/24/20 2:28 pm
Amy Kingston (amykingston):
Approved for 20 Curriculum Committee Chair
- 3. 11/24/20 2:29 pm
Amy Kingston (amykingston):
Approved for 20 Dean

- 4. 12/01/20 1:14 pm
Joana Espinoza
(jespinoza):
Approved for
Provost's Office
- 5. 12/02/20 9:02 am
Sara Mahuron
(sara): Approved for
Assessment
- 6. 12/02/20 9:12 am
Rebecca Frost
(rfrost): Approved
for Curriculum
Review
- 7. 12/18/20 11:26 am
Lauren Perkinson
(perkinson):
Approved for
Graduate Council
Chair
- 8. 01/07/21 11:21 am
Amy Kingston
(amykingston):
Approved for
Registrar's Office
- 9. 01/11/21 4:14 pm
Rebecca Frost
(rfrost): Approved
for UCC

Faculty Name	Faculty Email
Jerry McMurtry	mcmurtry@uidaho.edu

Academic Level Graduate

College Graduate Studies

Department/Unit: Graduate Studies

Effective Catalog 2021-2022

Year

Program Title

Interdisciplinary Science and Technology (PSM)

Degree Type Major

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

Program Credits 30

Attach Program
Change

CIP Code 52.0216 - 52.0216

Emphasis/Option

CIP Code(s)

Will the program be Self-Support?

Will the program have a Professional Fee?

Will the program have an Online Program Fee?

Will program be Regional or Statewide Responsibility?

Statewide

Financial Information

What is the financial impact of the request?

Less than \$250,000 per FY

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

Describe the
financial impact

Curriculum:

Note: This program is under review by the State Board of Education and is not accepting new students at this time.

Professional Science Master. Major in Interdisciplinary Science and Technology.

The Professional Science Master (P.S.M.) degree is a partnership of the University of Idaho and regional employers, where graduates are immersed in enhanced learning and are faced with real-world learning scenarios. The P.S.M. is a national program with over 165 partner institutions participating in coordination with the National Professional Science Masters Association (NPSMA).

There are 3 requirements for the P.S.M. degree in Interdisciplinary Science and Technology:

12 credits of professional skills courses,

15 credits in the student's emphasis area, and

3 credits of elective skills courses.

Professional Skills Courses (12 credits)

12

At least three of the four skills courses must be taken at the 500 level. Joint-listed courses must be taken at the graduate level. At least two of the skills courses must be designated PSM core courses, which include [ENGL 522](#).

Scientific Communication

[AOLL 528](#) Program Planning, Development, and Evaluation

[ENGL 522](#) Communication for Science Professionals

[FOR 546](#) Science Synthesis and Communication

Scientific Ethics

[PHIL 450](#) Ethics in Science

[PHIL 552](#) Environmental Philosophy

Leadership and Innovation

[AOLL 583](#) Organizational Leadership

[BUS 552](#) Management of Scientific Innovation

[EDAD 530](#) Ethical Leadership and Law in Education

[MHR 513](#) Leadership and Organizational Behavior

Managing Projects and Budgets

[ACCT 582](#) Enterprise Accounting

[COMM 410](#) Conflict Management

Emphasis Area Courses (15 credits)

15

The following scientific tracks serve as emphasis areas. Students must select 15 credits of electives from one of these tracks:

Environmental Contamination

[ENVS 428](#) Pollution Prevention

[ENVS 450](#) Environmental Hydrology

[ENVS 541](#) Sampling and Analysis of Environmental Contaminants

[ENVS 579](#) Introduction to Environmental Regulations

[FOR 554](#) Air Quality, Pollution, and Smoke

[FS 509](#) Princ Environmental Toxicology

[FS 564](#) Food Toxicology

[SOIL 438](#) Pesticides in the Environment

Sustainable Soil and Land Systems

[AGEC/ENVS 577](#) Law Ethics and the Environment

[ENVS 428](#) Pollution Prevention

<u>ENVS 485</u>	Energy Efficiency and Conservation
<u>ENVS 536</u>	Principles of Sustainability
<u>FISH 540</u>	Wetland Restoration
<u>FS 509</u>	Princ Environmental Toxicology
<u>GEOG 455</u>	Societal Resilience and Adaptation to Climate Change
<u>GEOG 513</u>	Global Climate Change
<u>REM 440</u>	Restoration Ecology
<u>WR 506</u>	Interdisciplinary Methods in Water Resources

Climate Change

<u>BE 553</u>	Northwest Climate and Water Resources Change
<u>BIOP 520</u>	Intro to Bioregional Planning
<u>FOR 462</u>	Watershed Science and Management
<u>GEOG 401</u>	Climatology
<u>GEOG 410</u>	Biogeography
<u>GEOG 420</u>	Land, Resources, and Environment
<u>GEOG 455</u>	Societal Resilience and Adaptation to Climate Change
<u>GEOG 513</u>	Global Climate Change
<u>NRS 510</u>	Applications of Communication Theory in Natural Resource Management

Water Resources

<u>BE 552</u>	Environmental Water Quality
<u>ENVS 450</u>	Environmental Hydrology
<u>FISH 540</u>	Wetland Restoration
<u>FOR 462</u>	Watershed Science and Management
<u>GEOG 524</u>	Hydro Apps/GIS&Remote Sensing
<u>HYDR 512</u>	Environmental Hydrogeology
<u>NRS 510</u>	Applications of Communication Theory in Natural Resource Management
<u>NRS 573</u>	Planning & Decision Making for Watershed Management
<u>WR 506</u>	Interdisciplinary Methods in Water Resources

Management of Regulated River Systems

<u>CE 421</u>	Engineering Hydrology
<u>CE 428</u>	Open Channel Hydraulics
<u>CE/ME 520</u>	Fluid Dynamics
<u>CE 535</u>	Fluvial Geomorphology and River Mechanics
<u>FISH 430</u>	Riparian Ecology and Management
<u>FISH 515</u>	Large River Fisheries
<u>NRS 510</u>	Applications of Communication Theory in Natural Resource Management
<u>NRS 573</u>	Planning & Decision Making for Watershed Management

Ecohydrological Science and Management

<u>BE 552</u>	Environmental Water Quality
<u>ENVS 450</u>	Environmental Hydrology
<u>FISH 415</u>	Limnology

<u>FISH 430</u>	Riparian Ecology and Management
<u>FISH 515</u>	Large River Fisheries
<u>FISH 540</u>	Wetland Restoration
<u>FOR 462</u>	Watershed Science and Management
<u>GEOG 524</u>	Hydro Apps/GIS&Remote Sensing
<u>HYDR 512</u>	Environmental Hydrogeology
<u>NRS 510</u>	Applications of Communication Theory in Natural Resource Management
<u>NRS 573</u>	Planning & Decision Making for Watershed Management
<u>REM 440</u>	Restoration Ecology

Precision Nutrition for Animal and Human Health

<u>AGEC 451</u>	Applied Environmental and Natural Resource Economics
<u>BE 585</u>	Fundamentals of Bioenergy and Bioproducts
<u>BE 592</u>	Biofuels
<u>BE 594</u>	Thermochemical Technologies for Biomass Conversion
<u>ENVS/FS 536</u>	Principles of Sustainability
<u>FS 538</u>	Introduction to Physical Properties of Food
<u>FS 570</u>	Advanced Food Technology
<u>FSP 438</u>	Introduction to Lignocellulosic Chemistry
<u>FSP 536</u>	Biocomposites
<u>FSP 538</u>	Lignocellulosic Biomass Chemistry
<u>PLSC 407</u>	Field Crop Production
<u>PLSC 546</u>	Plant Breeding

Sustainable Food and Fiber

<u>AGED 406</u>	Exploring International Agriculture
<u>AGED 548</u>	Foundations of Extension Education
<u>ENVS/FS 536</u>	Principles of Sustainability
<u>FS 510</u>	Functional Foods and Health
<u>FS 516</u>	Food Laws
<u>FS 564</u>	Food Toxicology
<u>PLSC 407</u>	Field Crop Production
<u>PLSC 546</u>	Plant Breeding
<u>PLSC 551</u>	Vegetable Crops
<u>SOIL 417</u>	Market Garden Practicum
<u>SOIL 438</u>	Pesticides in the Environment
<u>SOIL 446</u>	Soil Fertility
<u>SOIL 527</u>	Sustainable Food Systems

Geographic Information Skills, Mapping, and Monitoring

<u>ECE 516</u>	Image Sensors and Systems
<u>FOR 554</u>	Air Quality, Pollution, and Smoke
<u>GEOG 524</u>	Hydro Apps/GIS&Remote Sensing
<u>REM 507</u>	Landscape and Habitat Dynamics

[REM 510](#)

GIS Application in Fire Ecology and Management

[STAT 419](#)

Introduction to SAS/R Programming

[STAT 555](#)

Statistical Ecology

Elective Science Skills (3 credits)

3

The elective skills course should complement the student's emphasis area, but does not have to be from within that emphasis area.

Total Hours

30

Courses to total 30 credits for this degree

Distance Education Availability

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

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

Yes

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

Yes

Note: Existing programs transitioning from less than 50% of its curricular requirements to 50% or more of its requirements being available via distance education is considered a Group 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:

Boise

Coeur d'Alene

Idaho Falls

Moscow

Student Learning Outcomes

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

No Change

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

No Change

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

No Change

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

No Change

When will assessment activities occur and at what frequency?

No Change

Student Learning Outcomes

Learning Objectives

Demonstrate an understanding of integrated environmental problem-solving based on a sound foundation in the principles of science.

Demonstrate mastery in financial and organizational management of scientific projects.

Communicate effectively, at a professional level through written work and oral presentations.

Demonstrate an understanding of ethical reasoning in scientific research and practice.

Demonstrate the ability to develop an innovation within an organization and drive adoption of the innovation by external stakeholders.

Rationale for the proposed change. Include an explanation of how the department will manage the added workload, if any.

This proposal would move the P.S.M. to the College of Graduate Studies and change the name of three of the emphasis areas (which are not full, transcribed emphases). Bioenergy and Bioproducts becomes Precision Nutrition for Animal and Human Health. Water Resources Management becomes Water Resources. Sustainability Science becomes Sustainable Soil and Land Systems.

Supporting
Documents

Requires TECC
Review

No

Reviewer

Comments

Amy Kingston (amykingston) (11/24/20 2:28 pm): Note: This is not a fully new program - it currently exists under the College of Natural Resources. In order to move it to the College of Graduate Studies, I've inactivate the existing program and rebuilt it here.

Key: 441

2020 – 2021 Faculty Senate – ~~Pending Approval~~**Meeting # 18**

Tuesday, February 2, 2021, 3:30 pm – 5:00 pm

Zoom only

**Approved at mtg. #19
on 2/9/2021**

Present: Ahmadzadeh, Attinger, Brantz, Bridges, Carney, Carter, Chapman, Dezzani, Fairley, Hickman, Keim, Kirchmeier (Chair), Torrey Lawrence (w/o vote), Lee-Painter, McIntosh, McKellar, Meeuf (Vice-Chair), Paul, Quinnett, Raja, Rashed, Rinker, Rose, Sammaruca (w/o vote), Schwarzlaender, A. Smith, R. Smith, Tenuto, Tibbals, Wargo

Absent:

Guest Speakers/Presenters: *Hirotschi Abo, Charles Goebel, Elizabeth Scott, Diane Whitney, Darryl Woolley*

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

Approval of Minutes (vote):

- Minutes of the 2020-21 Meeting #17 – Attach. #1
The minutes of the 2020-21 Meeting #17 were approved as distributed.

Chair's Report:

- Updates on visits to Faculty Senate: Greg Lambeth, Brandi Terwilliger, and Emily Tuschhoff will be visiting Senate next week to talk about issues related to Mental Health for students and employees. Please make every effort to reach out to your constituents to gather questions and input that will help guide our conversations with these guests. We will follow our regular process and take questions only from Senators.
- Last week, Francesca mentioned drafting a statement in response to the insurrection at the Capitol on January 6. FAC and Faculty Senate Leadership are continuing to work on this project. Special thanks to Francesca, Russ, and FAC for working on this over the past week. A draft for Senate to consider will be distributed soon.
- Reminders:
 - Deadline to request delay for promotion and/or tenure is March 14, 2021.
 - Nominations for Honorary degrees for the December 2021 commencement are due March 15, 2021.
 - Sabbatical applications for the 2022-2023 year are due March 31, 2021.Please help us spread the word about upcoming deadlines by sharing with your colleagues.

There were no questions or comments for the Chair.

Provost's Report:

- COVID-19 update:
 - Positive test rate continues to be low. Employees are encouraged to participate in surveillance testing if invited. System access will be turned off this Thursday for students who are not in compliance with COVID-19 protocols. That list is shrinking, and we hope nobody will have to lose access.
 - The state of Idaho is back to stage 3, where events of up to 50 people are allowed. There will be no impact on our classes.
 - Commencement plans: several in-person options will be communicated soon.

- A special note: Dr. Jean'ne Shreeve has been at the U of I for 60 years. Her impact on scholarship and graduate student mentorship is an inspiration for all. Congratulations to Dr. Shreeve!

Discussion:

A Senator asked for an update on the "COVID Dashboard" project and membership changes in the COVID-19 Advisory Committee. Chair Kirchmeier and former committee chair David Lee-Painter said that the dashboard is built and just waiting for final approval. As for the committee membership, FSL and Staff Council are currently looking for a new chair – David Lee-Painter had to resign for personal reasons. Vacancies will be filled once the committee schedule and projected time investment become clearer. Chair Kirchmeier added that ASUI, GPSA, FSL, and SC have compiled a list of issues they would like the committee to work on.

Secretary Sammarruca asked whether there was any news about U of I employees being eligible to receive the vaccine with the K-12 teachers' group. Provost Lawrence responded that the State Board is advocating for us, following President Green's initiative. There were some additional comments on the importance of university faculty being vaccinated as soon as possible because of the young population to which they are exposed. Also, we are open for in-person instruction, thus we should have priority. In fact – Provost Lawrence added – in his presentation last week to the Idaho Legislature President Green talked about how proud we are to be open and successful. A Senator suggested to emphasize these issues in the weekly Talking Points and Senate notes.

A Senator asked about promoting the benefits of vaccination within the university. The Provost agreed on the importance to encourage everyone to be vaccinated. Chair Kirchmeier added that ASUI and GPSA have identified this as an important task for the Advisory Committee.

Regarding Idaho's transition to stage 3, a Senator wondered whether the limitations on club activities and other types of gatherings are going to change as a result. Provost Lawrence said that these questions are currently being discussed – the news came only today. We may follow the "rule of 50," but apply some restrictions depending on the type of activities. Everyone should remain cautious.

Chair Kirchmeier forwarded a question from some of her constituents: are there plans for a reorganization of the Provost Office, including membership at the Provost Council? Provost Lawrence acknowledged that, indeed, plans are being worked out and should be ready to share in a few weeks. They are looking into a shifting reorganization, with the goal to increase efficiency. For instance, the Provost Council and the President's Cabinet evolved into groups with large overlap in membership. With the new organization, there will be different groups, fewer meetings, and the most appropriate people working on a particular topic. The smaller groups will come together for some larger leadership meetings. Responding to a follow-up question from Chair Kirchmeier, the Provost confirmed that FSL representation – currently the Faculty Secretary sits at the President's Cabinet – will continue in one of the new groups. The Faculty Secretary will be part of a larger groups that includes deans and will cover larger university issues. They will pilot the new system and see how it works out.

There were no more questions or comments for the Provost.

Committee Reports:

- University Curriculum Committee (Vote).

- Change CIP in Master's in Architecture and change name of Landscape Architecture – Elizabeth Scott Attachs. #2 & #3.

Change of CIP: The purpose is to enable the Master's program to be listed as a STEM program. This way, it will be more competitive and will attract more international students. It is a fairly common change across the country because architecture involves a high degree of engineering.

Discussion:

A Senator asked for some examples of the engineering aspects of the degree. Elizabeth Scott mentioned environmental control systems, structural systems, lighting, building technology, and building performance simulation. There is also a "Technical Integration and Design" course, which recently has become more building-performance oriented. On the same theme, another Senator noted the absence from the curriculum of any science or math classes and wondered how to evaluate whether the program has a sufficient level of rigor to be a STEM program. Elizabeth Scott responded that this is an accredited three-year Master's program, with up to one year accelerated placement for students who come with a bachelor's degree. The math and science requirements (and potentially additional engineering components), such as calculus and freshmen-level physics, are covered there.

Change of name for Landscape Architecture: This is needed to comply with Landscape Architectural Accreditation Board Standard (effective January 2021). Under the new standards, the seamless BSLA-to-MLA degree curriculum will no longer be allowed – the accreditation requirements for the B.S. are not met. The name of the B.S. degree is being changed into "Bachelor of Environmental Design with Landscape Architecture Concentration" to be in compliance with the new accreditation standards.

Discussion:

There was some confusion about the degree being, or not being, a B.S. – the language in Attach. #3 indicates that it is a B.S. degree, but apparently that was not the intent. Chair Kirchmeier suggested to table this item until further clarification is provided. For the time being, Senate will vote on the change of CIP. A motion to table (Tibbals/Lee-Painter) passed.

Vote: The change of CIP proposal was approved with 80% majority.

- Move departments for the B.S. in Ecology & Conservation Biology – Alistair Smith Attach. #4 The college of Natural Resources requests that the B.S. in Ecology and Conservation Biology (ECB) be moved to the Department of Fish and Wildlife Science, which, since a long time, has provided most of the teaching and advising efforts to support this degree. Senator Smith noted that a Department of Natural Resources actually does not exist – it is the College of Natural Resources, an oddity that needed to be corrected.

Discussion:

In response to a question, Senator Smith clarified that, while the program is being moved to the appropriate department, the name of the program or the degree will not change. This change will make recruiting easier for students who seek an education in Fish and Wildlife-related areas.

Vote: The proposal was approved unanimously.

- New certificate in Natural Resource Management – Charles Goebel Attach. #5

This new certificate will help non-degree students, for whom limitations in the number of credits can cause delay. This 24-credit undergraduate certificate mirrors the federal requirements and offers the students a new pathway.

There were no questions or comments.

Vote: The proposal was approved with 96% majority.

- Name change of Math emphasis and name change of Data Analytics certificate – Hirotachi Abo Attachs. #6 & #7

Name change of Math emphasis: The name change – from “Applied Quantitative Modeling” to “Applied Modeling and Data Science” – and accompanying revisions in the curriculum, intends to refocus the current Quantitative Modeling Option to include both aspects of modeling: process-driven and data-driven. Students will gain skills in both approaches and be prepared for careers in the competitive data-driven world.

Discussion:

A Senator asked whether the total number of credits to complete the degree will change. Hirotachi Abo responded that the currently required 40 credits for this option will become 39.

Vote: The proposal was approved unanimously.

Name change of Data Analytics certificate: This is to better reflect the current content of the program.

There were no questions on this item.

Vote: The proposal was approved unanimously.

- New minor in Groundwater Hydrology – Jerry Fairley Attach. #8
The proposed program will support and align with the new Environmental Science curriculum. Students in the Integrated Science track of that curriculum can select a minor of their choice. The minor could also be of interest to, for instance, students in Civil Engineering who are considering a career in hydrology.

Discussion:

There were some questions about the possibility of overlap with existing programs, such as Water and Soil. Jerry Fairley responded that there was none. His department had extensive discussions with people at CALS and CNR. This minor is technically very narrow and specific to groundwater, not water resources. The Senator from CNR confirmed that this minor is not duplicative of any existing ones – groundwater has always been within the purview of geological sciences.

Vote: The proposal was approved unanimously

- Name change of Operations Management and new certificate in Business Analytics – Darryl Woolley, Attachs. #9 & #10

Name change of Operations Management: The name change into “Operations and Supply Chain Management” more accurately represents the curriculum.

There were no questions.

New certificate in Business Analytics: The auditing profession, which used to hire exclusively accountants, now hires data analysts. This can be used by Business majors to increase their job skills. It complements, but is not in competition with, other certificates, such as the one offered by Statistics. Other groups were supportive.

Discussion:

In response to a question about why we are creating a certificate and not a minor, Darryl Woolley clarified that a minor already exists. The Business Analytics curriculum is a bit different and more current. Students majoring in Operations and Supply Chain Management can add this certificate to their degree and gain those skills in less time than it would take for the minor. Being awarded the minor does not earn the certificate.

Vote: The two proposals above passed with 96% and 100% of the votes, respectively.

- Committee on Committees
 - Discussion on FSH 1640 and the role of committees – Russ Meeuf, Diane Whitney
Vice Chair Meeuf introduced the topic. This will be a broader conversation than the one we started in the fall around the University Assessment Committee. Attachment #11, prepared by Policy and Compliance Coordinator Diane Whitney, contains general rules and guidelines on committee definitions and faculty responsibilities for committees. FSH 1640 committees are standing university-level committees under the oversight of Faculty Senate. What are the guidelines for committees outside that structure? Per FSH 1620 B-4, the Committee on Committees (ConC) appoints, subject to confirmation by Senate, members of FSH 1640 standing committees. However, FSH has historically housed committees not appointed by ConC. How should we, potentially, reorganize and reallocate committees? It was noted that, although some FSH 1640 committees may not be staffed by ConC, Senate is still in charge of approving the process and any alternative staffing mechanism. Vice Chair Meeuf suggested small revisions to FSH 1620 to correctly reflect what is in FSH 1640. The proposed revisions will be presented to Senate in the near future.

Adjournment:

The agenda was not completed, thus the Chair called for a motion to adjourn. The motion (Fairley/Ahmadzadeh) was approved. The Chair adjourned the meeting at 4:59pm.

Respectfully Submitted,

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

University of Idaho
2020 – 2021 Faculty Senate Agenda

Meeting #18
Tuesday, February 2, 2021 3:30 pm
Zoom Only

- I. Call to Order
- II. Approval of Minutes (Vote)
 - Minutes of the 2020-2021 Faculty Senate Meeting #17, Jan. 26, 2021 **Attach. #1**
- III. Chair's Report
- IV. Provost's Report
- V. Committee Reports
 - University Curriculum Committee (Vote)
 - Change CIP in Masters in Architecture and change name of Landscape Architecture – *Elizabeth Scott* **Attachs. #2 & #3**
 - Move departments for the B.S. in Ecology & Conservation – *Alistair Smith* **Attach. #4**
 - New certificate in Natural Resource Management – *Charles Goebel* **Attach. #5**
 - Name change of Math emphasis and name change of Data Analytics certificate – *Hirotaichi Abo* **Attachs. #6 & #7**
 - New minor in Groundwater Hydrology – *Jerry Fairley* **Attach. #8**
 - Name change of Operations Management and new certificate in Business Analytics – *Darryl Woolley* **Attachs. #9 & #10**
 - Committee on Committees
 - Discuss 1640 and the role of committees
 1. University Faculty Responsibility for Committees **Attach. #11**
 2. Assessment Committee **Attach. #12**
- VI. Other Announcements and Communications
 - Minor Administrative update to FSH 1640.42 **Attach. #13**
- VII. Special Orders
- VIII. New Business
- IX. Adjournment

Attachments:

- **Attach. #1** Minutes of the 2020-2021 Faculty Senate Meeting #17 Jan. 26, 2021
- **Attach. #2** Change CIP in Masters in Architecture
- **Attach. #3** Change name of Landscape Architecture
- **Attach. #4** Move departments for the B.S. in Ecology & Conservation
- **Attach. #5** New certificate in Natural Resource Management
- **Attach. #6** Name change of Math emphasis
- **Attach. #7** Name change of Data Analytics certificate
- **Attach. #8** New minor in Groundwater Hydrology
- **Attach. #9** Name change of Operations Management
- **Attach. #10** New certificate in Business Analytics
- **Attach. #11** University Faculty Responsibility for Committees
- **Attach. #12** Assessment Committee
- **Attach. #13** FSH 1640.42

2020 – 2021 Faculty Senate – Pending Approval

Meeting # 17

Tuesday, January 26, 2021, 3:30 pm – 5:00 pm

Zoom only

Present: Attinger, Brantz, Bridges, Carney, Carter, Chapman, Dezzani, Fairley, Hickman, Keim, Kirchmeier (Chair), Torrey Lawrence (w/o vote), Lee-Painter, McIntosh, McKellar, Meeuf (Vice-Chair), Paul, Quinnett, Raja, Rashed, Rinker, Rose, Sammaruca (w/o vote), Schwarzlaender, A. Smith, R. Smith, Tenuto, Tibbals, Wargo

Absent: Ahmadzadeh (excused)

Guest Speakers/Presenters: *Sarah Bush, Erin Brooks, Diane Carter, Jim Connors, Jodi Johnson-Maynard, Jerry McMurtry, Bruce Saxman, Vanessa Sielert, Julie Stafford Son*

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

Approval of Minutes (vote):

- Minutes of the 2020-21 Meeting #16 – Attach. #1
The Secretary reported that she corrected an error in the attendance list (a senator's name was mistakenly omitted). The minutes of the 2020-21 Meeting #16 were approved as corrected.

Chair's Report:

- Welcome back to Alistair Smith (CNR) and welcome to the new ASUI representative Julie Attinger (ASUI Chief of Staff).
- By now all of us are aware that the Preferred Name project has moved forward, with changes being implemented in many places including Banner and BbLearn. The Chair recognized the work of Kristin Haltinner and Jan Johnson and the UBUNTU committee, Brian Smentkowski, Julia Keleher, and everyone else who has worked tirelessly on this project for the past few years to get it started and continued to work daily to create a welcoming and supportive space for all members of our Vandal Family. The Chair expressed gratitude to Scott Green and his cabinet for supporting this project. Many thanks to Dan Ewart and the ITS team, Lindsey Brown and her team, and all the other folks who helped make this happen since we last met.
- To those who were moved by Youth Poet Laureate Amanda Gorman's poem at the inauguration last week as she was, Chair Kirchmeier recommended to continue exploring poetry with the Vandal Poem of the Day program. The Vandal Poem of the Day is a public poetry project that works to bring relevant contemporary poetry to the U of I community and beyond. <https://poetry.lib.uidaho.edu/>
- Last week, an email was sent to all Senators outlining the guests Senate Leadership plans to invite to Senate this spring. The Chair reminded everyone to reach out to their constituents to gather questions and input that will help guide our conversations with these guests. We will follow our regular process during these visits, taking questions aloud and from the chat only from Senators.
- Reminders:
 - We are looking for nominations for the University Distinguished Professor Committee. Policy requires us to ask Senate, specifically, for nominations; an email was sent earlier, but we haven't received any nominations yet from Senators. If you have someone to nominate for this Committee, please do so by tomorrow. You can email your nominations directly to Joana.

- Last week, everyone received an email asking them to provide confidential feedback on the performance of all administrators who hold faculty appointments and are direct reports to the Provost/EVP (department chairs, directors, deans, vice provosts, provost, etc.). Please submit that feedback using the provided Qualtrics form by this Friday—January 29—at 5:00pm.
- Deadline to request delay for promotion and/or tenure is March 14, 2021.
Please help us spread the word about upcoming deadlines by sharing with your colleagues.

There were no questions or comments for the Chair.

Provost's Report:

- COVID-19 update:
 - In the fall, 23,559 tests were administered. Last week, 14 tests resulted positive out of 778 (1.8%). At this time, four students are in university-supported isolation space and seven in quarantine. We continue to follow up on those students who are registered for in-person classes but have not been tested, have not provided documentation that they were tested elsewhere, or worked with instructors for remote overrides. We may consider limiting access to UI systems to address these cases.
 - ASUI has been working with the Library to address students' needs for later hours. Dean Hunter has been very helpful with these arrangements.
 - We will plan for fall semester anticipating contingencies. Plans for after spring break should become clearer within the next two to three weeks.
 - Commencement plans: we are preparing multiple in-person options. Final plans will be decided in March.
 - The University does not manage vaccines. The state of Idaho decided that university employees will not be eligible to receive the vaccine at the same time as K-12 teachers. The university is discussing this with the State Board of Education and Public Health. Actually, we are ahead of schedule with vaccine distribution to individuals in high-risk categories.
- Financial update:
 - Enrollment is down by 3.5% in comparison to spring 2020, with undergraduate in-state students being the largest declining group. On the other hand, CLASS and CNR have reported an increase in enrollment.
 - The furlough period is complete. No need for additional furlough is expected. The State budget is being discussed this week – President Green gave his presentation to the legislators yesterday.
 - Concerning federal funds: through the "CARES Act Part 2," the university has been allocated \$11.6M of which \$3.4M must go to students. So, the financial news is generally good.
- Preferred Names: as Chair Kirchmeier noted in her report, this project is well on its way.
- Course evaluations: There is a new system, with a different scale – from 1 to 5 instead of 0 to 4. Diane Kelly-Riley will work with the Teaching Committee on this change.
- Three major projects are underway this semester and are based on the recommendations of working groups last semester:
 - The new budget model: The transition to the new model will start July 2021, but it will be gradual.
 - The R1 status: We are making progress, see the recent encouraging email from Vice President Chris Nomura.
 - The online and remote delivery initiative is moving forward. We will begin searching for a project leader.

Discussion:

A Senator noted that July 1, 2021 – with no metrics yet – does not give units much time to be responsive to a new model. The Provost said that delaying implementation by one year was considered, but a gradual roll out was seen as a better option. For instance, in the white paper, the option (for the first year) to base only 20% of the budget on the metrics and the rest on our historical model, is considered. Also, we need to align the budget system with the program prioritization system. The metrics being considered are not unexpected (for instance, enrollment and student success). It will be a gradual transition and we'll work through it together. An update can be expected in about a month.

A Senator asked whether the university can advocate for faculty who also work in schools to get the vaccine with the K-12 teachers' group. Provost Lawrence responded that discussions are taking place with the State, SBOE, and Public Health offices.

The discussion moved to communication about the commencement. Some Senators are receiving a large volume of email from students and parents, including students who want to come back for the commencement. The Provost said that the plan is to have a live event, possibly with multiple events through Saturday and maybe Sunday. Families should plan on that weekend. Another Senator reiterated the need for additional communication with May 2021 graduates. The Provost will followup.

The conversation moved back to university employees and the COVID vaccine. The state did not include university employees in the "b1" category, but CDC did. The Senator hopes that the President will continue to try and get the U of I employees up in the vaccine distribution line.

Chair Kirchmeier noted that more aggressive variants of the virus have been detected and asked whether our current safety protocols will be sufficient against those. The Provost responded that current guidance is to continue existing safety protocol which we are following and will continue to do so. Today the CDC posted additional guidelines about classrooms – the university is looking into these and will be ready to shift if needed.

There were no more questions or comments for the Provost.

Committee Reports:

- General Education Committee.
 - American Diversity and International Courses – Diane Carter.

At the end of last semester, UCGE developed new learning objectives for American Diversity and International courses, designed to make sure we have explicit goals to work towards. UCGE then voted to engage in periodic review of all General Education courses, starting with International courses and American Diversity courses (spring 2021), because they have new learning objectives. Reviews are planned for the Social Sciences (2022), Science, Mathematics, and Communication (2023), and Humanities (2024). The expected benefits include a more manageable, yet sufficiently broad and diverse pool of options for the students – currently, there are 75 International and American Diversity courses, too many for students to navigate through. This will also benefit faculty who are new to teaching GenEd to develop their courses around the learning objectives. The intent is to keep our GenEd courses fresh, relevant, and updated. Proposals for new courses are welcome. After gathering input from Senate, the committee will meet next Thursday to finalize the letter from Dean Panttaja to all Department chairs asking to have their faculty submit their course proposal through the Curriculum Management System.

Discussion:

Vice Chair Meeuf inquired whether the application process for having proposals reconsidered is going to be a different one. Also, are there different expectations concerning the “tools” chosen by the instructor for the purpose of assessment? Diane Carter replied that the application process is the same, although in a new system. Proposals submitted last fall will go to UCC and cycle back to UCGE for another look. As for the assessment process, Diane Carter responded that the committee does not plan to question or challenge the faculty decision. Rather, they want the faculty to look at the learning objectives to make sure their courses are heading in the right direction. There is no specified number of objectives that need to be met, but in some cases the committee may require additional information.

- University Curriculum Committee (Vote).

- Change Department Name in Ag & Ext. Ed. – Jim Connors Attach. #2.

The change of name to Agricultural Education, Leadership and Communications, is to better reflect the academic programs in the department.

Discussion:

In response to a question, Jim Connors clarified that this change is unrelated to the Extension Office.

Vote: The proposal passed with 96% majority.

- Human and Community Engagement Minor – Erin Chapman and Sarah Bush Attach.#3.

This 21-credit minor combines classroom instruction on human and community development theories and models with opportunities for engagement in the local community. It will benefit students who are interested in community-based leadership positions.

Discussion:

In response to a question, Joana Espinoza clarified the approval status of proposals that come to Senate from UCC.

Looking at the requirements in the Community Engagement section, a Senator asked whether a student might encounter a problem with the requirements of three credits from CLDR courses, only two of which are on the list. Erin Chapman and Sarah Bush responded that the CLDR 450 is offered every year and CLDR 480 on alternating years. Students should be able to take one of those. Vice Chair Meeuf noted that, in his program, there are excellent courses for community engagement – it would be great to see the two groups of students work together. Erin and Sarah replied that they are open to this idea.

Vote: The proposal passed with 92% majority.

- Precision Agriculture Academic Certificate, Sustainable Food Systems Minor, Water Science and Management Minor – Jodi Johnson-Maynard and Erin Brooks Attachs. #4, #5 and #6.

The certificate covers the basics of precision agriculture. It is expected to be popular not only in Agriculture, but also in Engineering and Natural Resources. It will be offered both online and in person. The new Water Science and Management Minor will give students the

opportunity to enhance their base knowledge of agriculture and sustainability. A new minor in Water Science and Management is needed. Exposure to basic Water Science may be useful for other disciplines as well.

Vote:

The proposal in attachment #4 passed unanimously.

The proposal in attachment #5 passed unanimously.

The proposal in attachment #6 passed unanimously.

- Masters in Music, add online delivery – Vanessa Sielert Attach. #7.
This proposal concerns Masters in Music Composition and Music Performance. The faculty are now comfortable with online delivery. With multiple delivery methods, including hybrid formats, they will be able to reach a broader community.

Vote: The proposal in attachment #7 passed unanimously.

- MS and PhD in Natural Resources, change CIP code – Alistair Smith Attach. #8.
Alistair Smith explained that there is an error in the CIP assignment for those degrees. What they are proposing is a CIP that is appropriate for a STEM discipline.
There were no questions on this item.

Vote: The proposal in attachment #8 passed unanimously.

- MS in Movement Science and BS in RSTM, add online delivery – Bruce Saxman and Julie Stafford Son Attach. #9.
It is proposed to add a full online component at the BS and the MS levels. The initiative started three years ago, and the department is now ready to make the transition.
There were no questions on this item.

Vote: The proposal in attachment #9 passed with 96% majority.

- PSM in Interdisciplinary Science and Technology, move colleges and update emphases – Jerry McMurtry Attach. #10.
This proposal moves the Professional Science Masters (PSM) degree to the College of Graduate Studies and changes the names of three emphasis areas. The idea is to centralize the degree in COGS while allowing departments to propose courses.

Discussion:

The Senator representing CNR added that his college has no objections to the move. In response to a question, Jerry McMurtry confirmed that the intent is to recruit more students.

Vote: The proposal in attachment #10 passed with 92% majority.

New Business:

The Secretary announced that FAC members wish to ask Senate to release a statement about the January 6, 2021 insurrection at the Capital. Specific suggestions from FAC will be brought to Senate next week.

Adjournment:

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

Respectfully Submitted,

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

Program Change Request

Date Submitted: 10/21/20 2:01 pm

Viewing: **35 : Architecture (MARCH)**

Last edit: 12/09/20 11:44 pm



Catalog Pages Using
this Program
[Architecture \(M.Arch.\)](#)

Faculty Contact

In Workflow

- 1. 235 Chair
- 2. 09 Curriculum
Committee Chair
- 3. Assessment
- 4. Curriculum Review
- 5. Graduate Council
Chair
- 6. Graduate Council
Chair
- 7. Registrar's Office
- 8. UCC
- 9. Faculty Senate
Chair
- 10. UFM
- 11. President's Office
- 12. State Approval
- 13. NWCCU

Approval Path

- 1. 10/21/20 2:06 pm
Gregory Turner-
Rahman
(gtrahman):
Approved for 235
Chair
- 2. 10/21/20 2:06 pm
Gregory Turner-
Rahman
(gtrahman):
Approved for 09
Curriculum
Committee Chair
- 3. 10/22/20 4:29 pm
Sara Mahuron

- (sara): Approved for Assessment
- 4. 10/27/20 6:09 pm
Rebecca Frost
(rfrost): Approved for Curriculum Review
- 5. 11/13/20 9:21 am
Lauren Perkinson
(perkinson): Approved for Graduate Council Chair
- 6. 12/01/20 1:47 pm
Amy Kingston
(amykingston): Approved for Graduate Council Chair
- 7. 12/09/20 2:34 pm
Amy Kingston
(amykingston): Approved for Registrar's Office
- 8. 12/09/20 11:44 pm
Amy Kingston
(amykingston): Rollback to Registrar's Office for UCC
- 9. 01/20/21 2:18 pm
Amy Kingston
(amykingston): Approved for Registrar's Office
- 10. 01/25/21 3:51 pm
Rebecca Frost
(rfrost): Approved for UCC

Faculty Name	Faculty Email
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Randall Teal	Faculty Name	rteal@uidaho.edu	Faculty Email
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Change Type CIP code change

Description of Change

Change CIP Code (Group B)

Academic Level Graduate

College Art & Architecture

Department/Unit: Art and Architecture

Effective Catalog 2021-2022

Year

Program Title

Architecture (MARCH)

Program Credits **45**

CIP Code **04.0902** ~~04.0201~~ - **Architectural and Building Sciences/Technology.** ~~Architecture.~~

Emphasis/Option

CIP Code(s)

Curriculum:

Master of Architecture. Major in Architecture

Candidates must fulfill the requirements of the [College of Graduate Studies](#) and the [Architecture](#) program. Thirty-six of the 45 credits required for this degree must be at the 500-level, including the following courses: [ARCH 510](#) (2 credits), [ARCH 553](#) (6 credits), [ARCH 554](#) (6 credits), and [ARCH 556](#) (6 credits). The remaining courses required to complete credits for this degree may be 400- or 500-level architecture courses or 300- or 400-level courses in supporting areas.

Equivalents must be approved by the graduate program coordinator. Graduate students without an undergraduate architecture degree may also earn an accredited M.Arch. degree. Those students are placed in the program according to their academic qualifications, and depending on the background of the applicant, up to six years of study may be required to complete the degree requirements. Candidates must fulfill the requirements of the [College of Graduate Studies](#) and the [Architecture](#) program. Master of Architecture degree requirements are listed below.

Required courses include:

ARCH 510	Graduate Project Seminar	3
ARCH 553	Integrated Architectural Design	6

<u>ARCH 554</u>	Architectural Design: Vertical Studio	6
<u>ARCH 556</u>	Graduate Project	6
<u>ARCH 568</u>	Technical Integration in Design	3
<u>ARCH 575</u>	Professional Practice	3
Select Graduate Architecture Electives from the following:		6
<u>ARCH 502</u>	Directed Study	
<u>ARCH 504</u>	Special Topics	
<u>ARCH 511</u>	Native American Architecture	
<u>ARCH 512</u>	Identity and Place in Global Space	
<u>ARCH 520</u>	Architectural Research Methods	
<u>ARCH 521</u>	China Program Preparation Seminar	
<u>ARCH 522</u>	China's Urbanization Seminar	
<u>ARCH 523</u>	Cultural & Ethical Issues in Global Architectural Practice	
<u>ARCH 552</u>	Alternate Graduate Design Experience	
<u>ARCH 570</u>	Natural Lighting	
<u>ARCH 571</u>	Building Performance Evaluation	
<u>ARCH 573</u>	Daylight Design and Simulation	
<u>ARCH 574</u>	Building Performance Simulation for Integrated Design	
<u>ARCH 580</u>	British Green Architecture	
<u>ARCH 585</u>	Urban Design Seminar	
<u>ARCH 599</u>	Non-thesis Master's Research	
Total Hours		33

Distance Education Availability

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

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

No

Note: Existing programs transitioning from less than 50% of its curricular requirements to 50% or more of its requirements being available via distance education is considered a Group 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:

Coeur d'Alene

Boise

Moscow

Student Learning Outcomes

Have learning
outcomes
changed? **No Change**

Learning Objectives

Students completing the graduate project seminar will demonstrate the ability to apply architectural theory to their design research and process and will be able clearly explain the theoretical basis or bases of their design solutions.

Students completing the graduate project studio will demonstrate advanced graphic communication skills, including architectural drawings, analytical diagrams, information graphics, and physical and digital models.

Students completing the comprehensive studio will demonstrate effective design synthesis skills, including the integration of material, structural, environmental control, and other building systems.

Students completing the professional practice course will demonstrate a thorough understanding of ethical standards, civic outreach, legal issues, and economic issues as they relate to the profession.

Students completing the Graduate Project Seminar will demonstrate advanced skills for research and critical thinking as it informs design problem analysis and definition.

Rationale for the proposed change. Include an explanation of how the department will manage the added workload, if any.

Please see the 2nd attachment for rationale

Supporting Documents [Arch CIP CODE Haglund group-b-form change-final.docx](#)
[STEMrationale2.docx](#)

Requires TECC
Review **No**

Reviewer

Comments

Amy Kingston (amykingston) (12/09/20 11:44 pm): Rollback: Holding for future agenda due to time constraints.

Key: 35

Program Change Request

Date Submitted: 11/16/20 1:04 pm

Viewing: **171 : Environmental Design (B.S.)**

~~**Landscape Architecture (BSLA)**~~

Last edit: 12/09/20 11:39 pm



Catalog Pages Using
this Program
[Landscape Architecture \(B.S.L.A.\)](#)

Faculty Contact

In Workflow

- 1. 235 Chair
- 2. 09 Curriculum Committee Chair
- 3. 09 Dean
- 4. Provost's Office
- 5. Curriculum Review
- 6. Registrar's Office
- 7. UCC
- 8. Faculty Senate Chair
- 9. UFM
- 10. President's Office
- 11. State Approval
- 12. NWCCU

Approval Path

- 1. 09/30/20 4:28 pm
Elizabeth Scott
(bscott): Approved for 235 Chair
- 2. 09/30/20 4:31 pm
Gregory Turner-Rahman
(gtrahman): Approved for 09 Curriculum Committee Chair
- 3. 10/07/20 1:35 pm
Joana Espinoza
(jespinoza): Rollback to Initiator
- 4. 11/16/20 1:12 pm
Gregory Turner-Rahman
(gtrahman):

Approved for 235
Chair

5. 11/19/20 4:00 pm

Joana Espinoza
(jespinoza):

Approved for 09
Curriculum

Committee Chair

6. 11/19/20 4:00 pm

Joana Espinoza
(jespinoza):

Approved for 09
Dean

7. 11/19/20 4:00 pm

Joana Espinoza
(jespinoza):

Approved for
Provost's Office

8. 11/20/20 1:39 pm

Rebecca Frost
(rfrost): Approved
for Curriculum
Review

9. 12/09/20 2:03 pm

Amy Kingston
(amykingston):

Approved for
Registrar's Office

10. 12/09/20 11:39 pm

Amy Kingston
(amykingston):

Rollback to
Registrar's Office for
UCC

11. 01/20/21 11:04 am

Amy Kingston
(amykingston):

Approved for
Registrar's Office

12. 01/25/21 3:55 pm

Rebecca Frost

(rfrost): Approved
for UCC

Faculty Name	Faculty Email
Elizabeth Scott	bscott@uidaho.edu

Change Type Change academic component name (degree, major, option, emphasis, minor, concentration, or specialization)

Description of Change

Changing the name of the BSLA in order to comply with accreditation requirements.

Academic Level Undergraduate

College Art & Architecture

Department/Unit: Art and Architecture

Effective Catalog 2021-2022
Year

Program Title
Environmental Design (B.S.) ~~Landscape Architecture (BSLA)~~

Program Credits **121**

CIP Code **04.0401** ~~04.0601~~ - **Environmental Design/Architecture.** ~~Landscape Architecture.~~

Emphasis/Option	Code(s)
CIP Code(s)	04.0601

Curriculum:

~~Students are typically accepted into the landscape architecture B.S.L.A. major as freshman or as transfer students. All new students whether freshman or transfer will be required to submit a portfolio of creative work at the end of their first year in the program. (Students are encouraged to include work from landscape architecture courses and any art or architecture courses they may have taken.) A committee of faculty will review this portfolio along with each student's cumulative GPA to determine their eligibility to continue in the program. Portfolios are due no later than the Monday of No Examination Week. All students will be notified of their eligibility for the coming fall semester no later than three weeks after the last day of classes of spring semester.~~ **Students are typically accepted into All majors in the Bachelor in Environmental Design as freshman or as transfer students. All students in the program must maintain at least a 2.5 cumulative GPA in courses for the major.** ~~in landscape architecture major~~

~~courses:~~ Failure to do so will require the student to meet with their advisor and repeat the **courses for the landscape architecture** major ~~courses~~ that impact this overall GPA before advancing in **the program.**
~~the program:~~

The Bachelor in Environmental Design offers an emphasis in Landscape Architecture that provides students with advanced standing in the professional Master of Landscape Architecture (MLA) program, allowing them to complete the MLA in 2 years.

On registering for a course offered by the program, the student agrees that the college may retain work completed by the student for display, instruction, and accreditation purposes.

Computer Equipment: Beginning with the first year of the program, all landscape architecture students are required to have their own laptop computer and appropriate software for use in their courses.

Required course work includes the university requirements (see [regulation J-3](#)) and:

ART 110	Integrated Art and Design Communication	2
ART 121	Integrated Design Process	2
BIOL 102	Biology and Society	3
BIOL 102L	Biology and Society Lab	1
GEOL 101	Physical Geology	3
GEOL 101L	Physical Geology Lab	1
LARC 150	Landscape, Culture and the Environment	3
LARC 210	Landscape Architecture Representation and Media 2	3
LARC 251	Introduction to Principles of Site Design	3
LARC 252	Landscape Architecture Design Foundations Studio	6
LARC 253	Landscape Architecture Design Process Studio	6
LARC 288	Plant Materials & Design 1	3
LARC 353	Landscape Architecture Studio 1	3
LARC 355	Landscape Architecture Studio 2	3
LARC 358	Professional Office Practice in Landscape Architecture	2
LARC 363	Landscape Architecture Studio 3	3
LARC 365	Landscape Architecture Studio 4	3
LARC 389	History of Landscape Architecture	3
LARC 395	GIS Applications in Land Planning 1	3
LARC 453	Landscape Architecture Studio 5	3
LARC 455	Landscape Architecture Studio 6	3
LARC 463	Landscape Architecture Studio 7	3
LARC 465	Landscape Arch Terminal Studio	3
LARC 481	Urban Systems in Ecology	3
MATH 143	College Algebra	3
NR 321	Ecology	3
SOIL 205	The Soil Ecosystem	3

~~Plus 9 credits of electives from the following:~~ **9**

Plus 18 credits of electives from the following: **18**

[LARC 289](#) Plant Materials & Design 2

LARC 310	Landscape Architecture Representation and Media 3
LARC 340	Grading, Drainage, and Stormwater Management
LARC 341	Construction Materials, Detailing, and Documentation
LARC 364	Summer Study Abroad Design Studio (Summer only)
LARC 380	Water Conservation Technologies
LARC 382	Landscape, Language and Culture
LARC 390	Italian Hill Towns and Urban Centers (Summer only)
LARC 480	The Resilient Landscape
LARC 495	GIS Applications in Land Planning 2

Total Hours

98

* Courses that contribute to General Education Requirements total 11 credits in J-3-c, J-3-d, including: BIOL 102, 102L; GEOL 101, 101L; and MATH 143.

Courses to total 121 ~~127~~ credits for this degree

Note: the Senior Experience course changes from LARC 480 in the previous curriculum to LARC 465 in this curriculum.

-

Distance Education Availability

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

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

No

Note: Existing programs transitioning from less than 50% of its curricular requirements to 50% or more of its requirements being available via distance education is considered a Group 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:

- Coeur d'Alene
- Boise
- Moscow

Student Learning Outcomes

Have learning outcomes

Yes, more than 25%

changed?

Learning Objectives

The graduate will be able to demonstrate a range of technical and communication competencies to translate ideas into contextually appropriate design and planning solutions.

The graduate will be able to critically assess information and issues, and apply an array of verbal, written and graphic communication skills to communicate their understanding of these issues.

The graduate will demonstrate the ability to create solutions for place that synthesize process, theory, spatial literacy, technology, and knowledge regarding resilient, regenerative natural and cultural systems.

The graduate will be able to apply design thinking processes to discover and frame opportunities, generate multiple alternatives, refine ideas, and evaluate their proposals to address the complex needs of the built and natural environment.

Through a range of opportunities including community-based engagement, international travel, independent research, internships, or field trips, the graduate will demonstrate integration of personal abilities and interests with acquired knowledge and professional skills within a global perspective.

Summarize how the learning outcomes will be assessed for the proposed curriculum.

Studio and other project based coursework will be assessed by: external reviewers for each studio course; by submission of at least one project (usually capstone studio project) to ASLA award or other competition.

Work assessed includes: technical analysis and documentation work (LARC 251, LARC 395), reviewed by external reviewers (professionals in the field); production of research papers and presentations, evaluated by faculty for technical accuracy and appropriate and effective communication in upper division seminar courses (e.g., LARC 389, LARC 480)

Upper division project work will be reviewed by internal and external reviewers for clarity, appropriateness and successful resolution of problems posed in studio courses and courses focused on contemporary landscape change issues (LARC 395, LARC 481).

Rationale for the proposed change. Include an explanation of how the department will manage the added workload, if any.

The proposed changes are being made to comply with changes to Landscape Architectural Accreditation Board Standards that will become effective in January 2021. The current “seamless” BSLA – to -MLA degree curriculum will no longer be allowed under those standards. See attached explanation brief for more detail. The change to the program does not create additional workload, rather refocuses efforts from undergraduate to graduate program. Learning outcomes do not change substantively for the MLA.

Supporting Documents [Landscape Architecture Curriculum Change Explantion_ Fall 2020.docx](#)
[program change_Rename BSLA.docx](#)
[Environmental Design_BS.xlsx](#)

Requires TECC

No

Review

Reviewer

Comments

Joana Espinoza (jespinoza) (10/07/20 1:35 pm): Rollback: Elizabeth a couple of comments. First we are moving away from degrees OF and going towards degrees IN. So we will support changing the degree to a B.S. in Environmental Design. I also don't think you should include the word concentration in the degree name if that can be avoided. According your documents there is a desire to develop future emphases within this degree and by having concentration in the title and then essentially having concentrations that will be confusing. Also I do not see the dean's signature on the short form. As you can imagine we are still working out the kinks in CIM and the dean is currently not on the workflow so for this year I will need to have the document, which you did provide but it will need to be fully complete so I know the dean approves.

Amy Kingston (amykingston) (12/09/20 2:03 pm): Note: Do the two comments at the bottom of the curriculum actually belong on that page or are they just notes for the committee?

Rebecca Frost (rfrost) (12/09/20 5:32 pm): 4 year plan added by Rebecca Frost. Also adjusted the statement of general education credits that apply, as while SOIL 205 is a general education course, it is an extraneous science credit that would only be counted if a student double-dipped another general education area. As a further note I am unable to meet the 121 credits that are listed with the required courses and General Education. In addition, LARC 465 has not been submitted as a Senior Experience course to the UCGE, so LARC 480 would have to be taken as an elective until this is remedied.

Amy Kingston (amykingston) (12/09/20 11:39 pm): Rollback: Holding for future meeting - still has issues to resolve - see comments from Rebecca Frost.

Key: 171

Program Change Request

Date Submitted: 10/08/20 2:58 pm

Viewing: **84 : Ecology and Conservation Biology (BSECOLCONSBIOL)**

Last edit: 12/10/20 4:10 pm



Catalog Pages Using
this Program

[Ecology and Conservation Biology \(B.S.Ecol.Cons.Biol.\)](#)

Faculty Contact

In Workflow

- 1. 150 Chair
- 2. 151 Chair
- 3. 11 Curriculum Committee Chair
- 4. Assessment
- 5. Curriculum Review
- 6. Registrar's Office
- 7. UCC
- 8. Faculty Senate Chair
- 9. UFM
- 10. President's Office
- 11. State Approval
- 12. NWCCU

Approval Path

- 1. 10/08/20 3:12 pm
Joana Espinoza (jespinoza):
Approved for 150 Chair
- 2. 10/08/20 3:13 pm
Joana Espinoza (jespinoza):
Approved for 151 Chair
- 3. 10/08/20 3:16 pm
Joana Espinoza (jespinoza):
Approved for 11 Curriculum Committee Chair
- 4. 10/20/20 10:59 am
Sara Mahuron (sara): Rollback to

- 150 Chair for
Assessment
5. 10/23/20 3:14 pm
Lisette Waits
(lwaits): Approved
for 150 Chair
6. 10/26/20 1:17 pm
Steven Shook
(shook): Approved
for 151 Chair
7. 10/26/20 1:17 pm
Steven Shook
(shook): Approved
for 11 Curriculum
Committee Chair
8. 11/09/20 4:02 pm
Sara Mahuron
(sara): Approved for
Assessment
9. 11/16/20 11:38 am
Rebecca Frost
(rfrost): Approved
for Curriculum
Review
10. 12/09/20 11:38 pm
Amy Kingston
(amykingston):
Approved for
Registrar's Office
11. 12/10/20 4:10 pm
Amy Kingston
(amykingston):
Rollback to
Registrar's Office for
UCC
12. 01/20/21 2:16 pm
Amy Kingston
(amykingston):
Approved for
Registrar's Office

13. 01/25/21 4:03 pm

Rebecca Frost
(rfrost): Approved
for UCC

Faculty Name	Faculty Email
Dennis Becker	drbecker@uidaho.edu

Change Type Change curriculum requirements

Description of Change

Move program from Natural Resources to Fish and Wildlife Sciences and update learning outcomes.

Academic Level Undergraduate

College Natural Resources

Department/Unit: **Fish & Wildlife Sciences** ~~Natural Resources~~

Effective Catalog 2021-2022
Year

Program Title

Ecology and Conservation Biology (BSECOLCONSBIOL)

Program Credits **120**

CIP Code 26.1307 - Conservation Biology.

Emphasis/Option

CIP Code(s)

Curriculum:

Improving global environmental conditions requires researchers and other citizens who can understand ecological principles, who can analyze and interpret ecological conditions, and who can predict the consequences of alternative natural resource management decisions. Understanding the importance of social values and policy for ecology and management of rare, threatened, and endangered species and their habitat is necessary to reverse the order of their decline. In the ecology and conservation biology program, students learn to apply biological, ecological, social, and political understanding to solve problems related to long-term conservation of biological diversity and to sustainable management of ecosystems.

This degree combines the biological, ecological, and social sciences to provide

An interdisciplinary understanding of the composition, structure, and processes of ecosystems, and

The skills necessary to provide long-term planning for the conservation and sustainable management of populations, species, and ecosystems.

Students will examine topics from molecular to landscape scales and integrate the social and biophysical worlds. Graduates will be equipped to address the issues and problems of sustainable resource use, conservation of rare, threatened, or endangered biota, management of ecosystems, and long-term conservation of biological diversity. This program is flexible enough to adapt to the interests of individual students, while remaining firmly grounded in ecological principles applicable to species, populations, communities, landscapes, and ecosystems. It is distinctly different from the emphasis on management in the other forestry, wildlife, fisheries, range, and conservation social sciences programs, or the more general environmental science programs. Graduates of the program often continue advanced studies at national and international universities. This natural resources "liberal science" degree can also serve as pre-professional training for law school, or for professional positions in federal, state, and private environmental organizations including local and regional planning groups and consulting firms.

The program requires 120 credits, and students must choose either the Natural Resources Ecology or Conservation Biology option. Students pursuing a B.S.Ecol.Cons.Biol. must receive a grade of 'C' or better in each of the following 4 indicator courses to register in upper division courses in NRS/FISH/FOR/REM/WLF and to graduate with either option: [BIOL 114](#), [BIOL 213](#), [FOR 221](#), [NR 321](#), [STAT 251](#), or [WLF 220](#). Before students are allowed to begin their senior thesis or project ([NRS 485](#) or [NRS 497](#)), they must attend two evening thesis/project sessions and one senior poster presentation.

Required course work includes the university requirements (see [regulation J-3](#)) and:

BIOL 114	Organisms and Environments	4
BIOL 115	Cells and the Evolution of Life	3
BIOL 115L	Cells and the Evolution of Life Laboratory	1
BIOL 213	Struct/Functn Tree of Life	4
COMM 101	Fundamentals of Oral Communication	2
ECON 202	Principles of Microeconomics	3-4
or ECON 272	Foundatns of Economic Analysis	
ENGL 317	Technical Writing	3
or WLF 370	Management and Communication of Scientific Data	
FOR 220	Forest Biology & Dendrology	3
or REM 341	Systematic Botany	
FOR 235	Society and Natural Resources	3
FOR 375	Introduction to Spatial Analysis for Natural Resource Management	3
MATH 160	Survey of Calculus	4
or MATH 170	Calculus I	
NR 101	Exploring Natural Resources	2
NR 200	Seminar	1-16
NR 300	Ecology and Conservation Biology Thesis Seminar	1
NRS 383	Natural Resource and Ecosystem Service Economics	3
STAT 251	Statistical Methods	3
Select one of the following:		3-4

BIOL 314	Ecology and Population Biology
FOR/REM 221/WLF 220	Principles of Ecology
NR 321	Ecology

Select one of the following:

4

[CHEM 101](#)

Introduction to Chemistry

& [101L](#)

and Introduction to Chemistry Laboratory

[CHEM 111](#)

General Chemistry I

& [111L](#)

and General Chemistry I Laboratory

Select one of the following:

1

[FISH 473](#)

ECB Senior Presentation

[FOR 473](#)

ECB Senior Presentation

[FSP 473](#)

Ecology and Conservation Biology Senior Thesis

[NRS 473](#)

ECB Senior Presentation

[REM 473](#)

ECB Senior Presentation

[WLF 473](#)

ECB Senior Presentation

Select one of the following:

3

[FISH 497](#)

Senior Thesis (Max 6 credits)

[FOR 497](#)

Senior Thesis (Max 98 credits)

[NR 497](#)

Senior Thesis (Max 3 credits)

[REM 497](#)

Senior Research and Thesis

[WLF 497](#)

Senior Thesis (Max 6 credits)

Options

Select one of the following options:

36-43

[Natural Resources Ecology.](#)[Conservation Biology.](#)

Total Hours

90-114

A. Natural Resources Ecology Option

The Natural Resources Ecology option combines ecological theory, field experience, and quantitative tools to gain an interdisciplinary understanding of the structure and function of ecosystems. This field covers ecological topics from local, regional, and landscape scales while integrating the social and biophysical worlds.

To graduate in this option, students must achieve a 'C' or better in the following six core courses: [FOR 330](#), [NR 200](#), [REM 429](#), [SOIL 205/SOIL 206](#), and [WLF 448](#).

[FOR 330](#)

Terrestrial Ecosystem Ecology

4

[REM 429](#)

Landscape Ecology

3

[SOIL 205](#)

The Soil Ecosystem

3

[SOIL 206](#)

The Soil Ecosystem Lab

1

[WLF 448](#)

Fish and Wildlife Population Ecology

4

Select one of the following:

4

[PHYS 100](#)

Fundamentals of Physics

& [100L](#)

and Fundamentals of Physics Lab

[PHYS 111](#)

General Physics I

& [111L](#)

and General Physics I Lab

Select one Quantitative Resource Analysis Restricted elective from the following:

2-4

<u>FOR 472</u>	Remote Sensing of the Environment
<u>GEOG 385</u>	GIS Primer
<u>NRS 310</u>	Social Science Methods
<u>REM 410</u>	Principles of Vegetation Monitoring and Measurement 1
<u>REM 411</u>	Wildland Habitat Ecol & Assmnt 1
<u>STAT 422</u>	Survey Sampling
<u>STAT 431</u>	Statistical Analysis
<u>WLF 411</u>	Wildland Habitat Ecol & Assmnt

Select one Resource Management Restricted elective from the following:

3-4

<u>FISH 418</u>	Fisheries Management
<u>FOR 424</u>	Silviculture Principles and Practices
<u>FOR 462</u>	Watershed Science and Management
<u>NRS 386</u>	Managing Complex Environmental Systems
<u>NRS 490</u>	Wilderness and Protected Area Management
<u>NRS 496</u>	Monitoring Impacts in Protected Areas and Wilderness
<u>REM 456</u>	Integrated Rangeland Management
<u>WLF 492</u>	Wildlife Management

Select 10 credits of Ecology Restricted electives from the following: 2

10

<u>BIOL 421</u>	Advanced Evolution/Population Dynamics
<u>BIOL 478</u>	Animal Behavior
<u>ENT 469</u>	Introduction to Forest Insects
<u>FISH 314</u>	Fish Ecology
<u>FISH 315</u>	Fish Ecology Field Techniques and Methods
<u>FISH 415</u>	Limnology
<u>FISH 430</u>	Riparian Ecology and Management
<u>FOR 326</u>	Fire Ecology
<u>FOR 468</u>	Forest and Plant Pathology
<u>GEOG 410</u>	Biogeography
<u>PLSC 410</u>	Invasive Plant Biology
<u>REM 440</u>	Restoration Ecology
<u>REM 459</u>	Rangeland Ecology
<u>REM 460</u>	Integrated Field Studies in Rangelands
<u>WLF 314</u>	Ecology of Terrestrial Vertebrates
<u>WLF 315</u>	Techniques Laboratory
<u>WLF 440</u>	Conservation Biology

Select one Social/Political Restricted elective from the following:

2-3

<u>COMM 410</u>	Conflict Management
<u>FOR 484</u>	Forest Policy and Administration
<u>GEOG 420</u>	Land, Resources, and Environment
<u>HIST 424</u>	American Environmental History

NRS 311	Public Involvement in Natural Resource Management
NRS 387	Environmental Communication Skills
NRS 462	Natural Resource Policy
NRS 493	International Land Preservation and Conservation Systems
PHIL 452	Environmental Philosophy
POLS 364	Politics of the Environment

Total Hours

36-40

Courses to total 120 credits for this degree

1 Both [REM 410](#) and [REM 411](#) must be completed to satisfy Quantitative Resource Analysis Restricted Elective requirement.

2 At least 2 credits from [FISH 315](#), [FISH 415](#), [FISH 430](#), [REM 460](#), and/or [WLF 315](#)

B. Conservation Biology Option

The Conservation Biology option is centered around a multidisciplinary curriculum that provides students with training to work in jobs aimed at conserving the earth's biodiversity. This option provides a broad-based education that covers biological diversity from the genetic level to the landscape level, and it provides additional training in social sciences and management. In the words of Hunter (1996), "Conservation biology is cross-disciplinary, reaching far beyond biology into subjects such as philosophy, economics, and sociology; disciplines that are concerned with the social environment in which we practice conservation--as well as into subjects such as law and education that determine the ways we implement conservation."

To graduate in this option, students must achieve a 'C' or better in the following seven core courses: [BIOL 421](#), [NR 200](#), [PHIL 452](#), [REM 429](#), [WLF 440](#), and [WLF 448](#).

BIOL 310	Genetics	3
or GENE 314	General Genetics	
BIOL 421	Advanced Evolution/Population Dynamics	3
PHIL 452	Environmental Philosophy	3
REM 429	Landscape Ecology	3
WLF 440	Conservation Biology	3
WLF 448	Fish and Wildlife Population Ecology	4

Select one Quantitative Resource Analysis Restricted elective from the following: 2-4

FOR 472	Remote Sensing of the Environment
GEOG 385	GIS Primer
NRS 310	Social Science Methods
REM 410	Principles of Vegetation Monitoring and Measurement 1
REM 411	Wildland Habitat Ecol & Assmnt 1
STAT 422	Survey Sampling
STAT 431	Statistical Analysis

Select one Resource Management Restricted elective from the following: 3-4

FISH 418	Fisheries Management
FOR 424	Silviculture Principles and Practices

<u>FOR 462</u>	Watershed Science and Management
<u>NRS 386</u>	Managing Complex Environmental Systems
<u>NRS 490</u>	Wilderness and Protected Area Management
<u>NRS 496</u>	Monitoring Impacts in Protected Areas and Wilderness
<u>REM 456</u>	Integrated Rangeland Management
<u>WLF 492</u>	Wildlife Management

Select 6 credits of Ecology Restricted electives from the following: 2

6

<u>BIOL 478</u>	Animal Behavior
<u>ENT 469</u>	Introduction to Forest Insects
<u>FISH 314</u>	Fish Ecology
<u>FISH 315</u>	Fish Ecology Field Techniques and Methods
<u>FISH 415</u>	Limnology
<u>FISH 430</u>	Riparian Ecology and Management
<u>FOR 330</u>	Terrestrial Ecosystem Ecology
<u>FOR 326</u>	Fire Ecology
<u>FOR 468</u>	Forest and Plant Pathology
<u>GEOG 410</u>	Biogeography
<u>PLSC 410</u>	Invasive Plant Biology
<u>REM 440</u>	Restoration Ecology
<u>REM 459</u>	Rangeland Ecology
<u>REM 460</u>	Integrated Field Studies in Rangelands
<u>WLF 314</u>	Ecology of Terrestrial Vertebrates
<u>WLF 315</u>	Techniques Laboratory

Select one Organismal Biology Restricted elective from the following:

3-4

<u>BIOL 483</u>	Mammalogy
<u>BIOL 489</u>	Herpetology
<u>FISH 481</u>	Ichthyology
<u>WLF 482</u>	Ornithology

Select two Social/Political Restricted electives from the following:

4-6

<u>COMM 410</u>	Conflict Management
<u>ENVS 225</u>	International Environmental Issues Seminar
<u>FOR 484</u>	Forest Policy and Administration
<u>GEOG 420</u>	Land, Resources, and Environment
<u>HIST 424</u>	American Environmental History
<u>NRS 386</u>	Managing Complex Environmental Systems
<u>NRS 387</u>	Environmental Communication Skills
<u>NRS 462</u>	Natural Resource Policy
<u>NRS 311</u>	Public Involvement in Natural Resource Management
<u>POLS 364</u>	Politics of the Environment

Total Hours

37-43

1 Both [REM 410](#) and [REM 411](#) must be completed to satisfy Quantitative Resource Analysis Restricted Elective

requirement.

At least 2 credits from [FISH 315](#), [FISH 415](#), [FISH 430](#), [REM 460](#), and/or [WLF 315](#)

Courses to total 120 credits for this degree

Distance Education Availability

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

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

No

Note: Existing programs transitioning from less than 50% of its curricular requirements to 50% or more of its requirements being available via distance education is considered a Group 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:

~~Coeur d'Alene~~

Moscow

Student Learning Outcomes

Have learning outcomes changed? **Yes, more than 25%**

Learning Objectives

Natural Resources Ecology Option

1. Articulate disciplinary Identity:

Students will convey an accurate and nuanced understanding of the unique history and character of the discipline of Ecology and its distinctiveness from related disciplines, as well as their own personal rationale for matriculating within the discipline.

~~**2. Work collaboratively: Students will practice effective team management and participatory skills (in disciplinary and interdisciplinary team settings) to evaluate complex situations and formulate solutions to basic problems**~~
Conservation Biology Option
~~**Locate, organize, analyze, and critically evaluate information: Students will demonstrate the ability to locate pertinent ecological, social, economic, and political information. Students will organize, analyze, and critically evaluate information using professional, discipline-appropriate standards**~~
Understand principles and theories:

a. Students will accurately articulate key principles concerning the ecology of species, populations, communities, ecosystems, and landscapes.

b. Students will demonstrate an understanding of the interconnection between ecological systems and basic aspects of human ecology (as defined by economics, social sciences, and other related fields).

3. Locate, organize, analyze, and critically evaluate information. ~~information:~~

a. Students will demonstrate the ability to locate ~~locate~~ pertinent ecological, social, economic ~~economic~~, and political information.

b. Students will organize, analyze, and critically evaluate information using professional, discipline-appropriate standards

4. Effectively communicate ideas and technical ~~knowledge:~~ knowledge:

Students will effectively utilize diverse forms of communication (written oral, visual) to convey information to scientific and nonscientific audiences in formal and professional formats.

5. Work collaboratively

Students will practice effective team management and participatory skills (in disciplinary and interdisciplinary team settings) to evaluate complex situations and formulate solutions to basic problems ~~Conservation Biology~~
~~Option~~

6. Practice ethical behavior

~~behavior:~~

Students will adhere to professional standards of ethics when using or synthesizing knowledge, doing research, employing field practices, engaging in conservation management, and when working with stakeholders.

Conservation Biology Option

1. Articulate disciplinary Identity: Students will convey an accurate and nuanced understanding of the unique history and character of the discipline of Conservation Biology and its distinctiveness from related disciplines, as well as their own personal rationale for matriculating within the discipline.

2. Understand principles and theories:

a. Students will accurately articulate key principles concerning the ecology of species, populations, communities, ecosystems, and landscapes.

b. Students will demonstrate an understanding of the interconnection between ecological systems and basic aspects of human ecology (as defined by economics, social sciences, and other related fields).

3. Locate, organize, analyze, and critically evaluate information.

a. Students will demonstrate the ability to locate pertinent ecological, social, economic and political information.

b. Students will organize, analyze, and critically evaluate information using professional, discipline-appropriate standards

4. Effectively communicate ideas and technical knowledge:

Students will effectively utilize diverse forms of communication (written oral, visual) to convey information to scientific and nonscientific audiences in formal and professional formats.

5. Work collaboratively

Students will practice effective team management and participatory skills (in disciplinary and interdisciplinary team settings) to evaluate complex situations and formulate solutions to basic problems

6. Practice ethical behavior

Students will adhere to professional standards of ethics when using or synthesizing knowledge, doing research, employing field practices, engaging in conservation management, and when working with stakeholders.

Summarize how the learning outcomes will be assessed for the proposed curriculum.

changed to more than 25%

Rationale for the proposed change. Include an explanation of how the department will manage the added workload, if any.

Effective July 1, 2005, the University of Idaho began offering the B.S. Ecology and Conservation Biology (ECB) degree, which has been continuously managed under the Department of Natural Resources. This department houses the Forest, Wildlife and Range Experiment Station, the Idaho Cooperative Fish and Wildlife Research Unit, and all the college's graduate programs. The B.S. ECB degree is the only undergraduate degree offered by this department, which is inconsistent with the purpose and operation of the department (i.e., manage Experiment Station, Coop, and graduate studies).

Thus, the College of Natural Resources is requesting that the B.S. ECB be moved to the Department of Fish and Wildlife Sciences; this department has long provided the bulk of teaching effort and nearly all advising effort to support this undergraduate degree program.

Supporting Documents [CNR Move ECB to FWS.docx](#)
[Revised Outcomes 2020 Nat Rec \(002\).docx](#)
[Revised Outcomes 2020 Cons Bio \(002\).docx](#)
[Ecology and Conservation Biology - Conservation Biology_BSEcolConsBiol.xlsx](#)
[Ecology and Conservation Biology-Natural Resource Ecology_BSEcolConsBiol.xlsx](#)

Requires TECC Review **No**

Reviewer Comments

Sara Mahuron (sara) (10/20/20 10:59 am): Rollback: The Natural Resources Ecology degree option should have a minimum of 3 learning outcomes for a bachelors degree that articulates the depth and breadth of the program. Please add at least 2 more outcomes for this major/option. The Conservation Biology Option is a good example -- it has 4 comprehensive and robust outcomes. Please send questions to sara@uidaho.edu, thanks!!!

Sara Mahuron (sara) (11/09/20 4:02 pm): added the learning outcomes received via email; changed to more than 25%, approved to move forward

Rebecca Frost (rfrost) (12/10/20 10:55 am): 4 year plan added by Rebecca Frost.

Amy Kingston (amykingston) (12/10/20 4:10 pm): Rollback: Due to time constraints, saving for a future meeting.

Key: 84

Program Change Request

New Program Proposal

Date Submitted: 10/08/20 2:52 pm

Viewing: **426 : Natural Resource Management Academic Certificate**

Last edit: 12/09/20 11:45 pm



Faculty Contact

In Workflow

- 1. 161 Chair
- 2. 11 Curriculum Committee Chair
- 3. 11 Dean
- 4. Provost's Office
- 5. Assessment
- 6. Curriculum Review
- 7. Registrar's Office
- 8. UCC
- 9. Faculty Senate Chair
- 10. UFM
- 11. President's Office
- 12. State Approval
- 13. NWCCU

Approval Path

- 1. 10/08/20 3:13 pm
Joana Espinoza (jespinoza):
Approved for 161 Chair
- 2. 10/08/20 3:16 pm
Joana Espinoza (jespinoza):
Approved for 11 Curriculum Committee Chair
- 3. 10/08/20 3:17 pm
Joana Espinoza (jespinoza):
Approved for 11 Dean
- 4. 10/08/20 3:17 pm
Joana Espinoza

- (jespinoza):
Approved for
Provost's Office
5. 10/20/20 8:39 am
Sara Mahuron
(sara): Rollback to
161 Chair for
Assessment
6. 11/11/20 9:43 am
Joana Espinoza
(jespinoza):
Approved for 161
Chair
7. 11/11/20 9:44 am
Joana Espinoza
(jespinoza):
Approved for 11
Curriculum
Committee Chair
8. 11/11/20 9:44 am
Joana Espinoza
(jespinoza):
Approved for 11
Dean
9. 11/11/20 9:44 am
Joana Espinoza
(jespinoza):
Approved for
Provost's Office
10. 11/11/20 9:48 am
Sara Mahuron
(sara): Approved for
Assessment
11. 11/16/20 10:46 am
Rebecca Frost
(rfrost): Approved
for Curriculum
Review
12. 11/25/20 11:21 am
Amy Kingston
(amykingston):

Approved for
Registrar's Office
13. 12/09/20 11:45 pm
Amy Kingston
(amykingston):
Rollback to
Registrar's Office for
UCC
14. 01/20/21 2:15 pm
Amy Kingston
(amykingston):
Approved for
Registrar's Office
15. 01/25/21 4:01 pm
Rebecca Frost
(rfrost): Approved
for UCC

Faculty Name	Faculty Email
Charles Goebel	cgoebel@uidaho.edu

Academic Level Undergraduate

College Natural Resources

Department/Unit: Forest, Rangeland & Fire Sci

Effective Catalog
Year 2021-2022

Program Title
Natural Resource Management Academic Certificate

Degree Type Certificate

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

Program Credits 24

Attach Program
Change

CIP Code 03.0199 - Natural Resources Conservation and
Research, Other.

Will the program be Self-Support?

No

Will the program have a Professional Fee?

No

Will the program have an Online Program Fee?

No

Will program be Regional or Statewide Responsibility?

Statewide

Financial Information

What is the financial impact of the request?

Less than \$250,000 per FY

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

Describe the financial impact

All courses are already offered so no financial impact related to course development and delivery. Only costs associated with marketing and recruitment of students into the program.

Curriculum:

To complete the certificate, students must take a total of 24 credits from the courses listed in the program of study. All coursework must be completed with a grade of "C" or better. With CNR certificate committee approval, students may transfer up to six credits of course work from another institution to count towards their certificate program.

Select 24 credits from the following courses:

24

<u>REM 151</u>	Rangeland Principles
<u>FOR 221</u>	Principles of Ecology
<u>REM 252</u>	Wildland Plant Identification
<u>REM 253</u>	Wildland Field Plant Ident
<u>REM 280</u>	Introduction to Wildland Restoration
<u>GEOG 385</u>	GIS Primer
<u>REM 341</u>	Systematic Botany
<u>ENVS 450</u>	Environmental Hydrology
<u>ENVS 485</u>	Energy Efficiency and Conservation
<u>FISH 415</u>	Limnology
<u>FOR 451</u>	Fuels Inventory and Management
<u>FOR 454</u>	Air Quality, Pollution, and Smoke

1/27/2021	426: Natural Resource Management Academic Certificate
FOR 484	Forest Policy and Administration
REM 407	GIS Application in Fire Ecology and Management
REM 410	Principles of Vegetation Monitoring and Measurement
REM 411	Wildland Habitat Ecol & Assmnt
REM 429	Landscape Ecology
REM 440	Restoration Ecology
REM 456	Integrated Rangeland Management
REM 459	Rangeland Ecology
WLF 440	Conservation Biology

Total Hours24

Courses to total 24 credits for this certificate.

Distance Education Availability

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

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

Yes

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

Yes

Note: Existing programs transitioning from less than 50% of its curricular requirements to 50% or more of its requirements being available via distance education is considered a Group 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
- Other

Where?100% online

Student Learning Outcomes

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

Students that complete the Natural Resource Management certificate should be able to integrate technical “field” knowledge with analytical skills to solve important natural resource management problems.

Specifically, students should be able to:

1. Describe ecological processes, including human impacts that influence ecosystem change, and the future sustainability of natural resources.
2. Characterize natural resources and be familiar with methods to quantify at least one of these resources.
3. Identify desired future conditions to achieve natural resource-related objectives, prescribe management actions needed to achieve those objectives, and evaluate success of prescribed actions.

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

We will evaluate how well students are achieving the intended learning outcomes by:

1. Requiring all students achieve a letter grade of at least a letter grade of a “C” in all certificate courses.
2. Tracking performance in biology- and ecology-oriented courses completed as part of the certificate.
3. Tracking performance in methods-oriented courses completed as part of the certificate.
4. Tracking performance of management-oriented courses completed as part of the certificate.
5. Upon completion of coursework and after applying for certificate, successfully passing a comprehensive, online exam that addresses key aspects of the three learning outcomes.

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

Performance metrics will be collected at the end of each academic year of all students in the certificate program and reviewed by faculty in the Department of Forest, Rangeland and Fire Sciences. Depending on performance metrics, we will adjust course content and/or the course list associated with the certificate to ensure students are meeting the three learning objectives.

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

Measures of student performance will be related directly to the three learning objectives of the certificate. These include:

1. Tracking performance in biology- and ecology-oriented courses completed as part of the certificate. Target: 80% of all students completing certificate will receive a letter grade of at least a "B" for courses that are biology- and ecology-oriented.
2. Tracking performance in methods-oriented courses completed as part of the certificate. Target: 80% of all students completing certificate will receive a letter grade of at least a "B" for courses that are methods-oriented.
3. Tracking performance of management-oriented courses completed as part of the certificate. Target: 80% of all students completing certificate will receive a letter grade of at least a "B" for courses that are management-oriented.
4. Tracking performance on a comprehensive exam that examines competencies associated with the three learning objectives following the completion of coursework for the certificate. Target: 80% of all students pass the comprehensive exam.

When will assessment activities occur and at what frequency?

Assessment will occur each annually, with performance data collected for all certificate students at the end of each academic year. Performance data will be reviewed with Department faculty and adjustments to the certificate structure and assessment made as need each fall.

Student Learning Outcomes

Learning Objectives

Students that complete the Natural Resource Management certificate should be able to integrate technical "field" knowledge with analytical skills to solve important natural resource management problems. Specifically, students should be able to:

Describe ecological processes, including human impacts that influence ecosystem change, and the future sustainability of natural resources.

Characterize natural resources and be familiar with methods to quantify at least one of these resources.

Identify desired future conditions to achieve natural resource-related objectives, prescribe management actions needed to achieve those objectives, and evaluate success of prescribed actions.

Rationale for the proposed change. Include an explanation of how the department will manage the added workload, if any.

Requested CIP code: 03.0199

Describe the proposed new program component or certificate to include overview of program:

This 24-credit certificate program is designed for individuals currently employed seeking career advancement or individuals considering employment with a federal land management organization (e.g., U.S. Forest Service, Bureau of Land Management, National Park Service). The certificate is designed to meet the GS-401 Natural Resource Management and Biological Sciences (0401) series and will prepare students for federal positions that manage, supervise, lead, or perform professional research, or scientific work in biology, agriculture, or natural resources management that is not classifiable to another more specific professional series in the Natural Resources Management and Biological Sciences Group, 0400. After completing this certificate program students will have the ability to apply sound science to solve complex natural resource natural resource management issues.

The GS-0401 OPM Qualification Standards are defined as:

Courses equivalent to a major course of study in biological sciences, agriculture or natural resources management, chemistry or at least 24 credit hours in biological sciences, natural resources, wildland fire management, forestry, or agriculture equivalent to a major field of study, plus appropriate experience of additional education that is comparable to that normally acquired through the successful completion of a full four-year course of study in the biological sciences, agriculture, or natural resources.

To complete the certificate, students must take a total of 24 credits from the courses listed in the program of study. All coursework must be completed with a grade of "C" or better. With CNR certificate committee approval, students may transfer up to six credits of course work from another institution to count towards their certificate program.

Select from the following courses; all coursework must be completed with a grade of 'C' or better.

REM 151 Rangeland Principles (3 credits)

FOR 221 Principles of Ecology (3 credits)

REM 252 Wildland Plant Identification (2 credits)
REM 253 Wildland Plant Identification Field Studies (1 credit)
REM 280 Introduction to Wildland Restoration (2 credits)
GEOG 385 GIS Primer (3 credits)
REM 341 Systematic Botany (3 credits)
ENVS 450 Environmental Hydrology (3 credits)
ENVS 485 Energy Efficiency and Conservation (3 credits)
FISH 415 Limnology (4 credits)

FOR 451 Fuels Inventory and Management (2 credits)
FOR 454 Air Quality, Pollution, and Smoke (3 credits)
FOR 484 Forest Policy and Administration (2 credits)
REM 407 GIS Application in Fire Ecology and Management (2 credits)
REM 410 Principles of Vegetation Measurement (2 credits)
REM 411 Wildland Habitat Ecology and Assessment (2 credits)
REM 429 Landscape Ecology (3 credits)
REM 440 Wildland Restoration Ecology (3 credits)
REM 456 Integrated Rangeland Management (3 credits)
REM 459 Rangeland Ecology (2 credits)
WLF 440 Conservation Biology (3 credits)

Courses to total at least 24 credits to complete this certificate.

Rationale:

There is strong demand for continuing education of current federal employees and those seeking positions with federal land management organizations. Many of these individuals are currently employed in seasonal and temporary positions with the federal government and have completed some course work at two-year or four-year colleges and universities. Others have completed four-year degrees; however, these degrees are in programs unrelated to natural resources (e.g., from liberal arts programs) making these individuals ineligible for advancement in natural resource management positions with the federal land management agency. The GS-0401 series is the entry point for advancement in the federal land management agencies.

Currently, the Department of Forest, Rangeland and Fire Sciences and College of Natural Resources is supporting students in meeting these standards. As these students participating are doing so as non-degree seeking students, they are limited in the number of courses they can enroll in each semester (seven credit hours) which delays coursework and completing the requirements to qualify for the GS-0401 credentials. The proposed certificate will allow these students the flexibility of enrolling as full-time students at the University of Idaho and complete the 24-credit requirement in one semester assuming the students transfer six credits from

the 21 credit requirement in one semester assuming the students transfer six credits from another institution that meet GS-0401 standards.

As we currently offer many of these courses online, there is little to no cost in developing and delivering this certificate. We also anticipate strong demand for this certificate from these non-traditional students, helping to increase enrollment in the Department and College as certificate-seeking students. We also believe that this certificate has the potential to increase enrollment in our B.S. and M.N.R programs as students complete the certificate and consider investing additional time and resources in their federal careers as future advancement above the GS-0401 level that will require additional study and coursework.

Supporting Documents

[CNR new UG cert in FRFS.docx](#)

Requires TECC Review	No
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Reviewer

Comments

Sara Mahuron (sara) (10/20/20 8:39 am): Rollback: Please identify at least one direct measure per outcome statement or include descriptions of direct measures when describing the process that will be used to evaluate students. Currently, these appear to all be indirect measures that look at performance in courses, but not at the student's ability to perform individual outcome statement(s). For example, where/how will the program evaluate how well students "describe ecological processes?" Will there be an exam that asks students to do this, or a student presentation evaluated with a rubric for this outcome, etc... The plan must include direct measures for each or all outcomes. Please reach out to sara@uidaho.edu with questions, for help revising this, or to discuss further. Thanks!

Amy Kingston (amykingston) (12/09/20 11:45 pm): Rollback: Holding for future agenda due to time constraints.

Key: 426

Program Change Request

Date Submitted: 10/08/20 3:05 pm

Viewing: **253 : Mathematics (BS)**

Last edit: 01/25/21 10:08 am



Catalog Pages Using
this Program
[Mathematics \(B.S.\)](#)

Faculty Contact

In Workflow

- 1. 024 Chair
- 2. 19 Curriculum Committee Chair
- 3. Assessment
- 4. Curriculum Review
- 5. Registrar's Office
- 6. Registrar's Office
- 7. UCC
- 8. Faculty Senate Chair
- 9. UFM
- 10. President's Office
- 11. State Approval
- 12. NWCCU

Approval Path

- 1. 10/08/20 3:12 pm
Joana Espinoza (jespinoza): Approved for 024 Chair
- 2. 10/08/20 3:15 pm
Joana Espinoza (jespinoza): Approved for 19 Curriculum Committee Chair
- 3. 10/19/20 9:01 am
Sara Mahuron (sara): Rollback to 19 Curriculum Committee Chair for Assessment
- 4. 10/21/20 3:49 pm
Mark Nielsen

- (markn): Approved
for 19 Curriculum
Committee Chair
5. 10/22/20 4:29 pm
Sara Mahuron
(sara): Rollback to
024 Chair for
Assessment
6. 11/06/20 8:08 pm
Hirotachi Abo (abo):
Approved for 024
Chair
7. 11/11/20 11:46 am
Mark Nielsen
(markn): Approved
for 19 Curriculum
Committee Chair
8. 11/11/20 11:47 am
Sara Mahuron
(sara): Approved for
Assessment
9. 11/16/20 9:57 am
Rebecca Frost
(rfrost): Approved
for Curriculum
Review
10. 12/09/20 2:14 pm
Amy Kingston
(amykingston):
Approved for
Registrar's Office
11. 12/09/20 2:15 pm
Amy Kingston
(amykingston):
Approved for
Registrar's Office
12. 12/09/20 11:44 pm
Amy Kingston
(amykingston):
Rollback to

Registrar's Office for
UCC

13. 01/20/21 2:18 pm

Amy Kingston
(amykingston):

Approved for
Registrar's Office

14. 01/25/21 4:35 pm

Rebecca Frost
(rfrost): Approved
for UCC

Faculty Name	Faculty Email
Hirotschi Abo	abo@uidaho.edu

Change Type Change academic component name (degree,
major, option, emphasis, minor,
concentration, or specialization)

Description of Change

Change the title of the option from "Applied - Quantitative Modeling" to "Applied - Modeling and Data Science" and the course requirements.

Academic Level Undergraduate

College Science

Department/Unit: Mathematics & Statistical Science

Effective Catalog 2021-2022
Year

Program Title
Mathematics (BS)

Program Credits **120**

CIP Code 27.0101 - Mathematics, General.

Emphasis/Option
CIP Code(s)

Code(s)
27.0301
27.0306

Curriculum:

Required course work includes the university requirements (see [regulation J-3](#)) and:

MATH 170	Calculus I	4
MATH 175	Calculus II	4
MATH 275	Calculus III	3
MATH 330	Linear Algebra	3

Options

Select one of the following options: 36-54

[General](#)

[Applied - Computation](#)

[Applied - Modeling and Data Science](#)

[Applied - Mathematical Biology](#)

Total Hours 50-68

A. General Option

This is the traditional curriculum in Mathematics. It is more mathematically rigorous than the other options. It is especially good for secondary education majors and students intending to go to graduate school in Mathematics or other sciences.

Math Courses

MATH 176	Discrete Mathematics	3
MATH 215	Proof via Number Theory	3
MATH 310	Ordinary Differential Equations	3
MATH 461	Abstract Algebra I	3
MATH 471	Introduction to Analysis I	3

Select one of the following: 3

[MATH 430](#) Advanced Linear Algebra

[MATH 452](#) Mathematical Statistics

[MATH 453](#) Stochastic Models

[MATH 462](#) Abstract Algebra II

[MATH 472](#) Introduction to Analysis II

[MATH 476](#) Combinatorics

Select four math courses above 310 12

Supporting Courses

[STAT 301](#) Probability and Statistics 3

[CS 112](#) Computational Thinking and Problem Solving 3

or [CS 120](#) Computer Science I

Total Hours 36

Courses to total 120 credits for this degree

B. Applied - Computation Option

The emphasis is on the mathematics related to computer science and technology. With a major or minor in computer sciences this is a good preparation for work in the computer industry.

Math Courses

<u>MATH 176</u>	Discrete Mathematics	3
<u>MATH 215</u>	Proof via Number Theory	3
<u>MATH 310</u>	Ordinary Differential Equations	3
<u>MATH 385</u>	Theory of Computation	3
<u>MATH 395</u>	Analysis of Algorithms	3
<u>MATH 415</u>	Cryptography	3
<u>MATH 428</u>	Numerical Methods	3
or <u>MATH 432</u>	Numerical Linear Algebra	
<u>MATH 452</u>	Mathematical Statistics	3
or <u>STAT 301</u>	Probability and Statistics	

Select two additional courses from the following: 6

<u>MATH 376</u>	Discrete Mathematics II
<u>MATH 426</u>	Discrete Optimization
<u>MATH 430</u>	Advanced Linear Algebra
<u>MATH 432</u>	Numerical Linear Algebra
<u>MATH 451</u>	Probability Theory
<u>MATH 452</u>	Mathematical Statistics
<u>MATH 461</u>	Abstract Algebra I
<u>MATH 462</u>	Abstract Algebra II
<u>MATH 476</u>	Combinatorics

Supporting Courses

<u>CS 120</u>	Computer Science I	4
<u>CS 121</u>	Computer Science II	3

Total Hours 37

Courses to total 120 credits for this degree

Applied - ~~Quantitative~~ Modeling and Data Science Option

The emphasis is on the mathematics used to model phenomena in engineering, science, business **and** **and** economics. With a second major in one of these disciplines, this provides ideal preparation for graduate school.

Math Courses

<u>MATH 176</u>	Discrete Mathematics	3
<u>MATH 215</u>	Proof via Number Theory	3
<u>MATH 183</u>	Intro Data Science in Python	3
<u>MATH 310</u>	Ordinary Differential Equations	3
<u>MATH 428</u>	Numerical Methods	3
or <u>MATH 432</u>	Numerical Linear Algebra	
<u>MATH 451</u>	Probability Theory	3

1/27/2021	253: Mathematics (BS)	
MATH 483	Found of Machine Learning	3
or MATH 438	Mathematical Modeling	
STAT 301	Probability and Statistics	3
or MATH 452	Mathematical Statistics	
Select three additional courses from the following:		9
Select four additional courses from the following:		12
CS 360	Database Systems	
CS/MATH 385	Theory of Computation	
CS/MATH 395	Analysis of Algorithms	
CS 411	Parallel Programming	
CS 415	Computational Biology: Sequence Analysis	
CS 420	Data Communication Systems	
CS 470	Artificial Intelligence	
CS 479	Data Science	
MATH 371	Mathematical Physics	
MATH 376	Discrete Mathematics II	
MATH 415	Cryptography	
MATH 420	Complex Variables	
MATH 426	Discrete Optimization	
MATH 428	Numerical Methods	
MATH 432	Numerical Linear Algebra	
MATH 437	Mathematical Biology	
MATH 438	Mathematical Modeling	
MATH 452	Mathematical Statistics	
MATH 453	Stochastic Models	
MATH 471	Introduction to Analysis I	
MATH 472	Introduction to Analysis II	
MATH 476	Combinatorics	
MATH 480	Partial Differential Equations	
MATH 483	Found of Machine Learning	
MIS 453	Database Design	
MIS 455	Data Management for Big Data	
ME 313	Dynamic Modeling of Engineering Systems	
SOC 417	Social Data Analysis	
STAT 431	Statistical Analysis	
Quantitative Electives		
Select 6 credits of advisor-approved quantitative electives in Science, Engineering, Business, Economics, etc.		6
These electives can be drawn from the above list, as long as they are not used to fulfill the elective requirement.		
Supporting course		
CS 120	Computer Science I	4
Total Hours		39

Courses to total 120 credits for this degree

D. Applied - Mathematical Biology Option

This option offers training across Mathematics and Biology and provides the background to pursue a career in technical industries and to obtain graduate degrees in Biomathematics, Biostatistics, and Bioinformatics.

Math and Statistics Courses

<u>MATH 437</u>	Mathematical Biology	3
<u>MATH 451</u>	Probability Theory	3
<u>MATH 452</u>	Mathematical Statistics	3
<u>STAT 251</u>	Statistical Methods	3
or <u>STAT 301</u>	Probability and Statistics	

Select two courses from the following: 6

<u>MATH 310</u>	Ordinary Differential Equations
<u>MATH 453</u>	Stochastic Models
<u>STAT 431</u>	Statistical Analysis

Select two courses from the following: 6

<u>MATH 428</u>	Numerical Methods
<u>MATH 430</u>	Advanced Linear Algebra
<u>MATH 480</u>	Partial Differential Equations

Biology Courses

<u>BIOL 114</u>	Organisms and Environments	4
<u>BIOL 115</u>	Cells and the Evolution of Life	3
<u>BIOL 115L</u>	Cells and the Evolution of Life Laboratory	1
<u>BIOL 310</u>	Genetics	3
<u>BIOL 456</u>	Computer Skills for Biologists	3

Select 12 Credits Upper Division Biology courses 12

Supporting Courses

<u>CHEM 111</u>	General Chemistry I	3
<u>CHEM 111L</u>	General Chemistry I Laboratory	1

Total Hours 54

Courses to total 120 credits for this degree**Distance Education Availability**

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

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

Yes ~~No~~

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

No

Note: Existing programs transitioning from less than 50% of its curricular requirements to 50% or more of its requirements being available via distance education is considered a Group 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:

~~Coeur d'Alene~~

Moscow

Student Learning Outcomes

Have learning outcomes changed? **Yes, less than 25%**

Learning Objectives

Students should be able to think critically, apply problem solving strategies, and be able to construct and defend mathematical proofs.

Students should be able to use mathematical structures and the language of mathematics to formulate models for real-world problems.

Students should be able to effectively communicate their work and should gain experience working in collaborative settings.

Students should be able to interpret and extract relevant information from data using appropriate modeling techniques.

Summarize how the learning outcomes will be assessed for the proposed curriculum.

Direct assessment such as students' exam performance, presentations, and projects will be administered to students enrolled in designated courses. Indirect assessment takes form of exit interview and/or survey, which takes place towards the end of every academic year.

Rationale for the proposed change. Include an explanation of how the department will manage the added workload, if any.

There are fundamentally two kinds of modeling: the process-driven modeling that uses physical rules and mathematical formulas and the data-driven modeling that focuses more on the relationships between input and output data. With the advancement of computational powers and data availability, data-driven approaches are gaining immensely in importance. This name change and accompanying adjustment in curriculum seeks to refocus the current Quantitative Modeling Option to feature both of these aspects to modeling. Students in the program will thus gain skills critical to both fundamental approaches.

Supporting Documents [short-form-Math-QuantModOption.docx](#)
[curriculum-change-form-Math-QuantModelingOption.docx](#)
[Mathematics-Applied Modeling and Data Science_BS.xlsx](#)

Requires TECC Review **No**

Reviewer

Comments

Sara Mahuron (sara) (10/19/20 9:01 am): Rollback: Please review the learning outcomes to ensure that they reflect the refocus in program name, as well as the rationale that explains the adjustment to curriculum and the refocus to include data-driven modeling (and the relevant critical skills students will gain). The option should include outcome(s) that capture what is/are unique. It is not currently clear that the outcomes listed are specific to this option. The value gained from this specific option, should be evident to students and the public when they view the list of outcomes and should be appropriately differentiated. This can often be accomplished by adding 1-2 unique outcome statements that are option specific. Please reach out to sara@uidaho.edu if you have questions about the outcomes (or believe I have misunderstood something), and/or want to discuss.

Sara Mahuron (sara) (10/22/20 4:29 pm): Rollback: Please review the learning outcomes to ensure that they reflect the refocus in program name, as well as the rationale that explains the adjustment to curriculum and the refocus to include data-driven modeling (and the relevant critical skills students will gain). The option should include outcome(s) that capture what is/are unique. It is not currently clear that the outcomes listed are specific to this option. The value gained from this specific option, should be evident to students and the public when they view the list of outcomes and should be appropriately differentiated. This can often be accomplished by adding 1-2 unique outcome statements that are option specific. Please reach out to sara@uidaho.edu if you have questions about the outcomes (or believe I have misunderstood something), and/or want to discuss.

Amy Kingston (amykingston) (12/09/20 11:44 pm): Rollback: Holding for future agenda due to time constraints.

Rebecca Frost (rfrost) (01/25/21 10:08 am): 4 Year plan added by Rebecca Frost.

Key: 253

Program Change Request

Date Submitted: 10/09/20 10:44 am

Viewing: **210 : Data Science Analytics Academic Certificate**

Last edit: 12/09/20 11:44 pm



Catalog Pages Using
this Program
[Data Analytics Graduate Academic Certificate](#)

Faculty Contact

In Workflow

- 1. 024 Chair
- 2. 19 Curriculum Committee Chair
- 3. Curriculum Review
- 4. Registrar's Office
- 5. Graduate Council Chair
- 6. Registrar's Office
- 7. UCC
- 8. Faculty Senate Chair
- 9. UFM
- 10. President's Office
- 11. State Approval
- 12. NWCCU

Approval Path

- 1. 10/09/20 10:44 am
Joana Espinoza (jespinoza):
Approved for 024 Chair
- 2. 10/09/20 10:45 am
Joana Espinoza (jespinoza):
Approved for 19 Curriculum Committee Chair
- 3. 10/21/20 6:45 pm
Rebecca Frost (rfrost): Approved for Curriculum Review
- 4. 11/10/20 8:23 pm
Amy Kingston

- (amykingston):
Approved for
Registrar's Office
5. 11/13/20 9:20 am
Lauren Perkinson
(perkinson):
Approved for
Graduate Council
Chair
6. 12/09/20 2:07 pm
Amy Kingston
(amykingston):
Approved for
Registrar's Office
7. 12/09/20 11:44 pm
Amy Kingston
(amykingston):
Rollback to
Registrar's Office for
UCC
8. 01/20/21 2:17 pm
Amy Kingston
(amykingston):
Approved for
Registrar's Office
9. 01/25/21 4:33 pm
Rebecca Frost
(rfrost): Approved
for UCC

Faculty Name	Faculty Email
Hirotschi	Abo

Change Type

Description of Change

Academic Level Graduate

College Science

1/27/2021	210: Data Science Academic Certificate
Department/Unit:	Mathematics & Statistical Science
Effective Catalog Year	2021-2022
Program Title	Data Science Analytics Academic Certificate
Program Credits	12
CIP Code	45.0102 - Research Methodology and Quantitative Methods.

Curriculum:		
All required coursework must be completed with a grade of 'B' or better (<u>O-10-b</u>).		
Select one of the following:		3
<u>CS 472</u>	Evolutionary Computation	
<u>CS 475</u>	Machine Learning	
<u>OM 439</u>	Systems and Simulation	
<u>OM 456</u>	Enterprise Quality Management	
<u>MKTG 431</u>	Marketing Analytics	
<u>STAT 507</u>	Experimental Design	
<u>STAT 519</u>	Multivariate Analysis	
<u>STAT 565</u>	Computer Intensive Statistics	
<u>CS 479</u>	Data Science	3
<u>MIS 455</u>	Data Management for Big Data	3
<u>STAT 517</u>	Statistical Learning and Predictive Modeling	3
Total Hours		12
Courses to total 12 credits for this certificate.		

Distance Education Availability

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

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

No

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

Geographical Area Availability

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

~~Coeur d'Alene~~

Moscow

Student Learning Outcomes

Have learning outcomes changed? **No Change**

Learning Objectives

Rationale for the proposed change. Include an explanation of how the department will manage the added workload, if any.

The name change merely reflects the more current terminology for the subject matter. The content of the certificate has not changed.

JEE – confirmed with the college that they discussed this with the Data Science workgroup and the group supported this. They consider this a name change and the existing certificate already works interdisciplinary with other COS departments, Engineering and College of Business. The working group is working on an online certificate (this is not) that will likely be undergraduate. This is a grad certificate so there is not concern of overlap.

Supporting Documents [short-form-AnalyticsCertificate.docx](#)

Requires TECC Review **No**

Reviewer

Comments

Amy Kingston (amykingston) (12/09/20 11:44 pm): Rollback: Holding for future agenda due to time constraints.

Key: 210

Program Change Request

New Program Proposal

Date Submitted: 10/21/20 3:22 pm

Viewing: **428 : Groundwater Hydrology Minor**

Last edit: 12/10/20 3:58 pm



Faculty Contact

In Workflow

- 1. 225 Chair
- 2. 19 Curriculum Committee Chair
- 3. 19 Dean
- 4. Provost's Office
- 5. Assessment
- 6. Curriculum Review
- 7. Registrar's Office
- 8. UCC
- 9. Faculty Senate Chair
- 10. UFM
- 11. President's Office
- 12. State Approval
- 13. NWCCU

Approval Path

- 1. 10/21/20 3:48 pm
Joana Espinoza (jespinoza):
Approved for 225 Chair
- 2. 10/21/20 3:49 pm
Mark Nielsen (markn): Approved for 19 Curriculum Committee Chair
- 3. 10/21/20 3:54 pm
Joana Espinoza (jespinoza):
Approved for 19 Dean
- 4. 10/21/20 3:59 pm
Joana Espinoza (jespinoza):

- Approved for
Provost's Office
5. 10/22/20 4:31 pm
Sara Mahuron
(sara): Approved for
Assessment
6. 11/16/20 11:06 am
Rebecca Frost
(rfrost): Approved
for Curriculum
Review
7. 12/09/20 11:32 pm
Amy Kingston
(amykingston):
Approved for
Registrar's Office
8. 12/10/20 3:58 pm
Amy Kingston
(amykingston):
Rollback to
Registrar's Office for
UCC
9. 01/20/21 2:17 pm
Amy Kingston
(amykingston):
Approved for
Registrar's Office
10. 01/25/21 4:14 pm
Rebecca Frost
(rfrost): Approved
for UCC

Faculty Name	Faculty Email
Leslie Baker	lbaker@uidaho.edu

Academic LevelUndergraduate

CollegeScience

Department/Unit:Geography & Geological Sciences

1/27/2021

428: Groundwater Hydrology Minor

Effective Catalog

2021-2022

Year

Program Title

Groundwater Hydrology Minor

Degree Type

Minor

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

Program Credits

20

Attach Program Change

CIP Code

40.0605 - Hydrology and Water Resources Science.

Will the program be Self-Support?

No

Will the program have a Professional Fee?

No

Will the program have an Online Program Fee?

No

Will program be Regional or Statewide Responsibility?

Regional

Financial Information

What is the financial impact of the request?

Less than \$250,000 per FY

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

Describe the financial impact

Curriculum:

GEOL 101	Physical Geology	3
or GEOL 111	Physical Geology for Science Majors	
GEOL 101L	Physical Geology Lab	1

1/27/2021	428: Groundwater Hydrology Minor	
or GEOL 111L	Physical Geology for Science Majors Lab	
MATH 175	Calculus II	4
GEOL 309	Ground Water Hydrology	3
GEOL 410	Groundwater Field Methods	3
HYDR 409	Quantitative Hydrogeology	3
One of the following:		3
GEOL 431	Chemical Hydrogeology	
HYDR 412	Environmental Hydrogeology	
BE 450	Environmental Hydrology	
Total Hours		20
Courses to total 20 credits for this minor.		

Distance Education Availability

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

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

No

Note: Existing programs transitioning from less than 50% of its curricular requirements to 50% or more of its requirements being available via distance education is considered a Group 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

Student Learning Outcomes

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

The objective of this minor is to introduce students to concepts and professional practices used in the environmental and groundwater industries. After completing the required coursework, students will be able to:

- Understand the fundamental concepts of groundwater hydrology (e.g., hydraulic conductivity, porosity, hydraulic head, Darcy's law), and apply these concepts to the solution of groundwater problems;
- Make and understand common measurements use in groundwater investigations, such as depth to water in wells, water pH and temperature, and well discharge;
- Plan, execute, and interpret data from aquifer slug and pumping tests;
- Understand the basics of groundwater quality and the fate and transport of groundwater constituents (contaminants and naturally-occurring substances);
- Write consulting-style reports, keep legal-standard field notes, and gain exposure to aspects of fieldwork such as logistics, budgeting, and the development of safety plans.

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

Program assessment will be carried out primarily using student work products from GEOL 409 (Quantitative Hydrogeology) and GEOL 410 (Techniques of Groundwater Study), the two most advanced required courses in the minor.

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

Students that have taken the courses listed in previous years are routinely employed in the groundwater sector (public and private). Many of these students remain in contact with the Geological Sciences faculty long after graduation. They continue to offer suggestions for improving the coursework, and improve the educational experience. Continuous reassessment and revision has been a hallmark of the geology/groundwater program.

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

Direct assessment measures include performance on field and laboratory exercises, completion of problem sets outside of class, evaluation of written and oral communication skills, and the capacity to successfully field hydrologic tests such as aquifer slug and pumping tests. In addition, students are assessed on their ability to keep legal standard field notes, prepare a (rudimentary) safety plan, understand the basics of project budgeting, and anticipate logistical problems that arise in fieldwork. Indirectly, student learning is assessed by the frequency with which students graduating from the program are hired by industry, and their success in those positions.

When will assessment activities occur and at what frequency?

Departmental program assessment occurs on an annual basis. Assessment activities within classes are on-going during the semester, as well as at the conclusion of the course.

Student Learning Outcomes

Learning Objectives

The objective of this minor is to introduce students to concepts and professional practices used in the environmental and groundwater industries. After completing the required coursework, students will be able to:

Understand the fundamental concepts of groundwater hydrology (e.g., hydraulic conductivity, porosity, hydraulic head, Darcy's law), and apply these concepts to the solution of groundwater problems;

Make and understand common measurements use in groundwater investigations, such as depth to water in wells, water pH and temperature, and well discharge;

Plan, execute, and interpret data from aquifer slug and pumping tests;

Understand the basics of groundwater quality and the fate and transport of groundwater constituents (contaminants and naturally-occurring substances);

Write consulting-style reports, keep legal-standard field notes, and gain exposure to aspects of fieldwork such as logistics, budgeting, and the development of safety plans.

Rationale for the proposed change. Include an explanation of how the department will manage the added workload, if any.

The proposed program would support and align with the new Environmental Science curriculum. Students in the Integrated Sciences track of that curriculum will be able to select a minor of their choice. They are currently able to select the Geology minor, but with the importance of groundwater resources in Idaho, we believe there will be interest in this specific topic. It is expected that this minor may also be of interest to students majoring in Civil Engineering who wish to pursue careers in hydrology or geotechnical engineering. The minor provides tangible evidence of training in groundwater resources as a pathway to careers in industry and the public sector.

Supporting Documents [ShortForm_GroundwaterHydrologyMinor.docx](#)
[CurriculumChangeForm_GroundwaterHydrologyMinor.doc](#)

Requires TECC Review No

Reviewer
Comments

Rebecca Frost (rfrost) (10/27/20 6:17 pm): GEOL 409 needs to be reactivated in order to be included in this curriculum.

Rebecca Frost (rfrost) (11/16/20 11:05 am): Changed GEOL 409 to HYDR 409. Same title, GEOL course does not exist, and the HYDR is being proposed.

Amy Kingston (amykingston) (12/10/20 3:58 pm): Rollback: Due to time constraints, holding for future meeting.

Key: 428

Program Change Request

Program Reactivation Proposal

Date Submitted: 10/07/20 11:05 am

Viewing: **301 : Operations and Supply Chain Management (B.S.)**

Last approved: 10/07/20 9:27 am

Last edit: 12/10/20 10:50 am



Catalog Pages Using
this Program
[Operations Management \(B.S.Bus.\)](#)

Faculty Contact

In Workflow

- 1. 079 Chair
- 2. 13 Curriculum Committee Chair
- 3. 13 Dean
- 4. Provost's Office
- 5. Assessment
- 6. Registrar's Office
- 7. UCC
- 8. Faculty Senate Chair
- 9. UFM
- 10. President's Office
- 11. State Approval
- 12. NWCCU

Approval Path

- 1. 10/07/20 12:45 pm
Joana Espinoza (jespinoza):
Approved for 079 Chair
- 2. 10/07/20 12:48 pm
Joana Espinoza (jespinoza):
Approved for 13 Curriculum Committee Chair
- 3. 10/07/20 12:48 pm
Joana Espinoza (jespinoza):
Approved for 13 Dean
- 4. 10/07/20 12:49 pm
Joana Espinoza (jespinoza):

- Approved for
Provost's Office
5. 10/19/20 9:16 am
Sara Mahuron
(sara): Rollback to
079 Chair for
Assessment
6. 11/20/20 11:39 am
Scott Metlen
(metlen): Approved
for 079 Chair
7. 11/20/20 11:45 am
Scott Metlen
(metlen): Approved
for 13 Curriculum
Committee Chair
8. 11/20/20 12:04 pm
Marc Chopin
(mchopin):
Approved for 13
Dean
9. 11/20/20 12:51 pm
Joana Espinoza
(jespinoza):
Approved for
Provost's Office
10. 11/20/20 3:03 pm
Sara Mahuron
(sara): Approved for
Assessment
11. 12/09/20 2:31 pm
Amy Kingston
(amykingston):
Approved for
Registrar's Office
12. 01/25/21 3:43 pm
Rebecca Frost
(rfrost): Approved
for UCC

History

- 1. Oct 6, 2020 by Joana Espinoza (jespinoza)
- 2. Oct 7, 2020 by Amy Kingston (amykingston)

Faculty Name	Faculty Email
Scott	Metlen

Change Type Change academic component name (degree, major, option, emphasis, minor, concentration, or specialization)

Description of Change

Change the program name from Operations Management to Operations and Supply Chain Management

Academic Level Undergraduate

College Business & Economics

Department/Unit: Business

Effective Catalog 2021-2022

Year

Program Title

Operations and Supply Chain Management **(B.S.)**

Program Credits 120

CIP Code 52.0205 - Operations Management and Supervision.

Emphasis/Option

CIP Code(s)

Curriculum:

Required course work includes the university requirements (see regulation J-3), the college requirements, and: Colleges of Business & Economics Requirements	54-57
Major Requirements	25
Total Hours	79-82

Major Requirements

OM 378	Project Management	3
OM 439	Systems and Simulation	4
OM 456	Enterprise Quality Management	3
OM 470	Supply Chain Management	3
OM 472	Enterprise Planning & Sched	3
Select at least three courses from the following:		9
ENVS 428	Pollution Prevention	
ME 410	Principles of Lean Manufacturing	
STAT 431	Statistical Analysis	
One 300-400 level CBE course 1		
One Business, Culture, Economics or Language class 2		

Total Hours 25

1300-400 level CBE: Excluding [MHR 311](#) and courses taken to complete the CBE Common Requirements.

2 Business, Culture, Economics, Language class must include a significant international experience component.

Courses to total 120 credits for this degree

A. PGA Golf Management Option

Required course work includes all Operations Management requirements and:

PGA 103	Introduction to PGA Golf Management	2
PGA 150	PGA Golf Management I	3
PGA 251	PGA Golf Management II	3
PGA 298	Internship (Max 6 credits)	4
PGA 385	PGA Golf Management III	3
PGA 398	Internship (Max 6 credits) 1	6
RSTM 105	Teaching Golf I	2
RSTM 205	Teaching Golf II	2
RSTM 305	Teaching Golf III	2
Total Hours		27

1 [PGA 385](#) or [PGA 398](#) can be used to cover the (nine credits) of OM electives.

Students must have a 12.0 handicap or better to enter this program. International students can complete the degree requirements, but membership to the PGA of America requires US Citizenship or Resident Alien status.

Courses to total 129 credits for this degree

Distance Education Availability

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

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

No

Note: Existing programs transitioning from less than 50% of its curricular requirements to 50% or more of its requirements being available via distance education is considered a Group 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

Student Learning Outcomes

Have learning outcomes changed? **Yes, less than 25%** ~~No Change~~

Learning Objectives

Students will develop and implement a program to improve the quality of organizational processes.

Students will demonstrate **an** understanding **of** the use **of** ~~of~~ both “soft” project management skills (e.g., stakeholder management, conflict management, project leadership) and “hard” project management skills (e.g., budgeting, scheduling, risk management) to successfully manage a project through its life cycle (i.e., initiation, planning, execution, and closing).

Students will recommend process **improvements for a** ~~improvement strategies based on computers models of~~ business **process based on computer models** ~~processes~~ that they **created for the business process in question.** ~~create.~~

Students will be able ~~Ninety-percent of graduating students develop solutions~~ to **and are expected to develop solutions to** common supply chain problems.

Students will develop, manage, and improve production planning and control and inventory management systems.

Summarize how the learning outcomes will be assessed for the proposed curriculum.

The five required classes for the major all have evaluating mechanisms built in to assess the degree of success in achieving the major's objectives.

Rationale for the proposed change. Include an explanation of how the department will manage the added workload, if any.

Changing the name of the Operations Management Major to Operations and Supply Chain Management.

Rationale from college/department:

Operations management and supply chain management are closely aligned disciplines with overlap between the two. Some universities offer an operations management major, others a supply chain management major, and many a combined operations and supply chain management majors. Our current operations management major has as much or more supply chain management content that some regional competitors offering combined operations and supply chain management degrees. The jobs that we are preparing our students for are in both operations and supply chain, but our current name works against students pursuing the supply chain management type of jobs, especially when the employer is not familiar with our major and doesn't understand that it covers both. The name change is to simply better communicate the true content of the degree and align with the language that the marketplace is looking for when recruiting our students.

Supporting Documents

[OM name change.pdf](#)
[Operations and Supply Chain Management_BS.xlsx](#)
[Operations and Supply Chain Management-PGA Golf Management_BSBUS.xlsx](#)

Requires TECC Review

No

Reviewer

Comments

Sara Mahuron (sara) (10/19/20 9:16 am): Rollback: Please review learning outcomes: For #3, should it be "computer's model" or "computers model?" For #4, please review the outcome statement for consistency in formatting. Something like, "Students will develop solutions to common supply chain problems." 90% could be the internal benchmark the program uses to determine how well it is doing in meeting this outcome. However, the outcome statement itself should apply to all students. These are simple fixes, but need to be fixed to move forward so that the outcomes are correct in the catalog. Please email any questions to sara@uidaho.edu or to discuss.

Rebecca Frost (rfrost) (12/10/20 10:50 am): 4 year plans added by Rebecca Frost.

Program Change Request

New Program Proposal

Date Submitted: 10/07/20 12:37 pm

Viewing: **425 : Business Analytics Academic Certificate**

Last edit: 12/09/20 4:31 pm



Faculty Contact

In Workflow

- 1. 078 Chair
- 2. 13 Curriculum Committee Chair
- 3. 13 Dean
- 4. Provost's Office
- 5. Assessment
- 6. Registrar's Office
- 7. UCC
- 8. Faculty Senate Chair
- 9. UFM
- 10. President's Office
- 11. State Approval
- 12. NWCCU

Approval Path

- 1. 10/07/20 12:44 pm
Joana Espinoza (jespinoza):
Approved for 078 Chair
- 2. 10/07/20 12:48 pm
Joana Espinoza (jespinoza):
Approved for 13 Curriculum Committee Chair
- 3. 10/07/20 12:49 pm
Joana Espinoza (jespinoza):
Approved for 13 Dean
- 4. 10/07/20 12:49 pm
Joana Espinoza (jespinoza):

- Approved for
Provost's Office
5. 10/20/20 8:32 am
Sara Mahuron
(sara): Rollback to
078 Chair for
Assessment
6. 10/21/20 3:45 pm
Darryl Woolley
(dwoolley):
Approved for 078
Chair
7. 11/20/20 12:50 pm
Joana Espinoza
(jespinoza):
Approved for 13
Curriculum
Committee Chair
8. 11/20/20 12:50 pm
Joana Espinoza
(jespinoza):
Approved for 13
Dean
9. 11/20/20 12:51 pm
Joana Espinoza
(jespinoza):
Approved for
Provost's Office
10. 11/20/20 3:02 pm
Sara Mahuron
(sara): Approved for
Assessment
11. 12/09/20 4:31 pm
Amy Kingston
(amykingston):
Approved for
Registrar's Office
12. 01/25/21 3:45 pm
Rebecca Frost
(rfrost): Approved
for UCC

Faculty Name	Faculty Email
Darryl	Woolley

Academic Level Undergraduate

College Business & Economics

Department/Unit: Accounting

Effective Catalog 2021-2022

Year

Program Title

Business Analytics Academic Certificate

Degree Type Certificate

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

Program Credits 12

Attach Program

Change

CIP Code 52.0301 - Accounting.

Will the program be Self-Support?

No

Will the program have a Professional Fee?

No

Will the program have an Online Program Fee?

No

Will program be Regional or Statewide Responsibility?

Regional

Financial Information

What is the financial impact of the request?

Less than \$250,000 per FY

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

Discribe the
financial impact
no financial impact

Curriculum:

BUS 354	Business Analytics	3
or STAT 431	Statistical Analysis	
MIS 440	Data Visualization	3
Select two additional courses from the following:		6
ACCT 421	Accounting Data Analytics	
BUS 354	Business Analytics	
ECON 453	Econometrics	
FIN 463	Portfolio Management	
MHR 417	Deploying and Developing Human Capital	
MIS 453	Database Design	
MIS 455	Data Management for Big Data	
MKTG 431	Marketing Analytics	
OM 439	Systems and Simulation (prerequisite of OM 370)	
or OM 470	Supply Chain Management	
STAT 419	Introduction to SAS/R Programming 1	
or STAT 422	Survey Sampling	
or STAT 426	SAS Programming	
or STAT 427	R Programming	

1 May not choose these courses if STAT 431 is taken in lieu of BUS 354.

Courses to total 12 credits for this certificate

Distance Education Availability

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

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

No

Note: Existing programs transitioning from less than 50% of its curricular requirements to 50% or more of its requirements being available via distance education is considered a Group 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

Student Learning Outcomes

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

Students will use inference, regression, times series, decision analysis, and optimization to analyze business problems.

Students will demonstrate basic programming and SQL skills as relating to data acquisition and access.

Students will analyze and assess data quality and use appropriate tools to clean the data.

Students will demonstrate use of a variety of data management tools and software for analysis.

Students will present information as visualizations for management decision making.

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

Students will demonstrate learning in tests and projects administered in MIS 440, Data Visualization,.

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

Two faculty will be overseeing the certificate and will analyze the data from the assessments for the two required courses. Additionally, alumni and advisory board members will provide an external review of the assessment with suggestions and changes as is appropriate.

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

Direct measures of knowledge will be completed by quizzes, exams, and assignments. Students will also have present analysis and findings to peers and faculty. This will provide direct measure of knowledge and indirect measure by receiving student feedback on presentations.

When will assessment activities occur and at what frequency?

For elective courses, an end of course summary of outcomes will be submitted to the associate dean at the end of the year. For the two required courses, formative assessment activities will occur at least twice during the course and added to the end of year summary which will also be submitted to the associate dean.

Student Learning Outcomes

Learning Objectives

Students will use inference, regression, times series, decision analysis, and optimization to analyze business problems.

Students will demonstrate basic programming and SQL skills as relating to data acquisition and access.

Students will analyze and assess data quality and use appropriate tools to clean the data.

Students will demonstrate use of a variety of data management tools and software for analysis.

Students will present information as visualizations for management decision making.

Rationale for the proposed change. Include an explanation of how the department will manage the added workload, if any.

Analytics in business is the fastest growing component of the workforce. A certificate would attract UI students to the topic because of the workforce trends and would also be open to community members seeking additional knowledge of the topic for their job positions. The certificate has two required courses providing an overview of all stages of data analytics and allows students to select two courses that would provide specific knowledge on an analytics area (e.g., data management).

Supporting [19_ACCT_Data Analytics Certificate.docx](#)

Documents [18_ACCT_course-add-form-MIS4xx_DataVisualization RD.docx](#)

Requires TECC Review No

Reviewer

Comments

Sara Mahuron (sara) (10/20/20 8:32 am): Rollback: Please review the learning outcomes -- specifically the verbs -- and revise to actionable verbs that articulate the student can do or show they did "learn" what is expected. The section that asks to "describe the assessment process" actually contains two measurable outcome statements (1.) the student will display how to access and clean data prior to analysis, and 2.) Students will perform analyses and display the information in appropriate format for decision-making). You may be able to swap out those outcome statements with the corresponding learning objectives above. Additionally, one of the "learning outcomes" (#4 in the list) states what students will experience (variety of data management tools). Please revise this to articulate what students will know or be able to do as a result of this "experience." Some examples of how these could be revised to be measurable outcomes: Students will demonstrate proficiency in basic programming and SQL skills as it related to data acquisition and data access. Or, Students can use a variety of data management tools and software for analysis. Or, Students will be able to present information as visualizations for managerial decision making. Please reach out to sara@uidaho.edu with questions or to discuss further.

University Faculty Responsibility for Committees

- FSH 1640 committees are 1) university-level and 2) standing. [FSH 1620 A.](#)
- Faculty Senate approves the establishment, discontinuance, restructuring, and assignment of responsibility to these committees. [FSH 1620 B-2.](#)
- The Committee on Committees appoints, subject to confirmation by Senate, members of FSH 1640 standing committees. [FSH 1620 B-4.](#)
- But faculty responsibility is not limited to standing committees contained in FSH 1640. Faculty establish all university-wide and interdivisional standing *and special* committees, subcommittees, councils, boards, and similar bodies necessary to the immediate government of the university. [FSH 1520 IV.11.](#) The chair of Faculty Senate establishes special Faculty Senate committees and appoints their members. [FSH 1620 B-4.](#)
- Faculty have no authority over 1) ad hoc committees to advise the president or 2) committees primarily comprising administrators. [FSH 1520 IV.11.](#), [1620 B-3.](#)

How do we define university-wide/university-level? Existing 1640 committees do not necessarily affect all constituencies or units, unless we take the view that every part of the university affects the whole, which would render the terms meaningless. Current 1640 committees range from those with broad application (ex: [Ubuntu](#)) to those with very narrow application (ex: [Officer Education Committee](#)).

University Assessment Committee

The University Assessment Committee, hereafter UAC, is a relatively new entity that first met in Fall 2017. A “committee charge” document exists, as well as a [website](#) listing committee members. The chair of the committee is listed on the website as Sara Mahuron, Associate Director of Assessment and Accreditation.

Relevant FSH Policy

[FSH 1620 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.*

[FSH 1620 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.*

[FSH 1620 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.*

Issues

UAC appears to be functioning outside faculty governance as it pertains to curriculum development, assessment, and approval.

- UAC has not been sanctioned by Faculty Senate; it does not exist in the Committee Directory ([FSH 1640](#)).
- No information is available on the University of Idaho website concerning the creation of UAC. For instance, under what authority was UAC created, what process was used to develop and approve the UAC’s charge, and how was UAC’s structure and membership determined?
- UAC appears to be duplicating assessment tasks charged to the University Teaching Committee ([FSH 1640.87](#)). Two functions of the University Teaching Committee, per FSH, are:
 - FSH 1640.87 A-2. To review and make recommendations concerning policies and procedures that affect teaching and the assessment of student, program and institutional learning outcomes. [rev. 10-19, 3-20]
 - FSH 1640.87 A-3. To monitor and advise on matters relating to student teaching evaluations and student learning outcomes, and to advise on the design and content of reports to the Vice Provost for Academic Initiatives, Faculty Senate, Institutional Assessment and Effectiveness, deans, unit leaders, and faculty. [ed. 7-09, rev. 10-19, 3-20]

Other concerns

- While it appears that UAC “is an advisory committee providing oversight of assessment,” this **oversight is duplicative of the tasks assigned to the University Teaching Committee.**
- One might argue that UAC is just “providing compliance” with accreditation guidelines, and compliance is an appropriate administrative function; in other words, is the institution ensuring that measurement and assessment student learning outcomes is taking place. **The process to develop, refine, measure, and approve student learning outcomes, however, is a faculty task. Allowing administrators and staff to control the process undermines faculty control of curriculum and assessment.**
- If the UAC was approved as a standing faculty committee sanctioned by FSH, **how would the committee’s responsibilities differ from the University Teaching Committee?**

University Assessment Committee

UAC Membership:

One representative from each college and/or each division/unit. One UG and GRAD student.

Purpose

This Committee facilitates communication, development, and implementation of Student Learning Outcomes Assessment in respective departments and colleges. The UAC will support the development of student learning assessment plans and reports that directly assess program-level student learning outcomes to ensure a quality education, continuous program improvement, and compliance with accreditation standards.

Duties

1. Facilitate communication between Institutional Effectiveness and Accreditation (IEA) and faculty/staff
2. Develop and implement assessment guidelines based on best practices
3. Provide faculty/staff development on assessment and program improvement related topics
4. Recognize those who are actively engaged in assessment work
5. Review and comment on results from university-wide assessment plans and reports
6. Review individual programs' assessment plans and processes, including General Education, and recommend ways for improvement
7. Provide input and feedback on the online UI student learning outcomes reporting system
8. Serve as the subject matter expert in your college or area on student learning outcomes assessment and continuous program improvement

Program Review and Accreditation Committee

Purpose

This Committee positions the University to meet standards, policies, and procedures related to achieving Northwest Commissions on Colleges and Universities (NWCCU) accreditation and specialized accreditations. The committee provides recommendations on processes and intended outcomes, reviews and offers recommendations on draft specialized accreditation and external program review reports, and evaluates strengths and areas for growth in support of departments and colleges as part of the accreditation processes.

Duties

- Plan annual EPR Orientation each Fall semester
- Review EPRs and specialized accreditation reports and assist with feedback to programs and/or the Provost's Office
- Review NWCCU reports and/or recommendations and provide input/feedback
- Provide input/feedback on the EPR online system and Institutional Memory Bank
- Assist with special projects pertaining to accreditation or EPR, as appropriate
- Advise on matters related to ongoing collection of data and evidence for accreditation standards
- Maintain a timeline for accreditation reporting
- Advise IEA on accreditation issues, as requested



POLICY COVER SHEET

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

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

Faculty Staff Handbook (FSH)

☐ Addition x Revision* ☐ Deletion* ☐ Emergency ☐ Minor Amendment

Policy Number & Title: **FSH 1640.42 FACULTY AFFAIRS COMMITTEE**

Administrative Procedures Manual (APM)

☐ Addition ☐ Revision* ☐ Deletion* ☐ Emergency ☐ Minor Amendment

Policy Number & Title:

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

Originator: Rich Seamon, Faculty Affairs Committee Chair

Policy Sponsor, if different from Originator:

Reviewed by General Counsel

Yes x No

Name & Date:

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

FSH 1640.02 is revised for clarity: FAC is one of many possible points of contact for questions of policy interpretation, and need not be the first point of contact.

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

None.

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

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

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 point of ~~first~~ contact involving questions of interpretation and application of policies affecting the welfare of faculty members such as promotion and tenure. *[rev. 7-17]*

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 Vice Provost for Faculty and the Faculty Secretary serve as ex officio members without vote. *[rev. 7-08, 1-19, 7-19]*

**University of Idaho
2020 – 2021 Faculty Senate Agenda**

Meeting #19

Tuesday, February 9, 2021 at 3:30 pm
Zoom Only

- I. Call to Order
- II. Approval of Minutes (Vote)
 - Minutes of the 2020-2021 Faculty Senate Meeting #18 February 2, 2021 **Attach. #1**
- III. Chair's Report
- IV. Provost's Report
- V. Committee Reports
 - University Curriculum Committee (Vote)
 - New option to the M.N.R. - *Alistair Smith* **Attach. #2**
 - Faculty Affairs Committee (FYI)
 - Minor administrative changes to FSH 1640.42 – *Diane Whitney* **Attach. #3**
- VI. Other Announcements and Communications
 - Removal of APM 90.53 **Attach. #4**, 90.54 **Attach. #5**, 90.55 **Attach. #6** (FYI)
 - Mental health on campus – *Emily Tuschoff, Greg Lambeth, and Brandi Terwilliger*
 - Fall plans – *Torrey Lawrence*
 - Moving forward with online initiative – *Torrey Lawrence* **Attach. #7**
- VII. Special Orders
- VIII. New Business
- IX. Adjournment

Attachments:

- **Attach. #1** Minutes of the 2020-2021 Faculty Senate Meeting #18 February 2, 2021
- **Attach. #2** New option in the M.N.R.
- **Attach. #3** FSH 1640.42
- **Attach. #4** APM 90.53
- **Attach. #5** APM 90.54
- **Attach. #6** APM 90.55
- **Attach. #7** Online Education White Paper

2020 – 2021 Faculty Senate – Approved 2.23.2021 at Mtg #20**Meeting # 19**

Tuesday, February 9, 2021, 3:30 pm – 5:00 pm

Zoom only

Present: Attinger, Brantz, Bridges, Carter, Chapman, Dezzani, Fairley, Hickman, Keim, Kirchmeier (Chair), Torrey Lawrence (w/o vote), Lee-Painter, McIntosh, McKellar, Meeuf (Vice-Chair), Paul, Quinnett, Raja, Rashed, Rinker, Sammarruca (w/o vote), Schwarzlaender, A. Smith, Tenuto, Tibbals, Wargo, Powell (proxy for Ahmadzadeh)

Absent: Carney (excused), Rose (excused), R. Smith

Guest Speakers/Presenters: *Amanda Ferstead, Greg Lambeth, Brandi Terwilliger, Emily Tuschhoff, Diane Whitney*

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

Approval of Minutes (vote):

- Minutes of the 2020-21 Meeting #18 – Attach. #1
The minutes of the 2020-21 Meeting #18 were approved as distributed.

Chair's Report:

- Welcome to our visitors! If you have questions for any of our guests today, on any of our topics, please send your questions directly to your Senators. Senators, please update your names to include which college you are representing and keep a close eye on your emails in case questions come in from folks visiting us today. Like in any Senate meeting, we will only take questions and comments from Senators.
- Updates on visits to Faculty Senate: Brandi Terwilliger will be visiting Senate next week to provide HR-related updates. Please make every effort to reach out to your constituents to gather questions and input that will help guide our conversations with Brandi. We will follow our regular process when these guests are talking with Senate, taking questions only from Senators.
- Work continues on drafting a statement in response to the insurrection on January 6. We hope to have a draft to share with you next week. Thanks to FAC for continuing to work on this project.
- We are looking for a Faculty Senate member to participate on the Vandal Star Implementation Committee. They meet every other Wednesday from 1:30-2:30pm.
- The next University Faculty Meeting is scheduled for Thursday, February 25 at 2:30pm. It will be held via Zoom. There are a number of voting items on the agenda, so please help us ensure that enough faculty are in attendance to have a quorum.
- Reminders:
 - Deadline to request delay for promotion and/or tenure is March 14, 2021.
 - Nominations for Honorary degrees for the December 2021 commencement are due March 15, 2021.
 - Sabbatical applications for the 2022-2023 year are due March 31, 2021.Please help us spread the word about upcoming deadlines by sharing with your colleagues.

There were no questions or comments for the Chair.

Provost's Report:

- COVID-19 update:
 - Positive test rate continues to be low – 1.13%. As of Monday, we had two students in supported isolation and none in supported quarantine. Employees are encouraged to participate in surveillance testing, if invited.
 - Our plan is to start classes normally after spring break. Our testing capabilities are much better and results are notified more quickly. Also, we did not observe a spike in COVID cases after reopening in January. Going online for a week after the break would likely result in a much slower return and testing delays. Students can be tested before break. They are also welcome to stay in Moscow – some activities will be planned and housing remains open through the break.
 - The request to make the vaccine available to higher education employees at the same time as K-12 teachers was presented at the State Vaccine Advisory Committee meeting. There was resistance to moving those employees ahead of the population over 65, who are currently being vaccinated. The suggestion that higher education employees (at least those who are most exposed) be vaccinated in the next group – before the general population – is being considered. The committee will meet again February 19. More after that date.
- The Promotion and Tenure Committee met on Saturday and evaluated 55 applications, which are now moving forward to the President. Any feedback about the FSH 3500 Promotion and Tenure policy adopted about a year ago should be sent to <https://bit.ly/UIPTFeedback>.
- Commencement is planned for May 15 and 16, in two smaller events. Definite plans depend on which COVID stage Idaho is in at that time. We expect final plans to be announced in early March.

Discussion:

A Senator asked for an update on the COVID dashboard project. The Provost responded that he inquired with the President's Office. It is on their list of projects, but they have been busy with the legislative section and had a number of high priorities to address.

There were no more questions or comments for the Provost.

Committee Reports:

- University Curriculum Committee (Vote).
 - New Option to the Master in Natural Resources (M.N.R.) – Alistair Smith, Attach. #2.
It is proposed to add a Fish and Wildlife Science and Management Option and to change curricular requirements for the Fire Ecology and Management Option and the Integrated Natural Resources Option. It will be fully available online. To add some background: recruiting efforts for the online Master programs led to a 14% increase in enrollment in the fall and 27% in the spring. This is the largest Natural Resources program in the nation. There have been many requests for an option with specific focus on Fish and Wildlife Science and Management. We always directed those students to our Integrated Natural Resources Option, which has a few of the courses but doesn't really provide a concentration in the area of Fish and Wildlife. This new option focuses on the online market, so that we can continue to increase our enrollment in that sector.

Addressing a Senator's request for clarification, Alistair Smith noted that there is no CIP code change involved in the present request.

Vote: The new option in M.N.R. was approved unanimously.

- Faculty Affairs Committee (vote).
 - Minor Administrative Changes to FSH 1640.42 – Diane Whitney, Attach. #3.
This is a minor change to clarify that the Faculty Affairs Committee is “a point of contact” but does not need to be “a point of first contact” for matters within its purview.

The minor change to FSH 1640.42 was approved unanimously.

Other Announcements and Communications:

- Removal of APM 90.53 Attach. #4, 90.54 Attach. #5, 90.55 Attach. #6 – Diane Whitney (Informational Items)
These items are being deleted because they are neither policies nor procedures. They were misplaced.

There were no comments or questions.

- Mental health on campus – Brandi Terwilliger, Emily Tuschhoff, Greg Lambeth, Amanda Ferstead.
Brandi Terwilliger introduced the program she developed with Senate Leadership and Staff Council. It is a series of wellness workshops to focus on key areas identified as points of concerns. The five selected topics are: *Creating a Resilient Mindset, Effective Stress Management, Building Resilient Muscles, Healthy Mind Toolkit, and Creating an Inclusive Team*. They worked with the EAP provider (Kepro) to offer five or six wellness workshops. The first session took place yesterday and the others will be offered at the rate of two per month. Feedback was very positive. Suggestions for additional topics or focus areas are welcome and can easily be added. For more information, please visit: <https://www.uidaho.edu/vandalhealth>, <https://www.uidaho.edu/vhe-events>, and <http://www.uidaho.edu/wellbeingambassadors>. There is also a large selection of recorded webinars (through Kepro) which can be accessed. The seminars are announced in the Register, with a short description of what one hopes to gain from them.

A Senator read a question from some of his constituents: can employees have access to culturally diverse counselors of their choice without having to pay out of pocket? Brandi Terwilliger responded that they are constantly trying to expand their network of providers (counselors and doctors). Employees can reach out to providers directly, or they can let Brandi Terwilliger know and she will put those providers in contact with the Account Manager. Brandi Terwilliger had some additional suggestions for those employees who seek more diverse providers: when they call in to utilize the services, it's helpful to mention that they don't mind traveling to areas outside their ZIP code, and that they are interested in tele-help. In this way, they may reach out to providers in areas with more diverse offerings. In summary, at this time there is no mechanism to reimburse employees who utilize providers outside the network, but

Brandi Terwilliger is happy to reach out to those providers and ask whether they would like to be part of it.

Greg Lambeth (clinical psychologist and Executive Director of the Counseling, Access and Testing Center) and Emily Tuschhoff (Director of Health Promotion) joined the conversation to talk about *“Supporting the mental health of the U of I community.”* Amanda Ferstead (Mental Health Coordinator) will follow with her presentation.

Greg Lambeth started by identifying a few key considerations: 1. Individuals with prior COVID-19 diagnosis may be at higher risk for psychiatric and substance abuse problems; 2. There is a population-wide psychological impact from COVID-19; 3. Underrepresented groups and young adults (aged 18-24) are vulnerable populations (from a CDC study of August 2020); 4. Economic impact from job loss, either by the students or their parents, must be kept in mind; 5. Individuals with pre-existing psychiatric or substance abuse disorders are a uniquely vulnerable population. Greg Lambeth cited three key research findings: 1. The estimated probability to be diagnosed with any mental illness within 14 to 90 days after a COVID-19 diagnosis is 18.1% (The Lancet, February 2021); 2. 40.9% of the respondents reported at least one adverse mental or behavioral health condition (Center for Disease Control and Prevention, August 2020); 3. How many “deaths of despair” (due to suicide and substance abuse) can we expect in the next 3 to 5 years that are uniquely related to the socioeconomic impact of COVID-19?

Greg Lambeth proceeded to highlight aspects of his team’s COVID-19 Pandemic Response, which includes: conversion to tele-psych since March 23, 2020; conversion of four offices into Zoom rooms; continuity of all psychiatric services; 24-hour crisis mental health services; and psychological testing services. They work with the Office of the Dean of Students and utilize the Vandal CARE Reporting Network. Other available programs are: SBAT (a mandatory assessment following threat or attempt of suicide), and the Group Counseling Program. They have 17 departmental liaisons (for meetings outside the clinical setting), and are developing athletic liaisons to help student-athletes, who have been significantly impacted by COVID-19. Since the pandemic, they observed increased clinical work, but fewer emergency calls for psychiatric crises (which they attribute to the fact that many students who take classes online are disconnected from the university and do not reach out).

Amanda Ferstead (Mental Health Coordinator) began her presentation on what her group is doing to support mental health. They have a variety of workshops, training, and programs, including a nationally recognized program on suicide prevention – QPR (Question, Persuade, and Refer), <http://www.uidaho.edu/qpr>, and on Mental Health First Aid (MHFA), <http://www.uidaho.edu/mhfa>. Additionally, they offer workshops on stress management and helping students in distress, and can do presentations on demand. The program “Don’t cancel your class” offers instructors the opportunity to schedule a workshop when they are unable to be in the classroom. In fall 2020, Vandal Health Education received a \$40K suicide prevention grant from the Idaho State Department of Education. They launched the “Wellbeing Ambassadors” program, recruiting U of I students who are passionate about the health and

well-being of the campus community. “Vandals for Recovery” is U of I’s collegiate recovery community focused on learning and understanding the unique needs of students in recovery from substance abuse as they continue their academic work. This is not an exhaustive list. Visit <http://www.uidaho.edu/vandalhealth> for more information on initiatives and events to promote physical, mental, and social wellbeing. What can Faculty Senators do? Get trained on how to help students in distress and QPR suicide prevention; help reduce the stigma on mental health by talking about it; request a seminar for their classes; motivate students to be Health Ambassadors.

Brandi Terwilliger concluded the presentations. Her office works with our Benefit Advisory Group to support the overall wellbeing of the employees. Last September a mental health brochure (available on the HR website) was sent to all employees. Services include eight visits per issue per calendar year and includes dependents. Anyone who experiences problems with a particular provider is encouraged to contact HR. Moving forward, they plan to add a variety of mental health support and outreach programs, as well as changing communication approaches. Employees don’t have to struggle alone – help is available. Everyone can help by raising awareness of the available resources and by encouraging employees and students in distress to seek help.

A Senator wondered about the cause of the 18% increase in mental health problems after COVID-19. Greg Lambeth replied that such increase is seen mostly in patients who have been hospitalized and are traumatized by the experience. A large volume of research is being done on mental health of former COVID-19 patients. We don’t know yet what COVID-19 does – physically and mentally – and it is a multivariable problem.

A Senator asked how to request that a provider is added to our EAP. Brandi suggested to reach out to her office, or directly to the EAP director.

Chair Kirchmeier thanked the visitors and reminded the Senators to send to her any additional questions that could not be addressed.

- Fall plans – Torrey Lawrence

We are building schedules for summer and fall. In the summer, we will be primarily online like 2020, with a few in-person exceptions. For the fall, we discussed whether to start from a model similar to fall 2020 or fall 2019 to be successful in a variety of situations. We concluded that starting from a schedule similar to the fall 2019 model and switching to other options is easier than the other way around. So, the current plan is to be primarily in person. In some cases, we will encourage departments to add a virtual meeting section – so a class can have a double listing. In this way, the Registrar’s Office will be able to assign classrooms, assuming the best scenario. The virtual meeting will allow us to serve students who cannot be here. Another benefit is the possibility to fill pen seats through the Online Idaho Initiative. Open seats can be made available to students from other institutions, which puts us in a good position for increasing enrollment. These may be an opportunity to address ADA accommodations also. There are also challenges to still consider: employees who work from home, online fees, and

impact on international students, who have restrictions on the number of classes they can take online – an unclear course format may create problems for international students.

Discussion:

A Senator asked whether funds will be set aside to improve the online experience. Provost Lawrence responded in the affirmative. He and IT Vice President Dan Ewart agree that, as we expand digital offerings, we need to keep building infrastructures. The Zoom-capable rooms upgraded last summer worked well but they are not a long-term solution in many cases. A classroom inventory will help assess best strategies and the costs. Some funds may come out of COVID-19 relief money or the online initiative (see next).

A Senator had two questions: What should we tell faculty who have flexible work arrangements due to health concerns? With both online and in-person options available, faculty's work will double. Will we be able to rebalance our position description? To the first question, Provost Lawrence answered that employees or supervisors should contact HR for ADA-related work arrangements. For the more discretionary situations, some of which have a time element, the fall scenario is still unclear and may depend on the vaccine status. As for the workload, it will have to be a local discussion between faculty and chairs/deans, on a class-by-class basis.

A Senator suggested to have our classrooms and offices evaluated for air quality.

- Moving forward with the online initiative – Torrey Lawrence, Attach. #7
Provost Lawrence gave a brief history of the project, see Attach. #7. It aligns with our mission as a land-grant institution to provide access to students who cannot be in Moscow to pursue higher education. Some colleges have their own online programs. The Working Group has recommended a new unit to provide support across the university, supported by P3 funds. This initiative is to be seen as an investment: the goal is to increase enrollment, which, in turn, will generate additional revenue to help other programs. Nothing is being taken away from any department to fund this new initiative. We tried this project multiple times before, on a smaller scale, and failed. The next step is to hire a high-level, experienced leader. We will ask colleges what programs they have to best identify where the potential is for online growth. Because of the lack of central organization, currently we don't have a list of online programs – students must look for a specific department to see whether it is offered online.

A Senator thanked the provost for acknowledging that some colleges have succeeded in building their own online programs, including marketing and recruiting. With central leadership, we can do well. This Senator's concern is about the time and effort to migrate over to Canvas, if we use that platform. The Provost noted that the state will pay for us to try Canvas. At no cost, we can try this system and consider how the course conversion works. More on this soon.

How did the Working Group come up with the projected return on investment? What about the perception of rolling out another program, when people are leaving because their positions are being eliminated? Provost Lawrence responded that P3 money must be used for projects with the potential to generate revenue. Concerning the reduction in faculty and staff, re-hiring faculty is not one of the President's priorities at this time. We have been losing students for over

10 years and we need to turn that trend around. There is opportunity in the online space. For example, the College of Natural Resources has grown more than any other college this, and much of that growth came from their online programs.

A Senator asked a question on behalf of his constituents: why do we need a leadership position at such high level? Why not a faculty director? This seems an unnecessary growth of upper-level administration. Also, we are a small player in the national and global online education market. The Provost responded that, before deciding what the appropriate title should be for a position, one must define what that employee is expected to do. In this way, the conclusion was reached that the position must not be far down the organization and must have oversight across colleges. It is important that we get in the market as soon as possible – our competitors, such as Boise State, have increasing enrollment in online programs. There are many people in the state who are looking for some training, such as a certificate, not necessarily a 4-year degree, and we must serve that population. We will not offer everything online, but we will make strategic choices.

Chair Kirchmeier reminded everyone to send additional questions to her. This conversation will continue.

Adjournment:

The agenda being completed, the Chair adjourned the meeting at 5:08pm.

Respectfully Submitted,

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

2020 – 2021 Faculty Senate – Pending Approval

Meeting # 18

Tuesday, February 2, 2021, 3:30 pm – 5:00 pm

Zoom only

Present: Ahmadzadeh, Attinger, Brantz, Bridges, Carney, Carter, Chapman, Dezzani, Fairley, Hickman, Keim, Kirchmeier (Chair), Torrey Lawrence (w/o vote), Lee-Painter, McIntosh, McKellar, Meeuf (Vice-Chair), Paul, Quinnett, Raja, Rashed, Rinker, Rose, Sammarruca (w/o vote), Schwarzlaender, A. Smith, R. Smith, Tenuto, Tibbals, Wargo

Absent:

Guest Speakers/Presenters: *Hirotschi Abo, Charles Goebel, Elizabeth Scott, Diane Whitney, Darryl Woolley*

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

Approval of Minutes (vote):

- Minutes of the 2020-21 Meeting #17 – Attach. #1
The minutes of the 2020-21 Meeting #17 were approved as distributed.

Chair's Report:

- Updates on visits to Faculty Senate: Greg Lambeth, Brandi Terwilliger, and Emily Tuschhoff will be visiting Senate next week to talk about issues related to Mental Health for students and employees. Please make every effort to reach out to your constituents to gather questions and input that will help guide our conversations with these guests. We will follow our regular process and take questions only from Senators.
- Last week, Francesca mentioned drafting a statement in response to the insurrection at the Capitol on January 6. FAC and Faculty Senate Leadership are continuing to work on this project. Special thanks to Francesca, Russ, and FAC for working on this over the past week. A draft for Senate to consider will be distributed soon.
- Reminders:
 - Deadline to request delay for promotion and/or tenure is March 14, 2021.
 - Nominations for Honorary degrees for the December 2021 commencement are due March 15, 2021.
 - Sabbatical applications for the 2022-2023 year are due March 31, 2021.Please help us spread the word about upcoming deadlines by sharing with your colleagues.

There were no questions or comments for the Chair.

Provost's Report:

- COVID-19 update:
 - Positive test rate continues to be low. Employees are encouraged to participate in surveillance testing if invited. System access will be turned off this Thursday for students who are not in compliance with COVID-19 protocols. That list is shrinking, and we hope nobody will have to lose access.
 - The state of Idaho is back to stage 3, where events of up to 50 people are allowed. There will be no impact on our classes.
 - Commencement plans: several in-person options will be communicated soon.

- A special note: Dr. Jean'ne Shreeve has been at the U of I for 60 years. Her impact on scholarship and graduate student mentorship is an inspiration for all. Congratulations to Dr. Shreeve!

Discussion:

A Senator asked for an update on the "COVID Dashboard" project and membership changes in the COVID-19 Advisory Committee. Chair Kirchmeier and former committee chair David Lee-Painter said that the dashboard is built and just waiting for final approval. As for the committee membership, FSL and Staff Council are currently looking for a new chair – David Lee-Painter had to resign for personal reasons. Vacancies will be filled once the committee schedule and projected time investment become clearer. Chair Kirchmeier added that ASUI, GPSA, FSL, and SC have compiled a list of issues they would like the committee to work on.

Secretary Sammarruca asked whether there was any news about U of I employees being eligible to receive the vaccine with the K-12 teachers' group. Provost Lawrence responded that the State Board is advocating for us, following President Green's initiative. There were some additional comments on the importance of university faculty being vaccinated as soon as possible because of the young population to which they are exposed. Also, we are open for in-person instruction, thus we should have priority. In fact – Provost Lawrence added – in his presentation last week to the Idaho Legislature President Green talked about how proud we are to be open and successful. A Senator suggested to emphasize these issues in the weekly Talking Points and Senate notes.

A Senator asked about promoting the benefits of vaccination within the university. The Provost agreed on the importance to encourage everyone to be vaccinated. Chair Kirchmeier added that ASUI and GPSA have identified this as an important task for the Advisory Committee.

Regarding Idaho's transition to stage 3, a Senator wondered whether the limitations on club activities and other types of gatherings are going to change as a result. Provost Lawrence said that these questions are currently being discussed – the news came only today. We may follow the "rule of 50," but apply some restrictions depending on the type of activities. Everyone should remain cautious.

Chair Kirchmeier forwarded a question from some of her constituents: are there plans for a reorganization of the Provost Office, including membership at the Provost Council? Provost Lawrence acknowledged that, indeed, plans are being worked out and should be ready to share in a few weeks. They are looking into a shifting reorganization, with the goal to increase efficiency. For instance, the Provost Council and the President's Cabinet evolved into groups with large overlap in membership. With the new organization, there will be different groups, fewer meetings, and the most appropriate people working on a particular topic. The smaller groups will come together for some larger leadership meetings. Responding to a follow-up question from Chair Kirchmeier, the Provost confirmed that FSL representation – currently the Faculty Secretary sits at the President's Cabinet – will continue in one of the new groups. The Faculty Secretary will be part of a larger groups that includes deans and will cover larger university issues. They will pilot the new system and see how it works out.

There were no more questions or comments for the Provost.

Committee Reports:

- University Curriculum Committee (Vote).

- Change CIP in Master's in Architecture and change name of Landscape Architecture – Elizabeth Scott Attachs. #2 & #3.

Change of CIP: The purpose is to enable the Master's program to be listed as a STEM program. This way, it will be more competitive and will attract more international students. It is a fairly common change across the country because architecture involves a high degree of engineering.

Discussion:

A Senator asked for some examples of the engineering aspects of the degree. Elizabeth Scott mentioned environmental control systems, structural systems, lighting, building technology, and building performance simulation. There is also a "Technical Integration and Design" course, which recently has become more building-performance oriented. On the same theme, another Senator noted the absence from the curriculum of any science or math classes and wondered how to evaluate whether the program has a sufficient level of rigor to be a STEM program. Elizabeth Scott responded that this is an accredited three-year Master's program, with up to one year accelerated placement for students who come with a bachelor's degree. The math and science requirements (and potentially additional engineering components), such as calculus and freshmen-level physics, are covered there.

Change of name for Landscape Architecture: This is needed to comply with Landscape Architectural Accreditation Board Standard (effective January 2021). Under the new standards, the seamless BSLA-to-MLA degree curriculum will no longer be allowed – the accreditation requirements for the B.S. are not met. The name of the B.S. degree is being changed into "Bachelor of Environmental Design with Landscape Architecture Concentration" to be in compliance with the new accreditation standards.

Discussion:

There was some confusion about the degree being, or not being, a B.S. – the language in Attach. #3 indicates that it is a B.S. degree, but apparently that was not the intent. Chair Kirchmeier suggested to table this item until further clarification is provided. For the time being, Senate will vote on the change of CIP. A motion to table (Tibbals/Lee-Painter) passed.

Vote: The change of CIP proposal was approved with 80% majority.

- Move departments for the B.S. in Ecology & Conservation Biology – Alistair Smith Attach. #4 The college of Natural Resources requests that the B.S. in Ecology and Conservation Biology (ECB) be moved to the Department of Fish and Wildlife Science, which, since a long time, has provided most of the teaching and advising efforts to support this degree. Senator Smith noted that a Department of Natural Resources actually does not exist – it is the College of Natural Resources, an oddity that needed to be corrected.

Discussion:

In response to a question, Senator Smith clarified that, while the program is being moved to the appropriate department, the name of the program or the degree will not change. This change will make recruiting easier for students who seek an education in Fish and Wildlife-related areas.

Vote: The proposal was approved unanimously.

- New certificate in Natural Resource Management – Charles Goebel Attach. #5

This new certificate will help non-degree students, for whom limitations in the number of credits can cause delay. This 24-credit undergraduate certificate mirrors the federal requirements and offers the students a new pathway.

There were no questions or comments.

Vote: The proposal was approved with 96% majority.

- Name change of Math emphasis and name change of Data Analytics certificate – Hirotachi Abo Attachs. #6 & #7

Name change of Math emphasis: The name change – from “Applied Quantitative Modeling” to “Applied Modeling and Data Science” – and accompanying revisions in the curriculum, intends to refocus the current Quantitative Modeling Option to include both aspects of modeling: process-driven and data-driven. Students will gain skills in both approaches and be prepared for careers in the competitive data-driven world.

Discussion:

A Senator asked whether the total number of credits to complete the degree will change. Hirotachi Abo responded that the currently required 40 credits for this option will become 39.

Vote: The proposal was approved unanimously.

Name change of Data Analytics certificate: This is to better reflect the current content of the program.

There were no questions on this item.

Vote: The proposal was approved unanimously.

- New minor in Groundwater Hydrology – Jerry Fairley Attach. #8
The proposed program will support and align with the new Environmental Science curriculum. Students in the Integrated Science track of that curriculum can select a minor of their choice. The minor could also be of interest to, for instance, students in Civil Engineering who are considering a career in hydrology.

Discussion:

There were some questions about the possibility of overlap with existing programs, such as Water and Soil. Jerry Fairley responded that there was none. His department had extensive discussions with people at CALS and CNR. This minor is technically very narrow and specific to groundwater, not water resources. The Senator from CNR confirmed that this minor is not duplicative of any existing ones – groundwater has always been within the purview of geological sciences.

Vote: The proposal was approved unanimously

- Name change of Operations Management and new certificate in Business Analytics – Darryl Woolley, Attachs. #9 & #10

Name change of Operations Management: The name change into “Operations and Supply Chain Management” more accurately represents the curriculum.

There were no questions.

New certificate in Business Analytics: The auditing profession, which used to hire exclusively accountants, now hires data analysts. This can be used by Business majors to increase their job skills. It complements, but is not in competition with, other certificates, such as the one offered by Statistics. Other groups were supportive.

Discussion:

In response to a question about why we are creating a certificate and not a minor, Darryl Woolley clarified that a minor already exists. The Business Analytics curriculum is a bit different and more current. Students majoring in Operations and Supply Chain Management can add this certificate to their degree and gain those skills in less time than it would take for the minor. Being awarded the minor does not earn the certificate.

Vote: The two proposals above passed with 96% and 100% of the votes, respectively.

- Committee on Committees
 - Discussion on FSH 1640 and the role of committees – Russ Meeuf, Diane Whitney
Vice Chair Meeuf introduced the topic. This will be a broader conversation than the one we started in the fall around the University Assessment Committee. Attachment #11, prepared by Policy and Compliance Coordinator Diane Whitney, contains general rules and guidelines on committee definitions and faculty responsibilities for committees. FSH 1640 committees are standing university-level committees under the oversight of Faculty Senate. What are the guidelines for committees outside that structure? Per FSH 1620 B-4, the Committee on Committees (ConC) appoints, subject to confirmation by Senate, members of FSH 1640 standing committees. However, FSH has historically housed committees not appointed by ConC. How should we, potentially, reorganize and reallocate committees? It was noted that, although some FSH 1640 committees may not be staffed by ConC, Senate is still in charge of approving the process and any alternative staffing mechanism. Vice Chair Meeuf suggested small revisions to FSH 1620 to correctly reflect what is in FSH 1640. The proposed revisions will be presented to Senate in the near future.

Adjournment:

The agenda was not completed, thus the Chair called for a motion to adjourn. The motion (Fairley/Ahmadzadeh) was approved. The Chair adjourned the meeting at 4:59pm.

Respectfully Submitted,

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

Program Change Request

Date Submitted: 10/08/20 3:22 pm

Viewing: **226 : Natural Resources (MNR)**

Last edit: 02/03/21 2:24 pm



Catalog Pages Using
this Program
[Natural Resources \(M.N.R.\)](#)

Faculty Contact

In Workflow

- 1. 151 Chair
- 2. 11 Curriculum Committee Chair
- 3. Assessment
- 4. Graduate Council Chair
- 5. Curriculum Review
- 6. Registrar's Office
- 7. UCC
- 8. Faculty Senate Chair
- 9. UFM
- 10. President's Office
- 11. State Approval
- 12. NWCCU

Approval Path

- 1. 10/07/20 12:46 pm
Joana Espinoza (jespinoza):
Approved for 151 Chair
- 2. 10/07/20 12:47 pm
Joana Espinoza (jespinoza):
Approved for 11 Curriculum Committee Chair
- 3. 10/08/20 3:17 pm
Amy Kingston (amykingston):
Rollback to Initiator
- 4. 10/08/20 3:23 pm
Joana Espinoza (jespinoza):

Approved for 151
Chair

5. 10/08/20 3:23 pm

Joana Espinoza
(jespinoza):

Approved for 11
Curriculum

Committee Chair

6. 10/19/20 8:47 am

Sara Mahuron

(sara): Approved for
Assessment

7. 10/28/20 8:53 am

Lauren Perkinson

(perkinson):

Approved for
Graduate Council
Chair

8. 11/16/20 10:40 am

Rebecca Frost

(rfrost): Approved
for Curriculum
Review

9. 11/25/20 10:47 am

Amy Kingston

(amykingston):

Rollback to
Graduate Council
Chair for Registrar's
Office

10. 12/21/20 4:11 pm

Lauren Perkinson

(perkinson):

Approved for
Graduate Council
Chair

11. 01/04/21 4:10 pm

Rebecca Frost

(rfrost): Approved
for Curriculum
Review

12. 01/20/21 2:14 pm
Amy Kingston
(amykingston):
Approved for
Registrar's Office
13. 01/25/21 4:11 pm
Rebecca Frost
(rfrost): Approved
for UCC
14. 01/27/21 3:06 pm
Joana Espinoza
(jespinoza):
Approved for
Faculty Senate Chair
15. 02/03/21 2:20 pm
Joana Espinoza
(jespinoza): Rollback
to Faculty Senate
Chair for UFM

Faculty Name	Faculty Email
Leda Kobziar	lkobziar@uidaho.edu
Kerri Vierling (Grad Council Rep)	kerriv@uidaho.edu

Change Type Change academic component name (degree,
major, option, emphasis, minor,
concentration, or specialization)
Change curriculum requirements



Description of Change

Add a Fish & Wildlife Science & Management Option. Change curricular requirements for Fire Ecology and Management Option and Integrated Natural Resources Option.

Academic Level Graduate

College Natural Resources

Department/Unit: Natural Resources

Effective Catalog 2021-2022

Year

Program Title	Natural Resources (MNR)				
Program Credits	30				
CIP Code	03.0201 - Natural Resources Management and Policy.				
Emphasis/Option	<table><tr><th>Code(s)</th></tr><tr><td>13.1338</td></tr></table>			Code(s)	13.1338
Code(s)					
13.1338					
CIP Code(s)	13.1338				

Curriculum:

Master of Natural Resources. Major in Natural Resources. Integrated Natural Resources Option.

The Master of Natural Resources (MNR) is an interdisciplinary course-based graduate program designed for current and aspiring professionals who wish to enhance their educational credentials for a career in natural resources. The fundamental objective of the MNR graduate program is to integrate and scale various perspectives – ecology; planning, policy and society; and tools and technology – into a systems view of natural resources. This unique professional degree is accessible to students of diverse academic backgrounds and will help graduates develop credentials and skills for the effective management of natural resources. The degree program can be completed entirely online or through a combination of online and on-campus courses. The MNR program can be combined with the certificate program specializing in fire **management ecology, management,** and technology. The Integrated Natural Resources Option of the MNR covers a breadth of natural resource science and management subjects. The program provides knowledge and skills to support holistic, integrated approaches to careers in natural resources. The Integrated Natural Resources Option of the MNR consists of 30 semester credits (at least 7 credits from each of three MNR program categories - Ecology and Management; Policy, Planning, and Society; and Tools and Technology - plus **0-7 7** elective courses and 2 credits for a final **project/portfolio) to total 30 credits. project**). Up to 12 semester credits can be transferred into the program from other institutions. Coursework must include a minimum of 18 credits numbered 500 or above. Admission to the College of Graduate Studies requires a minimum 3.0 GPA, three letters of reference, and a statement of purpose. Complete admission and degree information is available online at: <http://www.uidaho.edu/cnr/grad-programs/online-degrees/master-of-natural-resources>.

Select a minimum of 7 credits from each of the categories below:

21

Ecology and Management:

- [BE 450](#)

[ENVS 501](#)

[FISH 415](#)

[FISH 515](#)
- Environmental Hydrology

Seminar

Limnology

Large River Fisheries

[FISH 525](#)[FISH 526](#)[FISH 540](#)[FOR 501](#)[FOR/ENVS/REM/WLF 504](#)[FOR 526](#)[REM 440](#)[REM 456](#)[REM 459](#)[REM 507](#)[REM 560](#)[WLF 440](#)[WLF 506](#)

Policy, Planning, and Society:

[NRS 572](#)[ENVS 520](#)[ENVS 523](#)[ENVS 530](#)[ENVS/FS 536](#)[ENVS 544](#)[ENVS 551](#)[ENVS 552](#)[ENVS 577](#)[ENVS 579](#)[FOR 546](#)[FOR 554](#)[FOR 584](#)[FOR 587](#)[NR 507](#)[NRS 501](#)[NRS 504](#)[NRS 555](#)[NRS 574](#)[NRS 576](#)

Tools and Technology:

[ENVS 544](#)[FOR 451](#)[FOR 554](#)[GEOG 524](#)[NR 525](#)[NRS 580](#)

Aquaculture in Relation to Wild Fish Populations

Climate Effects & Cons Manage

Wetland Restoration

Seminar**Special Topics**

Fire Ecology

Restoration Ecology

Integrated Rangeland Management

Rangeland Ecology

Landscape and Habitat Dynamics 1

Ecophysiology

Conservation Biology

External Speakers~~Human Dimensions of Restoration Ecology~~~~Course ENVS 520 Not Found~~~~Course ENVS 523 Not Found~~~~Course ENVS 530 Not Found~~

Principles of Sustainability

Water Quality in the PNW**Enviro Social Science Methods**

Environmental Philosophy

Law Ethics and the Environment**Introduction to Environmental Regulations**

Science Synthesis and Communication

Air Quality, Pollution, and Smoke 2

Natural Resource Policy Development

Wildland Fire Policy

Moral Reasoning in Natural Resources

(s) Seminar**Special Topics****Human Dimensions of Nat Res**

Environmental Politics and Policy

Environmental Project Management and Decision Making**Water Quality in the PNW**

Fuels Inventory and Management

Air Quality, Pollution, and Smoke

Hydro Apps/GIS&Remote Sensing

~~Scientific Graphics Design~~~~Restoration Ecology Practicum~~

NRS 578NRS 580NRS 592REM 407/510~~REM 410~~**REM 507****REM 520**WLF 540WLF 561**LIDAR and Optical Remote Sensing Analysis**

Restoration Ecology Practicum

Emerging Media Outreach in Natural Resources

GIS Application in Fire Ecology and Management

~~Principles of Vegetation Monitoring and Measurement~~**Landscape and Habitat Dynamics****Advanced Vegetation Measurement and Monitoring**

Conservation Genetics

Landscape Genetics

Elective Courses:

ENVS/FOR/NRS/WLF 504**Special Topics****-OR- any additional courses listed above -OR- advisor-approved electives to bring total to 30 credits**

Final Project/Portfolio:

NR 599

Non-thesis Master's Research

Total Hours

Courses to total 30 credits for this degree

1 REM 507 Landscape and Habitat Dynamics can be used to contribute to either the Ecology and Management requirement -OR- the Tools and Technology requirement (but not both).

2 FOR 554 Air Quality, Pollution, and Smoke can be used to contribute to either the Policy, Planning, and Society requirement -OR- the Tools and Technology requirement (but not both).

Master of Natural Resources. Major in Natural Resources. Environmental Education and Science Communication Option

<u>NRS 501</u>	(s) Seminar	2
Ecology and Management		8
<u>NRS 560</u>	Place-based Ecology I	
<u>NRS 566</u>	Place-based Ecology II	
Human Dimensions		6
<u>NRS 565</u>	Science Communication and the Environment	
<u>NRS 575</u>	Leadership for the Environmental Educator	
Policy Planning and Law		6
<u>NRS 563</u>	Place Based Env. Education	
<u>NRS 568</u>	Environmental Education Teaching Practicum II	
Tools and Technology		6
<u>NRS 562</u>	Field Science Teaching	
<u>NRS 564</u>	Teaching Environmental Education in a Winter Environment	
<u>NRS 567</u>	Environmental Education Teaching Practicum I	
Case Study Project		3
<u>NRS 502</u>	Directed Study	

NRS 599	Non-thesis Master's Research	
Select 3 credits from the following:		3
NRS 504	Special Topics	
NRS 569	Environmental Education Teaching Practicum III	
Total Hours		34
Courses to total 34 credits for this degree		

Master of Natural Resources. Major in Natural Resources. Fire Ecology and Management Option.

The Master of Natural Resources (MNR) is an interdisciplinary course-based graduate program designed for current and aspiring professionals who wish to enhance their educational credentials for a career in natural resources. The fundamental objective of the MNR graduate program is to integrate and scale various perspectives – ecology; planning, policy and society; and tools and technology – into a systems view of natural resources. This unique professional degree is accessible to students of diverse academic backgrounds and will help graduates develop credentials and skills for the effective management of natural resources. The degree program can be completed entirely online or through a combination of online and on-campus courses. The MNR program can be combined with the certificate program specializing in fire **management and technology. science.**

The Fire Ecology and Management Option provides depth to address wildfire management challenges facing society. Completing this option will help students advance their professional careers in wildland fire management, fuels management, and restoration by advancing knowledge of fire science, ecology, fire-related policy and social issues, and the latest tools and technology. The Option also reinforces fundamentals in applied ecology, natural resources management, communications, an other career-advancing knowledge and skills.

The Fire Ecology and Management Option of the MNR consists of 30 semester credits (14 credits of Core Courses; 2-3 credits of Ecology; 4 credits of Tools and Technology; 6 credits of Policy, Planning, and Society; ~~with~~ 2 credits of **electives; and 2 credits of** non-thesis research for a final **project or portfolio). project).** Up to 12 semester credits can be transferred into the program from other institutions. Admission to the College of Graduate Studies requires a minimum 3.0 GPA, three letters of reference, and a statement of purpose. Coursework must include a minimum of 18 credits numbered 500 or above.

Complete admissions and degree information is available online at: <http://www.uidaho.edu/cnr/grad-programs/online-degrees/master-of-natural-resources>.

Fire Science and Management Core		14
FOR 451	Fuels Inventory and Management	
FOR 526	Fire Ecology	
FOR 546	Science Synthesis and Communication	
FOR 557	Advanced Fire Behavior	
FOR 587	Wildland Fire Policy	
FOR 599	Non-thesis Master's Research	
Ecology and Management		3
FISH 526	Climate Effects & Cons Manage	

[FISH 540](#)[FOR 501](#)[FOR/REM/ENVS/WLF 504](#)[REM 440](#)[REM 459](#)[REM 507](#)[WLF 440](#)[WLF 506](#)

Tools and Technology

[ENVS 551](#)[FOR 454/554](#)[FOR 554](#)[NRS 578](#)[NRS 580](#)[REM 407/510](#)[REM 410](#)[REM 411](#)[REM 510](#)[REM 507](#)[REM 520](#)

Policy, Planning, and Society

[NRS 573](#)[ENVS 523](#)[ENVS 530](#)[ENVS 577](#)[FOR 454/554](#)[FOR 584](#)[ENVS 536](#)[FS 536](#)[or ENVS 536](#)[NR 507](#)[NRS 501](#)[NRS 504](#)[NRS 555](#)[NRS 574](#)[NRS 576](#)[NRS 588](#)

Final Project

[NR 599](#)~~Additional elective graduate courses to total a minimum of 30 credits~~**Elective Courses:****Wetland Restoration****Seminar****Special Topics**

Restoration Ecology

Rangeland Ecology

Landscape and Habitat Dynamics 1

Conservation Biology**External Speakers****Enviro Social Science Methods**

Air Quality, Pollution, and Smoke 2

~~Air Quality, Pollution, and Smoke 2~~**LIDAR and Optical Remote Sensing Analysis****Restoration Ecology Practicum**

GIS Application in Fire Ecology and Management

~~Principles of Vegetation Monitoring and Measurement~~~~Wildland Habitat Ecol & Assmnt~~~~GIS Application in Fire Ecology and Management~~**Landscape and Habitat Dynamics 1****Advanced Vegetation Measurement and Monitoring**~~Planning & Decision Making for Watershed Management~~**Course ENVS 523 Not Found****Course ENVS 530 Not Found****Law Ethics and the Environment****Air Quality, Pollution, and Smoke 2**

Natural Resource Policy Development

~~Principles of Sustainability~~**Principles of Sustainability****Principles of Sustainability**

Moral Reasoning in Natural Resources

(s) Seminar**Special Topics****Human Dimensions of Nat Res****Environmental Politics and Policy****Environmental Project Management and Decision Making****NEPA in Policy and Practice**

Non-thesis Master's Research

[ENVS/FOR/NRS 501](#)

Seminar

[ENVS/FOR/NRS/REM/WLF 504](#)

Special Topics

[WLF 506](#)

External Speakers

-OR- any additional courses listed above -OR- advisor-approved electives to bring total to 30 credits

Total Hours

30

Courses to total 30 credits for this degree

- 1 [REM 507](#) Landscape and Habitat Dynamics can be used for either the Ecology and Management requirement - OR- the Tools and Technology requirement (but not both).
- 2 [FOR 454](#) or [FOR 554](#) Air Quality, Pollution, and Smoke can be used to contribute to either the Policy, Planning and Society requirement -OR- the Tools and Technology requirement (but not both).

Master of Natural Resources. Major in Natural Resources. Restoration Ecology and Habitat Management Option.

Complete admissions and degree information is available online at: <http://www.uidaho.edu/cnr/grad-programs/online-degrees/master-of-natural-resources>.

Restoration Ecology and Habitat Management Core:

ENVS 579	Introduction to Environmental Regulations	3
or NRS 588	NEPA in Policy and Practice	
FISH 540	Wetland Restoration	3
NR 599	Non-thesis Master's Research	2
NRS 580	Restoration Ecology Practicum	2
REM 440	Restoration Ecology	3
REM 507	Landscape and Habitat Dynamics	3

Ecology and Management (choose two courses): 5-6

ENVS 544	Water Quality in the PNW
FISH 515	Large River Fisheries
FISH 525	Aquaculture in Relation to Wild Fish Populations
FOR 526	Fire Ecology
REM 429	Landscape Ecology
REM 456	Integrated Rangeland Management
REM 459	Rangeland Ecology
SOIL 422	Environmental Soil Chemistry
SOIL 446	Soil Fertility
WLF 440	Conservation Biology

Tools and Technology (choose 3 credits): 3

ENVS 450	Environmental Hydrology
FOR 451	Fuels Inventory and Management
GEOG 524	Hydro Apps/GIS&Remote Sensing

NRS 578	LIDAR and Optical Remote Sensing Analysis
PLSC 419	Plant Community Restoration Methods
REM 407	GIS Application in Fire Ecology and Management
REM 410	Principles of Vegetation Monitoring and Measurement
or REM 520	Advanced Vegetation Measurement and Monitoring
WLF 540	Conservation Genetics
WLF 561	Landscape Genetics

Policy, Planning, and Society (choose two courses):

5-6

BIOP 523	Planning Sustainable Places
ENVS 548	Drinking Water and Human Health
ENVS 579	Introduction to Environmental Regulations
FOR 584	Natural Resource Policy Development
FS 536	Principles of Sustainability
NR 507	Moral Reasoning in Natural Resources
NRS 576	Environmental Project Management and Decision Making
NRS 588	NEPA in Policy and Practice

Additional elective graduate credits to total a minimum of 30 credits

Total Hours

29-31

Courses to total 30 credits for this degree

Master of Natural Resources. Major in Natural Resources. Fish and Wildlife Science and Management Option.

All listed courses are available online. Additional courses are available for on-campus students and could be substituted for some of the courses below with advisor permission.

18 credits must be from 500 level courses.

Complete admissions and degree information is available online at: <http://www.uidaho.edu/cnr/grad-programs/online-degrees/master-of-natural-resources>.

FISH 510	Advanced Fish and Wildlife Management	3
or NRS 555	Human Dimensions of Nat Res	
FISH 598	Internship	4
& NR 599	and Non-thesis Master's Research	
or FISH 502	Directed Study	
FOR 546	Science Synthesis and Communication	3
WLF 506	External Speakers	1
Select 8 credits of Fish & Wildlife Science Courses:		8
FISH 411	Fish Physiology	
FISH 415	Limnology	
FISH 516	Animal Movement, Dispersal and Migration	
FISH 521	Community Ecology	

<u>FISH 525</u>	Aquaculture in Relation to Wild Fish Populations
<u>FISH 526</u>	Climate Effects & Cons Manage
<u>FISH 515</u>	Large River Fisheries
<u>FISH 511</u>	Fish Physiology
<u>FISH 540</u>	Wetland Restoration
<u>FISH 550</u>	Ecology & Conservation of Freshwater Invertebrates
<u>FISH 551</u>	Freshwater Invertebrate Field Methods
<u>REM 411</u>	Wildland Habitat Ecol & Assmnt
<u>WLF 440</u>	Conservation Biology
<u>WLF 530</u>	Riparian Ecology
<u>WLF 540</u>	Conservation Genetics
<u>WLF 545</u>	Wildlife Habitat Ecology
<u>WLF 561</u>	Landscape Genetics
<u>WLF 562</u>	Landscape Genetics Lab
<u>WLF 575</u>	Behavioral Ecology

Select 3 credits in Quantitative & Statistical Methods:

3

<u>STAT 419</u>	Introduction to SAS/R Programming
<u>STAT 422</u>	Survey Sampling
<u>STAT 431</u>	Statistical Analysis
<u>WLF 503</u>	Workshop
<u>WLF 550</u>	Quantitative Analysis of Fish and Wildlife Populations
<u>WLF 551</u>	Applied Mixed Effects Modeling

Select one course in Policy, Planning & Society:

2-3

<u>BIOP 523</u>	Planning Sustainable Places
<u>BIOP 520</u>	Intro to Bioregional Planning
<u>BIOP 530</u>	Planning Theory and Process
<u>ENVS 577</u>	Law Ethics and the Environment
<u>ENVS 579</u>	Introduction to Environmental Regulations
<u>FISH 510</u>	Advanced Fish and Wildlife Management
<u>FOR 584</u>	Natural Resource Policy Development
<u>FOR 587</u>	Wildland Fire Policy
<u>NRS 475</u>	Local and Regional Environmental Planning
<u>NRS 574</u>	Environmental Politics and Policy
<u>NRS 576</u>	Environmental Project Management and Decision Making
<u>NRS 588</u>	NEPA in Policy and Practice

Electives from below -OR- any additional courses listed above to total 30 credits:

6-7

<u>BE/ENVS 450</u>	Environmental Hydrology
<u>ENVS 544</u>	Water Quality in the PNW
<u>FOR 451</u>	Fuels Inventory and Management
<u>FOR 526</u>	Fire Ecology
<u>FOR 554</u>	Air Quality, Pollution, and Smoke

GEOG 524**NRS/REM 440****NRS 472****NRS 552****NRS 578****NRS 580****REM 456****REM 459****REM 507****REM 520****REM/WLF/FISH/NRS/FOR 504****Hydro Apps/GIS&Remote Sensing****Restoration Ecology****Remote Sensing of the Environment****Current Lit in Remote Sensing****LIDAR and Optical Remote Sensing Analysis****Restoration Ecology Practicum****Integrated Rangeland Management****Rangeland Ecology****Landscape and Habitat Dynamics****Advanced Vegetation Measurement and Monitoring****Special Topics**

Total Hours

30-32

Courses to total 30 credits for this degree**Distance Education Availability**

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

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

Yes

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

Yes

Note: Existing programs transitioning from less than 50% of its curricular requirements to 50% or more of its requirements being available via distance education is considered a Group 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:

Coeur d'Alene

Moscow

Other

Where?

McCall**Student Learning Outcomes**

Have learning outcomes changed? **Yes, more than 25%**

Learning Objectives

~~Integrated Natural Resources Option~~ Students will **master** ~~be able to articulate ecological, social, and integrate information practical (management/education) perspectives and knowledge from ecological, social, economic their role in natural resources management or education/communication, and political perspectives – into a systems view of natural resource issues.~~ **how these can be effectively integrated:**

~~Students will examine the ethical issues present in prominent problems in natural resources management, science, and/or education and show how ethical principles and frameworks related to sustainable stewardship help to inform and frame decision making with respect to such problems.~~ Students will **synthesize ideas demonstrate advanced oral, written and information visual techniques to identify, analyze articulate and problem-solve natural resource issues; demonstrate an application defend the significance and implications of this synthesis.** ~~their ideas in terms of challenges and trends in both scientific and societal (policy, planning, law, economics, management, education and/or communication) contexts:~~

Students will demonstrate oral, written identify and visual techniques distinguish diverse viewpoints and perspectives, interpret these in relation to communicate complex natural resource ideas.

~~resources professions and practice, and examine and appraise their own professional goals in light of these perspectives.~~ **Environmental Education and Science Communication Option** Students will **understand diverse viewpoints illustrate and perspectives reflect on knowledge and apply these to skills gained through the natural resources professions; demonstrate reflection program by creating and expanded understanding as applied to one's professional goals.** ~~presenting a final project or a final portfolio to demonstrate and synthesize coursework, professional, and/or research knowledge and experience:~~

Students will define and apply sustainable stewardship and/or management of ~~examine the ethical issues present in prominent problems in natural resources as an ethical, socially responsible practice; understand ethical dilemmas management, science, and/or education and show how ethical principles and make ethical choices.~~

~~frameworks related to sustainable stewardship help to inform and frame decision making with respect to such problems:~~ Students will **identify and distinguish diverse viewpoints and perspectives, interpret these in relation to natural resources professions and practice, and examine and appraise their own professional goals in light of these perspectives:**

Summarize how the learning outcomes will be assessed for the proposed curriculum.

This is also to add an option of Fish and Wildlife Science and Management to the MNR. Here are the learning outcome questions and answers for the new option.

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

Graduates from the MNR- Fish and Wildlife Science and Management program will:

1) Master and integrate information and knowledge from ecological, social, economic and

- 1) Master and integrate information and knowledge from ecological, social, economic and political perspectives – into a systems view of natural resource issues.
- 2) Synthesize ideas and information to identify, analyze and problem-solve natural resource issues; demonstrate an application of this synthesis.
- 3) Demonstrate oral, written and visual techniques to communicate complex natural resource ideas.
- 4) Understand diverse viewpoints and perspectives and apply these to the natural resources professions; demonstrate reflection and expanded understanding as applied to one's professional goals.

Define and apply sustainable stewardship and/or management of natural resources as an ethical, socially responsible practice; understand ethical dilemmas and make ethical choices.

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

Graduating students will illustrate and reflect on knowledge and skills gained through the program by creating and presenting a final project or a final portfolio to demonstrate and synthesize coursework, professional, and/or research knowledge and experience. This final project or portfolio, in which each student demonstrates and reflects on how they achieved the SLOS, will be evaluated by the MNR Faculty. Each SLO is scored by the faculty group to evaluate how well the program fulfills each of its objectives, and to identify areas where program improvements are needed. This feedback is discussed by the Core Faculty committee annually and strategies are identified for improvements, including but not limited to changes in course offerings (i.e. curricula), assignments, and content, and improved guidance and advising for the final project and/or portfolio.

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

Each semester we have graduating students whose performance in the final project/portfolio and presentation will provide direct evidence of whether we have achieved our goals. Where any deficiencies are evidenced, we discuss these at the start of the next semester with the core faculty group, which is largely responsible for teaching the majority of the courses in the program. We will discuss how course assignments and content can best be improved to remedy any identified deficiencies. We also pay close attention to student evaluations and feedback on the courses in the program and look for ways we can augment our materials and approaches to better ensure SLOs are achieved.

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

Direct measures include satisfactory demonstration of achieved SLOs, broadly characterized by integrated and holistic thinking about wildlife and fisheries science and management during the NR 599 MNR final oral presentation or final portfolio, and measured using a minimum score requirement on an objective scoring form by at least three MNR faculty. Courses in the program with assignments that directly address multiple SLOs include the Core Courses for the new curriculum. Specific faculty will be called upon to reflect on student SLO achievement in their courses as an indirect measure. In addition, indirect measures include assessment through our MNR program exit survey and interview. We expect that students use their projects or portfolios for employment applications. to share with their employers or

stakeholders, or to implement and integrate into their career activities and the perspectives and knowledge which they apply to their future endeavors.

When will assessment activities occur and at what frequency?

Assessment activities will occur bi-annually through the core faculty discussion of student performance on the final project/ portfolio at the beginning of each semester.

Rationale for the proposed change. Include an explanation of how the department will manage the added workload, if any.

For the new CIP Code:

The U.S. Citizenship and Immigration Services (USCIS) provides an Optional Practical Training (OPT) program for graduate students on F-1 visas after completion of their graduate degree; this allows individuals from outside the United States to obtain additional practical training in the United States to complement their graduate degree. CNR's current CIP code (03.0201) for its Masters (M.S.), Masters of Natural Resources (M.N.R.), and Doctor of Philosophy in Natural Resources (Ph.D.) is categorized by USCIS as a non-STEM CIP code. Hence, individuals obtaining a CNR graduate degree requesting an OPT can receive six months of OPT. CIP codes identified as STEM-oriented, however, allow individuals to receive up to three years of OPT. A change to CIP code 03.0199 converts CNR's graduate degrees to be recognized as STEM degrees and, resultingly, allow for three years of OPT instead of six. This change is particularly important for individuals that are pursuing National Science Foundation's Graduate Research Fellowship Program awards.

For the new option:

The new Option in Fish and Wildlife Science and Management will generally follow the existing curricular structure of the MNR program. This structure includes a set of subject-specific Core Courses, plus three categories requiring a minimum number of credits in each category. Students select from approved courses in each group. A final, comprehensive project or portfolio is required for 2 credits.

For the changes to the Integrated Natural Resources Option:

These minor changes reflect a realignment of the number of credits per category to reduce the need for substitution/waiver forms. As 504 Special Topics courses are created and offered anew, they can now be taken as electives if they fall under the ENV, FOR, NRS, or WLF prefixes. With the previous curriculum revision which added courses to each category, and this year's addition of the seminars for students who can only take 1 credit in a given semester, the number of electives required could be as low as one credit and as high as seven credits. These revisions should reduce the number of substitutions required while preserving the flexibility of the program.

The final project capstone experience (NR 599) includes explicit student reflection and faculty

assessment of how the program has fulfilled each of the overall MNR SLOS below, as well as discussion about these SLOs. Faculty evaluate each student's final project or portfolio using a grading scale for each Objective, and providing feedback to the students for the SLOs below.

- **Learn and Integrate:** Students will master and integrate information and knowledge from ecological, social, economic and political perspectives – into a systems view of natural resource issues.
- **Think and Create:** Students will learn how to synthesize ideas and information to identify, analyze and problem-solve natural resource issues; and demonstrate an application of this synthesis.
- **Communicate:** Students will demonstrate oral, written and visual techniques to communicate complex natural resource ideas.
- **Clarify purpose and perspective:** Students will understand diverse viewpoints and perspectives, and apply these to the natural resources professions; and demonstrate reflection and expanded understanding as applied to one's professional goals.

Practice Citizenship: Students will define and apply sustainable stewardship and/or management of natural resources as an ethical, socially responsible practice; and understand ethical dilemmas and how to make ethical choices.

For the changes to the Fire Ecology and Management Option:

These minor changes reflect minor corrections and reductions of redundancy in the current catalog listing. For example, including the undergraduate version of a course is not necessary for this graduate program. As 504 Special Topics courses are created and offered anew, they can now be taken as electives if they fall under the ENV5, FOR, NRS, or WLF prefixes, along with 501 Seminar courses under the same prefixes. These revisions should reduce the number of substitutions required while preserving the flexibility and meeting the intent of the program. The student learning outcomes specific to the Fire Ecology and Management Option of the MNR are assessed qualitatively (via instructor feedback) and quantitatively (via grading) across the required Core Courses, qualitatively through face-to-face interactions during final project presentations and exit interviews with the Program Director, and quantitatively in exit surveys of graduating students.

The final project capstone experience includes explicit student reflection and faculty assessment of how the program has fulfilled each of the overall MNR SLOS below, as well as discussion about these SLOs. Faculty evaluate each student's final project using a grading scale for each Objective, and providing feedback to the students for the SLOs below. Exit interviews and the exit survey provide additional qualitative and quantitative assessments of student achievement of learning objectives.

- **Learn and Integrate:** Students will master and integrate information and knowledge from ecological, social, economic and political perspectives – into a systems view of natural resource

issues.

- **Think and Create:** Students will learn how to synthesize ideas and information to identify, analyze and problem-solve natural resource issues; and demonstrate an application of this synthesis.
- **Communicate:** Students will demonstrate oral, written and visual techniques to communicate complex natural resource ideas.
- **Clarify purpose and perspective:** Students will understand diverse viewpoints and perspectives, and apply these to the natural resources professions; and demonstrate reflection and expanded understanding as applied to one's professional goals.
- **Practice Citizenship:** Students will define and apply sustainable stewardship and/or management of natural resources as an ethical, socially responsible practice; and understand ethical dilemmas and how to make ethical choices.

Supporting Documents [CNRChangeCIPShortForm.docx](#)
[CNR Add option to MNR .docx](#)

Requires TECC Review **No**

Reviewer

Comments

Amy Kingston (amykingston) (10/08/20 3:17 pm): Rollback: Per your request :)

Sara Mahuron (sara) (10/19/20 8:46 am): Copied the learning outcomes for the fish and wildlife science and management option from the "summarize how the learning outcomes will be assessed" to the "learning outcomes" box. Standardized the formatting for the catalog to match the first 2 options.

Rebecca Frost (rfrost) (11/16/20 10:39 am): NRS 5XX "Human Dimensions of Natural Resources" has not been proposed. It was removed from the curriculum as it was an option. ENVS 5XX "Research Methods in Environmental Social Sciences" has not been proposed. It was removed as it was an option. FOR 544, NRS 507, and WLF 520 do not exist, or are not active. They have been removed from the curriculum as they were options. BIOP/ENVS 520, 523, 530 cross-lists do not exist. Currently BIOP courses exist in those numbers, but it should be explored as to if those will continue with the discontinuance of the BIOP degrees.

Amy Kingston (amykingston) (11/25/20 10:47 am): Rollback: I'm returning this to Grad Council because I've just added some requested curriculum changes to the Integrated Natural Resources Option and the Fire Ecology and Management Option. So those two things need Grad Council review. Thanks! Amy K

Amy Kingston (amykingston) (11/25/20 10:49 am): ENVS 520, 523, and 530 are showing as "Course Not Found" but that will be corrected once they are approved. They are courses being switched from BIOP to ENVS since the BIOP program has dissolved and faculty member Yaap

Vos is now part of the Environmental Science program. They were previously BIOP 520, BIOP 523, and BIOP 530.

Joana Espinoza (jespinoza) (02/03/21 2:20 pm): Rollback: Need option approved.

Key: 226



POLICY COVER SHEET

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<https://sitecore.uidaho.edu/governance/policy>.

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Faculty Staff Handbook (FSH)

☐ Addition x Revision* ☐ Deletion* ☐ Emergency ☐ Minor Amendment

Policy Number & Title: **FSH 1640.42 FACULTY AFFAIRS COMMITTEE**

Administrative Procedures Manual (APM)

☐ Addition ☐ Revision* ☐ Deletion* ☐ Emergency ☐ Minor Amendment

Policy Number & Title:

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

Originator: Rich Seamon, Faculty Affairs Committee Chair

Policy Sponsor, if different from Originator:

Reviewed by General Counsel

Yes x No

Name & Date:

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

FSH 1640.02 is revised for clarity: FAC is one of many possible points of contact for questions of policy interpretation, and need not be the first point of contact.

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

None.

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

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

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 point of ~~first~~ contact involving questions of interpretation and application of policies affecting the welfare of faculty members such as promotion and tenure. *[rev. 7-17]*

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 Vice Provost for Faculty and the Faculty Secretary serve as ex officio members without vote. *[rev. 7-08, 1-19, 7-19]*



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<https://sitecore.uidaho.edu/governance/policy>.

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Faculty Staff Handbook (FSH)

☐ Addition ☐ Revision* ☐ Deletion* ☐ Emergency ☐ Minor Amendment

Policy Number & Title:

Administrative Procedures Manual (APM)

☐ Addition ☐ Revision* ☐ Deletion* ☐ Emergency ☐ Minor Amendment

Policy Number & Title: **APM 90.53 UI PHOTOGRAPHIC SERVICES**

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

Originator: Diane Whitney, University Policy and Compliance Coordinator

Policy Sponsor, if different from Originator:

Reviewed by General Counsel Yes x No Name & Date:

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

APM 90.53 UI Photographic Services merely describes unit operations and is not appropriate for placement in the APM. Current information is available on the Creative Services website.

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

None

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

None.

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

90.53 -- UI Photographic Services

July 21, 2009 (formerly APM 80.53)

A. General. UI Photo Services is a service branch of the University of Idaho operating within Information Technology Services (ITS). Photo Services provides a variety of quality and convenient services for the faculty, staff, and students of the University of Idaho.

A-1. Services Provided. Staff photographers and processing technicians are available for the production of slides, copy work, thesis and dissertation material, scientific and industrial photos, news and public relations photos, individual and group portraits, graphics and more.

A-2. Labor Fees. UI Photo Services' photographers' time is billed at a rate of \$40/hour, plus cost of materials. Higher billing is in effect for occasional non-university related work which meets certain qualifications at a rate of \$60/hour, plus cost of materials. Minimum 24 hours advanced notice is required for studio or location work. Weekend appointments must be confirmed by closing time Thursday.

B. Procedures. All orders that are to be charged to a university department or agency must be accompanied by a signed ID-G form [See 75.31]. Hours of operation are 8:00am-5:00pm, M-F, in UCC 105. IDGs, checks, cash, and Banner journal vouchers are accepted for payments. [ed. 7-09]

B-1. Non-University Orders. All services that are unrelated to the direct support of university departments, agencies or personnel are charged at a rate of 30% above those listed herein. [Note: This does not include the sale of materials alone, such as film, paper, and chemicals.]

C. Information. Any questions regarding UI Photographic Services should be addressed to Photo Service operations, at (208) 885-6342.



POLICY COVER SHEET

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

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

Faculty Staff Handbook (FSH)

☐ Addition ☐ Revision* ☐ Deletion* ☐ Emergency ☐ Minor Amendment

Policy Number & Title:

Administrative Procedures Manual (APM)

☐ Addition ☐ Revision* ☒ Deletion* ☐ Emergency ☐ Minor Amendment

Policy Number & Title: **APM 90.54 PRINTING AND DESIGN SERVICES**

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

Originator: Diane Whitney, University Policy and Compliance Coordinator

Policy Sponsor, if different from Originator:

Reviewed by General Counsel Yes x No Name & Date:

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

APM 90.53 Printing and Design Services merely describes unit operations and is not appropriate for placement in the APM. Current information is available on the Creative Services website.

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

None

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

None.

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

90.54 -- Printing and Design Services

July 21, 2009 (formerly APM 80.54)

A. General. Printing and Design Services is a service branch of the University of Idaho operating within the Division of Educational Technologies and Services. The department provides printing services, publication design services, and campus copier services.

A-1. Printing Services. Printing Services provides a full range of professional printing services. Examples of services and publications include booklets and brochures, posters, folders and newsletters, catalogs, invitations, programs, flyers, and black-and-white to full color printing. Hours of operation are 8:00am-5:00pm, in the Alumni Center. IDD's, checks, cash, and Banner journal vouchers are accepted for payments.

A-2. Publication Design Services. Publication Design Services provides consultation and products such as layouts, artwork, desktop publishing, illustrations, displays, designs, and printing consultation. Hours of operation are 8:00am-5:00pm, in the Alumni Center. IDD's, checks, cash, and Banner journal vouchers are accepted for payments.

A-3. Campus Copier Services. State-of-the-art copy equipment is located in the UCC 222, (208) 885-7377, and the Student Union Building, (208) 885-7811. Free pickup and delivery service is available. Services include high-volume copying, oversize copies, lamination, theses, bindings, fax services, color copies, and coin and card-operated photocopiers. . Hours of operation are 8:00am-8:00pm, M-Th, and 10:00am-5:00pm Friday, Saturday, and Sunday. IDD's, checks, cash, and Banner journal vouchers are accepted for payments.

G. Information. Any questions regarding UI Printing and Design Services' technologies or capabilities should be addressed to Printing Services, at (208) 885-6293.



POLICY COVER SHEET

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

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

Faculty Staff Handbook (FSH)

☐ Addition ☐ Revision* ☐ Deletion* ☐ Emergency ☐ Minor Amendment

Policy Number & Title:

Administrative Procedures Manual (APM)

☐ Addition ☐ Revision* ☒ Deletion* ☐ Emergency ☐ Minor Amendment

Policy Number & Title: **APM 90.55 VIDEO PRODUCTION CENTER SERVICES**

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

Originator: Diane Whitney, University Policy and Compliance Coordinator

Policy Sponsor, if different from Originator:

Reviewed by General Counsel Yes x No Name & Date:

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

APM 90.55 Video Production Center Services merely describes unit operations and is not appropriate for placement in the APM. Current information is available on the Creative Services website.

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

None

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

None.

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

~~90.55 -- UI Video Production Center Services~~

~~July 28, 2009 (formerly APM 80.55)~~

~~Preamble:~~ *The UI Video Production Center (VPC) is a service unit of Creative Services and Print Management, within University Communications and Marketing. The unit provides services for digital media production, event video services, web media, disc duplication, UITV-8 programming and more.*

~~A. Digital Media Production Services.~~ The VPC provides a wide range of media development services utilized by faculty and departments across campus. Normal business hours are 8:00am-5:00pm, M-F, closed during lunch hour. IDGs, checks, cash, and Banner journal vouchers are accepted for payments.

~~A-1. Basic Services.~~ Basic services include on-location event and lecture taping, CD and DVD disc creation and duplication, and media conversions/encoding to electronic media file types.

~~A-2. Advanced Services.~~ Advanced production services include digital recording and editing of video and audio, single and multi-camera production in the studio and on-location, live event video production for large screen projection, recording, and distribution on the internet.

~~A-3. Program Development Services.~~ Program development services include scripting, program design, and production of projects for marketing, presentations, recruitment, training, instruction, and documentaries.

~~A-4. UITV-8 Cable TV.~~ The Video Production Center schedules University of Idaho programming on UITV-8, a cable television channel available in Moscow. Through a cooperative operations agreement with KUID-TV/Idaho Public Television, UI programming is scheduled for weekdays between 4 and 10 pm, with the remainder of the schedule determined by KUID-TV/IPTV. UI departments interested in sponsoring programs and/or productions for UITV-8 should contact the VPC Manager for more information. UI programming schedules are posted at the VPC website.

~~A-5. Other Video Services.~~ Coordination of complementary video services is facilitated through collaborative arrangements with University Support Services, University Communications and Marketing, University Outreach and Video Networking Services, KUID-TV, Engineering Video Outreach, CALS Educational Communications, and other university video-capable service units.

~~B. Service Facilities.~~ Primary studio and production facilities are located in the SUB Room 030. The VPC offers video-audio links to the Idaho Commons, the Borah Theatre, SUB Conference rooms, and to KUID-TV for connections to the Kibbie Activity Center.

The VPC control room serves the VPC production studio in the SUB basement and the SUB Ballroom. A VPC video control room in the Kibbie Activity Center serves live events in that facility.

~~C. Contact Information.~~ Any questions regarding UI Video Production Center technologies or capabilities should be addressed to UI Video Production Center, at (208) 885-0569, email videoctr@uidaho.edu, or visit www.its2.uidaho.edu/video.

ONLINE EDUCATION WORKING GROUP



EXECUTIVE SUMMARY

In spring 2020, President Green created a working group to examine how the University of Idaho could move rapidly into the online course and program delivery market. The working group was formed during the late part of spring 2020 and met during the subsequent spring, summer and fall terms. The product of the working group was to examine the opportunities available to the university in online education and to develop a plan to set in motion the development of a robust and stable online education function at the university.

Early in the working group meetings it was determined the online education working group should split into four sub-groups around the following areas: 1) technology and support infrastructure, 2) student support services, 3) marketing & strategic positions, 4) faculty and course development. The sub-groups were needed to allow for a smaller group to fully analyze and report back on the university efforts in their respective areas and create a more efficient structure in developing a comprehensive university-wide report. The report summarizes the recommendations from all four sub-groups and provides a suggested administrative structure. In addition, a short history of online education efforts at the University of Idaho is outlined for the purpose of setting context. The Idaho Governor's Emergency Education Relief (GEER) Funding request and the Idaho Online initiative currently being led by the State Board of Education are also considered given the timing and urgency around both initiatives.

The report includes data around online enrollment potential and estimated resources and investment needed for the University of Idaho to achieve a stronger position in the online space and benefit from a return on the investment over time. It is hoped the report will serve as a road map for University of Idaho's development of an online education effort. The report offers recommendations around unique areas of expertise and opportunity for University of Idaho online curriculum,

requirements for best practices to implement online student support services, technology and infrastructure requirements, marketing and strategic positioning tactics and best practices around faculty support and curriculum development.

The working group is recommending a university-wide approach to online education with a single office under Academic Affairs (provost and executive vice-president) overseeing and coordinating the online efforts and programming. Beyond recommending a single point of responsibility and a single point of leadership for the online efforts, the report supports protecting faculty control of creating content for online courses and course development. The paper recognizes a number of successful online initiatives currently at U of I which could serve as models for future success and recommends a sufficient investment over a period of years which will establish the online unit as well as leverage current successful online programming into additional opportunities and revenue. The paper recommends sufficient resources be made available to the Center for Excellence in Teaching and Learning as a unit which will assist faculty in course development and quality assurance. The report recommends the development of a centralized student services function which will create a seamless student experience and improve the user experience by strengthening our ability to provide support services to our online student population. The working group recommends a robust and well-resourced marketing and communications strategy to create visibility for U of I in the online education marketplace. The marketing should communicate a value proposition which appeals to multiple audiences identified as prospects which the institution could serve.

The report outlines three stages, each dependent upon an initial injection of capital and based upon return on investment projections. Resources are suggested for each stage with the understanding that changes could be required as enrollments grow or if shifts occur in student demographics or populations.

Based on the findings of the working group and the associated sub-groups, an initial investment of \$1,048,809 is required to immediately create the capacity to build up an online unit and begin competing in an already crowded marketplace. In order to build the necessary infrastructure, it is recommended an additional \$666,000 be invested in technological and user experience upgrades across the universities state-wide footprint. Moving forward if the initial investment yields expected results, the return on the investment will surpass the additional cost for growth in human and technological capital. The report extends to a horizon of 2026 and if followed, and student numbers grow as indicated by the data on markets and potential student populations, the university will fully resource the online unit and realize up to \$22M in revenue growth.

In summary, the University of Idaho has only an upside to improving our position in the online space. With some immediate investment, we will see early success by focusing on programs and curriculum that are “ready to launch” and have an identified market potential as well provide the structure which will enable other programs to enter the market quickly and efficiently.

CHARGE FROM PRESIDENT GREEN: ONLINE EDUCATION WORKING GROUP

With the realization that the University of Idaho needed to have a robust and efficient online teaching and learning effort, President Scott Green established an Online Education Working Group during spring term 2020. President Green charged the online education working group to lead a conversation around exploring the steps needed to build a stronger remote learning infrastructure and enhance our online education offerings. The working group was asked to think broadly about what opportunities exist in Idaho and globally, to examine target markets and to find the right fit for Idaho in an already crowded online education space. The working group was encouraged to consider opportunities through our extension offices, dual-credit, support for homeschoolers, and certificate programs which may or may not lead to a degree.

The report provides recommendations focused on areas of strength, areas where we need improvement and information with specifics about investments and resources needed for the institution to improve our online

opportunities and curriculum. The report may, in the future, assist academic and administrative leadership in visioning for the future and serve as a planning document as the institution considers developing an online learning effort.

Background

The history of online education at the University of Idaho (U of I) began along with most other institutions in the early to mid-90's as the internet and personal computers became part of the campus infrastructure and learning management systems (LMS) were being developed. With the integration of computers and learning technologies into the college classroom, faculty were challenged to consider how to use the new technological tools to foster learning at a distance and take their courses/programs to the students who were not able to join the on-campus community of learners. A detailed description of the history and milestones of online education at U of I is provided in Appendix A.

In 2020, new opportunities for U of I to take a lead in online education have emerged. With the COVID-19 pandemic, the university demonstrated it can move to online delivery as an entire inventory of courses and programs were moved online in a matter of weeks. The pandemic has created opportunity for faculty to learn about online education and engage in how to create, deliver, and manage online courses. The previously perceived daunting task of developing an online course or program is now understood as a doable instructional methodology and strategy.

Initial Effort

Prior to the first meeting of the working group, the chairman reviewed survey information from the vice-provost related to student support for online programs, institutional support for online programs, technology support for online programs, and a survey on program, course, and faculty development of online programs. The survey data provided insight into the campus communities views on online efforts and initiatives. The results showed areas where the institution was deficient, developing, accomplished or exemplary. Reviewing the data suggested the working group effort would need to be broken up into multiple areas which would allow smaller groups to deeply, and more efficiently, examine questions surrounding online education and how to move U of I

forward in the online space. The chair determined five groups would be necessary to fully examine the questions posed in the president's charge in the time available. The five areas were:

- Faculty and Course Development
- Infrastructure and Technology
- Marketing and Strategic Positioning
- Student Support Services
- Administrative Structure and Resources and Revenue

Sub-groups would be built around the first four areas with the findings driving the administrative structure, resources and revenue area. A total of four sub-groups were created and a group lead designated. Appendix B provides a list of participants in the working group and the breakdown of the sub-groups. A summary of the working group meetings is provided in Appendix C.

Statewide Efforts

When the working group was first formed, the focus was internal around online education at the University of Idaho. Although that is still the primary focus, the pandemic has made online education a focus of the state of Idaho as well. With this new focus comes a new opportunity for collaboration at the statewide level.

Two new initiatives supporting online education statewide are:

1. Idaho Governor's Emergency Education Relief Fund
2. Idaho Online Initiative

The Governor's Emergency Education Relief (GEER) Fund is a response to the COVID-19 pandemic and provides funds to support technical infrastructure to improve remote instruction across the state of Idaho (Appendix D).

The Idaho Online initiative provides the opportunity to participate and partner in a statewide digital course-sharing campus. Idaho Online will consolidate courses from the eight higher education institutions in the state into a unified online learning initiative. It is likely additional resources will flow to U of I from the initiative and will help enhance our ability to deliver to all corners of the state (Appendix E).

It is unclear at the point of writing this report what impact GEER or the Idaho Online initiative will have on administrative structure, faculty and course development, student support services, marketing and strategic positioning, and technology support and infrastructure of online education at U of I. With the State Board of Education (SBOE) entering into the online discussions, it could be both beneficial with respect to new resources or challenging as U of I may be constrained as to how the university moves forward and reacts to opportunities.

Initial Primary Recommendation – Administrative Structure

Although the sub-groups were focused on the different areas of examination, they all recognized that competing and thriving in the online environment would require a centrally supported effort. To thoroughly understand what has kept U of I from achieving success in the online education arena, the working group participants examined successful online units of other institutions including Colorado State, Oregon State, Washington State, and University of Central Florida. Programs at these universities all have a robust central structure which focuses efforts on the online populations, superior student support and the units that are charged with developing and supporting online education at the institution. A minority of working group members were not supportive of a central administrative structure. Their concerns were primarily around the ability for faculty to be innovative and creative in their courses and the addition of an administrative position and structure.

Many pieces necessary for a robust online education unit already exist at U of I and there are successful online programs serving nearly 900 undergraduate and graduate students. For example, Engineering Outreach is a unit in the College of Engineering with a 45-year track record of providing distance education to a professional engineering audience (Appendix H). Many other programs exist in curricular units such as in the BS in Psychology, the Masters of Engineering program offered through engineering Outreach, the MFA in Theater and the MNR in Natural Resources. These and other programs have developed a strong national and international following. Their success should be examined, and their leaders consulted on the new central unit and on how to leverage the new units efforts for continued success. Current online programs or office identity, content, and culture did not fall under the purview of these recommendations nor their disposition with respect

to the development of a central university structure. However, in examining the overall university online effort it was discovered students currently lack simple, centralized access to necessary information and services about online education. For example, all students need to know how to contact technical support, use BBLearn, register for classes, pay tuition, etc., but the utilities that fulfill these functions are currently distributed across multiple web portals and institutions across the university making navigation unnecessarily complex. The need for centralized access to these services leads to an opportunity to develop an efficient, coherent online effort that provides a consistent user experience and supports existing programs, as well as yet to be developed programs.

The balance of the report will build on the recommendation of a central **online education unit (Online Unit)**. One possible structure of the new Online Unit is outlined and suggested in Appendix K. The new Online Unit would work collaboratively or under our existing Center for Excellence in Teaching and Learning (CETL). The central online unit would coordinate with ITS on technological innovations and concerns. The Online Unit would be responsible for the coordination of online delivery across the institution, support existing programs, and examine the creation of new programs. The online unit would be responsible for insuring course quality and program effectiveness as well as develop appropriate marketing and communication strategies with the Office of University Communications and Marketing. The online unit must partner with existing programs on campus which have a long track record of success and a recognized space in the market and use their institutional visibility to leverage success of the existing programs. The priority and focus of the unit must be on student success. The unit must be able to incentivize faculty and departments to create academic offerings in partnership.

Therefore, the first recommendation from the working group is the development of a unit which reports under the authority of provost and leads U of I's online programming and support structures. The unit must have a leader who is responsible for the unit success and be provided sufficient resources to ensure the following recommendations (if they are accepted as plans) can be supported. It is imperative the leader of the unit be included in decision making circles as the university explores changes to course and program delivery. It will be important to consider the impacts on the tuition structure, web fees, and course fees from the perspectives of transparency of the cost of education

and university funding models. The Online Unit leader will need to be a member of the provost council and be able to closely work with deans and other administrators as some opportunities will impact faculty teaching load discussions, technology contracts, faculty contracts, proctoring and assessment activities, among others. It is recommended that the Online Unit create a sustainable financial model for faculty and program incentives based on a return of revenue from enrollment. It is imperative the Online Unit be part of the discussions in the sustainable financial model working group. Resources should be distributed to academic units for the development of programs and courses.

Benefits of a Centralized Online Education Unit

Many successful online programs report that campus-based students increasingly take advantage of the services and educational opportunities they establish through their online campuses. As such, these investments will enable the online campus to become a part of the scope of every student's experience, whether the student is online or campus-based. Further investment will allow the university to:

- Eliminate redundant services and access points and streamline student services
- Move student support service and technical services delivery into a more continuous (i.e., 24-hour) delivery environment which can serve online students, international students, and non-traditional students who may work during business hours
- Examine and eliminate roadblocks which interfere with students completing degrees when courses necessary exist across colleges and academic units
- Collect standardized data that can be leveraged to better assess and ensure the quality of the student user experience and assist with institutional assessment, accreditation and other reporting requirements
- Provide better means for the evaluation and possible implementation of Artificial Intelligence (AI) and other technical solutions.

The benefits will enhance what is currently in place and extend the services to all units on campus.

An important consideration when discussing possible recommendations is the potential return on investment (ROI). The university is not in a position to direct

resources toward efforts that do not demonstrate a suitable and sustainable return. For this reason, the report will outline a strategy for development of an Online Unit and the specific recommendations will be discussed in the following three stages:

- **Stage 1** – Almost immediately attainable by using existing university structures, functions or assets to build out a stand-alone Online Unit under Academic Affairs
- **Stage 2** – Estimated to be 2024
- **Stage 3** – Estimated to be 2026

Stage 2 and Stage 3 are built out upon the success of Stage 1 and will be driven by enrollment, program growth, and by both new markets and increased market penetration.

A comprehensive set of recommendations will follow and are all based on the primary recommendation that the institution invest and support an online learning office/unit and bring in a leader who can move the office and institution forward. A detailed discussion of the overall return on investment follows the specific recommendations. In the following sections of the report, specific recommendations will be broken out by stages and by sub-group.

Overview of Areas of Examination

The specific areas the working group examined and provided recommendations on include:

1. Faculty and Course Development
2. Student Support Services
3. Marketing and Strategic Positioning
4. Technology Support and Infrastructure

Appendix F provides a detailed list of considerations used as discussion points during the sub-group meetings.

Recommendations related to the development of a single point of contact Online Unit will be demonstrated throughout the sub-group reports. The working group recognized that a significant investment will need to be made in personnel and infrastructure for the university to move forward and be competitive and effective in the online space.

Estimated costs of both human resources and infrastructure resources are part of the recommendations (Appendix G). Costs related to personnel are estimated

and calculated on either the estimated salary at U of I or, if the position does not currently exist at U of I, the salary was based on 85 percent of the Oregon State University salary for a similar position. Oregon State was chosen as a regional peer with a robust online unit similar to our proposed unit (Note: Moscow, Idaho is 14.7 percent lower in living cost than Corvallis, Oregon where Oregon State is located).

Recommendations from the marketing and strategic position sub-group and the technology support and infrastructure sub-group are primarily related to costs incurred with marketing and communication campaigns and infrastructure support. Both marketing and communication and infrastructure require some additional human capital, but those positions are included in the administrative structure, faculty and program development or student support recommendations.

Administrative Structure Overview

As was mentioned at the start of the report, the administrative structure discussions strongly support establishing a centralized Online Unit under Academic Affairs and is our primary recommendation. With that said, it is of interest to note that nationally approximately 50 percent of colleges and universities online learning efforts and administration are housed in Centers for Excellence in Teaching and Learning (CETL). The University of Idaho has a robust CETL with an established and successful record of working with faculty in improving teaching and learning across all dimensions and methodologies of delivery. Among institutions that have separate and distinct centers dedicated to the online effort, they all have harmonious, collaborative, and supportive partnerships with their equivalent to CETL to ensure high quality in the delivery of online learning experiences. Through CETL, U of I has nationally recognized expertise in designing, developing, and leading teaching and learning and support initiatives that include promoting and supporting online learning. CETL is engaged in national and international conversations surrounding online teaching and learning practices and should be used to help envision and design the institutional online unit. The relationship with the National Center for the Integration of Research, Teaching and Learning (CIRTL) Network is additional endorsement around our reputation of excellent support for faculty in blending teaching, learning and research. U of I's membership was secured because of our strong CETL programming across our campuses and particularly through the graduate college.

The value of a centralized unit may be questioned because it removes curricular control by faculty. The concern can be addressed by clarifying the concept and noting that centralization does not equate to control. Nor should it. The general concurrence is that centralization **of support** for quality online classes and well-prepared faculty is positive. Faculty are the creative forces behind their classes, in control of their content and the means of accomplishing core learning goals and outcomes. The central administrative structure should support faculty and inspire creativity, rigor, and excellence in the design and delivery of course.

A centralized administrative unit should identify and secure markets of students, provide a portal to classes, and provide exemplary student support, but otherwise trust faculty to develop and deliver the courses with the support of instructional design staff. The central administrative unit should be sufficiently staffed as to be a stand-alone unit with strong connections to other assets/units on campus that can support the efforts of the office where duplication of effort is not warranted. The leader of the central Online Unit must work collaboratively with academic programs and colleges as well as with existing student support and services offices. Data presented in this report suggests continued growth in online students as well as continued growth in existing programs. The growth can be exponentially higher with a dedicated unit focused on the online offerings and experiences for students. The Central unit should lead the university discussion as the university explores changes to course and program delivery. It will be important to consider the impacts on the tuition structure, web fees, and course fees from the perspectives of transparency of the cost of education and university funding models.

Faculty and Course Development Overview

Outside of individual units such as Engineering Outreach, the Masters of Engineering program offered through Engineering Outreach, and Independent Study in Idaho, U of I has not been successful in developing a dedicated distance and online learning presence for students and programs with a clear and comprehensive institutional brand. The working group recognized there is a unique opportunity to change course, institutionally. U of I has the resources for supporting faculty and course development committed and in-place, but it does not have an institutional “brand” or unit that coordinates the development and advertisement of an online identity. We do not have a “one-stop shop” for students to learn about

high quality online programs and to oversee all aspects of the student experience.

U of I can easily support the development of superior online classes and learning experiences, but to succeed the university must commit to the following key steps:

- Invest substantively in a culture of teaching and learning excellence, regardless of instructional modality and support a commitment to online quality at the institutional level
- Recognize that faculty are the creative force behind their course and should be incentivized to create dynamic, active, and efficient courses.
- Provide significant financial incentives directly to faculty and academic units to encourage development of high-quality online course and program offerings.
- Consider how to develop and market its brand and provide an interface that invites students into a user-friendly environment that points them in the direction of all of the support networks designed to recruit, retain, and support them as U of I students.

Related to this is responsibility for maintaining an accurate index of all online learning experiences from certificates to degrees in a central and accessible location. CETL has the expertise and, like most universities, has designed and uses Quality Matters-inspired/improved upon standards, but there has never been an expectation of online faculty and course quality. There has never been an expectation that new online faculty should participate in specialized training and have a dedicated instructional designer there to help launch their classes. Further, as all academic programs must have approved curriculum maps, a near-horizon goal is to identify, prioritize, and support strong online programs and require first-time courses and faculty to prepare for a successful launch with the support of existing expertise.

As expressed in the previous section, strong opinions exist around quality assurance, fearing it will diminish faculty creativity, authority, and expertise. This raises the question about how standards for teaching and learning generally, and online specifically, will be used to create high quality courses and curriculum. We recognize the course content resides with the faculty.

Where centralization is clearly required is in the realm of establishing, maintaining, growing, and marketing an accurate index of programs and classes. It is recommended that U of I align course development and faculty development with the existing programming in CETL. CETL has the background and experience in

creating dynamic and pedagogically sound practices within our faculty which can then translate to online courses and the ability to apply measures of quality assurance necessary to differentiate U of I courses. It is recommended that the university reconceptualize the offering structure of the online courses/programs to be offered. The working group suggests significant faculty and department incentives which would ensure the development and sustainability of online courses and programs.

The working group would support consideration of moving away from the three-credit norm for classes and explore shorter term or alternative terms to meet the needs of the everchanging markets for quality educational programs and fit the changing needs of our potential students. The working group sees great value in the discussions on changing the semester-based paradigm for some markets and programs. Ideas for additional exploration include:

- Shorter course timeframes – 2 to 4 weeks or one-course a month model– to support outside partners like INL as well as returning learners
- 1 credit versus 3 credit courses – split existing courses for more options
- Certificates, badging, and microlearning/micro-credentialing
- Building block programs for “build-your-own” degrees
- Ability to easily and quickly take one course at a time
- Online programs and matching on-premise courses do not have to have the same timeframes

The working group feels that faculty development and assistance activities provided by CETL require more funding for expanded staffing and tools – possibly beyond what is recommended in this report.

Student Support Services Overview

Those establishing the online effort will need to identify the key aspects of the online experience appropriate for standardization and centralization and then establish the program in such a way that each student, regardless of program, can be assured effective and efficient means for accessing and discovering class content, support services and means for communicating with individual program faculty, leadership, and support staff. The student support service sub-group recommends that the U of I prioritize initial investments towards the

development of an online website that uses existing technical infrastructure and personnel to facilitate access, discovery and communication for online students and the staff/faculty that support them.

Under a centralized structure and office, the online unit will consolidate and redesign existing online program information and resources to promote clarity and a consistent Vandal student experience. The working group suggests the leaders of the many successful online programs currently at U of I be called upon to help guide the student support programming. The uniqueness in each curriculum and a one-size fits all approach is not likely to be effective across and between programs and levels. The online unit will enable a **new** online community to be built that consists of prospective, current, and graduated students. Student support begins at the initial point of inquiry from a prospective student. An effective online resource will demonstrate excellence in programming and delivery from the onset of a program to its completion, enticing prospective students, maintaining their engagement while enrolled, and enabling continued investment from online Vandal alumni after completion. Overall there are four recommendations: create a user experience sub-unit; create a student’s success coaching program; develop a Vandal community building program; and finally create a body of faculty and staff from each unit which will provide the guidance on curriculum, scholarships, and financial aid.

Marketing and Strategic Positioning Overview

Recommendations from the marketing and strategic positioning sub-group identify and analyze various potential target audiences for online education and reviews in-state, regional, and some national competition.

When meeting with the broader working group, President Green suggested that U of I provide offerings that meet the needs of “Any Student, Anywhere.” With this consideration, programs offered by the university need to be accessible and the ones students seek. The offerings could include professional development, continuing education, certifications, undergraduate, and graduate with the specific programs to be determined. Some programs are currently offered at the university, but in order for it to be successful in a broader set of programmatic offerings, it must consider its competitive advantages to build a defensible position in the marketplace. In order to ramp up the online offerings to match the expected stage one outcomes incentives need to be established to motivate faculty and departments

to create innovative and dynamic online offerings for the university. Initial incentive costs are included in the projected cost per program. Further incentives should be based on a sustainable financial model and reward enrollment and course/program completion.

The marketplace is already crowded with existing offerings. Strong national competition already exists (ASU, Penn State, Purdue, etc.) as well as regional competition (WSU, OSU, BSU, LCSC, etc.); thus, in order for U of I to be successful it may need to leverage its strong research position (offering world class and cutting edge knowledge to students), exemplary faculty and staff, existing brand prestige, and recent recognition as the Best Value University in the West. Accordingly, research needs to determine the appropriate positioning the U of I must present to the marketplace in light of existing competition in many markets and lack of competition in other markets.

The sub-group identified four potential target audiences that should be a first priority for expansion of U of I online education offerings:

- Four-year undergraduate students
- Community college transfer students
- Some college, no degree students
- Dual credit students

In addition to individually demonstrating strategic potential, the sub-group believes that these four priorities interrelate, resulting in potential synergies.

Additionally, the sub-group sees great value in the discussions on changing the semester-based paradigm for some markets and programs and think differently as to how to create opportunities which would meet the market and students needs. Ideas for additional exploration include:

- Shorter course timeframes – 6 or 8 weeks or one-course a month– to support outside partners like INL as well as returning learners
- 1 credit versus 3 credit courses – split existing courses for more options
- Certificates, badging, and microlearning
- Building block programs for “build-your-own” degrees
- Ability to easily and quickly take one course at a time
- Online programs and matching on-premise courses do not have to have the same timeframes

Four-year Undergraduate Students

Immediately After High School. In 2018, only 48 percent of Idaho high school students enrolled in college upon graduation. Of the 2016 graduates, only 63 percent had enrolled in college within three years of high school completion. In Idaho, there is a statistically significant difference between enrollment rates for rural versus city, suburb and, town students. Rural students have only a 44 percent college enrollment rate, while city, suburban, town students have a 50 percent college enrollment rate. This suggests that being place-bound, without access to an institution of higher education, affects go-on rates. Online 4-year degrees could serve this need.

After Military Service or Gap Year. In 2018, fewer than 2,000 Idahoans enlisted in the armed services. In April 2020, it was projected that 40,000 high school students nationwide would take a “gap year” for the 2020-21 school year prior to starting higher education.

These students’ post-high school experiences may contribute to their being place-bound. It may be possible to create some sort of practicum-based program that provides academic credit to individuals for aspects of their military service. In addition, programs could develop synergies with gap year programs.

Community College Transfer Students

Community college students are more likely to be place-bound than traditional students and represent a group of students who could greatly benefit from online offers at U of I. Specifically, U of I should establish and/or expand articulated online 2+2 programs with CWI, CSI, CEI, and NIC, which would allow students to start the first of their programs (first two years) in-person at a community college and then complete the second half (third and fourth years) online with U of I to finish their 4-year degree program. Idaho’s community colleges serve a large number of students across the entire state. A breakdown of the Idaho community colleges total population, degrees awarded and graduation rate for 2019 is provided in Appendix J.

The establishment and/or expansion of online 2+2 programs would encourage those students earning degrees to continue their education at U of I. In addition, the availability of these more marketable 4-year degrees may incentivize more students to earn 2-year degrees. Finally, by offering community college transfer students the opportunity to complete their degrees online, U of I could expand the number of students transferring from out-of-state community colleges.

Some College, No Degree Students, Stackable Credentials

In Idaho, a total of 164,692 residents and 20 percent of individuals aged 25 to 34 have some college education, yet they did not obtain a certification or a degree. Adult learners are eligible for the Idaho Opportunity Scholarship (beginning FY19, other criteria apply); but, in 2018, only 146 of 2,504 students who received Idaho Opportunity Scholarships were adult learners.

Nationally, the 60 percent six-year graduation rate suggests that the pool of some college, no degree students is also large outside of Idaho. Yet many of these some college, no degree students are place-bound, with jobs and families. Thus, there is an opportunity to serve these students by offering them a pathway to a degree via online offerings.

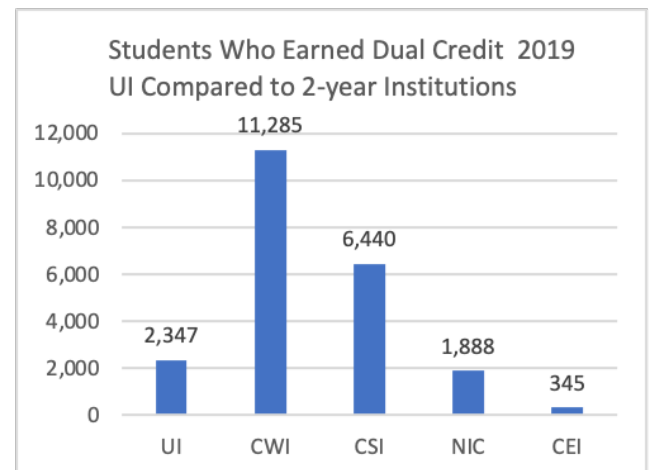
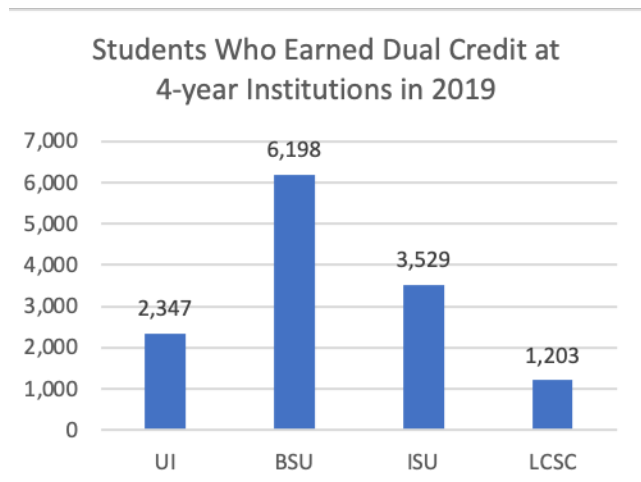
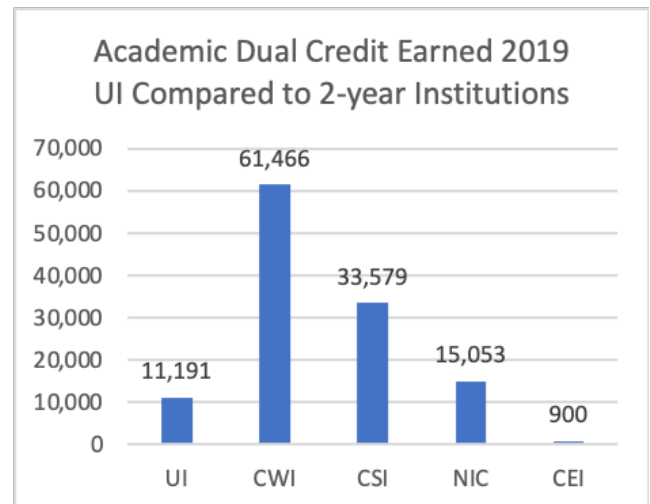
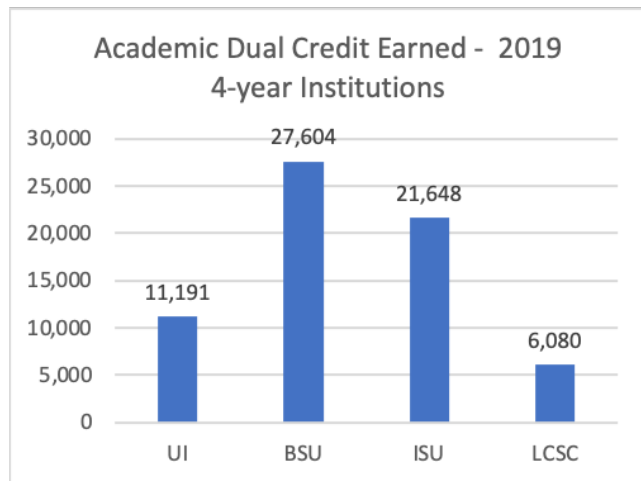
Dual Credit Students

Dual credit not only provides an opportunity for credit hour generation but can also serve as a gateway to the U of I. In 2019, there were 13,277 students who enrolled

in dual credit courses and earned 65,523 credits. U of I was third among other in-state four-year institutions in the market, with respect both to the amount of dual credit earned and to the number of students who pursued dual credit.

Similarly, when compared with in-state two-year institutions, U of I was fourth with respect to dual credit earned and third with respect to the number of students earning dual credit.

By offering online dual credit courses to high school students throughout the state, U of I could expand both the size of this market and its position therein. The legislature has allocated \$4,125 to every Idaho student (while in 7th through 12th grade) to be used for educational opportunities, yet much of this funding is unused. These dual credit programs would serve as a pipeline to further U of I offerings (either in-person or online). Using an online format, dual credit courses could be offered statewide, serving rural and/or disadvantaged high schools that don't currently have in-house dual credit opportunities.



The sub-group analyzed additional potential target audiences, which are worthy of further study, but the sub-group does not believe they should be the first priority for U of I's expansion of online education offerings. The additional potential target audiences include:

- Graduate Programs
- Micro-Credentialing Programs
- Virtual High Schools

Graduate Programs

In the state of Idaho for FY 2019, there were 1,782 master's degrees, 52 certificates above master's, and 373 doctoral degrees awarded. Of these numbers, the University of Idaho awarded 490 master's degrees (27.5% of total), 22 certificates above master's (42.3% of total), and 161 doctoral degrees (43.1%). Idaho has many successful online graduate programs currently and they should serve as models for other programs moving forward.

Micro-Credentialing Programs

Nationally, in 2016, 66 percent of 16- to 65-year-old individuals had some certification or licensing when they had a graduate or bachelor's degree, as compared to 23 percent for some college no degree group. This suggests that micro-credentials, including certificates and licensing, may be relevant to current graduates. These micro-credentialing programs may be especially helpful if developed to be "stackable," such that they can be combined to earn a terminal degree.

Virtual Schools (High School Level)

Per Idaho SBOE, high school students enrolled in virtual programs (high school level) have a 32% (n=140) immediate go-on rate, which increases to 48% (n=209) within three years of high school completion. While the size of these segments may appear small, there is an opportunity to build programs for in-state and out-of-state virtual students. One key advantage is that they have already done some virtual education and due to the COVID-19 pandemic online (virtual) learning will have been experienced by all high school students in the state.

Ongoing - Competitive Analysis

A preliminary competitive analysis is provided as part of the sub-group work which included information about in-state, out-of-state, and national competition in the marketplace. Some key takeaways are:

- A detailed SWOT (Strengths, Weaknesses, Opportunities, Threats) analysis needs to be

performed to see where U of I currently resides in relation to the competition.

- We suggest that the pricing model for online education be reconsidered. Traditional U of I pricing models will not work well for online education pricing due to the high level of competitiveness in many domain areas. A detailed analysis needs to be performed for price sensitivity for:
 - » Undergraduate offerings
 - » Community college transfers
 - » Professional development
 - » Graduate education
 - » Short-course type of micro-certifications
- With a number of competitors already participating in the marketplace, it is imperative that an appropriate value proposition be presented to potential students in these diverse target markets.
- Marketing and communication will need to be significantly supported since many of the competitors are entrenched in markets with significant levels of support.

Technology Support and Infrastructure

The desired outcomes of the university's online education plan should drive technology support and infrastructure decisions. Because the university has a solid network infrastructure, a functioning LMS, many cloud-based tools already in use and both tapped and untapped skills in our faculty and staff, the development of online programs can and should continue while the university defines and executes an overall online education plan.

Technology support and infrastructure is a critical component of the development of a robust online program.

While the development of the online unit continues, the following influences and goals must be kept in mind to help ensure the university's success in online education:

- We must adapt to the post-COVID future and combine traditional and online education to stand out from the crowd and to deliver what our students need now and in the future.
- We can and should continue to influence and play our part in improving the broadband infrastructure across the state.
- Recent SBOE announcements on Idaho Online and the possible move to a statewide learning

management system needs additional discussion before significant investments are made at the university level.

- More comprehensive faculty input into both technology and support needs are required but we can start with the knowledge of university experts and the needs already identified.
- Technology options and support must be better integrated to provide a positive user experience for both students and faculty and must be available statewide and globally.
- Faculty should be encouraged to innovate and provided tools that are flexible, agile and scalable to support and highlight innovation.
- Technology for use by faculty in the development and delivery of online education must be consistently evaluated and properly funded.

The technology support and infrastructure sub-group recommends the following initial investments of time and money as part of the overall plan:

- Adopt the Canvas Learning Management System (LMS) which will be supported initially by the SBOE and develop training and transition plans from the BbLearn platform.
- Expand U of I participation in the SBOE Idaho Online initiative.
- Review of aspirational institutions and survey of U of I faculty needs in technology and tools followed by the development of detailed recommendations and an implementation plan.
- Development and implementation of a thorough technology integration and user experience plan.
- Funding of technology included in the Idaho GEER grant proposal and finalization of other projects already underway.
- Development of sustainable, updatable and robust information resources on technology planning and coordination ensure faculty and units have appropriate resources for online education development and delivery.

STAGE 1 - SPECIFIC RECOMMENDATIONS

Stage 1 reflects recommendations that are almost immediately attainable by using existing university structures, functions or assets to build out a stand-alone Online Unit, with an initial investment in human resources and technological capital.

Administrative Structure Recommendations

As soon as possible in fall 2020 launch search for a director (title should be academic) who will oversee the Online Unit and coordinate with college deans and departments on program design, development, and delivery. The director would coordinate with Information Technology Services (ITS), University Communications and Marketing, Strategic Enrollment Management (SEM), CETL, and ancillary and student support units on campus on the delivery of a constellation of courses and programs fully supported by the institution.

1. Hire an individual who will liaise with and coordinate the U of I contribution to the statewide Idaho Online initiative and the statewide SBOE “on-ramp”.
2. Hire administrative support for the newly created Online Unit.

Faculty and Course Development Recommendations

- Invest in an instructional design effort aligned with CETL and online learning specialists who can assist with the university effort to design, develop, and deliver superior courses and programs across instructional modalities. It is important to recognize that changes toward online delivery will impact faculty teaching load discussions with unit leadership, technology contracts, faculty contracts, proctoring and assessment among others. The responsibility for course content lies with the faculty.
- Hire an instructional designer and digital learning specialist who can help faculty build high quality courses – provide necessary financial resources to build quality course/programs.
- Provide additional personnel as support for the LMS (Canvas) administrator in CETL
- Hire a senior digital learning specialist who will be central in exploring new technologies and learning environments. Initially this hire will oversee and maintain the technologically enhanced learning spaces and digital media production.
- Build an incentive structure for faculty to create courses and programs.

Student Support Services Recommendations

- Under the director of student support services establish a “user experience” unit and student success coaching program. The user experience unit will coordinate with ITS and CETL to ensure the usability of the U of I platform is effective, easy to use, visible, and meets accessibility standards. The coaching program would provide experts who would be able to anticipate students’ questions and concerns and create a transformational relationship rather than a transactional exchange. Additionally, the coaches would create a strong rapport with students to improve retention and course/program success at all academic levels.
- Hire a director of student support services to ensure the online students’ unique needs are being met with a simple and clear interface and a robust support presence is maintained.
- Hire a user experience director who will integrate with ITS and CETL on the functionality and usability of the online platforms.
- Hire and support a student success coach who can follow students through the process of being a successful student. The coach would lead a group of students who would be embedded into the programs to “coach” and support students moving through the courses/programs.

MARKETING RECOMMENDATIONS

Four-year Undergraduate Students

- Identify programs that are already delivered online, and evaluate resource needs to determine the return on investment (ROI) for providing necessary support or growth.
- Evaluate current on-campus offerings to seek out those that are ripe for introduction to the online space.
- Analyze the competitive environment to discover what new and even niche offerings could be presented to the marketplace.
- Perform a thorough competitive analysis regionally and nationally to evaluate opportunities. There may be a need to hire an external agency to perform a detailed competitive analysis.
- Offer a competitive startup grant to get new and exciting programs put forward:

- » An evaluation committee could be formed with experts who understand undergraduate program viability and online delivery.
- » All programs do not necessarily have the same startup costs; thus, a bounded range of support could be offered

Community College Transfer Students

- Continue to strengthen ties with regional partners and put in significant efforts to recruit students from not only Idaho but also nearby states. Recruiting efforts could be enhanced by the use of full-time recruiters whose sole responsibility is to recruit from in-state and out-of-state regional community colleges.
- There are current ties to CEI such that students can co-enroll with U of I, we recommend that this be expanded to include CWI, CSI, and NIC and focus on distance delivery.
- Establish and/or expand articulated online 2+2 programs with CWI, CSI, CEI, and NIC.
- Expand marketing efforts and student counseling at CWI, CSI, CEI, and NIC.
- Expand marketing efforts at out-of-state community colleges, beginning with those from which students already transfer and we have transfer agreements.
- Consider additional programs needed for students coming from community colleges.

Some College, No Degree Students, Stackable Credentials

- Tailor programs for these individuals, focusing on degrees that may build on existing work experience (perhaps by offering some credit for real-world experience).
- Create support systems to ease the re-entry into higher education. We recommend a series of courses be developed along the theme of being a successful online learner.
- Develop professional and practical programs (non-degree) for those who just want to achieve a skillset.
- Revisit the role of “stackables,” and develop opportunities which enable students to work on modules of courses that serve as building blocks to professional development, certificates, and/or degrees.

- Marketing efforts which partner with employers who employ potential students.
- Encourage a “test drive” strategy for students who are not sure they are ready for college completion.

Dual Credit

- Invest in U of I’s Dual Credit Program, <https://dualcredit.uidaho.edu/>.
- Set a goal for the number of new dual-credit courses to be offered by each undergraduate unit.
- Provide funding to hire and train affiliate faculty to create online dual-credit courses.
- Coordinate statewide with high schools to promote online / dual credit courses.
- Streamline the process for obtaining U of I curricular approval of dual-credit courses.
- Offer a competitive startup grant to help increase the number of dual credit courses offered.

Technology Support and Infrastructure Recommendations

- Migrate to the SBOE supported Learning Management System (LMS).
 - a. Accept the offer from the Idaho State Board of Education for three years of funding for the new LMS.
- Expand participation in the SBOE Idaho Online initiative.
- Review of aspirational institutions and survey of U of I faculty needs in technology and tools followed by the development of detailed recommendations and an implementation plan.
 - a. Tackle the questions of:
 - i. What technology is in use now?
 - ii. What are you unable to do in an online setting that you can do in person (and vice versa)
 - iii. What is working and not working at other places?
 - iv. What is needed now for success, what will be needed in the future and what would be classified as desires rather than needs.
 - b. Develop mechanisms to incent innovation cycles.
- Development and implementation of a thorough technology integration and user experience plan
 - a. Different access and use requirements by constituency (faculty, students, etc.)
 - b. Key considerations include:
 - i. Global approach
 - ii. Accessibility as a core design element
 - iii. Security/identity management
 - iv. Student technology support
 - v. Faculty technology support
 - vi. Faculty instructional design support
 - vii. Support for innovation
- Funding of technology included in the Idaho GEER grant proposal and finalization of other projects already underway.
 - a. The university received \$993,000 of the requested \$1.6 M in GEER funding that **must be spent by December 2020** (see Appendix G for more details)
 - b. Investments in novel and new technology will greatly aid the delivery of quality online courses and improve time to market.
 - c. Investments should be prioritized for largest immediate impact.
- Development of sustainable, updatable and robust information resources on technology planning and coordination to ensure faculty and units have appropriate resources for online education development and delivery.
 - a. Work on an update to the existing classroom inventory is nearly complete and will be augmented with additional rooms currently in the process of being upgraded.
 - b. Complete development of user computer replacement cycle.
 - c. Replacement cycles should be included in the ITS Technology Forecast, a financial planning document managed by ITS.
 - d. Current inventories can be augmented with information from surveys done in other online working group recommendations.

STAGE 2 – SPECIFIC RECOMMENDATIONS

Stage 2 reflects recommendations that are achievable by 2024 if not sooner. Stage 2 includes additional human resources and other costs associated with projected growth. Total amount will be based on the successes of Stage 1 recommendations and if the additional positions/resources are warranted.

Administrative Structure Recommendations

- Hire an assistant director to support the U of I online.

Faculty and Course Development Recommendations

- Hire an LMS administrator who is solely aligned with the statewide Idaho Online initiative efforts and developing markets outside of campus.
- Potentially hire two additional instructional designers if warranted.
- Hire a digital media laboratory consultant.
- Hire two graduate assistants to engage in research and development of online education strategies and provide a foundation for the integration of graduate education into the unit.
- Hire online digital library support librarian (in concert with the library) to provide reference and research support to online students and to embed library resources into online courses.
- Consider the development of an online degree program preparing graduate students in digital delivery and digital instructional design. The degree program could support our instructional design efforts with internship and practicum opportunities.

Student Support Services Recommendations

- Hire a student support assistant to support the director of student support services.
- Hire a student/community program manager who would be responsible for the support and growth of online community and manage the embedded students, graduate students, and student success coaches.

- Hire an additional three student success coaches.
- Hire an additional two embedded students.
- Hire a disability services coordinator for online students
- Hire a user experience/web developer who will keep the content and design fresh and contemporary updates to the audiences served.

Marketing Recommendations

Graduate Programs

- Identify niche programs where the population in the state and region are underserved.
- Assess the viability of additional professional programs which can be deployed on a part-time basis and meet an industry need, (PSM, MBA, etc.)
- U of I has strong expertise in many existing domains. Use this expertise to present programs in areas of expertise at the master's and doctoral level.
- Complete a study on which graduate programs develop. A detailed analysis for ROI will need to be performed to assess which programs to bring forward first.
- We recommend offering a startup stipend to help incentivize programs and increase the number of programs offered.

Micro-Credentialing Programs

- Small credentials have considerable potential, in particular when combined with the concept of “stackables.”
- Convene faculty to determine and identify the appropriate “bite-size” pieces that target markets would be interested in pursuing.

Virtual High Schools

Virtual high schools have grown, and this group could be an underserved audience particularly due to the COVID-19 pandemic. It may be possible to direct students to proposed four-year undergraduate online offerings or engage students in dual-credit opportunities.

Technology Support and Infrastructure Recommendations

Future Development of Technology

The recommendations shown here are the beginning of the effort to take U of I's online education to the next level. Additional investment decisions will come as a result of the university's overall online education plan, but some future considerations include:

- Expanded training for faculty in concert with efforts recommended in the faculty development section in Canvas migration and new technologies.
- Program and discipline-specific investments in technology to support online pedagogy.
- Conversion of courses to a new Canvas platform.
- Continued leadership in the development of rural broadband access across the state.
- Investments in innovation technologies – VR headsets, mixed realities, artificial intelligence, etc.
- Services to provide, repair and maintain student technology for those unable to afford the technology required for success in online education.

STAGE 3 - SPECIFIC RECOMMENDATIONS

Administrative Structure Recommendations

Currently, there are no Stage 3 recommendations for administrative structure. However, based on the successes of Stage 2 additional support could be warranted.

Faculty and Course Development Recommendations

Hire three additional instructional designers in CETL, as needed and warranted.

Student Support Services Recommendations

- Hire a student success involvement coordinator to develop deeper and structured involvement programs for the online populations.
- Hire additional embedded students to support online students.

OVERALL RETURN ON INVESTMENT

Projected enrollment numbers based on data from U of I and national reports suggest the market is there for online educational offerings. Even if U of I does not add any additional online degree programs, and if the 3-year rate of growth of exclusively online students currently at U of I continues, we estimate our program will be serving over 4,000 students by 2026. With a centralized and focused online effort, the growth could well exceed the predictions. Figure 1 in Appendix J shows the last three years of U of I exclusively online program enrollment under major degree categories showing nearly all programs increasing enrollment from year to year. Growth is projected to increase at an increasing rate due to the current environment and the development of online programming at all institutions of higher education.

Currently, tuition income to the U of I from exclusively online programs is estimated at over \$4M, increasing from less than \$1M as recently as fall 2017 (Appendix J, Figure 3). This rate of increase and growth has been the result of marketing and recruitment efforts largely attributable to the departmental level. With a university-wide approach, the development of new programs and offerings it is likely programs would grow quickly. If existing online programs continue the growth which has been consistent since spring 2018, we expect U of I online students to number upwards of 4,300 by Stage 2. The fully integrated model costs associated with U of I's online program are shown in Appendix J, Figure 4.

Comparing estimated tuition income, current online student growth rates, and costs of the overall U of I online campus program, the ROI is expected to exceed 200% return by 2024 and over 450% by 2026 (Appendix J, Figure 5). This is assuming no change in growth rates, although it is expected that as more programs go online and marketing and recruitment efforts are engaged through the online campus platform and networks, student enrollment growth rates will increase significantly.

These projections include **new students only** and not current students in order to demonstrate the transition to positive returns directly associated with increased investment in online programs. In other words, if growth is simply maintained due to the development of the online campus, returns would be positive before 2022. Overall income is projected to exceed \$22M by 2026 if growth rates remain constant and tuition increases 5% per year. With increased enrollment the gains will be significant (Appendix J, Figure 6). It is important to note that

reduced tuition through discounts or a reduced pricing structure would impact the return on the investment and would lead to a reduced return. Associated costs shared among online campus and other divisions are not shown. Additional income from on-campus students taking online classes is not included. Again, the projections do not include other factors which could impact return, such as state holdbacks, SBOE requirements, internal budget reductions, or shifts in student demographics.

It will be critical to develop a sustainable financial model which will support and promote the online efforts and unit. We recommend the online unit leadership be included in conversations surrounding the universities sustainable financial model. We recommend the online unit be resourced as to be able to sufficiently support

growth, return substantial resources as incentives to faculty and departments, and support ancillary units which are part of the institutions online structure. Additionally, it will be necessary to fully support Stage 1 of the online campus proposal as it will be impossible to move forward without a significant foundation of funding. Entering an existing market will require a substantial commitment and investment. As U of I has done in the past, a lack of initial resources or sharing of responsibilities only inhibits the growth and limits opportunity. With an initial full investment, it is highly likely the unit will not only function as planned but provide the revenue base for future expansion. If online revenues meet the estimated projections in Stages 2 and 3, the model will be fully resourced.

APPENDIX A

History and Milestones of Online Education at the University of Idaho

The history of online education at the University of Idaho (U of I) began along with most other institutions in the early to mid-90's as the internet and personal computers became part of the campus infrastructure and learning management systems (LMS) were being developed. With the integration of computers and learning technologies into the college classroom faculty were challenged to consider how to use the new technological tools to foster learning at a distance and take their courses/programs to the students who were not able to join the on-campus community of learners.

At the University of Idaho, the first established effort at an institutional online program was in 1997 with the creation of the Center for Teaching Innovation (CTI). CTI was created through a grant from the Idaho State Board of Education with the purpose to assist faculty in developing courses to be delivered online. CTI was housed in Information Technology Services and staffed by instructional designers and technology support personnel who supported faculty who wished to try online course delivery. CTI housed the university LMS and provided training for faculty in accessing and using the LMS system, which changed with the rapidly developing technologies available. Between 2001 and 2004, twenty-two online courses were developed through CTI. Additionally, the successful Engineering Outreach program, which has been in existence since 1975 delivering video courses, was transitioning to DVD from VHS and starting to move to fully online delivery.

In 2004, interim President Gary Michel convened an Outreach Task Force and charged the group with determining the definition of online learning, defining an online education strategy and examining how online learning fits into the institutional outreach mission. The 2004 effort began the discussion of centralized vs. decentralized efforts and which would be the better model for U of I. The Outreach Task Force focused on the mission of the land-grant institution and considered distance learning as part of the extension and outreach function of the university. The task force discussed what online learning should look like at an institutional, program, and instructional level, but no formal model was adopted or put into place.

Pockets of online course/program development started emerging across campus, which were not guided by a central model or plan. CTI continued to provide support

for faculty who were working to develop online courses or learning new technologies for course development, but the efforts were not programmatically focused or institutionally driven. From 2004 to 2007, the focus for online education remained on outreach and extension.

In late 2006, President Tim White convened another distance education task force with the charge to make recommendations to help the university meet the goals of the newly developed strategic plan, which included a focus on distance/online education. The task force discovered that across the university various distance education efforts had grown into silos. The distance education efforts were not coordinated and lacked any institutional quality measures or metrics. Some of the siloed efforts were quite robust and high quality, and some were not. CTI continued to train faculty and support the central LMS, but had no role in providing university level leadership of the distance education effort. A report from the task force was developed and presented to university leadership with recommendations. The report clearly noted the lack of significant movement forward as the group looked back over previous efforts and working groups who had put forward recommendations. The report recognized that the university's distance education effort was "distressingly uncoordinated" and recommended a centralized structure to provide oversight and a strategy for moving into the online space. However, online programs continued to exist in silos with little institutional leadership and oversight.

In 2010, CTI was recast as Distance and Extended Education (DEE) and a director was hired to transform and lead the institutions distance education efforts. DEE was relocated from Information Technology Services to Academic Affairs recognizing the need to align distance education efforts with the academic programs and faculty. During this time additional online courses were added, but no central support or strategy aimed at developing an online infrastructure for online delivery was provided.

In 2014, President Staben hosted a leadership retreat focused exclusively on distance education at the University of Idaho. The retreat solicited proposals for online programs from each college. As a result of the presidential level support and clearly articulated need for a central organized structure a director was hired to lead the DEE unit and distance education efforts. The newly hired director was on a two-year term contract and in 2015 a report was submitted to university leadership outlining an online course delivery plan that included programmatic, financial, and policy recommendations.

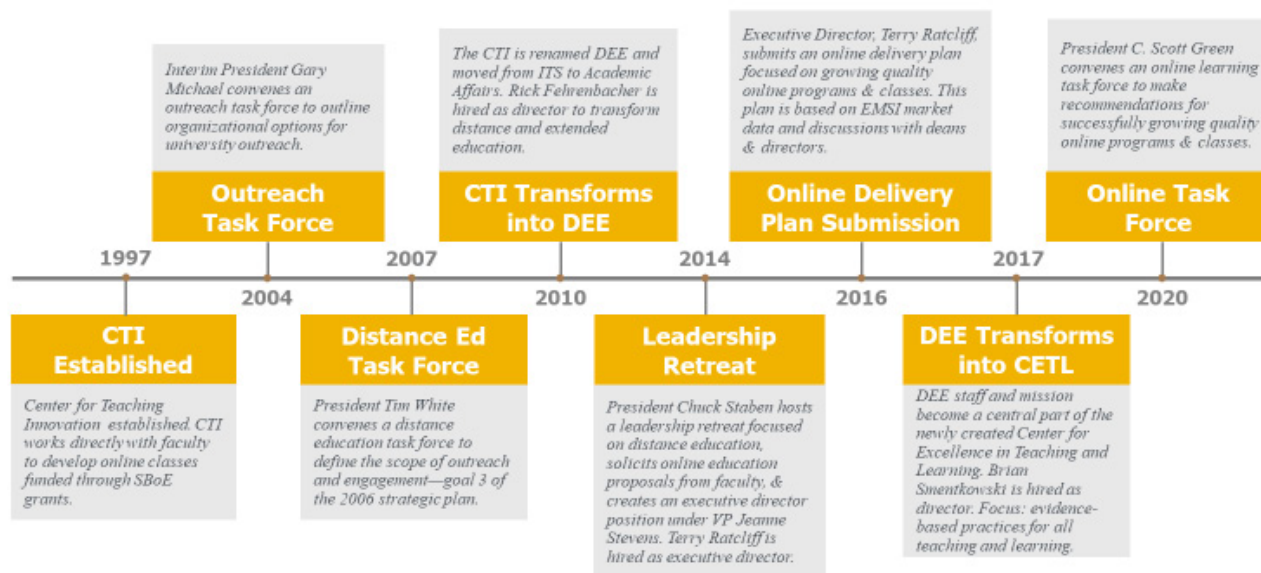
The report outlined specific strategies and milestones in the recommendations including implementation of course/program quality assurance measures and attention to accreditation standards. No further administrative action was taken.

In 2017 under the direction of the Vice-Provost for Academic Initiatives, DEE was folded into, and became a cornerstone of, the newly created Center for Excellence in Teaching and Learning (CETL). A founding director was hired with expertise and experience in leading teaching and learning excellence initiatives across all instructional modalities.

As of spring 2020, CETL consists of instructional designers, faculty and academic developers, and LMS (BbLearn) support staff. CETL sponsors numerous online teaching, learning, and course development institutes; builds BbLearn course shells for all courses; and provides 1:1, group, departmental, college-wide, and university-wide support for all instruction and course development, including online. CETL's work is evidence-based and research-based. It has the training, experience, and materials to foster and support online course quality, but not the authority to require training, development, or course reviews. Currently, faculty participate in faculty development services of their own free will and volition or with the advice or direction of a department head or dean.

Online Learning at UI

History and Milestones



APPENDIX B

Online Education Working Group Participants

ONLINE EDUCATION WORKING GROUP		
Name	Title	Represents
Jerry McMurtry, - Chair	Dean	Graduate College
Chandra Zenner Ford	Executive Sponsor, President's Office	President's Office
TECHNOLOGY AND SUPPORT INFRASTRUCTURE SUB-GROUP		
LEAD - Dan Ewart	VP, Information Technology	ITS
John Anderson	Virtual Tech & Design	CAA
Lee Ostrom	AVP, Center Executive Director	UI, Idaho Falls
Nick Weber	Cyber Security Expert, Triple Double Security	Alumni & Friends
Tonia Dousay	Faculty, Curriculum and Instruction	COEHHS
STUDENT SUPPORT SERVICES SUB-GROUP		
LEAD - Devin Becker	Head of Data & Digital Services, Libraries	Libraries
LEAD - Leda Kobziar	Faculty, Natural Resources	CNR
Dean Kahler	Vice Provost, SEM	SEM
Amanda Moore-Kriwox	Acad Coord., Twin Falls/CALS Dist Ed Comm	CALS
Whitney Schroeder	Student	MPA Program
MARKETING AND STRATEGIC POSITIONS SUB-GROUP		
LEAD - Sanjay Sisodiya	Faculty, Business	CBE
Matt Vaartstra	Asst Director, Career Services	UI Boise
Charles Buck	AVP, Center Executive Director	UI Cd'A
Cliff Green	Strategic Partnerships, Online & Blended Learning, Pearson	Alumni & Friends
Wendy Couture	Faculty, Law	Law - Boise
Norm Ruhoff	Director, Ag Comm Risk Mgmt	CALS
FACULTY AND COURSE DEVELOPMENT SUB-GROUP		
LEAD - Brian Smentkowski	Director	CETL
Sydney Freeman, Jr.	Faculty, Leadership and Counseling	COEHHS
Peter Fuerst	Faculty, Biological Sciences and WWAMI	COS
Kristin Haltinner	Faculty, Sociology & Anthropology	CLASS
Rob Caisley	Dept. Chair, Theatre	CLASS
Steve Beyerlein	Faculty, Mechanical Engineering	COE

APPENDIX C

Meeting Summaries Online Education Working Group

Online Education Working Group Meeting #1 – May 28, 2020.

The first meeting included the charge by President Green, a brief history of online education at the University of Idaho presented by Dr. Smentkowski, a presentation of the results from a number of surveys conducted by Dr. Hendricks and presented by Dr. McMurtry, and an overview of the working group process by Dr. McMurtry. Dr. McMurtry outlined the areas the working group would need to examine and to provide recommendations. The following areas for examination were identified:

- Faculty and Course Development
- Infrastructure and Technology
- Marketing and Strategic Positioning
- Student Support Services
- Administrative Structure and Resources and Revenue

For the areas of examination to be discussed in detail, the main working group needed to break into sub-groups. Four sub-groups were formed and a group lead designated. Sub-group membership is noted in Appendix A.

Online Education Working Group Meeting #2 – June 12, 2020.

The second meeting started with a discussion with Dr. Dave Cillay, Chancellor of WSU Global Campus. Dr. Cillay was formerly at U of I as an instructional designer with the CTI and is familiar with the U of I campus, programs, and land-grant mission. Dr. Cillay outlined the challenges in building an online campus and areas where WSU found great success. He discussed unique programs which connected online students to the campus and created the deep connection to the university irrespective of the fact they were not physically on the WSU campus. Dr. Cillay was encouraging and helped focus the group on what is possible. After Dr. Cillay spoke, the larger group broke up into the smaller sub-groups with their designated leader and used the balance of the time to examine issues which were provided as prompts for their discussion.

Online Education Working Group Meeting #3 – June 22, 2020 – Sub-Group Leads only.

The third meeting was scheduled with the sub-group leads and the institutional sponsor. The meeting focused on the outcome of the initial breakout sessions of the sub-

groups during meeting two. Additionally, a discussion was had about moving forward with the sub-group reports and how the work would be built into an overall report. The chair shared enrollment data on fall and spring online enrollments in programs which were approved to be delivered solely online. Questions which were posed to the chair for Dr. Cillay were discussed and would be made available once Dr. Cillay responded to the request for more information.

Online Education Working Group Meeting #4 – August 11, 2020.

A third meeting took place with the focus being a review of the draft report from July 2020. President Green joined the group and presented his perspective on the Idaho State Board of Education (SBOE) online initiatives and discussed the two options being considered. The SBOE is moving forward on a statewide online initiative and President Green informed the group as to the history and timing of the effort as well as the potential impacts on the university such as the possible adoption of a statewide LMS and coordination of courses across institutions. After the conversation with President Green each sub-group presented their recommendations from the draft document for additional discussion from the larger group. The remainder of the meeting was spent reviewing the recommendations in the draft report and gaining group perspective and comments on the proposed actions. President Green provided his perspective on the report and added his support for the process and his concerns.

Online Education Working Group Meeting #5 – October 8, 2020.

After the draft report was circulated to the working group a meeting was scheduled where each member would have an opportunity to react to the paper and provide comments and input. The meeting included the Provost as he is deeply involved in the Idaho Online initiative from the SBOE. The Provost opened a discussion surrounding the leadership of a central online unit and received considerable feedback and suggestions from the working group. Once the discussions around the central leadership of an online unit were completed each working group member was afforded the opportunity to comment on the paper. Notes were taken and adjustments were made to the report and appendices based on the review and comments of the working group membership. Meeting 5 was the last meeting of the working group and the chair thanked the members for their hard work, attention to detail, and dedication to the success of the university.

APPENDIX D

Idaho Governor's Emergency Education Relief (GEER) Funding Request

Proposal: University of Idaho college deans and their faculty, in conjunction with administration and supported by Information Technology Services, have been discussing ways to most efficiently and effectively deliver instruction to students on-campus and remotely. A model we are exploring is the hybrid flexible model (HyFlex), which would allow instruction to students in a physical classroom, remotely in a synchronous format (from home, for example), or remotely in an asynchronous format. Students enrolled in a course would be able to choose which format to attend, and, if the need arises to go fully remote again due to COVID concerns, the shift would be much smoother. The HyFlex model also provides the flexibility of running a face-to-face course with social distancing. Students would be able to rotate through classes, perhaps attending one

day per week in the classroom and two days from their dorm or apartment. Students who do not return to the Moscow campus would also be able to participate either synchronously or asynchronously via recorded courses.

Accomplishing the needed move to a HyFlex model requires investment in the university's technology infrastructure and capabilities. To do so, we need to add tools for developing online/distance courses, we must augment our existing classroom technology environment, and we will need to invest in additional laptop computers for faculty and for students. We are particularly concerned about faculty who have desktop computers but no laptops and students who do not have computers at home and are relying on their cellphones to participate in online courses. These investments will not just help us in the short term; they will also build an infrastructure to support online and remote learning throughout the state, providing additional opportunities for students to have access to a University of Idaho education, even if they are place-bound. To enhance our infrastructure, we request:

Critical Enhancement Detail	Unit Cost	Units	Total Cost
One button studio – a simple hardware and software combination in a dedicated space that allows nontechnical users to make high quality video recordings	\$13,513	3	\$ 40,539
Lightboard studio & portable lightboard – allows an instructor to create video lectures and directly interact with handwritten notes and diagrams while facing the camera	\$14,150	3	\$ 42,450
Camtasia licenses – software for faculty to record and edit lectures on classroom, lab and individual computers	\$15,000 for license	1	\$ 15,000
Kaltura Streaming Server –allows students improved access to recorded lectures and reduces faculty effort in making recorded lectures available	\$85,000 per year	3-year license	\$ 255,000
Cameras and microphones – necessary additions to current technology-equipped classrooms to facilitate the HyFlex model	\$300 per classroom	100	\$ 30,000
Additional technology-equipped classrooms – allows adding a basic level of technology to additional classrooms that do not currently have any	\$10,000 per classroom	20	\$200,000
Faculty laptops – modern equipment (including full warranties) with sufficient processing power, cameras and sound to facilitate HyFlex course development and delivery	\$1,400	50	\$ 70,000
Student laptops – a loan pool of quality laptops (with full warranties) to allow for full participation in modern education	\$1,000	100	\$ 100,000
Peripherals, cables and equipment – allows the purchase of necessary components to attach and power equipment to classroom technology and individual computers	\$10,000	1	\$ 10,000
Total Critical Enhancements One-Time Costs			\$762,989

Access to high speed broadband internet is especially difficult in rural counties of Idaho. This impedes the ability of the University of Idaho to deliver online education and outreach throughout the state. University of Idaho Extension, housed in 42 out of the 44 counties of Idaho, and 9 Research and Extension (R&E) Centers, dispersed throughout the state, create possibilities to allow for delivery of high-speed internet in many rural and urban locations. Upgrades to current facilities enhancing online delivery will provide access to students across Idaho who have poor internet capacity. This will provide a higher quality educational opportunity for students reluctant to leave home in this time of uncertainty. With online access students throughout the state will be able to connect to their professors on the Moscow campus and other students in various locations. In addition, infrastructure upgrades will enable U of I faculty in the county Extension offices and at R&E Centers to better

provide coursework support as guest lecturers or even tutoring on certain subjects (e.g., agronomy, soil science, nutrition, early childhood development, personal finance). An investment in technology will help enrich the graduate student experience as faculty located throughout the state serve on graduate student committees.

The infrastructure to deliver education to all parts of the state is a critical component to University of Idaho as we fulfill our land grant university mission. The entire state is our classroom. With technology-enhanced classrooms strategically located across the state we will more effectively deliver quality higher education to our students. Our request provides support for the 130 U of I faculty located in the county offices and Research and Extension centers, which will equip them to better meet the demands of a remote learning environment. We request:

Critical Enhancement Detail	Unit Cost	Units	Total Cost
One button studio – a simple hardware and software combination in a dedicated space that allows nontechnical users to make high quality video recordings	\$13,513	6	\$ 81,078
Cameras and microphones – necessary additions to current technology-equipped classrooms to facilitate the HyFlex model	\$1000 per classroom	100	\$ 100,000
Additional technology-equipped classrooms – allows adding a basic level of technology to additional classrooms that do not currently have any	\$10,000 per classroom	25	\$250,000
Faculty laptops – modern equipment (including full warranties) with sufficient processing power, cameras and sound to facilitate HyFlex course development and delivery	\$1,400	80	\$112,000
Student laptops – a loan pool of quality laptops (with full warranties) to allow for full participation in modern education	\$1,000	80	\$ 80,000
Peripherals, cables and equipment – allows the purchase of necessary components to attach and power equipment to classroom technology and individual computers	\$10,000	2	\$ 20,000
Adobe CC Software for Extension faculty and staff – allows more creation of documents and videos to help students engage in distance education	\$196.23 per license per year	100	\$58,869 (3 years)
Lightboard studio & portable lightboard – allows an instructor to create video lectures and directly interact with handwritten notes and diagrams while facing the camera	\$14,150	6	\$ 84,900
Total Critical Enhancements One-Time Costs			\$786,847

If the University of Idaho receives funding from the GEER Fund, it is prepared to invest additional resources to support this priority of online and remote learning to ensure a robust infrastructure.

APPENDIX E

SBOE Press Release – Online Idaho Initiative

For Immediate Release

July 16, 2020

Contact: Mike Keckler

208-332-1591 (office)

208-866-5734 (cell)

Mike.Keckler@osbe.idaho.gov

IDAHO ONLINE WILL IMPROVE DISTANCE LEARNING IN HIGHER EDUCATION

By Debbie Critchfield, President, Idaho State Board of Education

Last spring's quick transition from in-person to remote instruction as a result of the COVID-19 pandemic was a wake-up call for those of us who are involved in public education at all levels. There are barriers making remote learning difficult, particularly for rural students.

At the college and university level, our presidents looked at the career technical and academic courses offered online at their respective institutions and discovered limits to how far students can progress through online instruction and what could be accessed in a timely way. "What the presidents uncovered through their inventories is that no one institution offers all of the programs, courses and services needed to offer a comprehensive learning environment for all students, but together, they can," said Jonathan Lashley, the State Board of Education's Associate Chief Academic Officer.

That is the premise behind Idaho Online, a State Board of Education initiative designed to consolidate online courses, streamline pathways to degrees and certificates and improve digital learning infrastructure for all of Idaho's eight higher education institutions. These resources will be offered as part of a unified digital campus, making them accessible throughout our state. "If I were a student in Challis for instance, and decide to enroll in a specific degree program at one of our colleges

or universities, a state digital campus would enable me to take classes online from multiple Idaho institutions en-route to my degree," Lashley said.

Governor Brad Little's Coronavirus Financial Advisory Committee approved a State Board of Education request to use \$4 million in federal coronavirus relief funds to begin the process of putting the infrastructure in place for Idaho Online. This process includes purchasing technology for teaching and learning, building a digital "storefront" where students can peruse courses, programs and pathways from all eight of our institutions and provide training for faculty to adapt and deliver effective online learning.

Many general education courses should be available to students through Idaho Online in time to register this fall for the spring 2021 semester. Our four-year institutions also plan to start offering Idaho Online courses in cyber-security, a new program being developed and administered jointly. Once the infrastructure is in place, Idaho Online could transform how higher education is delivered throughout our state.

Imagine living, working and raising a family in a remote area of Idaho and being able to earn a college degree or a career technical certificate from one of our institutions without leaving home.

Idaho Online is based on successful digital campus models in Florida, Texas, Georgia, and New York.

"Statewide online initiatives cannot account for all gains in student success in those states but a collaborative approach to scaling online learning across institutions has definitely created more options for students who want to go on and maintain progress to their certificate or degree no matter where they live," Lashley said.

I believe Idaho Online will fill a need, particularly in rural Idaho where many of our citizens live several hours away from the nearest college campus. By building on what our institutions already offer online, rather than starting from scratch, the new digital campus will improve the entire system, making higher education more accessible and affordable for more Idahoans.

APPENDIX F

Areas of Examination Sub-group Discussion Points

Technology Support/ Infrastructure

- LMS – do we have the right one to move forward
- Coordination of effort across multiple electronic platforms
- Analytics / data availability on usage
- Hardware/software needs and contracts - licensing
- Staffing needs to support a robust distance education infrastructure
- Server/network infrastructure
- R & E centers – state-wide infrastructure
- Identity management
- Help Desk support for students (technology) – one stop portal possibilities with student services
- Hardware / software support for students
- Classroom tech needs (Lightboard, Camtasia, Kaltura streaming Server, etc.)
- Coordination with Faculty development - CETL on training

Student Support

- Library resources/ access
- Distance/Online student orientation – engaging and active
- Tutoring
- Examination proctoring
- Help Desk support for students (academic)
- Counseling services
- Supplemental instruction/peer mentoring
- Virtual office hours with faculty
- Build a strong community of learners/scholars
- Staffing to support student needs – possibly 24 hours
- One-stop service center portal – possibly with tech support

Course/program and faculty Development

- Accessibility – captioning, section 503 (combine with technology/infrastructure)

- Content (develop or perhaps purchase)
- Media needs (purchased or developed)
- Instructional design staff needs
- Quality metrics and support to ensure quality
- Assessment protocols
- Faculty training & development – residential faculty
- Embedded education faculty in units
- Staffing supporting faculty course development
- Faculty orientation and training program for adjunct/affiliate/temporary
- Distinction/recognition of being a distance faculty (similar to being recognized as “graduate faculty”)
- Standardized university structure which allows for faculty creativity and personality in courses

Marketing and Strategic positioning

- Brand awareness
- Creating a U of I personality online
- Where is our competitive advantage
- Niche programs which promise success
- Marketing plan (centralized or decentralized)
- Data gathering and analysis
- Staffing (both marketing and communications)
- Strategic plan and vision for U of I Distance Education

Administrative services/revenues and resources

- Operation costs of a central unit (CETL)
- Shared services across colleges/units
- State authorization and program approval
- Memberships and national connections (CIRTL)
- Accreditation issues and concerns
- Data and analytics on programs for reporting and development
- Central strategic plan and vision
- Industry liaison for recruitment
- Admissions protocols and streamlined processes
- University communication and marketing support
- University advancement support
- Fees and revenues supporting overall effort

APPENDIX G

Costs Associated with Human and Infrastructure Support Resources

UI Position (Human Capital)	Hires Stage 0	Hires Stage 1	Hires Stage 2	Salary ~.85 of Peer	Fringe *	Total Cost	Total Stage 0 2021	Total Stage 1 2024 **	Total Stage 2 - 2026 **
Academic leader/director Online Education	1	1	1	\$155,000.00	\$47,585.00	\$202,585.00	\$202,585.00	\$208,662.55	\$213,312.55
Assistant Director	0	0	1	\$61,000.00	\$25,498.00	\$86,498.00	\$0.00	\$0.00	\$91,687.88
Administrative Assistant	1	1	1	\$43,000.00	\$17,874.00	\$60,874.00	\$60,874.00	\$62,803.22	\$64,632.44
Idaho Online Coordinator/Academ Mgr.	1	1	1	\$85,000.00	\$27,170.00	\$92,170.00	\$92,170.00	\$94,935.10	\$97,700.20
Data Analyst - Accreditation	0	0	1	\$80,000.00	\$33,440.00	\$113,440.00	\$0.00	\$0.00	\$120,246.40
Communications / Mktg director	1	1	1	\$60,000.00	\$25,080.00	\$85,080.00	\$85,080.00	\$87,632.40	\$90,184.80
Dual-credit, virtual ed, home school liaison	0	1	1	\$50,000.00	\$20,900.00	\$70,900.00	\$0.00	\$73,027.00	\$75,154.00
Comm College, degree completion, military, community/certificate liaison	0	1	1	\$50,000.00	\$20,900.00	\$70,900.00	\$0.00	\$73,027.00	\$75,154.00
Web Author	0	1	1	\$40,000.00	\$16,720.00	\$56,720.00	\$0.00	\$58,421.60	\$60,123.20
Director of Student Success Services	1	1	1	\$94,000.00	\$35,112.00	\$119,112.00	\$119,112.00	\$122,685.36	\$126,258.72
Student Success Program Manager	0	0	1	\$84,000.00	\$26,752.00	\$90,752.00	\$0.00	\$0.00	\$96,197.12
Administrative Assistant- Student Success	0	1	1	\$43,000.00	\$17,874.00	\$60,874.00	\$0.00	\$62,803.22	\$64,632.44
Student/Community Program Manager	0	1	1	\$60,000.00	\$25,080.00	\$85,080.00	\$0.00	\$87,632.40	\$90,184.80
Student Involvement Coordinator	0	0	1	\$45,000.00	\$18,810.00	\$63,810.00	\$0.00	\$0.00	\$67,638.60
Embedded Students	2	4	8	\$5,000.00	\$100.00	\$5,100.00	\$10,200.00	\$21,032.60	\$43,290.40
Student Success Coach	1	4	4	\$45,000.00	\$18,810.00	\$63,810.00	\$63,810.00	\$262,887.20	\$270,554.40
Open Educational Resources Coordinator	0	0	1	\$52,000.00	\$21,736.00	\$73,736.00	\$0.00	\$0.00	\$78,160.16
Enrollment coordinator/assst. registrar	0	1	1	\$48,000.00	\$20,064.00	\$68,064.00	\$0.00	\$70,105.92	\$72,147.84
Disability Access Coordinator	0	1	1	\$55,000.00	\$22,980.00	\$77,980.00	\$0.00	\$80,320.70	\$82,660.40
User/Experience Director/IT Liaison	1	1	1	\$90,000.00	\$33,440.00	\$113,440.00	\$113,440.00	\$116,843.20	\$120,246.40
User Experience Coordinator/Web Developer	0	1	2	\$70,000.00	\$28,260.00	\$98,260.00	\$0.00	\$102,237.80	\$210,431.20
LMS Administrator	0	1	1	\$75,000.00	\$31,350.00	\$106,350.00	\$0.00	\$109,540.50	\$112,731.00
Lead Instructional Designer	1	1	1	\$78,000.00	\$31,788.00	\$107,788.00	\$107,788.00	\$111,001.04	\$114,234.08
Instructional Designer	1	3	6	\$60,000.00	\$20,900.00	\$70,900.00	\$70,900.00	\$219,081.00	\$490,824.00
Digital Media Learning Specialist	1	1	1	\$65,000.00	\$27,170.00	\$92,170.00	\$92,170.00	\$94,935.10	\$97,700.20
Digital Media Lab Technology Consultant	0	1	1	\$60,000.00	\$20,900.00	\$70,900.00	\$0.00	\$73,027.00	\$75,154.00
Graduate Assistants	1	2	2	\$30,000.00	\$800.00	\$30,800.00	\$30,800.00	\$63,097.60	\$64,935.60
On-line digital library support	0	1	1	\$52,000.00	\$21,736.00	\$73,736.00	\$0.00	\$75,948.08	\$78,160.16
Totals	13	32	45				\$1,048,809.00	\$2,331,708.79	\$3,204,445.99
* Fringe rate staff 41.8%, Faculty 30.7%									
** 3% salary increase each stage									
UI Infrastructure (Structural Capital)									
Institutional shift to CANVAS LMS ***	X			\$175,000.00				\$0.00	\$0.00
Detailed aspirational institution survey	X			\$5,000.00			\$5,000.00	\$0.00	\$0.00
Detailed UI faculty survey	X			\$5,000.00			\$5,000.00	\$0.00	\$0.00
Infrastructure minus GEER funding	X			\$556,836.00			\$556,836.00	\$0.00	\$0.00
Technology and user experience plan	X			\$100,000.00			\$100,000.00	\$0.00	\$0.00
Marketing Strategic Positioning	Incentives and degree program development costs \$40,000 per program								
First Year UG students/or new after gap year	\$200,000	\$200,000	\$200,000				\$200,000.00	\$400,000.00	\$600,000.00
Community College Transfers	\$180,000	\$180,000	\$180,000				\$180,000.00	\$360,000.00	\$540,000.00
College Completion	\$120,000	\$120,000	\$120,000				\$120,000.00	\$240,000.00	\$360,000.00
Dual Credit	\$35,000	\$35,000	\$35,000				\$35,000.00	\$70,000.00	\$105,000.00
Graduate Programs	\$0	\$0	\$0				\$0.00	\$0.00	\$0.00
Micro Credentials	\$15,000	\$15,000	\$15,000				\$15,000.00	\$30,000.00	\$45,000.00
Virtual HS/Home Schools	\$0	\$0	\$0				\$0.00	\$0.00	\$0.00
							\$2,265,845.00	\$3,431,708.79	\$4,854,445.99
One time Infrastructure Funding									
Faculty infrastructure enhancements (GEER)	1	0	0	\$762,000.00			\$762,000.00		
State-wide infrastructure enhancements (GEER)	1	0	0	\$789,000.00			\$789,000.00		
***BBCE Canvas set up support	1			\$175,000.00			\$175,000.00		

APPENDIX H

EO Chronology



Quality Programs.
Innovative Delivery!
<https://eo.uidaho.edu>

EO Course Delivery Chronology

1975	With support from a Kellogg Foundation grant, the Engineering Outreach (EO) program begins at the University of Idaho originally as the “Video Outreach” department in the College of Engineering; classes are recorded on ¾ inch Umatic videotape and distributed to a handful of students located throughout the state.
Late 1970s	EO adds the Betamax format after Sony releases the new industrial version of the ½ inch videotape recorder. Due to requests from off-campus students, EO starts producing courses using the VHS videotape format. After several years, and as VHS becomes the more popular format, EO begins phasing out both Betamax and ¾ inch Umatic. By 1992, all EO courses are offered only on VHS.
1979	Video Outreach becomes a member of the Association for Media-based Continuing Education for Engineers (AMCEE), and in 1985 is a charter member of the National Technological University (NTU).
Early 1980s	EO is connected to the Idaho Public Broadcasting System (IPBS) statewide microwave system for live, interactive course delivery around the state. A short time later, EO is connected to WSU via a separate microwave system for live interactive courses between U of I and WSU.
1981	The program is approved by the regional accrediting agency, the Northwest Association of Schools and Colleges (currently NWCCU, Northwest Commission on Colleges and Universities). The university’s programs offered through Video Outreach are also approved by the U.S. Department of Veterans Affairs.
1988	In conjunction with the National Technological University (NTU), Video Outreach installs a KU band satellite uplink on the roof of the Janssen Engineering Building for live delivery of courses through the NTU network.
1989-1994	Video Outreach begins publishing a graduate handbook and course catalog announcing master’s degrees and courses offered by video. By Fall 1992, the program name changes to “Engineering Video Outreach” (EVO); and beginning in Spring 1994, the program name becomes what it is today, “Engineering Outreach” (EO).
1995	EO installs U of I’s first compressed digital video (CDV) link between the Moscow campus and the U of I Boise Center for live interactive classes. To improve customer service, EO implements a new feature to its toll-free (800) telephone number allowing students to be transferred directly to their instructors. EO also starts an email list serve for students.
1996	EO announces its World-Wide-Web presence with a home page at http://www.uidaho.edu/evo ; students register for EO courses for the first time using an online form. The compressed video link is expanded with dedicated lines to U of I centers at Coeur d’Alene and Idaho Falls. A link is also established for videoconferencing off-campus to anywhere in the world.
1999	EO records special topic short courses on digital CD Rom on an experimental basis. EO also begins exploring the possibility of using DVDs for a delivery format. Eventually, several short courses are produced and distributed in a compact disk (CD) format.
2000	EO makes course materials for some courses accessible to students on the Web; and announces that email and internet are required for EO students.
2002	After extensive research about DVD production techniques, equipment, and recording media, EO delivers four courses in DVD format with a Web component for handouts and other course related materials on an experimental basis.

2003	After 25 years of delivering courses by videotape, EO announces the evolution from VHS to DVD course delivery with Web support.
2005	EO launches a new Website with expanded features at www.outreach.uiudaho.edu/eo
2005	EO completes the transition to DVD course delivery with supplemental materials and handouts accessible online.
2006 – 2008	In response to the demand for delivering courses on the Internet, EO begins to explore how this can be done, and by Spring 2008 EO offers a few courses in an online format.
2008	The online video format is made available for all EO course delivery; EO continues to offer the DVD format until reliable high-speed broadband internet connections are widely available across the country.
2010	Engineering Outreach funds the early establishment of the John C Wahl thinkTANK (\$400,000). EO tests another portable course delivery option by offering the entire course on one USB flash drive to students registered in select pre-encoded courses. EO launches a new website at http://eo.uidaho.edu that includes a tab for accessing the online sessions through a secure portal.
2011	EO now scans and posts graded homework and exams making them accessible for students through the EO portal.
2012	EO students now register online using the university's secure records system, VandalWeb; EO deadlines (including course completion) are aligned with on-campus deadlines; all exams for EO courses are now delivered electronically to approved exam proctors; EO discontinues the DVD and USB flash drive course delivery formats – completing the transition to full online delivery.
2014	EO updates all of its studio classrooms with state of the art High Definition (HD) technology. This not only improves the viewing quality, but also makes the video files smaller in size, requiring less Internet broadband, which means faster download speeds.
2015	Collaboration with Endpoint Management Services allows EO students to remotely access on-campus course software.
2016	Engineering Outreach's online student portal is upgraded to support high broadband clients and includes an interactive map allowing students to select pre-approved proctors (growing to 435 national and 30 international locations).
2017	Engineering Management becomes the first online program certified by the American Society of Engineering Management (ASEM); additional infrastructure streamlines studio processes for rapid online delivery.
2018	GenZ initiative is initiated (\$100K EO commitment) to provide EO services to on-campus undergraduates and becomes a college-wide endeavor with widening academic department participation.
2019	U of I/VIP-Transform project funds the College's GenZ efforts with a \$50,000 grant developing cornerstone curriculum; EO studio classrooms transition to digital operations with additional annotation capabilities for faculty.
2020	Development and delivery of EO courses is modified for both on and off-campus students adapting to the COVID-19 pandemic.

APPENDIX I

Marketing and Strategic Positioning Community College Transfer Statistics

College of Eastern Idaho (CEI):

- Total student population (2019) = 1,047
- Degrees awarded in 2019 = 146
- 50% graduation rate at two years; 53% graduation rates at the three years

College of Southern Idaho (CSI):

- Total student population (2019) = 4,355
- Degrees awarded in 2019 = 839
- 18% graduation rate at two years; 29% graduation rates at the three years

College of Western Idaho (CWI):

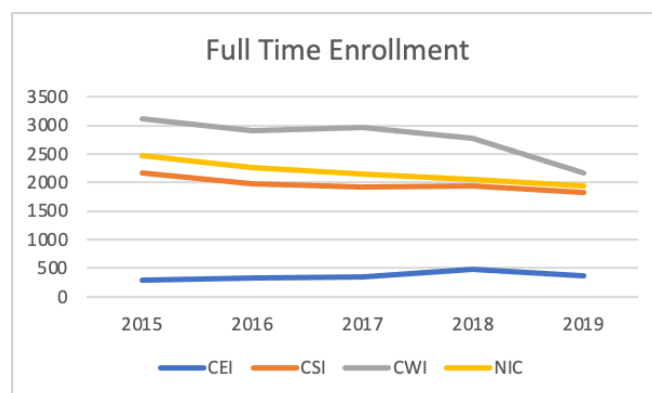
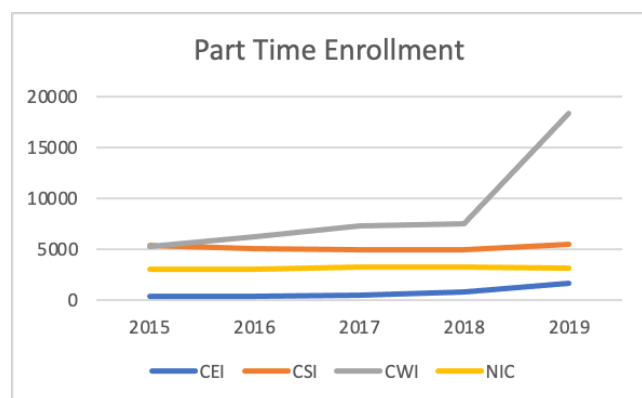
- » Total student population (2019) = 5,527
- » Degrees awarded in 2019 = 906
- » 12% graduation rate at two years; 20% graduation rates at the three years

College of Northern Idaho (NIC):

- Total student population (2019) = 1,787
- Degrees awarded in 2019 = 681
- 21% graduation rate at two years; 28% graduation rates at the three years

Part Time Community College Enrollment				
	CEI	CSI	CWI	NIC
2015	394	5374	5276	3072
2016	355	5078	6205	3084
2017	444	4947	7330	3259
2018	811	4969	7502	3214
2019	1658	5458	8401	3128

Full Time Community College Enrollment				
	CEI	CSI	CWI	NIC
2015	294	2174	3115	2471
2016	321	1975	2915	2260
2017	347	1929	2973	2151
2018	477	1937	2775	2056
2019	365	1830	2175	1950



APPENDIX J

Return on Investment Charts

Figure 1: Indicates total students each year because many programs have continuous enrollment. (e.g. fall 2017 plus spring 2018 plus summer 2018 is represented by one bar color).

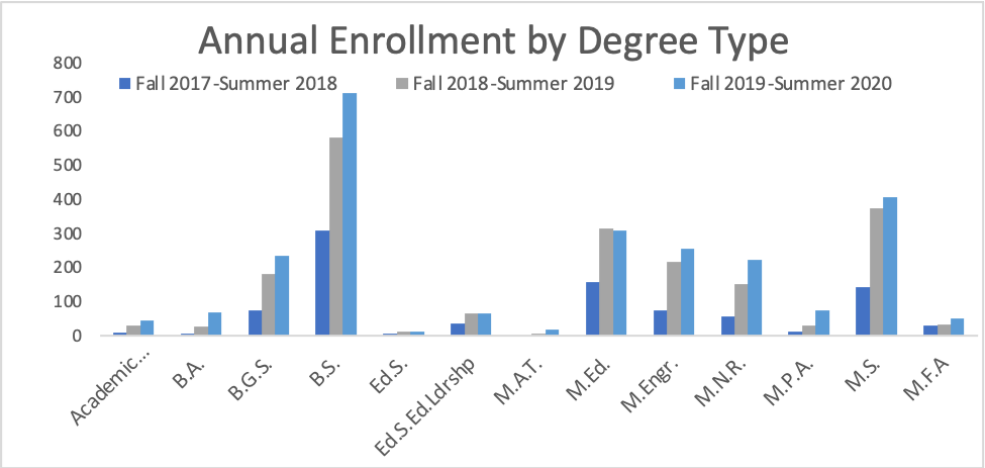


Figure 2: Projected growth in enrollment at the undergrad/graduate level. Graduate growth rate in exclusively online avg 10.4% between spring 2018-2020. Undergrad avg 15.3%. National estimates of annual growth of exclusively online range from 7-15%.

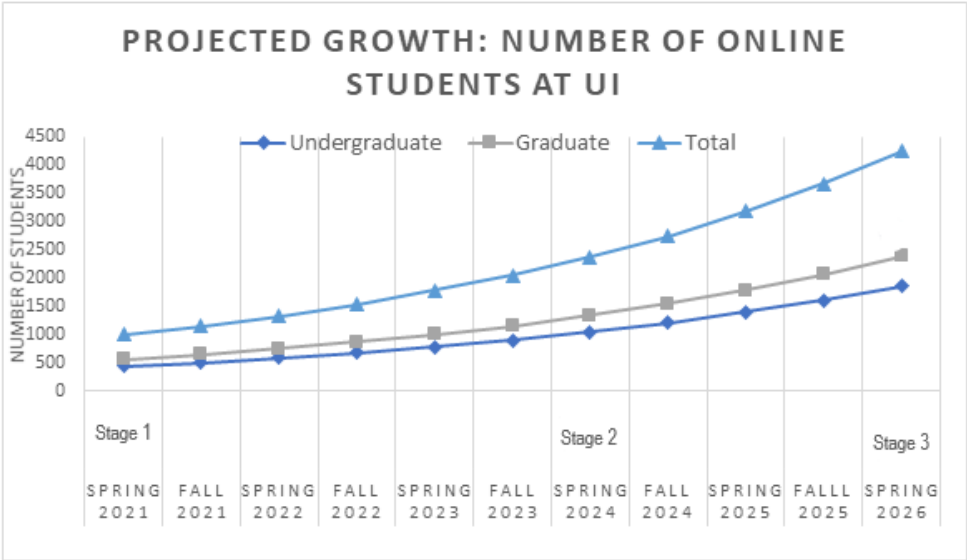


Figure 3: Estimated tuition-based income derived from U of I online student programs since summer 2017.

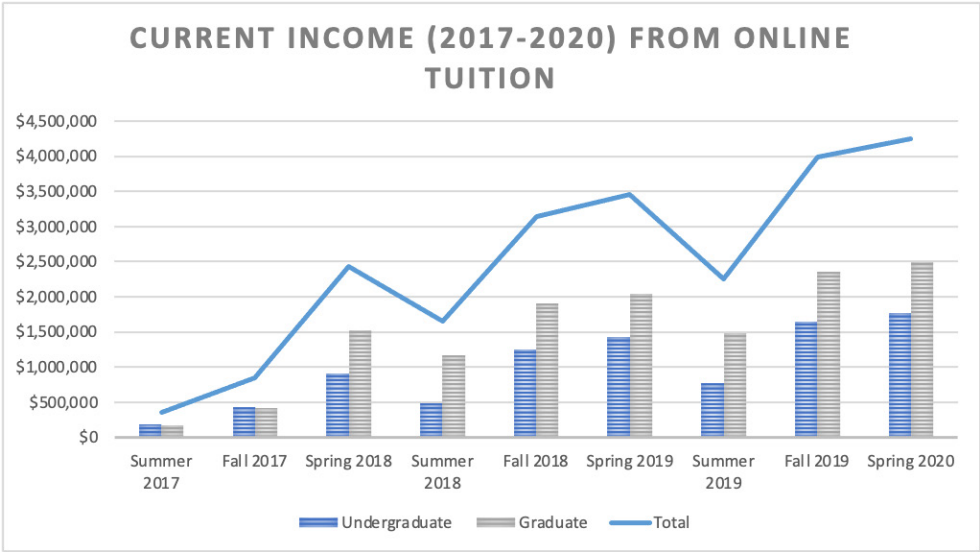


Figure 4:

Costs do not include cost-sharing expectations from existing U of I divisions such as CETL. To show overall category allotments, the student services estimates here do not include associated administration or IT as shown in the estimates described above.

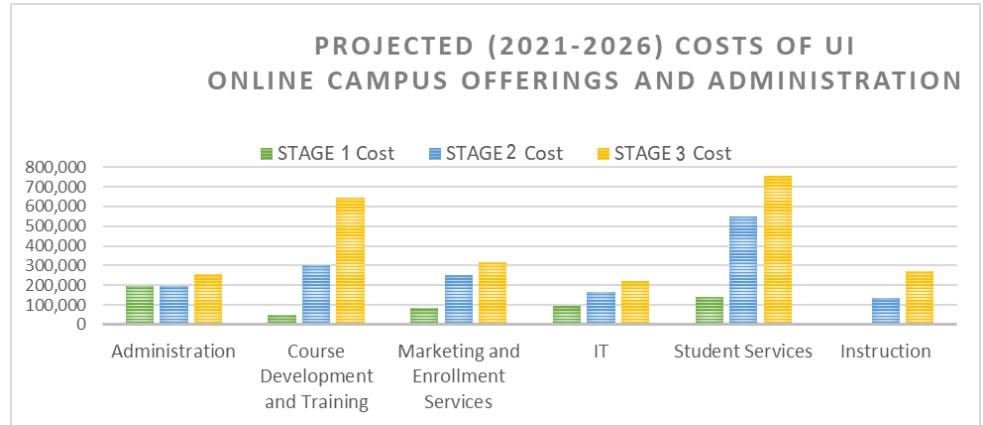


Figure 5:

Estimated return on investment using tuition income from additional student enrollment growth (not total number of students) and costs of developing the new online campus.

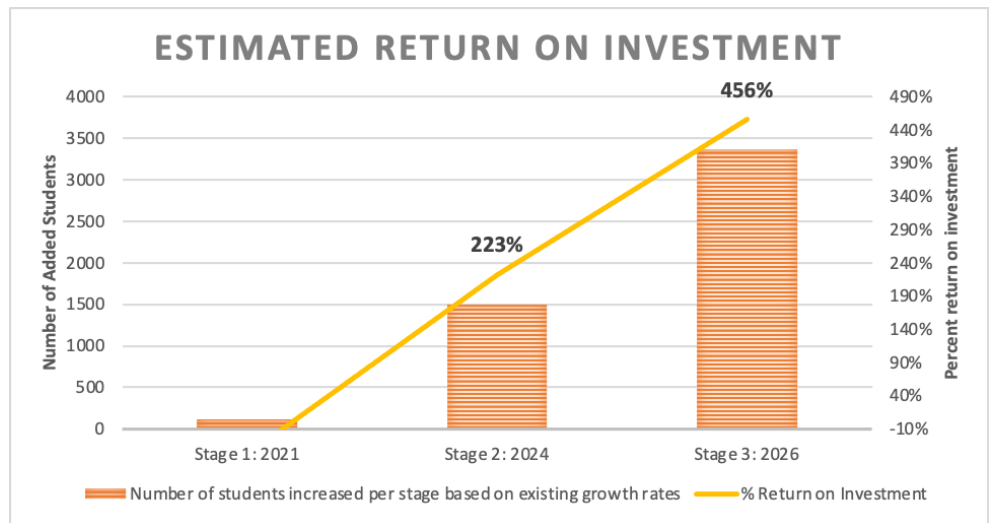
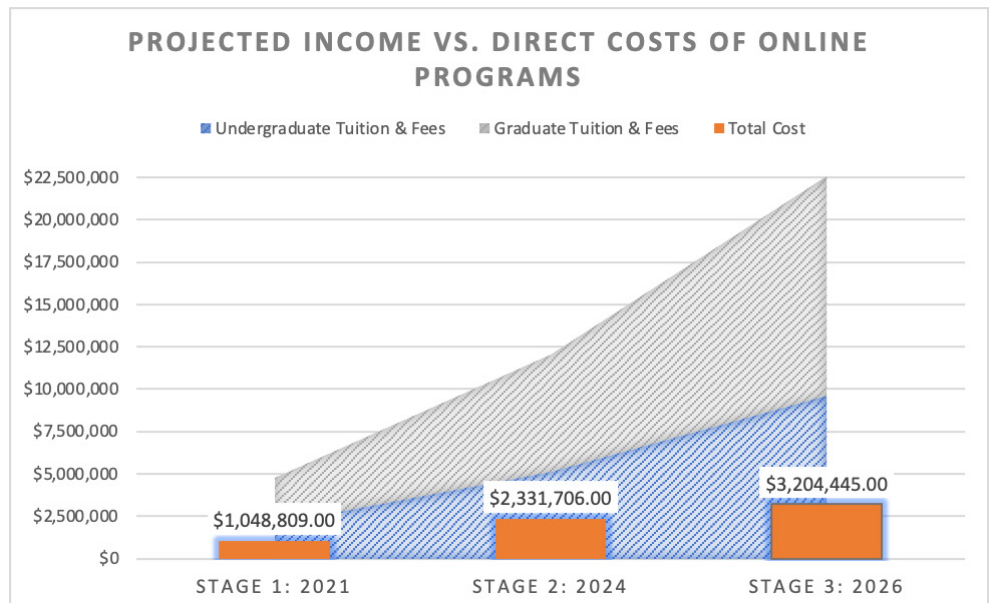


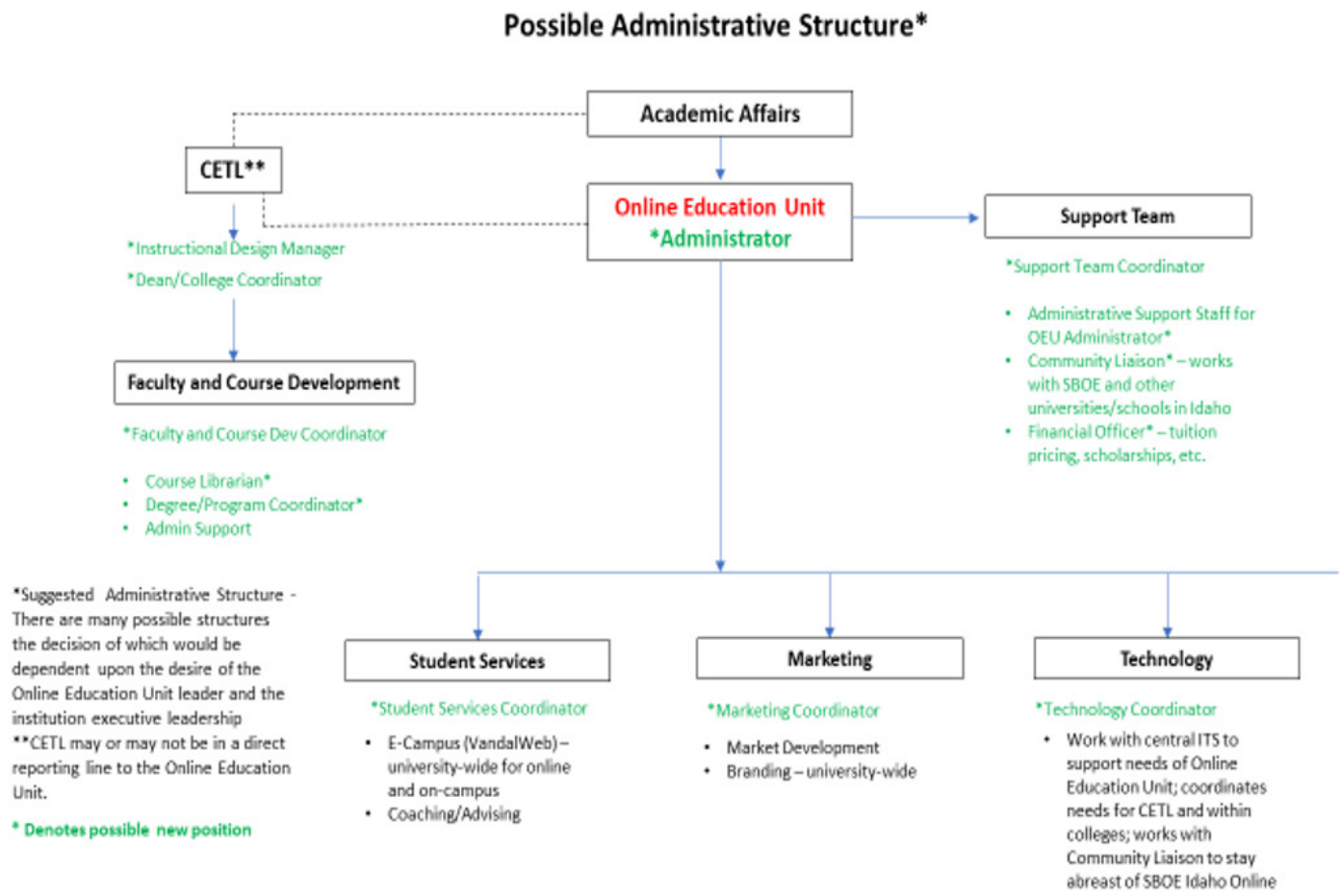
Figure 6:

Estimated future income based on consistent growth rates since spring 2018 and annual tuition increases of 5% for students enrolled exclusively in online U of I programs. Inset bars show estimated cost of proposed online campus program. Tuition discounts or reductions could significantly impact these data.



APPENDIX K

Possible Administrative Structure



2020 – 2021 Faculty Senate – Approved minutes at meeting #21**Meeting # 20**

Tuesday, February 23, 2021, 3:30 pm – 5:00 pm

Zoom only

Present: Attinger, Brantz, Bridges, Carney, Carter, Chapman, Dezzani, Fairley, Hickman, Keim, Kirchmeier (Chair), Torrey Lawrence (w/o vote), Lee-Painter, McIntosh, McKellar, Meeuf (Vice-Chair), Paul, Quinnett, Raja, Rashed, Rinker, Rose, Sammaruca (w/o vote), Schwarzlaender, A. Smith, R. Smith Tenuto, Tibbals, Wargo, Powell (proxy for Ahmadzadeh)

Absent:

Guest Speakers/Presenters: *Toni Broyles, Edwin Lewis, Brenda Schroeder, Lori Wahl, Taylor Raney, Brian Smentkowski, Rachel Halverson*

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

Approval of Minutes (vote):

- Minutes of the 2020-21 Meeting #19 – Attach. #1
The minutes of the 2020-21 Meeting #19 were approved with a correction in the attendance list.

Chair's Report:

- Welcome to our visitors! If you have questions for any of our guests today, on any of our topics, please send your questions directly to your Senators. Senators, please update your names to include which college you are representing and keep a close eye on your emails in case questions come in from folks visiting us today. Like in any Senate meeting, we will only take questions and comments from Senators.
- Updates on visits to Faculty Senate: next week we will welcome an update from the Staff Compensation Committee. Please review the document that will be included in next week's binder and come prepared to discuss their recommendations.
- Work continues on drafting a statement in response to the insurrection on January 6. In the binder for today's meeting, you have a copy of the current draft of the statement. We have set aside time in our meeting next week to have a conversation about this document. Thanks to FAC for continuing to work on this project.
- We are looking for a Faculty Senate member to participate on the Vandal Star Implementation Committee. They meet every other Wednesday from 1:30-2:30pm. Please email me if you are interested.
- The UCC items that we vote on today will not be on the agenda for the University Faculty meeting; however, if we vote in support of these items today, we will put them on a General Policy Report which will be circulated according to FSH 1540-C. The general policy report is another way to approve these changes and will allow for them, if approved, to go into effect on the same timeline as those we are voting on at Thursday's University Faculty Meeting.
- The next University Faculty Meeting is scheduled for Thursday, February 25 at 2:30pm. It will be held via Zoom. There are a number of voting items on the agenda, so please help us ensure that we reach a quorum.
- Reminders:
 - Deadline to request delay for promotion and/or tenure is March 14, 2021.
 - Nominations for Honorary degrees for the December 2021 commencement are due April 15, 2021.

- Sabbatical applications for the 2022-2023 year are due March 31, 2021.
- Please help us spread the word about upcoming deadlines by sharing with your colleagues.

There were no questions or comments about the Chair's report.

Chair Kirchmeier invited everyone to give a special "thank you" to Joana Espinoza, who is leaving the Provost's Office, by raising a note with a message for Joana. Vice Chair Russ Meeuf presented Joana with a gift from Faculty Senate Leadership. We all wish her the very best and we will miss her!

Provost's Report:

- COVID-19 update:
 - Positive test rate continues to be low – last week, a rate of less than 1% would have been reported for the previous week, with no students in isolation or in supported quarantine. Due to the snow closure, a smaller group was tested last Tuesday, and the positive rate went up to 1.2%, with a few people in isolation or quarantine. Surveillance testing continues.
 - Vaccine and advocacy discussion for higher education: The Idaho State Vaccine Advisory Committee met February 19. No decision was made about higher ed personnel. We hope to be on the agenda of their next meeting, probably March 5.
 - Gritman is using the Student Recreation Center for its vaccination efforts. The university is only providing space and support – we do not handle or administer the vaccine.
- Upward feedback process for evaluation of administrators: there was a 15% increase in the number responses received, and a 32% increase in the number of administrators who were evaluated. The surveys provided a lot of good feedback about administrators.
- Communications and interactions on campus: during the past year and the beginning of 2021, our country and the world faced multiple challenges. Often, the UI administration is asked whether the university will release a response to an event. We have been working with UCM and Yolanda Bisbee's Office to draft a statement that clarifies the principles we stand for as an institution, which can be used for and referred to for a variety of circumstances. They are high-level points in broad language, not meant to address a particular event or specific situation. It will be made available to senators so that it can be discussed at the next Senate meeting.

Discussion:

A Senator asked for an update on commencement plans. The Provost responded that those will be communicated prior to spring break. Of course, plans we make two months prior to graduation concerning in-person events can still change, depending on circumstances and state restrictions.

There was a request to clarify plans for after spring break. Provost Lawrence responded that everyone will be tested after the break. Delaying return to in-person classes by one week would delay return to campus and thus testing. Our January testing showed that facilities are much better and faster. Furthermore, we did not observe a spike in positive cases after a return to classes in January.

A Senator reported that the COVID-19 dashboard is live. He expressed gratitude to the COVID-19 Advisory Committee and all who made this possible.

In response to a question, the Provost confirmed that, as done in January, lists of students who are ineligible to attend in-person classes will be provided daily to the instructors during the first week of in-person classes after spring break.

There were no more questions or comments for the Provost.

Committee Reports:

- University Curriculum Committee (Vote).
 - New B.S. in Global Disease Ecology - Edwin Lewis and Brenda Schroeder Attach. #3
This is to establish a new undergraduate program in the department of Entomology, Plant Pathology and Nematology (EPPN). A most important component of this new program is a research requirement for one semester. With the establishment of the new Center for Health in the Human Ecosystem at the U of I, it is a perfect time for EPPN to develop a new program that utilizes the multidisciplinary nature of the department to support the Center's goal of building a more sustainable human ecosystem.

Discussion:

A Senator noted that the curriculum does not include a course in human demography – such as GEOG 360, *Population Dynamics and Distribution* – which he finds essential for such a program. Edwin Lewis replied that part of the problem is the absence of a course in epidemiology. However, the department would be happy to include GEOG 360 in the list of electives for the proposed program.

In response to another question, Edwin Lewis clarified that the type/level of course students select (such as Math 160 or Math 170, or a particular chemistry or biochemistry class) is related to the type of research they have chosen, and is decided in consultation with their research mentor depending on their professional goals.

A Senator proposed an amendment to the UCC motion to include GEOG 360 in the new program. There was a brief discussion and search to ensure that no prerequisites to GEOG 360 would make the proposed solution unfeasible. None were found. (The statistics background desirable for GEOG 360 is covered by STAT 251.) The motion to amend was made and seconded (A. Smith/Dezzani).

Vote: The amendment and the amended UCC motion were voted on separately and both approved unanimously.

- New Minor in Apparel, Textile and Design - Lori Wahl Attach. #4
This minor focuses on appearance, human behavior, economic and purchasing decisions. Students will learn about social, historical, and cultural factors and be able to apply them in the workplace.
There were no questions or comments.
Vote: the UCC motion was approved unanimously.
- New Graduate Certificate in Technology Integration - Taylor Raney Attach. #5
This new certificate will prepare students to be technology integration specialists. K-12 schools are seeking individuals to fill such positions.
There was no discussion.
Vote: the UCC motion was approved unanimously.
- New teaching endorsement in Computer Science – Taylor Raney Attach. #6
This new program addresses growing market needs for computer science teachers. It is intended for pre-service and in-service teachers.

Discussion:

A Senator asked whether the courses will be taught by faculty in Computer Science or in Education. Taylor Raney responded that faculty in Computer Science will teach the classes for the new endorsement.

Vote: The motion was approved unanimously.

Other Announcements and Communications:

- COVID update – Toni Broyles

Toni Broyles started with an update on vaccination. Presently, we are in the mist of Group 2 (individuals 65 and older), while Group 1 (a long list) continues to receive the vaccine. Lists of which categories are in each group can be found on the webpage of the Idaho Department of Health and Welfare. There can be fluctuations in the vaccine supply chain – this week the supply was low, but a bigger rollout is expected next week. The next group is the one we are trying to join, scheduled for early April. If we are unable to get into that group, we will go to the next with the other essential workers, scheduled for late April. One-third of the states decided to include higher-education employees in the same group as K-12 teachers. Idaho is among the states that did not. In Idaho, the group of 65 and older has about 250,000 people. Regionally, individuals 65 and older can sign up in Moscow or surrounding clinics, such as in Lewiston. SEL is also operating a vaccination clinic. As we all learned from a memo last Friday, Gritman announced in its social media that it had some extra doses for those 65 and older. Incomplete information was passed around, and some misinformed people, not in a priority group, went to SRC to be vaccinated and were turned away. Everyone should make sure that the information they receive is reliable and complete before sharing that information. The university has created a priority list within its faculty and staff: frontline food workers, faculty and staff who work with children, people who work in the classroom, and people who telework. The general public – individuals aged 16 to 64 not belonging to any priority groups, will be vaccinated in May. Toni Broyles asked the Senate to help communicate the importance of everyone adhering to the process.

Discussion:

In response to an earlier question, Toni Broyles clarified that anybody can be tested the week before spring break and during the break. For the semester, 5,744 students were either tested or submitted paperwork for remote instruction. Freezing access to Bblearn for untested students who are registered for in-person classes was effective.

Toni Broyles confirmed that any instructor, faculty, or graduate assistant who works in the classroom or teaches in hybrid mode this semester will have priority over virtual workers who have filled out the paperwork with HR to only work from home.

There were a few more questions about vaccination timelines. The decision is with the State committee. If university employees do not get in the next group, the rest of us (not part of any priority group) will be vaccinated with the general population. It is expected that it may take a few months to get through the general population.

Toni proceeded to show the COVID-19 dashboard on the COVID website. It reflects COVID-19 activities at the Moscow campus and is updated weekly. Visit <https://www.uidaho.edu/vandal-health-clinic/coronavirus/dashboard>.

All data is included, including total number of tests and percentages of positive results. Random surveillance testing takes place every week. Last week we administered a lower number of tests because SRC was closed due to the snow. Our rate of positive tests never exceeded 1.8%. Events such as the latest three-day weekend, or snow-day gatherings, can cause an increase in infection rate, and we are keeping an eye on those factors. The K-12 teachers will soon have received their second dose of the vaccine and plan to return fully in person after spring break.

A Senator asked about the disparity between the figures reported by the university and those from other sources, such as Latah County, which report over 15% infection rate since about December 2020. Response: Latah County data include Moscow Family Medicine and every clinic, also in Kendrick. Typically, people who get tested at clinics have symptoms or have been exposed to the virus. With surveillance testing, we test a random sample. Thus, positive rate at clinics is statistically likely to be higher than ours. We do mass asymptomatic testing of our full in person classroom student population – the only institution in the state to do that. So far this semester, our numbers from campus have been low, and we bring down the county average. All of our data goes to Gritman and to Public Health and is included in their numbers.

To conclude, Toni Broyles added that any new information will be posted. Chair Kirchmeier thanked our guest and asked that any other questions be emailed to her.

- Peer observations – Brian Smentkowski, Rachel Halverson, Barb Kirchmeier
Brian Smentkowski spoke about using peer observation of teaching as a way for faculty to support one another. After conversations with the Teaching Committee and others, they decided to initiate efforts to support faculty at every stage of their careers by building evidence to support their teaching efforts. Student evaluation of instruction is a small component that captures a student's perception of a faculty member. They are thinking of a collaborative, collegial, developmental approach to build a sense of community, with no *a priori* assumptions on what is good or poor teaching. Small-group instructional observations at CETL were very insightful. They had conversations with students. The very fact that the instructor is showing concern for the students – rather than just relying on the end-of-semester evaluations, which may benefit the next generation of students – is appreciated by the students and tends to raise course evaluations scores. Chair Kirchmeier added that this kind of approach has been practiced in her department, where many classes are taught by TAs, who are observed by faculty for the purpose of mentorship. They try to have good, constructive conversations about what may be going wrong, and to create a friendly and fun environment where ideas can be bounced off without judgement. Brian Smentkowski reminded the audience that on March 2, 12:30 – 1:30pm, he will showcase some of the strategies his team has come up with to improve the teaching/learning experience while supporting one another. Rachel Halverson is doing a great job with her efforts to support meaningful teaching and learning.

Adjournment:

The agenda being completed, the Chair adjourned the meeting at 5:01pm.

Respectfully Submitted,

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

University of Idaho
2020 – 2021 Faculty Senate Agenda

Meeting #20

Tuesday, February 23, 2021 at 3:30 pm
Zoom Only

- I. Call to Order
- II. Approval of Minutes (Vote)
 - Minutes of the 2020-2021 Faculty Senate Meeting #19 February 9, 2021 **Attach. #1**
- III. Chair's Report – Statement Draft **Attach. #2**
- IV. Provost's Report
- V. Committee Reports
 - University Curriculum Committee (Vote)
 - New B.S. in Global Disease Ecology - *Edwin Lewis and Brenda Schroeder* **Attach. #3**
 - New Minor in Apparel, Textile and Design - *Lori Wahl* **Attach. #4**
 - New Grad Cert in Technology Integration - *Taylor Raney* **Attach. #5**
 - New teaching endorsement in Computer Science – *Taylor Raney* **Attach. #6**
- VI. Other Announcements and Communications
 - COVID update – *Toni Broyles*
 - Peer Observations – *Brian Smentkowski, Rachel Halverson, Barbara Kirchmeier*
 -
- VII. Special Orders
- VIII. New Business
- IX. Adjournment

Attachments:

- **Attach. #1** Minutes of the 2020-2021 Faculty Senate Meeting #19 February 9, 2021
- **Attach. #2** Statement Draft
- **Attach. #3** New B.S. in Global Disease Ecology
- **Attach. #4** New Minor in Apparel, Textile and Design
- **Attach. #5** New Grad Cert in Technology Integration
- **Attach. #6** New teaching endorsement in Computer Science

2020 – 2021 Faculty Senate – Pending Approval

Meeting # 19

Tuesday, February 9, 2021, 3:30 pm – 5:00 pm

Zoom only

Present: Attinger, Brantz, Bridges, Carney, Carter, Chapman, Dezzani, Fairley, Hickman, Keim, Kirchmeier (Chair), Torrey Lawrence (w/o vote), Lee-Painter, McIntosh, McKellar, Meeuf (Vice-Chair), Paul, Quinnett, Raja, Rashed, Rinker, Rose, Sammaruca (w/o vote), Schwarzlaender, A. Smith, Tenuto, Tibbals, Wargo, Powell (proxy for Ahmadzadeh)

Absent: Carney (excused), Rose (excused), R. Smith

Guest Speakers/Presenters: *Amanda Ferstead, Greg Lambeth, Brandi Terwilliger, Emily Tuschhoff, Diane Whitney*

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

Approval of Minutes (vote):

- Minutes of the 2020-21 Meeting #18 – Attach. #1
The minutes of the 2020-21 Meeting #18 were approved as distributed.

Chair's Report:

- Welcome to our visitors! If you have questions for any of our guests today, on any of our topics, please send your questions directly to your Senators. Senators, please update your names to include which college you are representing and keep a close eye on your emails in case questions come in from folks visiting us today. Like in any Senate meeting, we will only take questions and comments from Senators.
- Updates on visits to Faculty Senate: Brandi Terwilliger will be visiting Senate next week to provide HR-related updates. Please make every effort to reach out to your constituents to gather questions and input that will help guide our conversations with Brandi. We will follow our regular process when these guests are talking with Senate, taking questions only from Senators.
- Work continues on drafting a statement in response to the insurrection on January 6. We hope to have a draft to share with you next week. Thanks to FAC for continuing to work on this project.
- We are looking for a Faculty Senate member to participate on the Vandal Star Implementation Committee. They meet every other Wednesday from 1:30-2:30pm.
- The next University Faculty Meeting is scheduled for Thursday, February 25 at 2:30pm. It will be held via Zoom. There are a number of voting items on the agenda, so please help us ensure that enough faculty are in attendance to have a quorum.
- Reminders:
 - Deadline to request delay for promotion and/or tenure is March 14, 2021.
 - Nominations for Honorary degrees for the December 2021 commencement are due March 15, 2021.
 - Sabbatical applications for the 2022-2023 year are due March 31, 2021.Please help us spread the word about upcoming deadlines by sharing with your colleagues.

There were no questions or comments for the Chair.

Provost's Report:

- COVID-19 update:
 - Positive test rate continues to be low – 1.13%. As of Monday, we had two students in supported isolation and none in supported quarantine. Employees are encouraged to participate in surveillance testing, if invited.
 - Our plan is to start classes normally after spring break. Our testing capabilities are much better and results are notified more quickly. Also, we did not observe a spike in COVID cases after reopening in January. Going online for a week after the break would likely result in a much slower return and testing delays. Students can be tested before break. They are also welcome to stay in Moscow – some activities will be planned and housing remains open through the break.
 - The request to make the vaccine available to higher education employees at the same time as K-12 teachers was presented at the State Vaccine Advisory Committee meeting. There was resistance to moving those employees ahead of the population over 65, who are currently being vaccinated. The suggestion that higher education employees (at least those who are most exposed) be vaccinated in the next group – before the general population – is being considered. The committee will meet again February 19. More after that date.
- The Promotion and Tenure Committee met on Saturday and evaluated 55 applications, which are now moving forward to the President. Any feedback about the FSH 3500 Promotion and Tenure policy adopted about a year ago should be sent to <https://bit.ly/UIPTFeedback>.
- Commencement is planned for May 15 and 16, in two smaller events. Definite plans depend on which COVID stage Idaho is in at that time. We expect final plans to be announced in early March.

Discussion:

A Senator asked for an update on the COVID dashboard project. The Provost responded that he inquired with the President's Office. It is on their list of projects, but they have been busy with the legislative section and had a number of high priorities to address.

There were no more questions or comments for the Provost.

Committee Reports:

- University Curriculum Committee (Vote).
 - New Option to the Master in Natural Resources (M.N.R.) – Alistair Smith, Attach. #2.
It is proposed to add a Fish and Wildlife Science and Management Option and to change curricular requirements for the Fire Ecology and Management Option and the Integrated Natural Resources Option. It will be fully available online. To add some background: recruiting efforts for the online Master programs led to a 14% increase in enrollment in the fall and 27% in the spring. This is the largest Natural Resources program in the nation. There have been many requests for an option with specific focus on Fish and Wildlife Science and Management. We always directed those students to our Integrated Natural Resources Option, which has a few of the courses but doesn't really provide a concentration in the area of Fish and Wildlife. This new option focuses on the online market, so that we can continue to increase our enrollment in that sector.

Addressing a Senator's request for clarification, Alistair Smith noted that there is no CIP code change involved in the present request.

Vote: The new option in M.N.R. was approved unanimously.

- Faculty Affairs Committee (vote).
 - Minor Administrative Changes to FSH 1640.42 – Diane Whitney, Attach. #3.
This is a minor change to clarify that the Faculty Affairs Committee is “a point of contact” but does not need to be “a point of first contact” for matters within its purview.

The minor change to FSH 1640.42 was approved unanimously.

Other Announcements and Communications:

- Removal of APM 90.53 Attach. #4, 90.54 Attach. #5, 90.55 Attach. #6 – Diane Whitney (Informational Items)
These items are being deleted because they are neither policies nor procedures. They were misplaced.

There were no comments or questions.

- Mental health on campus – Brandi Terwilliger, Emily Tuschhoff, Greg Lambeth, Amanda Ferstead.
Brandi Terwilliger introduced the program she developed with Senate Leadership and Staff Council. It is a series of wellness workshops to focus on key areas identified as points of concerns. The five selected topics are: *Creating a Resilient Mindset*, *Effective Stress Management*, *Building Resilient Muscles*, *Healthy Mind Toolkit*, and *Creating an Inclusive Team*. They worked with the EAP provider (Kepro) to offer five or six wellness workshops. The first session took place yesterday and the others will be offered at the rate of two per month. Feedback was very positive. Suggestions for additional topics or focus areas are welcome and can easily be added. For more information, please visit: <https://www.uidaho.edu/vandalhealth>, <https://www.uidaho.edu/vhe-events>, and <http://www.uidaho.edu/wellbeingambassadors>. There is also a large selection of recorded webinars (through Kepro) which can be accessed. The seminars are announced in the Register, with a short description of what one hopes to gain from them.

A Senator read a question from some of his constituents: can employees have access to culturally diverse counselors of their choice without having to pay out of pocket? Brandi Terwilliger responded that they are constantly trying to expand their network of providers (counselors and doctors). Employees can reach out to providers directly, or they can let Brandi Terwilliger know and she will put those providers in contact with the Account Manager. Brandi Terwilliger had some additional suggestions for those employees who seek more diverse providers: when they call in to utilize the services, it's helpful to mention that they don't mind traveling to areas outside their ZIP code, and that they are interested in tele-help. In this way, they may reach out to providers in areas with more diverse offerings. In summary, at this time there is no mechanism to reimburse employees who utilize providers outside the network, but

Brandi Terwilliger is happy to reach out to those providers and ask whether they would like to be part of it.

Greg Lambeth (clinical psychologist and Executive Director of the Counseling, Access and Testing Center) and Emily Tuschhoff (Director of Health Promotion) joined the conversation to talk about *“Supporting the mental health of the U of I community.”* Amanda Ferstead (Mental Health Coordinator) will follow with her presentation.

Greg Lambeth started by identifying a few key considerations: 1. Individuals with prior COVID-19 diagnosis may be at higher risk for psychiatric and substance abuse problems; 2. There is a population-wide psychological impact from COVID-19; 3. Underrepresented groups and young adults (aged 18-24) are vulnerable populations (from a CDC study of August 2020); 4. Economic impact from job loss, either by the students or their parents, must be kept in mind; 5. Individuals with pre-existing psychiatric or substance abuse disorders are a uniquely vulnerable population. Greg Lambeth cited three key research findings: 1. The estimated probability to be diagnosed with any mental illness within 14 to 90 days after a COVID-19 diagnosis is 18.1% (The Lancet, February 2021); 2. 40.9% of the respondents reported at least one adverse mental or behavioral health condition (Center for Disease Control and Prevention, August 2020); 3. How many “deaths of despair” (due to suicide and substance abuse) can we expect in the next 3 to 5 years that are uniquely related to the socioeconomic impact of COVID-19?

Greg Lambeth proceeded to highlight aspects of his team’s COVID-19 Pandemic Response, which includes: conversion to tele-psych since March 23, 2020; conversion of four offices into Zoom rooms; continuity of all psychiatric services; 24-hour crisis mental health services; and psychological testing services. They work with the Office of the Dean of Students and utilize the Vandal CARE Reporting Network. Other available programs are: SBAT (a mandatory assessment following threat or attempt of suicide), and the Group Counseling Program. They have 17 departmental liaisons (for meetings outside the clinical setting), and are developing athletic liaisons to help student-athletes, who have been significantly impacted by COVID-19. Since the pandemic, they observed increased clinical work, but fewer emergency calls for psychiatric crises (which they attribute to the fact that many students who take classes online are disconnected from the university and do not reach out).

Amanda Ferstead (Mental Health Coordinator) began her presentation on what her group is doing to support mental health. They have a variety of workshops, training, and programs, including a nationally recognized program on suicide prevention – QPR (Question, Persuade, and Refer), <http://www.uidaho.edu/qpr>, and on Mental Health First Aid (MHFA), <http://www.uidaho.edu/mhfa>. Additionally, they offer workshops on stress management and helping students in distress, and can do presentations on demand. The program “Don’t cancel your class” offers instructors the opportunity to schedule a workshop when they are unable to be in the classroom. In fall 2020, Vandal Health Education received a \$40K suicide prevention grant from the Idaho State Department of Education. They launched the “Wellbeing Ambassadors” program, recruiting U of I students who are passionate about the health and

well-being of the campus community. “Vandals for Recovery” is U of I’s collegiate recovery community focused on learning and understanding the unique needs of students in recovery from substance abuse as they continue their academic work. This is not an exhaustive list. Visit <http://www.uidaho.edu/vandalhealth> for more information on initiatives and events to promote physical, mental, and social wellbeing. What can Faculty Senators do? Get trained on how to help students in distress and QPR suicide prevention; help reduce the stigma on mental health by talking about it; request a seminar for their classes; motivate students to be Health Ambassadors.

Brandi Terwilliger concluded the presentations. Her office works with our Benefit Advisory Group to support the overall wellbeing of the employees. Last September a mental health brochure (available on the HR website) was sent to all employees. Services include eight visits per issue per calendar year and includes dependents. Anyone who experiences problems with a particular provider is encouraged to contact HR. Moving forward, they plan to add a variety of mental health support and outreach programs, as well as changing communication approaches. Employees don’t have to struggle alone – help is available. Everyone can help by raising awareness of the available resources and by encouraging employees and students in distress to seek help.

A Senator wondered about the cause of the 18% increase in mental health problems after COVID-19. Greg Lambeth replied that such increase is seen mostly in patients who have been hospitalized and are traumatized by the experience. A large volume of research is being done on mental health of former COVID-19 patients. We don’t know yet what COVID-19 does – physically and mentally – and it is a multivariable problem.

A Senator asked how to request that a provider is added to our EAP. Brandi suggested to reach out to her office, or directly to the EAP director.

Chair Kirchmeier thanked the visitors and reminded the Senators to send to her any additional questions that could not be addressed.

- Fall plans – Torrey Lawrence

We are building schedules for summer and fall. In the summer, we will be primarily online like 2020, with a few in-person exceptions. For the fall, we discussed whether to start from a model similar to fall 2020 or fall 2019 to be successful in a variety of situations. We concluded that starting from a schedule similar to the fall 2019 model and switching to other options is easier than the other way around. So, the current plan is to be primarily in person. In some cases, we will encourage departments to add a virtual meeting section – so a class can have a double listing. In this way, the Registrar’s Office will be able to assign classrooms, assuming the best scenario. The virtual meeting will allow us to serve students who cannot be here. Another benefit is the possibility to fill pen seats through the Online Idaho Initiative. Open seats can be made available to students from other institutions, which puts us in a good position for increasing enrollment. These may be an opportunity to address ADA accommodations also. There are also challenges to still consider: employees who work from home, online fees, and

impact on international students, who have restrictions on the number of classes they can take online – an unclear course format may create problems for international students.

Discussion:

A Senator asked whether funds will be set aside to improve the online experience. Provost Lawrence responded in the affirmative. He and IT Vice President Dan Ewart agree that, as we expand digital offerings, we need to keep building infrastructures. The Zoom-capable rooms upgraded last summer worked well but they are not a long-term solution in many cases. A classroom inventory will help assess best strategies and the costs. Some funds may come out of COVID-19 relief money or the online initiative (see next).

A Senator had two questions: What should we tell faculty who have flexible work arrangements due to health concerns? With both online and in-person options available, faculty's work will double. Will we be able to rebalance our position description? To the first question, Provost Lawrence answered that employees or supervisors should contact HR for ADA-related work arrangements. For the more discretionary situations, some of which have a time element, the fall scenario is still unclear and may depend on the vaccine status. As for the workload, it will have to be a local discussion between faculty and chairs/deans, on a class-by-class basis.

A Senator suggested to have our classrooms and offices evaluated for air quality.

- Moving forward with the online initiative – Torrey Lawrence, Attach. #7
Provost Lawrence gave a brief history of the project, see Attach. #7. It aligns with our mission as a land-grant institution to provide access to students who cannot be in Moscow to pursue higher education. Some colleges have their own online programs. The Working Group has recommended a new unit to provide support across the university, supported by P3 funds. This initiative is to be seen as an investment: the goal is to increase enrollment, which, in turn, will generate additional revenue to help other programs. Nothing is being taken away from any department to fund this new initiative. We tried this project multiple times before, on a smaller scale, and failed. The next step is to hire a high-level, experienced leader. We will ask colleges what programs they have to best identify where the potential is for online growth. Because of the lack of central organization, currently we don't have a list of online programs – students must look for a specific department to see whether it is offered online.

A Senator thanked the provost for acknowledging that some colleges have succeeded in building their own online programs, including marketing and recruiting. With central leadership, we can do well. This Senator's concern is about the time and effort to migrate over to Canvas, if we use that platform. The Provost noted that the state will pay for us to try Canvas. At no cost, we can try this system and consider how the course conversion works. More on this soon.

How did the Working Group come up with the projected return on investment? What about the perception of rolling out another program, when people are leaving because their positions are being eliminated? Provost Lawrence responded that P3 money must be used for projects with the potential to generate revenue. Concerning the reduction in faculty and staff, re-hiring faculty is not one of the President's priorities at this time. We have been losing students for over

10 years and we need to turn that trend around. There is opportunity in the online space. For example, the College of Natural Resources has grown more than any other college this, and much of that growth came from their online programs.

A Senator asked a question on behalf of his constituents: why do we need a leadership position at such high level? Why not a faculty director? This seems an unnecessary growth of upper-level administration. Also, we are a small player in the national and global online education market. The Provost responded that, before deciding what the appropriate title should be for a position, one must define what that employee is expected to do. In this way, the conclusion was reached that the position must not be far down the organization and must have oversight across colleges. It is important that we get in the market as soon as possible – our competitors, such as Boise State, have increasing enrollment in online programs. There are many people in the state who are looking for some training, such as a certificate, not necessarily a 4-year degree, and we must serve that population. We will not offer everything online, but we will make strategic choices.

Chair Kirchmeier reminded everyone to send additional questions to her. This conversation will continue.

Adjournment:

The agenda being completed, the Chair adjourned the meeting at 5:08pm.

Respectfully Submitted,

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

Attach. #2

The Faculty Senate of the University of Idaho condemns in the strongest terms the January 6, 2021 insurrection at the Capitol, and any form of violence and terrorism.

As scholars and researchers, we have dedicated our careers to discovery and reasoning. We believe in science and in seeking knowledge by weighing appropriate evidence and rejecting intentional misinformation.

As citizens and educators who serve the university's land-grant mission, we prepare students to be thoughtful, civic-minded participants in our local, state, and national communities. We are committed to democracy and due process, and to civil discourse and respectful communication.

To support these goals, we encourage all faculty, when appropriate, to directly address the issues and challenges facing our world, including misinformation, radicalism, racism, bigotry, and violence. We call for a collective commitment to shine light on the root causes of polarization and extremism. Whether by analyzing our histories and culture, or cultivating information literacy, or teaching responsible communication skills, faculty must continue to provide a transformative and ethical education for the next generation of leaders.

Program Change Request

New Program Proposal

Date Submitted: 11/05/20 1:31 pm

Viewing: **436 : Global Disease Ecology (B.S.)**

Last edit: 02/03/21 11:15 am

Changes proposed by: Joana Espinoza (V00370901)

Faculty Contact

In Workflow

- 1. 083 Chair
- 2. 07 Curriculum Committee Chair
- 3. 07 Dean
- 4. Provost's Office
- 5. Assessment
- 6. Curriculum Review
- 7. Registrar's Office
- 8. UCC
- 9. Faculty Senate Chair
- 10. UFM
- 11. President's Office
- 12. State Approval
- 13. NWCCU

Approval Path

- 1. 11/05/20 1:35 pm
Joana Espinoza (jespinoza):
Approved for 083 Chair
- 2. 11/05/20 1:35 pm
Joana Espinoza (jespinoza):
Approved for 07 Curriculum Committee Chair
- 3. 11/05/20 1:36 pm
Joana Espinoza (jespinoza):
Approved for 07 Dean
- 4. 11/05/20 1:39 pm
Joana Espinoza

- (jespinoza):
Approved for
Provost's Office
5. 11/16/20 12:57 pm
Rebecca Frost
(rfrost): Rollback to
Provost's Office for
Curriculum Review
6. 11/16/20 1:21 pm
Joana Espinoza
(jespinoza): Rollback
to 083 Chair for
Provost's Office
7. 11/20/20 4:00 pm
Edwin Lewis
(eelewis): Approved
for 083 Chair
8. 11/25/20 10:35 am
Brenda Schroeder
(bschroeder):
Approved for 07
Curriculum
Committee Chair
9. 12/15/20 4:10 pm
Matthew Doumit
(mdoumit):
Approved for 07
Dean
10. 01/21/21 9:14 am
Joana Espinoza
(jespinoza):
Approved for
Provost's Office
11. 01/21/21 10:05 am
Sara Mahuron
(sara): Approved for
Assessment
12. 01/21/21 10:27 am
Rebecca Frost
(rfrost): Approved

for Curriculum
Review

13. 02/03/21 10:43 am

Amy Kingston
(amykingston):

Approved for
Registrar's Office

14. 02/08/21 3:46 pm

Rebecca Frost
(rfrost): Approved
for UCC

Faculty Name	Faculty Email
Michael Parrella	mpp@uidaho.edu

Academic Level Undergraduate

College Agricultural & Life Sciences

Department/Unit: Entomology, Plant Path & Nemat

Effective Catalog
Year 2021-2022

Program Title
Global Disease Ecology (B.S.)

Degree Type Major

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

Program Credits 120

Attach Program
Change [CALS - BS in Global Disease Ecology w Budget.pdf](#)

CIP Code 26.1310 - Ecology and Evolutionary Biology.

Emphasis/Option
CIP Code(s)

Will the program be Self-Support?

No

Will the program have a Professional Fee?

No

Will the program have an Online Program Fee?

No

Will program be Regional or Statewide Responsibility?

Regional

Financial Information

What is the financial impact of the request?

Less than \$250,000 per FY

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

Describe the financial impact

The proposed new courses will be taught by current faculty.

Due to the interdisciplinary nature of the Global Disease Ecology program, even large increases in student enrollment will have minimal impact on resources in the EPPN department. When enrollment surpasses 50, additional support will be needed for student advising.

Curriculum:

Global Disease Ecology Core Courses

<u>AVS 109</u>	The Science of Animals that Serve Humanity	4
<u>BIOL 114</u>	Organisms and Environments	4
<u>BIOL 115</u>	Cells and the Evolution of Life	3
<u>BIOL 115L</u>	Cells and the Evolution of Life Laboratory	1
<u>CHEM 111</u>	General Chemistry I	3
<u>CHEM 111L</u>	General Chemistry I Laboratory	1
<u>CHEM 112</u>	General Chemistry II	3
<u>CHEM 112L</u>	General Chemistry II Lab	2
<u>ENGL 102</u>	Writing and Rhetoric II	3
<u>ENT 322</u>	General and Applied Entomology	4
<u>PLSC 102</u>	The Science of Plants in Agriculture	3
<u>PHIL 103</u>	Introduction to Ethics	3
<u>SOC 101</u>	Introduction to Sociology	3
<u>SOIL 205</u>	The Soil Ecosystem	3
<u>STAT 251</u>	Statistical Methods	3
<u>MATH 160</u>	Survey of Calculus	4
or <u>MATH 170</u>	Calculus I	
Choose one of the following:		3
<u>CHEM 275</u>	Carbon Compounds	

CHEM 277

Organic Chemistry I

Choose one of the following:

3

ECON 201

Principles of Macroeconomics

ECON 202

Principles of Microeconomics

Choose one of the following:

3

BIOL 310

Genetics

GENE 314

General Genetics

Choose one of the following:

4

EPPN 154

Microbiology and the World Around Us

& EPPN 155

and Microbiology and the World Around Us: Laboratory

BIOL 250

General Microbiology

& BIOL 255

and General Microbiology Lab

Choose one of the following:

3

BIOL 300

Survey of Biochemistry

BIOL 380

Biochemistry I

Required Courses

AVS 268

Companion Animal Diseases

2

AVS 371

Anatomy and Physiology

3

BIOL 312

Molecular and Cellular Biology

3

BIOL 444

Genomics

3

BIOL 447

Virology

3

ENT 438

Pesticides in the Environment

3

EPPN 110

Introduction to Global Disease Ecology

3

EPPN 220

Global Disease Ecology Seminar

3

EPPN 440

Research Practicum

3

PLSC 207

Introduction to Biotechnology

3

Choose one of the following:

3

BIOL 314

Ecology and Population Biology

BIOL 426

Systems Biology

Choose one of the following:

3

ENGL 207

Persuasive Writing

ENGL 313

Business Writing

ENGL 316

Environmental Writing

ENGL 317

Technical Writing

ENGL 318

Science Writing

Choose one of the following:

3

SOIL 425

Microbial Ecology

ENT 441

Insect Ecology

Choose one of the following:

3

ENT 411

Veterinary & Medical Entomology

ENT 476

Medical Parasitology

Select 3 credits from the following:

3

<u>AGED 263</u>	History of US & World Ag.
<u>AGED 406</u>	Exploring International Agriculture
<u>AGED 407</u>	Global Agricultural & Life Sciences Systems
<u>AGED 450</u>	Leading People and Teams
<u>AGED 451</u>	Communicating in Agriculture
<u>AGEC 356</u>	Agricultural and Rural Policy
<u>AGEC 477</u>	Law Ethics and the Environment
<u>ANTH 462</u>	Human Issues in International Development
<u>CLDR 360</u>	Ldrship and Comm Dynamics
<u>CLDR 480</u>	Change & Power in Society
<u>COMM 101</u>	Fundamentals of Oral Communication
<u>COMM 335</u>	Intercultural Communication
<u>ENVS 482</u>	Natural Resource Policy and Law
<u>ENVS 448</u>	Drinking Water and Human Health
<u>HIST 379</u>	History of Science II: 1700-Present
<u>HIST 380</u>	Disease and Culture:History of Western Medicine
<u>HIST 424</u>	American Environmental History
<u>IS 322</u>	Int'l Environmental Governance
<u>PSYC 473</u>	Blood and Airborne Pathogens: HIV/STDs/Hepatitis/TB
<u>SOC 340</u>	Environmental Sociology and Globalization
<u>SOC 341</u>	Science, Technology, and Society
<u>SOC 350</u>	Food, Culture, and Society

Select 3 credits from the following:

3

<u>AVS 471</u>	Animal Disease Management
<u>BIOL 432</u>	Immunology
<u>ENVS 409</u>	Princ Environmental Toxicology
<u>FISH 424</u>	Fish Health Management
<u>GEOG 313</u>	Global Climate Change
<u>GEOG 350</u>	Geography of Development
<u>GEOG 430</u>	Climate Change Ecology
<u>PLP 415</u>	Plant Pathology
<u>WLF 416</u>	Molecular Methods in Population Biology

Total Hours

110

Courses to total 120 credits for this degree.

Distance Education Availability

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

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

No

Note: Existing programs transitioning from less than 50% of its curricular requirements to 50% or more of its requirements being available via distance education is considered a Group 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

Student Learning Outcomes

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

The global disease ecology major will use an integrated approach to advance understanding of the concept(s) of disease, the societal, environmental and personal impacts on disease; the science behind discoveries, causes, evolution, diagnosis, treatment and prevention of domestic and international plant, animal and human diseases.

The curriculum will focus on the development of tools to solve complex problems in real-world scenarios to advance creative and critical thinking skills. The major will include a senior research practicum, which the student designs with a faculty mentor to bridge the disciplines of the major to match career interests and maximize career prospects.

The major will focus on three learning outcomes and skill sets:

1. Global Disease Ecology students will learn to recognize, define and differentiate the causes and types of human, animal and plant diseases and apply this information using diverse thinking strategies to address real-world issues.
2. Global Disease Ecology students will be able to integrate information across the scientific disciplines including to implement disease control practices, solve problems, and make decisions that impact the sustainability of human health.
3. Global Disease Ecology students will be able to convey knowledge using verbal and non-verbal methods of communication in a respectful manner that reflects our complex society.

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

Direct Measure Process (per our current protocols and metrics): Learning Outcomes will be assessed using a variety of metrics including having students demonstrate an ability to apply academic knowledge to real-world problems and controversies using case studies and complete standardized exams that assess ability to integrate and synthesize various concepts. Faculty agree that these measures cover each of the student learning outcomes and that 80% of the students will need to attain an 70% proficiency on all assessments that address learning outcomes.

Indirect Measure Process (per our current protocols and metrics): Student graduate reporting, including feedback from both student and advisor; student evaluations of teaching; student grades in core courses, including performance on lecture exams, laboratory exams, class projects, and term papers. The numbers of students participating in clubs/organizations and service learning will reflect students who strive to excel above their academic education and endeavor to be leaders.

Face-to-Face Measures (per our current protocols and metrics): Exit interviews with graduates, including overall assessment of degree program, and opportunities for service learning activities.

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

The Department of Entomology, Plant Pathology and Nematology includes a departmental faculty Curriculum Committee that will be charged with interpretation of annual Learning Outcome metrics for all EPPN instructional programs and will recommend specific policies for consideration and implementation at the yearly faculty meeting and one on one with instructors as needed. An underpinning objective will be to contribute to UI Strategic Plan Goals for undergraduate enrollment.

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

We will determine how the students in the program demonstrate the ability to critically analyze and report on disease case studies. We will measure employment outcomes for all students and determine how satisfied employers are with our graduates.

Indirect Benchmarks:

We will correlate how are students are performing academically with their overall satisfaction. The goal is to have at least 80% of advisors and students report overall satisfaction with the graduate experience; student evaluations of course and instructor quality in courses required by major and emphasis areas should be 3 (out of four) or higher; students should receive a grade of C or higher in all courses required by major and emphasis areas with an overall score of 3.0 out of a maximum of 4.0.

When will assessment activities occur and at what frequency?

Learning Outcomes Assessment as outlined will occur throughout the academic year. Metrics will be reported annually during September for the prior Academic Year. New or adjusted procedures and metrics will be developed by the EPPN faculty during FY18 and beyond as needed.

Student Learning Outcomes

Learning Objectives

Global Disease Ecology students will learn to recognize, define and differentiate the causes and types of human, animal and plant diseases and apply this information using diverse thinking strategies to address real-world issues. Global Disease Ecology students will be able to integrate information across the scientific disciplines including to implement disease control practices, solve problems, and make decisions that impact the sustainability of human health.

Global Disease Ecology students will be able to convey knowledge using verbal and non-verbal methods of communication in a respectful manner that reflects our complex society.

Rationale for the proposed change. Include an explanation of how the department will manage the added workload, if any.

This is a request to establish a new undergraduate program entitled Global Disease Ecology in the Department of Entomology, Plant Pathology and Nematology (EPPN) in the College of Agriculture and Life Sciences (CALS). The establishment of the new Center for Health in the Human Ecosystem at the University of Idaho provides a unique opportunity for EPPN to develop an undergraduate degree program that utilizes our multidisciplinary department to support the Center's goal of building a more sustainable human ecosystem. The Center's Directors are members of EPPN making it a logical department for Global Disease Ecology.

Supporting Documents [GDE four year plan.xlsx](#)
[Global Disease Ecology_Reg_Proposed_BS.xlsx](#)

Requires TECC Review No

Reviewer

Comments

Rebecca Frost (rfrost) (11/16/20 12:55 pm): Four year plan does not contain a Humanities or an International course. One course in the first elective grouping would satisfy this requirement, but any other course would put the student over the 120 credit minimum. Please see attached 4 year plan for more information.

Rebecca Frost (rfrost) (11/16/20 12:57 pm): Rollback: Four year plan is not accurate. Please see Global Disease Ecology_Reg_Proposed_BS for explanation.

Joana Espinoza (jespinoza) (11/16/20 1:21 pm): Rollback: See notes from the Registrar's office. Four year plan needs revision.

Key: 436

Idaho State Board of Education

Proposal for Undergraduate/Graduate Degree Program

Date of Proposal Submission:	November 12, 2019
Institution Submitting Proposal:	University of Idaho
Name of College, School, or Division:	College of Agriculture and Life Sciences
Name of Department(s) or Area(s):	Department of Entomology, Plant Pathology and Nematology

Program Identification for Proposed New or Modified Program:

Program Title:	Global Disease Ecology				
Degree:	B.S.	Degree Designation	X	Undergraduate	Graduate
Indicate if Online Program:	Yes			X	No
CIP code (consult IR /Registrar):	26.1310				
Proposed Starting Date:	July 2021				
Geographical Delivery:	Location(s)	Moscow	Region(s)	Moaxoq	
Indicate (X) if the program is/has:	Self-Support		Professional Fee		Online Program 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"/> 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) |

 11/21/2020

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

Chief Financial Officer, OSBE

Date

President

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 is a request to establish a new undergraduate program entitled Global Disease Ecology in the Department of Entomology, Plant Pathology and Nematology (EPPN) in the College of Agriculture and Life Sciences (CALS). The establishment of the new Center for Health in the Human Ecosystem at the University of Idaho provides a unique opportunity for EPPN to develop an undergraduate degree program that utilizes our multidisciplinary department to support the Center's goal of building a more sustainable human ecosystem. The Center's Directors are members of EPPN making it a logical department for Global Disease Ecology.

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 Bachelor of Science in Global Disease Ecology will support students interested not only in traditional health careers, but also other career paths including but not limited to health policy and regulation, global and public health, animal welfare, plant pathology, microbiology, food and water quality, sustainable agriculture, sustainable forestry and environmental protection. This degree will provide the opportunity for students to develop tools to solve problems in real-world scenarios.

- 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.

Graduates from the Global Disease Ecology program would be qualified to pursue careers in medicine, veterinary medicine, public health and plant pathology. These graduates could work for state and local public health agencies as well as organizations such as the Centers for Disease Control, the World Health Organization, and the U.S. Department of Agriculture.

List the job titles for which this degree is relevant:

Listed below are examples of current open positions. It is not meant to be a complete list of all available positions that a graduate of the Global Disease Ecology program would be competitive.

Idaho State Website:

Agriculture Investigator, Biologist, CRB Program Analyst, Hazardous Waste Science Officer, Water Resource Agent and Safety and Compliance Officer

USDA Website:

Agriculturist -Animal and Plant Health Inspection Service, Plant Protection and Quarantine Officer, Research Biologist/Microbiologist, Forestry Technician

A CIP code to SOC code crosswalk indicates 4 broad occupation areas for graduates of this degree: natural science managers, clinical research coordinators, molecular and cellular biologists, and biological science teachers-postsecondary (a Bright Outlook occupation). The table below includes only data for these 4 SOC areas:

	State DOL data	Federal DOL data	Other data source: (describe)
Local (Service Area)		50 jobs in 2018	EMSI: predicts 11.7% job growth through 2029 in the counties within 90 miles of us (including Washington and Oregon)
State		550 jobs in 2018	EMSI: predicts 14.9% job growth through 2029.
Nation		112,030 in 2018	EMSI: predicts 19.1% job growth through 2029.

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

We conducted an EMSI analysis of 18 different jobs that align to this degree. Analysis is provided here.

Average Hiring Competition Over a Deep Supply of Regional Talent

...



Jobs (2019)

Idaho is a hotspot for this kind of talent. The national average for an area this size is 20,670* employees, while there are 25,455 here.



Compensation

The cost for talent is low in Idaho. The national median salary for your occupations is \$43,420, while you'll pay \$38,645 here.



Job Posting Demand

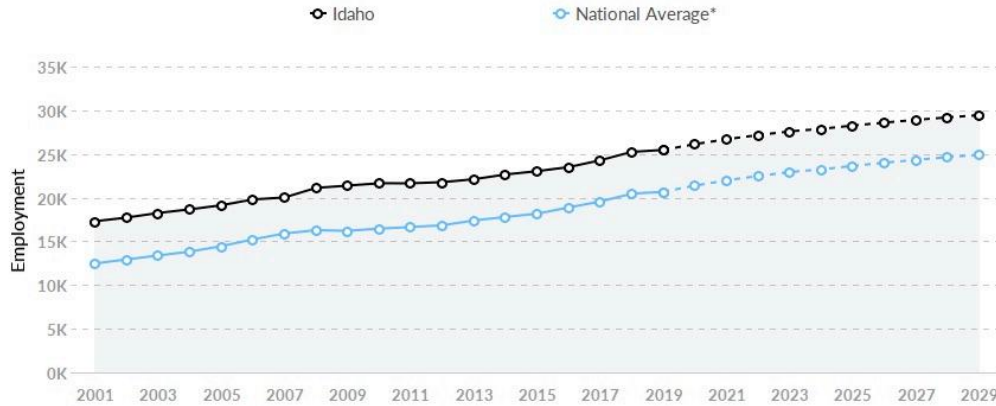
Competition from online job postings is about average in Idaho. The national average for an area this size is 874* job postings/mo, while there are 919 here.

Jobs

Regional Employment Is Higher Than the National Average

...

An average area of this size typically has 20,670* jobs, while there are 25,455 here. This higher than average supply of jobs may make it easier for workers in this field to find employment in your area.



Region	2019 Jobs	2028 Jobs	Change	% Change
● Idaho	25,455	29,183	3,728	14.6%
● National Average	20,670	24,628	3,958	19.1%

*National average values are derived by taking the national value for your occupations and scaling it down to account for the difference in overall workforce size between the nation and Idaho. In other words, the values represent the national average adjusted for region size.

- 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 was used, please attach a copy of the survey instrument with a summary of results as **Appendix A**.

There is no similar program offered throughout the state of Idaho or at any of the neighboring state institutions. A similar program is offered at the University of California-Davis, which began small and now enrolls over a hundred undergraduate students in the program. With the offering of Global Disease Ecology at the University of Idaho, we will be able to provide a unique curriculum and recruit from within Idaho as well as from all the neighboring states. In addition, with the cost of education at the University of Idaho well below that of the University of California-Davis, our program will be competitive with the current program in California. Finally, there is a growing desire by students to have a systems approach to their career development. A degree in Global Disease Ecology will enable the students to use an integrated approach to advance their understanding of the concept(s) of disease, the societal, environmental and personal impacts on disease; the science behind discoveries, causes, evolution, diagnosis, treatment and prevention of domestic and international plant, animal and human diseases.

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

The healthcare system and agricultural production will continue to be important components of Idaho's economy. The management and control of human, animal and plant pathogens are a major concern. With changing environmental conditions, these areas are facing pest and pathogen challenges that we have no prior experience in handling, resulting in substantially increased cost of healthcare, animal husbandry and plant disease management. This program will produce graduates that understand the roles of human, animal and plant pathogens in our society. These students will have the knowledge to apply integrated tools to address their impact on Idaho and beyond.

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

Graduates of the Global Disease Ecology program will contribute to increased health and food security in Idaho and nationwide. Students with an extensive understanding of integrated management of human, animal and plant pathogens will be able to promote the utilization of new tools to address these issues. This will demonstrate the UI's commitment to environmental protection and societal pressure to provide alternative strategies for effective management of human, animal and plant health.

e. If Associate's degree, transferability: not applicable

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

Similar Programs offered <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	Global Disease Ecology B.S.	Per this petition

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	No program	

Oregon State University	No program	
Montana State University	No program	
University of California-Davis	Global Disease Biology B. S.	Global Disease Biology Major

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

Not applicable

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

The approval of this request will allow the new Department EPPN to offer a new Undergraduate program entitled Global Disease Ecology. The expected increase in the number of undergraduate students in EPPN will serve as the foundation for the Ph.D. program in Plant Pathology in the near future. Finally, the additional program will enhance our ability to recruit graduate students and grow the EPPN department. This increased number of undergraduate students will contribute to the University's goal of becoming a Carnegie R1 school.

Goal	Objective	EPPN'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	<p>The proposal to develop a Global Disease Ecology Program will enable EPPN to <i>expand undergraduate enrollment</i>. This new program will enable EPPN to recruit undergraduate students based on their interest of a sustainable human ecosystem.</p> <p>The Global Disease Ecology Program is interdisciplinary in nature involving an investigation of humans, animals and plants as they interact with their environment. The understanding of how humans, microorganisms (microbiology, molecular biology), vectors, (insects), plants (botany, genetics, breeding) come together will provide students with a broad scientific background.</p>
	Create, validate and apply knowledge through the coproduction of scholarly and creative works by students, staff, faculty and diverse external partners	
	Grow reputation by increasing the range, number, type and size of external awards, exhibitions, publications, presentations, performances, contracts, commissions and grants.	
Increase our educational impact.	Provide greater access to educational opportunities to meet the evolving needs of society	<p>The proposal will create a new degree program that will serve students who would have previously gone out of state to receive this degree. Faculty responsible for Global Disease Ecology Program will assess and revise as needed to improve the quality of the program as a whole. Attention will be made to the incorporation of integrated curricula and pedagogies.</p>
	Foster educational excellence via curricular innovation and evolution	
	Create an 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	<p>The Faculty in EPPN represent seven different countries and are 40% female. Currently, there are over 10 different countries represented by our graduate students. Continuing to embrace this diversity will enhance the experiences of our undergraduate students and provides a global perspective to the Global Disease Ecology curricula.</p>
	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.

Specialized accreditation is not required to offer a B.S. Degree in Global Disease Ecology. It is our intention to annually evaluate the program using established protocols and metrics posted on the UI Provost Student Learning Assessment page. These UI approved Learning Outcomes, Assessment tools and Procedures will serve as our guide to ensure the delivery of quality courses and subsequently an excellent Program in Global Disease Ecology.

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 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.	25
Credit hours in required courses offered by other departments:	49
Credit hours in institutional general education curriculum	36
Credit hours in free electives	10
Total credit hours required for degree program:	120

- b. **Curriculum.** Provide the curriculum for the program, including a listing of course titles and credits in each.

Required course work include the university requirements (see regulation J-3) and the following:

Global Disease Ecology: Core Courses:		
Course:	Title:	
AVS 109	The Science of Animals that Serve Humanity	4
BIOL 114	Organisms and Environments	4
BIOL 115	Cells and Evolution of Life	3
BIOL 115L	Cells and Evolution of Life Laboratory	1
CHEM 111	Principles of Chemistry I	3
CHEM 111L	Principles of Chemistry I Lab	1
CHEM 112	Principles of Chemistry II	3
CHEM 112L	Principles of Chemistry II Lab	2
ENGL 102	College Writing and Rhetoric	3
ENT 322	General and Applied Entomology	4
PLSC 102	Science Plants in Agriculture	3

PHIL 103	Introduction to Ethics	3
SOC 101	Introduction to Society	3
SOIL 205	Soil Ecosystem	3
STAT 251	Statistical Methods	3
MATH 160 or 170	<i>Analytical Geometry and Calculus</i>	4

one of the following (3 credits)		
CHEM 275	Carbon Compounds	3
CHEM 277	Organic Chemistry	3
		3

one of the following (3 credits)		
ECON 201	Principles of Macroeconomics	3
ECON 202	Principles of Microeconomics	3
		3

one of the following (3 credits)		
BIOL 310	Genetics	3
GENE 314	General Genetics	3
		3

one of the following (4 credits)		
Course:	Title:	Credits:
EPPN 154	Microbiology and the World Around Us	3
and		
EPPN 155	Microbiology Lab	1
or		
Biol 250	General Microbiology	3
and		
Biol 255	General Microbiology Lab	2
		4

one of the following (3-4 credits)		
Course:	Title:	Credits:
Biol 300	Survey of Biochemistry	3
or		
Biol 380	Biochemistry I	4
Total		63

Required Courses:		
Course:	Title:	Credits:
AVS 268	Companion Animal Diseases	2
AVS 371	Anatomy and Physiology	3

BIOL 312	Molecular and Cellular Biology	3
BIOL 444	Genomics	3
BIOL 447	Virology	3
	or	
PLP 411	Plant Virology (class being added to the catalog)	3
ENT 438	Pesticides in the Environment	3
EPPN 110	Introduction to Global Disease Ecology	2
EPPN 220	Global Disease Ecology Seminar	2
EPPN 440	Research Practicum (min 2 credit)	2
PLSC 207	Intro to Biotechnology	3
one of the following (3-credits)		
BIOL 314	Ecology and Population Biology	4
BIOL 426	Systems Biology	3
one of the following (3-credits)		
ENGL 207	<i>Persuasive Writing</i>	3
ENGL 313	<i>Business Writing</i>	3
ENGL 316	<i>Environmental Writing</i>	3
ENGL 317	<i>Technical Writing</i>	3
ENGL 318	<i>Science Writing</i>	3
one of the following (3-credits)		
SOIL 425	Microbial Ecology	3
ENT 441	Insect Ecology	3
Select one of the following (3-credits)		
ENT 411	Veterinary & Medical Entomology	3
ENT 476	Medical Parasitology	3
Total		38

Elective Courses (10): Any combination of courses but must include at least 3 credits from the suggestions listed below.		Credits
AGED 263	History of World and US Agriculture	3
AGED 406	Exploring International Agriculture	3
AGED 407	Global Agricultural & Life Sciences Systems	3
AGED 450	Leading People and Teams	3
AGED 451	Communicating in Agriculture	3
AGEC 356	Agricultural and Rural Policy	3
AGEC 477	Law, Ethics & the Environment	3
ANTH 462	Human Issues in International Development	3
CLDR 360	Leadership and Community Dynamics	3
CLDR 480	Change and Power in a Global Society	3
COMM 101	Fundamentals of Oral Communication	2
COMM 335	Intercultural Communication	3

ENVS 446	Drinking Water and Human Health	3
ENVS 482	Natural Resource Policy and Law	3
HIST 378	History of Science I: Antiquity to 1700	3
HIST 379	History of Science II: 1700-Present	3
HIST 380	Disease & Culture: History of West. Med.	3
HIST 424	American Environmental History	3
IS 322	International Environmental Org	3
PSYC 473	Blood & Airborne Path.: HIV/STD's/Hep	3
SOC 340	Social Change Globalization	3
SOC 341	Science, Technology, and Society	3
SOC 350	Food, Culture, and Society	3

Elective Courses (10): Any combination of courses but must include at least 6 credits from the suggestions listed below.		Credits
AVS 471	Animal Disease Management	3
BIOL 432	Immunology	3
ENVS 409	Principles of Environmental Toxicology	3
FISH 424	Fish Health Management	4
GEOG 313	Global Climate Change	3
GEOG 350	Geography of Development	3
GEOG 430	Climate Change Ecology	3
PLP 415	Plant Pathology	3
WLF 416	Molecular Methods in Population Bio.	1

- c. **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.

A research practicum will be required for graduation. This should be for a minimum of 2 credits and can be repeated once for credit towards graduation. Students will need to identify a faculty member within CALS to complete a research project.

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.

The global disease ecology major will use an integrated approach to advance understanding of the concept(s) of disease, the societal, environmental and personal impacts on disease; the science behind discoveries, causes, evolution, diagnosis,

treatment and prevention of domestic and international plant, animal and human diseases.

The curriculum will focus on the development of tools to solve complex problems in real-world scenarios to advance creative and critical thinking skills. The major will include a senior research practicum, which the student designs with a faculty mentor to bridge the disciplines of the major to match career interests and maximize career prospects.

The major will focus on three learning outcomes and skill sets:

1. Global Disease Ecology students will learn to recognize, define and differentiate the causes and types of human, animal and plant diseases and apply this information using diverse thinking strategies to address real-world issues.
2. Global Disease Ecology students will be able to integrate information across the scientific disciplines including to implement disease control practices, solve problems, and make decisions that impact the sustainability of human health.
3. Global Disease Ecology students will be able to convey knowledge using verbal and non-verbal methods of communication in a respectful manner that reflects our complex society.

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): Learning Outcomes will be assessed using a variety of metrics including having students demonstrate an ability to apply academic knowledge to real-world problems and controversies using case studies and complete standardized exams that assess ability to integrate and synthesize various concepts. Faculty agree that these measures cover each of the student learning outcomes and that 80% of the students will need to attain an 70% proficiency on all assessments that address learning outcomes.

Indirect Measure Process (per our current protocols and metrics): Student graduate reporting, including feedback from both student and advisor; student evaluations of teaching; student grades in core courses, including performance on lecture exams, laboratory exams, class projects, and term papers. The numbers of students participating in clubs/organizations and service learning will reflect students who strive to excel above their academic education and endeavor to be leaders.

Face-to-Face Measures (per our current protocols and metrics): Exit interviews with graduates, including overall assessment of degree program, 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?

The Department of Entomology, Plant Pathology and Nematology includes a departmental faculty Curriculum Committee that will be charged with interpretation of annual Learning

Outcome metrics for all EPPN instructional programs and will recommend specific policies for consideration and implementation at the yearly faculty meeting and one on one with instructors as needed. 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:

We will determine how the students in the program demonstrate the ability to critically analyze and report on disease case studies. We will measure employment outcomes for all students and determine how satisfied employers are with our graduates.

Indirect Benchmarks:

We will correlate how are students are performing academically with their overall satisfaction.

The goal is to have at least 80% of advisors and students report overall satisfaction with the graduate experience; student evaluations of course and instructor quality in courses required by major and emphasis areas should be 3 (out of four) or higher; students should receive a grade of C or higher in all courses required by major and emphasis areas with an overall score of 3.0 out of a maximum of 4.0.

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

Learning Outcomes Assessment as outlined will occur throughout the academic year. Metrics will be reported annually during September for the prior Academic Year. New or adjusted procedures and metrics will be developed by the EPPN faculty during FY18 and beyond as needed.

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.

While other Idaho Public Institutions may have an ecology or environmental sciences major they do not have a program that merges ecology, biology, the environment and sustainable human health.

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 2014-15	FY 2015-16	FY 2016-17	FY 2017-18	FY 2014-15	FY 2015-16	FY 2016-17	FY 2017-18

BSU	0	0	0	0	0	0	0	0
ISU	0	0	0	0	0	0	0	0
UI	0	0	0	0	0	0	0	0
LCSC	0	0	0	0	0	0	0	0
CEI	0	0	0	0	0	0	0	0
CSI	0	0	0	0	0	0	0	0
CWI	0	0	0	0	0	0	0	0
NIC	0	0	0	0	0	0	0	0

- 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: Global Disease Ecology											
Projected Fall Term Headcount Enrollment in Program						Projected Annual Number of Graduates From Program					
FY20-21 (first year)	FY21-22	FY22-23	FY23-24	FY24-25	FY25-26	FY20-21 (first year)	FY21-22	FY22-23	FY23-24	FY24-25	FY25-26
10	15	35	50	75	100	0	0	0	8	13	30

- 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?

We expect that the trend for enrollment will be similar to the program at the University of California-Davis. The UC-Davis Global Disease Biology program started with 30 students enrolled and by the end of the first year (2015), they were over 120. Their enrollment surpassed 350 in Fall 2017. Taking into account the size of the University of California-Davis compared to University of Idaho, we expect around 10-15 students enrolled in the first year and the program should have over 100 students enrolled by the FY25-26 school year.

CALS has a dedicated college recruiter and team of student ambassadors to promote our programs, including the Global Disease Ecology. In addition, we plan on partnering with the pre-health advising program at University of Idaho as well as the WAMI medical education program to market the GDE as an alternative to traditional pre-medical school routes.

16. Minimum Enrollments and Graduates.

- a. 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?

The minimum enrollment for the Global Disease Ecology program is 20.

- b. What is the sunset clause by which the program will be considered for discontinuance if the projections or expectations outlined in the program proposal are not met?

If we do not meet our projected graduates (30) by 2026, we will evaluate the program to determine if it is financially viable. If it is not, we will discontinue the program.

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 program is designed to utilize many lecture and laboratory courses that are already being taught. Not applicable.

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

The impact on existing programs will be minimal as students as students will be taking lecture and laboratory courses that are already being taught. Since new courses are being proposed to be added for the new major, we will work with CALS and the University to identify lecture space as needed. We expect this to be minimal.

- 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.

Not applicable. No additional resources are required to support this new major since no new laboratory 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.

The Global Disease Ecology program will only require the creation of two new first year experience courses. The rest of the required courses are already existing, so we expect minimal increase to requests for journal access. Due to the interdisciplinary nature of Global Disease Ecology, currently available journals and other resources adequate for the undergraduate students in the Plant Sciences and Biology programs should be suitable for students in the new Global Disease Ecology program. A faculty member associated with the new EPPN will work with the library 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 requested by the Plant Sciences, Biology and SWS programs.

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?

The proposed new courses will be taught by current faculty.

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

- b. **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?

- c. **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.

Due to the interdisciplinary nature of the Global Disease Ecology program, even large increases in student enrollment will have minimal impact on resources in the EPPN department. When enrollment surpasses 50, additional support will be needed for student advising.

20. Revenue Sources

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

There are no anticipated impacts to programs inside or outside CALS. Not applicable.

- 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.

There are no anticipated impacts to programs inside or outside CALS. 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?
- 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.
- 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.

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).

Program Resource Requirements.

- 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 2021			FY 2022			FY 2023			FY 2024		
	FTE	Headcount		FTE	Headcount		FTE	Headcount		FTE	Headcount	
A. New enrollments	10	10		11	11		11	11		12	12	
B. Shifting enrollments	0	0		0			0			0		
Total Enrollment	10	10		11	11		11	11		12	12	

II. REVENUE

	FY 2021			FY 2022			FY 2023			FY 2024		
	On-going	One-time		On-going	One-time		On-going	One-time		On-going	One-time	
1. New Appropriated Funding Request												
2. Institution Funds*	\$178,474.18			\$183,828.40			\$189,343.25			\$195,023.55		
3. Federal												
4. New Tuition Revenues from Increased Enrollments	\$78,640.00			\$89,099.12			\$91,772.09			\$103,118.46		
5. Student Fees	\$7,995.00			\$9,058.34			\$9,330.09			\$10,483.62		
6. Other (i.e., Gifts)												
Total Revenue	\$265,109	\$0		\$281,986	\$0		\$290,445	\$0		\$308,626	\$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

	FY 2021			FY 2022			FY 2023			FY 2024		
	On-going	One-time		On-going	One-time		On-going	One-time		On-going	One-time	

A. Personnel Costs

1. FTE									
2. Faculty	\$118,747.00		\$122,309.41		\$125,978.69		\$129,758.05		
3. Adjunct Faculty									
4. Graduate/Undergrad Assistants									
5. Research Personnel									
6. Directors/Administrators	\$15,765.50		\$16,238.47		\$16,725.62		\$17,227.39		
7. Administrative Support Personnel	\$1,880.00		\$1,936.40		\$1,994.49		\$2,054.33		
8. Fringe Benefits	\$42,081.68		\$43,344.13		\$44,644.45		\$45,983.79		
9. Other:									
Total Personnel and Costs	\$178,474	\$0	\$183,828	\$0	\$189,343	\$0	\$195,024	\$0	\$0

	FY 2021		FY 2022		FY 2023		FY 2024	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
1. Travel								
2. Professional Services								
3. Other Services								
4. Communications								
5. Materials and Supplies								

B. Operating Expenditures

- Travel
- Professional Services
- Other Services
- Communications
- 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>\$0</u>
	FY 2021	FY 2022		FY 2023		FY 2024			
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time	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>\$0</u>

	FY		FY		FY		FY		FY
D. Capital Facilities Construction or Major Renovation									
E. Other Costs									
Utilities									
Maintenance & Repairs									
Other									
Total Other 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>\$0</u>
TOTAL EXPENDITURES:	<u>\$178,474</u>	<u>\$0</u>	<u>\$183,828</u>	<u>\$0</u>	<u>\$189,343</u>	<u>\$0</u>	<u>\$195,024</u>	<u>\$0</u>	<u>\$0</u>

Net Income (Deficit) \$86,635 \$0 \$98,157 \$0 \$101,102 \$0 \$113,602 \$0

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

II.2	Currently allocated funds, no additional support requested

Attach. #4

Program Change Request

New Program Proposal

Date Submitted: 01/21/21 9:12 am

Viewing: **442 : Apparel, Textiles and Design Minor**

Last edit: 02/03/21 11:18 am

Changes proposed by: Joana Espinoza (V00370901)

Faculty Contact

In Workflow

- 1. 063 Chair
- 2. 07 Curriculum Committee Chair
- 3. 07 Dean
- 4. Provost's Office
- 5. Assessment
- 6. Curriculum Review
- 7. Registrar's Office
- 8. UCC
- 9. Faculty Senate Chair
- 10. UFM
- 11. President's Office
- 12. State Approval
- 13. NWCCU

Approval Path

- 1. 01/21/21 9:13 am
Michelle McGuire (smcguire):
Approved for 063 Chair
- 2. 01/21/21 9:14 am
Joana Espinoza (jespinoza):
Approved for 07 Curriculum Committee Chair
- 3. 01/21/21 9:14 am
Joana Espinoza (jespinoza):
Approved for 07 Dean
- 4. 01/21/21 9:14 am
Joana Espinoza

(jespinoza):

Approved for
Provost's Office

5. 01/21/21 10:06 am

Sara Mahuron

(sara): Approved for
Assessment

6. 01/21/21 10:22 am

Rebecca Frost

(rfrost): Approved
for Curriculum
Review

7. 02/03/21 10:43 am

Amy Kingston

(amykingston):
Approved for
Registrar's Office

8. 02/08/21 3:48 pm

Rebecca Frost

(rfrost): Approved
for UCC

Faculty Name	Faculty Email
Shelley McGuire	smcguire@uidaho.edu

Academic Level Undergraduate

College Agricultural & Life Sciences

Department/Unit: Family and Consumer Sciences

Effective Catalog 2021-2022

Year

Program Title

Apparel, Textiles and Design Minor

Degree Type Minor

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

Program Credits 20

Attach Program [ATD Minor 12_11_20 SKM_CR.pdf](#)
Change

CIP Code 19.0901 - Apparel and Textiles, General.

Will the program be Self-Support?

No

Will the program have a Professional Fee?

No

Will the program have an Online Program Fee?

No

Will program be Regional or Statewide Responsibility?

Regional

Financial Information

What is the financial impact of the request?

Less than \$250,000 per FY

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

Describe the financial impact

There is no financial impact to the program by adding this minor.

Curriculum:

<u>FCS 119</u>	Introduction to Fashion and the Apparel Industry	3
<u>FCS 123</u>	Textiles	3
<u>FCS 323</u>	Apparel Product Development	3
<u>FCS 329</u>	History of Western Dress	3
<u>FCS 419</u>	Dress and Culture	3
3-5 Credits in the following courses:		3-5
<u>FCS 124</u>	Introduction to Apparel Construction	
<u>MKTG 321</u>	Marketing	
<u>FCS 432</u>	Apparel Promotion and Merchandising	
<u>FCS 448</u>	Consumer Economic Issues	
Total Hours		18-20
Courses to total 18-20 credits for this minor		

Distance Education Availability

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

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

No

Note: Existing programs transitioning from less than 50% of its curricular requirements to 50% or more of its requirements being available via distance education is considered a Group 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

Student Learning Outcomes

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

Learn and Integrate: Students will be able to understand appearance, human behavior, aesthetic preferences, economic and purchasing decisions, and social, historical and cultural factors and apply these concepts and knowledge in workplace and industry contexts

Communicate: Students will be able to effectively communicate in written, verbal and visual forms about topics related to target markets, product development, consumers and purchasing habits while functioning as an effective team member.

Clarify purpose and perspective: Students will be able to explain larger issues within the global apparel context and use critical and creative thinking to evaluate potential solutions to problems while acknowledging their own role within society and industry.

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 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.

The Apparel, Textiles and Design program faculty will complete an annual assessment through the college and university. This will include developing and disseminating assessment protocols to students as they enter and exit the program.

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

Program faculty will meet each semester to discuss the program and implement needed improvements. Changes will be implemented as weaknesses become evident.

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

Program faculty will develop an assessment tool that will be given to student entering the minor in FCS 119 or FCS 123. It will be given again to students upon completion of the minor to evaluate students' attainment of the learning goals.

When will assessment activities occur and at what frequency?

Assessments will be conducted annually.

Student Learning Outcomes

Learning Objectives

Learn and Integrate: Students will be able to understand appearance, human behavior, aesthetic preferences, economic and purchasing decisions, and social, historical and cultural factors and apply these concepts and knowledge in workplace and industry contexts.

Communicate: Students will be able to effectively communicate in written, verbal and visual forms about topics related to target markets, product development, consumers and purchasing habits while functioning as an effective team member.

Clarify purpose and perspective: Students will be able to explain larger issues within the global apparel context and use critical and creative thinking to evaluate potential solutions to problems while acknowledging their own role within society and industry.

Rationale for the proposed change. Include an explanation of how the department will manage the added workload, if any.

Requesting a new minor in Apparel, Textiles and Design.

Supporting
Documents

Requires TECC Review	No
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Reviewer
Comments

Program Change Request

New Program Proposal

Date Submitted: 10/26/20 10:23 am

Viewing: **432 : Technology Integration Specialist Certificate**

Last edit: 02/03/21 11:08 am

Changes proposed by: Joana Espinoza (V00370901)

Faculty Contact

In Workflow

- 1. 459 Chair
- 2. 15 Curriculum Committee Chair
- 3. 15 Dean
- 4. Provost's Office
- 5. Assessment
- 6. Curriculum Review
- 7. Graduate Council Chair
- 8. Registrar's Office
- 9. UCC
- 10. Faculty Senate Chair
- 11. UFM
- 12. President's Office
- 13. State Approval
- 14. NWCCU

Approval Path

- 1. 10/26/20 10:25 am
Joana Espinoza (jespinoza):
Approved for 459 Chair
- 2. 10/26/20 10:25 am
Joana Espinoza (jespinoza):
Approved for 15 Curriculum Committee Chair
- 3. 10/26/20 10:25 am
Joana Espinoza (jespinoza):
Approved for 15 Dean

4. 10/26/20 10:25 am
Joana Espinoza
(jespinoza):
Approved for
Provost's Office
5. 11/13/20 9:23 am
Lauren Perkinson
(perkinson):
Rollback to 459
Chair for Graduate
Council Chair
6. 01/21/21 11:13 am
Joana Espinoza
(jespinoza):
Approved for 459
Chair
7. 01/21/21 11:13 am
Joana Espinoza
(jespinoza):
Approved for 15
Curriculum
Committee Chair
8. 01/21/21 11:13 am
Joana Espinoza
(jespinoza):
Approved for 15
Dean
9. 01/21/21 11:13 am
Joana Espinoza
(jespinoza):
Approved for
Provost's Office
10. 01/25/21 8:10 am
Sara Mahuron
(sara): Approved for
Assessment
11. 01/25/21 8:43 am
Rebecca Frost
(rfrost): Rollback to
Provost's Office for
Curriculum Review

12. 01/26/21 8:23 am
Joana Espinoza
(jespinoza):
Approved for
Provost's Office
13. 01/26/21 8:54 am
Sara Mahuron
(sara): Approved for
Assessment
14. 01/26/21 8:58 am
Rebecca Frost
(rfrost): Approved
for Curriculum
Review
15. 01/29/21 4:54 pm
Lauren Perkinson
(perkinson):
Approved for
Graduate Council
Chair
16. 02/03/21 10:42 am
Amy Kingston
(amykingston):
Approved for
Registrar's Office
17. 02/08/21 3:35 pm
Rebecca Frost
(rfrost): Approved
for UCC

Faculty Name	Faculty Email
Raymond Dixon	rdixon@uidaho.edu

Academic Level Graduate

College Education, Health & Human Sci

Department/Unit: Curriculum & Instruction

Effective Catalog 2021-2022

Year

Program Title

Technology Integration Specialist Certificate

Degree Type Certificate

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

Program Credits 12

Attach Program [Technology Integration Cert v3.docx](#)
Change

CIP Code 13.0501 - Educational/Instructional
Technology.

Will the program be Self-Support?

No

Will the program have a Professional Fee?

No

Will the program have an Online Program Fee?

No

Will program be Regional or Statewide Responsibility?

Regional

Financial Information

What is the financial impact of the request?

Less than \$250,000 per FY

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

Describe the
financial impact

The expectation is that this will increase enrollment because many school districts are moving toward a technology coach module to support technology integration in K-12 schools. Schools are seeking individuals with a certificate to take on this role.

Curriculum:

EDCI 556	Tech Integration Specialist	1
EDCI 557	Screencasting	1
EDCI 561	G Suite Tools in the Classroom	1
EDCI 571	Google Classroom	1

EDCI 573	Google Tips Tricks Extensions	1
EDCI 574	Improving Video in Classroom	1
EDCI 575	Integrating Tech Through UDL	1
EDCI 576	Interactives and Simulations	1
EDCI 577	Open Educational Resources OER	1
EDCI 578	Tools for Digital Assessment	1
EDCI 579	Tools to Support Collaboration	1
EDCI 580	Tools to Support Literacy	1

Total Hours 12

Courses to total 12 credits for this certificate

Distance Education Availability

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

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

Yes

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

Yes

Note: Existing programs transitioning from less than 50% of its curricular requirements to 50% or more of its requirements being available via distance education is considered a Group 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

Student Learning Outcomes

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

The certificate will prepare individuals to take on the role of a technology integration specialist (or technology coach) according to the ISTE Standards for Technology Coaches which include: Visionary Leadership, Teaching, Learning and Assessments, Digital Age Learning Environments, Professional Development and Program Evaluation, Digital Citizenship, Content Knowledge and Professional Growth. See ISTE Standards for Technology Coaches:
<https://www.iste.org/standards/for-coaches>

Program Learning Outcomes:

1. At the end of the program, participants will be able to design and facilitate professional development for teachers regarding various technology integration topics.
2. At the end of the program, participants will be able to model the ISTE Standards for Students and the ISTE Standards for Educators while meeting the ISTE Standards for Coaches.
3. At the end of the program, participants will be able to advocate for digital citizenship and inspire the use of innovative technologies to support teaching and learning in and beyond the classroom.

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 is comprised of four modules with an assessment (quiz, journal, reflection, review, etc.) for each of the first three modules and a performance task for the fourth module.

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

Each course ends with a survey for participants to provide feedback on their experience to improve the courses. Survey data will be looked at at the end of each year and courses will be improved based on feedback each summer.

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

Quizzes, journals, reflections, reviews all focused on course content and one performance task for each course that pulls all skills in that course together in a creativity focused outcome

When will assessment activities occur and at what frequency?

As these are online, self-paced courses, an assessment piece is built into each course module. There are four modules in each course. Assessment for the first three modules is traditional: quiz, journal, reflection, review, etc. The fourth module assessment is a performance task in which participants have to create utilizing the technology of focus in that course.

Student Learning Outcomes

Learning Objectives

At the end of the program, participants will be able to design and facilitate professional development for teachers regarding various technology integration topics.

At the end of the program, participants will be able to model the ISTE Standards for Students and the ISTE Standards for Educators while meeting the ISTE Standards for Coaches.

At the end of the program, participants will be able to advocate for digital citizenship and inspire the use of innovative technologies to support teaching and learning in and beyond the classroom.

Rationale for the proposed change. Include an explanation of how the department will manage the added workload, if any.

This certificate will prepare individuals for becoming technology integration specialists (or technology coaches). Participants will be required to take twelve one credit courses. All courses are online and asynchronous. Required Courses include: The Role of a Technology Integration Specialist, Create Instructional Videos with Screencasting, Google Classroom, Google Tips, Tricks & Extensions, G Suite Tools in the Classroom, Improving the Use of Video in the Classroom, Integrating Technology through the Universal Design for Learning, Interactives & Simulations, Open Education Resources, Tools for Digital Assessment, Tools to Support Collaboration In and Out of the Classroom, Tools to Support Literacy
Course Descriptions available at <http://uidaho.edu/doceo-online>

Supporting
Documents

Requires TECC No
Review

Reviewer

Comments

Lauren Perkinson (perkinson) (11/13/20 9:23 am): Rollback: This is being returned for corrections because it is only 9 credits total, as opposed to the 12 credit total for graduate level certificates required by the university. -Lauren Perkinson

Sara Mahuron (sara) (01/25/21 8:10 am): pasted learning outcomes received from Raymond via email.

Rebecca Frost (rfrost) (01/25/21 8:42 am): Created curriculum with correct course numbers as passed in UCC this year. All courses are listed as one credit, which means that all courses should be taken. This is in contradiction to the information included in the rationale that states that 8 of 12 must be selected.

Rebecca Frost (rfrost) (01/25/21 8:43 am): Rollback: Please check with the department as to their curriculum. The rationale indicates there is some choice in the certificate. Certificates require 12 credits which would give students no choice.

Key: 432

Program Change Request

New Program Proposal

Date Submitted: 11/05/20 10:25 am

Viewing: **433 : Computer Science Teaching Minor**

Last edit: 02/03/21 11:10 am

Changes proposed by: Joana Espinoza (V00370901)

Faculty Contact

In Workflow

- 1. 459 Chair
- 2. 15 Curriculum Committee Chair
- 3. 15 Dean
- 4. Provost's Office
- 5. Assessment
- 6. Curriculum Review
- 7. Registrar's Office
- 8. UCC
- 9. Faculty Senate Chair
- 10. UFM
- 11. President's Office
- 12. State Approval
- 13. NWCCU

Approval Path

- 1. 11/05/20 10:28 am
Joana Espinoza (jespinoza):
Approved for 459 Chair
- 2. 11/05/20 10:29 am
Joana Espinoza (jespinoza):
Approved for 15 Curriculum Committee Chair
- 3. 11/05/20 10:29 am
Joana Espinoza (jespinoza):
Approved for 15 Dean
- 4. 11/05/20 10:29 am
Joana Espinoza

- (jespinoza):
Approved for
Provost's Office
5. 11/16/20 11:08 am
Rebecca Frost
(rfrost): Rollback to
15 Curriculum
Committee Chair for
Curriculum Review
6. 01/05/21 8:37 am
Joana Espinoza
(jespinoza):
Approved for 15
Curriculum
Committee Chair
7. 01/05/21 8:40 am
Joana Espinoza
(jespinoza):
Approved for 15
Dean
8. 01/05/21 8:41 am
Joana Espinoza
(jespinoza):
Approved for
Provost's Office
9. 01/05/21 9:48 am
Sara Mahuron
(sara): Approved for
Assessment
10. 01/20/21 3:43 pm
Rebecca Frost
(rfrost): Rollback to
15 Dean for
Curriculum Review
11. 01/21/21 11:03 am
Joana Espinoza
(jespinoza):
Approved for 15
Dean
12. 01/21/21 11:03 am
Joana Espinoza

(jespinoza):

Approved for
Provost's Office

13. 01/21/21 11:08 am

Sara Mahuron

(sara): Approved for
Assessment

14. 01/21/21 11:09 am

Rebecca Frost

(rfrost): Approved
for Curriculum
Review

15. 02/03/21 10:42 am

Amy Kingston

(amykingston):
Approved for

Registrar's Office

16. 02/08/21 3:38 pm

Rebecca Frost

(rfrost): Approved
for UCC

Faculty Name	Faculty Email
Raymond Dixon	rdixon@uidaho.edu

Academic Level Undergraduate

College Education, Health & Human Sci

Department/Unit: Curriculum & Instruction

Effective Catalog 2021-2022

Year

Program Title

Computer Science Teaching Minor

Degree Type Teaching Endorsement

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

Program Credits 20

Attach Program [CEHHS CS Teach Endorse with PSC.pdf](#)

Change

CIP Code 11.0701 - Computer Science.

Will the program be Self-Support?

No

Will the program have a Professional Fee?

No

Will the program have an Online Program Fee?

No

Will program be Regional or Statewide Responsibility?

Regional

Financial Information

What is the financial impact of the request?

Less than \$250,000 per FY

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

Describe the financial impact

There will be no financial impact to adding this teaching endorsement.

Curriculum:

Computer Science Teaching Endorsement (20 cr)

<u>CSED 512</u>	CS Thinking for Teachers	3
<u>CSED 520</u>	CS I for Teachers	4
<u>CSED 521</u>	CS II for Teachers	3
<u>CSED 522</u>	CS III for Teachers	3
<u>CTE 419/519</u>	Database Applications and Information Management	3
<u>EDCI 590</u>	Computer Science Methods	3
<u>EDCI 591</u>	Computer Science Methods Practicum	1
Total Hours		20

Distance Education Availability

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

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

Yes

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

No

Note: Existing programs transitioning from less than 50% of its curricular requirements to 50% or more of its requirements being available via distance education is considered a Group 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

Student Learning Outcomes

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

Candidates will design instruction to make computer science instruction relevant, accessible, and challenging.

Candidates will understand data representation and abstraction.

Candidates will effectively use two or more development environments.

Candidates will demonstrate an understanding of the social, ethical, and legal issues and impacts of computing.

Candidates will demonstrate an understanding of the basic mathematical principles that are the basis of computer science including algebra, set theory, Boolean logic, coordinating systems, graph theory, matrices, probability, and statistics.

Candidates will demonstrate knowledge of evolving social and research issues relating to computer science and computer science education.

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 has specific student learning outcomes. Students' progress on the outcomes will be measured throughout the courses through use of signature assignments. Valid and reliable rubrics will be employed in the assessment of candidates' progress.

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

We will hold review meetings at a minimum of each spring, and more often if necessary, to review students' progress on the student learning outcomes.

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

Measurements will focus on students' ability to complete in-class assignments relevant to the learning standards articulated above. Following the model currently used in the CS department, the target will be median scores of at least 70% on key/signature assignments designed to assess the desired outcomes.

This will include both assignments that measure the students' knowledge (e.g. programming assignments) and assignments that focus on teaching (e.g. creating curricular materials for their classes).

When will assessment activities occur and at what frequency?

Assessments will occur continually during the class in the form of data collected on performance on class work. Review of the assessment materials will happen at least annually.

Student Learning Outcomes

Learning Objectives

Candidates will design instruction to make computer science instruction relevant, accessible, and challenging.

Candidates will understand data representation and abstraction.

Candidates will effectively use two or more development environments.

Candidates will demonstrate an understanding of the social, ethical, and legal issues and impacts of computing.

Candidates will demonstrate an understanding of the basic mathematical principles that are the basis of computer science including algebra, set theory, Boolean logic, coordinating systems, graph theory, matrices, probability, and statistics.

Candidates will demonstrate knowledge of evolving social and research issues relating to computer science and computer science education.

Rationale for the proposed change. Include an explanation of how the department will manage the added workload, if any.

The proposed program addresses market needs for development of computer science teachers. Beginning in 2021, all graduates of Idaho high schools will be required to complete a computer science course as a portion of their academic core. The computer science endorsement is a recent addition to the available endorsements at the state level, with the expectation that universities bring programs such as this forward.

Supporting Documents

Requires TECC Review

No

Reviewer Comments

- Rebecca Frost (rfrost) (11/16/20 11:08 am):** Rollback: No curriculum is attached. Please submit curriculum for the proposed program.
- Joana Espinoza (jespinoza) (01/05/21 8:37 am):** College has submitted the appropriate paperwork and the PSC paperwork required.
- Rebecca Frost (rfrost) (01/20/21 3:43 pm):** Rollback: A curriculum list is required. The attached paperwork has courses included, but no curriculum requirements.

Key: 433

2020 – 2021 Faculty Senate – Approved minutes at meeting #22

Meeting # 21

Tuesday, March 2, 2021, 3:30 pm – 5:00 pm

Zoom only

Present: Attinger, Brantz, Bridges, Carney, Carter, Chapman, Dezzani, Fairley, Hickman, Keim, Kirchmeier (Chair), Torrey Lawrence (w/o vote), Lee-Painter, McIntosh, McKellar, Meeuf (Vice-Chair), Paul, Quinnett, Raja, Rashed, Rinker, Rose, Sammaruca (w/o vote), Schwarzlaender, A. Smith, R. Smith Tenuto, Tibbals, Wargo, Powell (proxy for Ahmadzadeh)

Absent:

Guest Speakers/Presenters: *Amber Feldman, Trina Mahoney, Lodi Price, Diane Whitney*

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

Approval of Minutes (vote):

- Minutes of the 2020-21 Meeting #20 – Attach. #1
The minutes of the 2020-21 Meeting #20 were approved as distributed.

Chair's Report:

- Welcome to Patti Heath! Patti is currently supporting Faculty Senate and we thank her in advance for all her help, including managing our Zoom meetings. Let's take a moment to greet Patti!
- Welcome to our visitors! If you have questions for any of our guests today, on any of our topics, please send your questions directly to your Senators. Senators, please update your names to include which college you are representing and keep a close eye on your emails in case questions come in for folks visiting us today. Like in any Senate meeting, we will only take questions and comments from Senators.
- Updates on visits to Faculty Senate: next week we will welcome Teresa Koeppel, the Chief Marketing Officer and Executive Director for University Communications and Marketing. Please reach out to your constituents to gather any questions they have for Teresa and send them my way.
- We are still looking for a Faculty Senate member to participate on the Vandal Star Implementation Committee. They meet every other Wednesday from 1:30-2:30pm. Please email me if you are interested. (A Senator indicated in the Zoom chat that they may be willing to volunteer.)
- Please remember to share the General Policy Report with your constituents. <https://www.uidaho.edu/-/media/UIDaho-Responsive/Files/governance/faculty-senate/general-policies-reports/gpr69-022621.pdf?la=en&hash=66BF76846EA2DAC2DAD48B798CA88799AD1BDF86>. The items on this policy report were approved by Faculty Senate on February 23 and will be considered to have the necessary faculty approvals unless a petition requesting further consideration of these items is signed by five faculty members and submitted to the chair of the Faculty Senate by the end of the day on March 12, 2021. If no petition is received by the deadline, this report will be submitted to the president for approval and, if required, transmittal to the Board of Regents.
- Reminders:
 - Deadline to request delay for promotion and/or tenure is March 14, 2021.
 - Nominations for Honorary degrees for the December 2021 commencement are due April 15, 2021.

- Sabbatical applications for the 2022-2023 year are due March 31, 2021.
Please help us spread the word about upcoming deadlines by sharing with your colleagues.

There were no questions or comments about the Chair's report.

Provost's Report:

- COVID-19 update: Last week, of approximately 800 administered COVID tests 7.61% were positive. This increase appears to be confined to specific groups – two Greek living groups and one campus housing group are currently in isolation. The overall positive rate for the semester is 2.16%. We are monitoring the situation and we will keep everyone updated.
- The next "Talks with Torrey" event is tomorrow at 11:30am.

Discussion:

A Senator thanked the Provost for the recent memo about class formats for the fall. He needed clarification about the offering of a virtual section along with an in-person one. While classes with low enrollment are discouraged, with this arrangement, there could be sections with as few as one or two students. The Provost responded that these "dual-listed" sections – a Classroom Meeting and a Virtual Meeting – are in fact the same class and the enrollment in the two sections would be considered together. This may solve problems – for instance, it will be easier to make rooming adjustments, such as going back to 50% room capacity, or to address restrictions on virtual classes that international graduate students are allowed to take. Although it may create some complications for departments, at this time it is the best way to ensure flexibility. The Senator had a follow-up question to confirm that joint-listed or cross-listed classes will be counted as one class with respect to the enrollment.

In response to another inquiry, Provost Lawrence clarified that, if two sections are not meeting together, they will be considered separately when counting enrollment. The issue being addressed at this time is when the same class has an in-person section and a virtual one.

There were no more questions or comments for the Provost.

Committee Reports:

- University Staff Compensation Committee – Amber Feldman, Attach. #2
To provide context, Amber Feldman first gave a brief history of staff compensation systems at the university. The mission of the committee is to increase all staff compensation to 100% of target salary. Per FSH 1640.81, the Staff Compensation Committee (SCC) is charged with being involved in the annual Change in Employee Compensation (CEC) process and to advise and provide reports to the administration, Staff Council, and Faculty Senate. Today, they are seeking the Senate endorsement of the SCC recommendations for the FY22 CEC. Based on the Governor's proposed budget and discussions, the University of Idaho anticipates receiving a 2% CEC allocation to our General Education (GenEd) base budget for FY22. In addition, the university received a 2% CEC GenEd allocation for FY21 that was not utilized due to directions provided by the state. However, because approximately half of our GenEd personnel cost is supported through tuition funding versus state allocated funds and the university has not increased tuition, what appears to be a 4% pool of funds is more realistically described as slightly more than a 2% pool of available funds. Three key points are itemized in the SCC memo based on current Budget Office distribution estimates.

1. It is proposed that a portion of the CEC funds be allocated to GenEd-funded graduate student appointments. SCC endorses using a proportional amount of CEC funds to advance graduate student competitiveness.
2. When faculty successfully achieve tenure and/or advance in rank (P&T) they receive an increase in salary aside from any other university equity or merit adjustments. These increases have not been funded by the state in recent years and, out of budget necessity, administration has looked to CEC funds as the source for P&T increases. Staff recognize and support the use of CEC funds this year to celebrate these important achievements.
3. They request support for a proportional amount of funding for staff salary equity. Although significant progress was made from FY18 to FY20 to bring staff salaries up to their calculated target in our market-based compensation system, a lot more progress is needed. There are currently 67 staff below 80% of their calculated target and 189 below 85%. Using FY21 rates, in January staff averaged 94.02% of their calculated target salaries and faculty averaged 97.799%. When FY22 data is available next month, target percentages are expected to drop for both faculty and staff. At the start of FY20, a portion of the allocated CEC funding was used to bring staff up to 85% of their calculated target salaries. While market rates and target salaries continue to increase, salaries have not, and therefore both staff and faculty are losing ground – on average, staff are lagging farther behind target than faculty. Although we will not return to the university-wide progress of 85% of target that was achieved in FY20, the recommended allocation provides funding to bring staff farthest behind up to 83.5% of target.

After the three investments mentioned above, an estimated \$2,160,931 in CEC funding remains. SSC recommends allocating the remaining funds proportionally based on a percentage of total GenEd salaries by employee type – 51% to Faculty and 49% to Staff. The committee does not advise on faculty compensation practices – they support an allocation model based on Faculty Senate and Provost’s Office recommendations. For staff, they recommend across the board salary increases based on a percentage of their target salary – 2020 was an extremely difficult year and staff have gone to extraordinary lengths to maintain operations and support our students. The committee would like everyone to receive a portion of the CEC funding. They support an “across the board” (ATB) approach and, to ensure equity within the staff compensation system, they recommend that the allocation be based on target salaries versus current salaries. If ATB allocations are made based on salary, the farther behind target an employee is, the farther disadvantaged they will be when their increase is calculated on their already lower-than-target salary. Although an investment in merit-based increases for staff was discussed, institution-wide equity remains the major concern. Because everyone will receive an increase through an ATB distribution, they prioritized allocating funds to raising salaries for those farthest behind their target salaries over merit increases to regain some of the ground lost during the last two years. University of Idaho staff continue to be supportive of our market-based compensation system and use of target salaries as a way of establishing and maintaining equity. The committee urges Faculty Senate to support the long-term goals to raise all employees’ salaries to their calculated target as a matter of institution-wide equity. At the same time, they work to identify funding and an allocation system for merit-based increases on top of equity.

Discussion:

A Senator asked for clarification on the allocations to faculty and staff salaries (p.10 in the binder). Amber Feldman responded that CEC funds are distributed through the state. The Budget Office makes computations based on base salaries, and 51% and 49% in the attached memo reflect the proportions of base salaries for faculty and staff, respectively.

Provost Lawrence asked for clarification on how “across the board” is used in the present context. Lodi Price clarified that they refer to an increase based on the employee’s target salary, not their current salary. This definition better supports their equity goals, helping people who are farther away from target.

Vice Chair Meeuf thanked the SCC for the hard work they put in their recommendations. His question, perhaps best addressed to the Provost, is whether we have guidelines for handling CEC money. Provost Lawrence cited a policy in FSH (Diane Whitney provided the policy number, FSH 3420), and said that we may need to look at the whole process and figure out a consistent system that works for both faculty and staff, while recognizing the differences between the two groups. Trina Mahoney joined the conversation and added that, while they focus on a market-based compensation system, what is actually done from year to year may look different because the state may have specific instructions on how to allocate the CEC funds.

A motion to endorse the SCC recommendation was made and seconded (R. Smith/Lee-Painter). The motion passed with 22 votes, or 85% of the votes.

Other Announcements and Communications:

- FYI – FSH 3360 Probation, Promotion, Demotion, & Transfer of Classified Employees – Diane Whitney, Attach. #3

This policy was last updated in 2009. Ever since, our internal procedures have changed, responsibilities have shifted, and the law has changed as well. This is basically a “clean-up” to align these sections with the Idaho Administrative Procedure Act.

Discussion:

In response to an inquiry, Diane Whitney confirmed that the document had been sent to Staff Council for their approval and is being presented to the Senate as an FYI.

Another Senator wondered whether some of those sections should be moved to the APM while keeping in FSH only the parts addressing internal procedures. Diane Whitney responded that, if the policy is not too long, it is generally better to keep it in FSH, so that people need only to look in one place. A question concerning probationary period will be forwarded to Brandi Terwilliger.

- Faculty Statement of Values – Francesca Sammarruca, Attach. #4
After January 6, Faculty Affairs wondered whether we should write something as a committee in response to the insurrection.
Following some discussion, the motion was made and approved to ask Senate to take that initiative, as the statement would be stronger coming from Faculty Senate rather than a committee. FSL drafted the statement of values in Attach. #4. If approved, this would be a statement from Faculty Senate to be posted on our website and become part of our official

records. It focuses on our responsibilities as scholars and educators. We emphasize non-partisan values, such as seeking the truth from evidence, critical thinking, and respectful dialogue.

Discussion:

A Senator reported that his constituents expressed concerns about the timing – it seems late for a response to the January 6 events. He noted that WSU released a statement on the same day. His constituents were also concerned about coherence with the administration and possible challenges with external organizations. The Secretary and the Vice Chair disagreed with the timing issue for a variety of reasons: the values expressed in the statement are timeless; the magnitude of the events is such that it's not too late to talk about them; on January 6, the semester had not even started and Senate didn't meet until the end of January, after which due process had to be followed.

The Vice Chair and a number of Senators proposed to include in the language that we took the time to reflect on many current issues and then we had to go through the appropriate channels – hence the delay.

Another Senator asked for the upper administration perspective and for more information about the Idaho Freedom Foundation activities. Provost Lawrence addressed the question. The administration discussed on January 6 and 7 if and how to respond to the insurrection, and decided to wait and see how things unfold. Generally, it is never easy to decide how to respond to a particular event or take a stand in a public manner, unless there is an immediate danger or direct impact to U of I. The university was in contact with law enforcement to monitor possible safety issues. As for the IFF, (the link was provided in the chat: <https://idahofreedom.org>), they are active in the political landscape and try to be heard among legislators.

A Senator commented (in the Zoom chat) that IFF has been lobbying the legislators to decrease funding to institutions involved in what they deem to be “social justice activities.”

A Senator said that, although he expects negative reactions from IFF, as a university, we have an obligation to stand up for what is right, regardless the consequences. The Vice Chair suggested that our decisions should not be guided by concerns about IFF, which will continue to provide misinformation about us in any case.

A motion (Lee-Painter/Fairley) was made to approve the statement with the first line changed to: *“The Faculty Senate of the University of Idaho continues to reflect on the January 6.... and condemns...”*

Further discussion:

Would a delay be helpful with respect to legislative decisions? Did other institutions in Idaho release a similar statement? The Secretary noted that the proposed statement is in a similar spirit as the one released by the faculty of the College of Law, in that it calls on our responsibilities as educators. The Senator representing the College of Law added that their letter was requested by the students, and written in such a way as to draw a connection to their obligations as lawyers when they take the Oath of Office.

Provost Lawrence will look into a possible timeline for approving this statement. Other Senators strongly supported the idea to give people time for a more informed discussion. The previous motion was withdrawn. The discussion will continue.

- Principles Statement – Torrey Lawrence, Attach. #5
Somewhat related to, but different from, the previous item, the list of principles in Attach. #5 could be a tool for use or reference in communications . . It is not meant to be a response to a particular event. These are high-level points describing how we engage with one another.Discussion:
Feedback was offered, such as: using “Guiding Principles” in the headline; replacing “civility” with “non-violence” or include both; replacing “all Vandals” with “all people”; including “acting with integrity” and “think critically.”

The Provost expressed gratitude for the feedback.

Adjournment:

The agenda being completed, the Chair adjourned the meeting at 4:59pm.

Respectfully Submitted,

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

University of Idaho
2020 – 2021 Faculty Senate Agenda

Meeting #21

Tuesday, March 2, 2021 at 3:30 pm
Zoom Only

- I. Call to Order
- II. Approval of Minutes (Vote)
 - Minutes of the 2020-2021 Faculty Senate Meeting #20 February 23, 2021 **Attach. #1**
- III. Chair's Report
- IV. Provost's Report
- V. Committee Reports
 - University Staff Compensation Committee (Lisa Miller) **Attach. #2**
- VI. Other Announcements and Communications:
 - FYI – FSH 3360 Probation, Promotion, Demotion, & Transfer of Classified Employees. (Brandi Terwilliger) **Attach. #3**
 - Faculty Statement of Values (Francesca Sammarruca) **Attach. 4**
 - Principles Statement (Torrey Lawrence) **Attach. 5**
- VII. Special Orders
- VIII. New Business
- IX. Adjournment

Attachments:

- **Attach. #1** Minutes of the 2020-2021 Faculty Senate Meeting #20 February 23, 2021
- **Attach. #2** USCC Recommendation for Fiscal Year 2022 Staff CEC
- **Attach. #3** FSH 3360 Cover sheet and redline
- **Attach. #4** Faculty Statement of Values
- **Attach. #5** Principles Statement

2020 – 2021 Faculty Senate – Pending Approval

Meeting # 20

Tuesday, February 23, 2021, 3:30 pm – 5:00 pm

Zoom only

Present: Attinger, Brantz, Bridges, Carney, Carter, Chapman, Dezzani, Fairley, Hickman, Keim, Kirchmeier (Chair), Torrey Lawrence (w/o vote), Lee-Painter, McIntosh, McKellar, Meeuf (Vice-Chair), Paul, Quinnett, Raja, Rashed, Rinker, Rose, Sammaruca (w/o vote), Schwarzlaender, A. Smith, R. Smith Tenuto, Tibbals, Wargo, Powell (proxy for Ahmadzadeh)

Absent:

Guest Speakers/Presenters: *Toni Broyles, Edwin Lewis, Brenda Schroeder, Lori Wahl, Taylor Raney, Brian Smentkowski, Rachel Halverson*

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

Approval of Minutes (vote):

- Minutes of the 2020-21 Meeting #19 – Attach. #1
The minutes of the 2020-21 Meeting #19 were approved with a correction in the attendance list.

Chair's Report:

- Welcome to our visitors! If you have questions for any of our guests today, on any of our topics, please send your questions directly to your Senators. Senators, please update your names to include which college you are representing and keep a close eye on your emails in case questions come in from folks visiting us today. Like in any Senate meeting, we will only take questions and comments from Senators.
- Updates on visits to Faculty Senate: next week we will welcome an update from the Staff Compensation Committee. Please review the document that will be included in next week's binder and come prepared to discuss their recommendations.
- Work continues on drafting a statement in response to the insurrection on January 6. In the binder for today's meeting, you have a copy of the current draft of the statement. We have set aside time in our meeting next week to have a conversation about this document. Thanks to FAC for continuing to work on this project.
- We are looking for a Faculty Senate member to participate on the Vandal Star Implementation Committee. They meet every other Wednesday from 1:30-2:30pm. Please email me if you are interested.
- The UCC items that we vote on today will not be on the agenda for the University Faculty meeting; however, if we vote in support of these items today, we will put them on a General Policy Report which will be circulated according to FSH 1540-C. The general policy report is another way to approve these changes and will allow for them, if approved, to go into effect on the same timeline as those we are voting on at Thursday's University Faculty Meeting.
- The next University Faculty Meeting is scheduled for Thursday, February 25 at 2:30pm. It will be held via Zoom. There are a number of voting items on the agenda, so please help us ensure that we reach a quorum.
- Reminders:
 - Deadline to request delay for promotion and/or tenure is March 14, 2021.
 - Nominations for Honorary degrees for the December 2021 commencement are due April 15, 2021.

- Sabbatical applications for the 2022-2023 year are due March 31, 2021.
- Please help us spread the word about upcoming deadlines by sharing with your colleagues.

There were no questions or comments about the Chair's report.

Chair Kirchmeier invited everyone to give a special "thank you" to Joana Espinoza, who is leaving the Provost's Office, by raising a note with a message for Joana. Vice Chair Russ Meeuf presented Joana with a gift from Faculty Senate Leadership. We all wish her the very best and we will miss her!

Provost's Report:

- COVID-19 update:
 - Positive test rate continues to be low – last week, a rate of less than 1% would have been reported for the previous week, with no students in isolation or in supported quarantine. Due to the snow closure, a smaller group was tested last Tuesday, and the positive rate went up to 1.2%, with a few people in isolation or quarantine. Surveillance testing continues.
 - Vaccine and advocacy discussion for higher education: The Idaho State Vaccine Advisory Committee met February 19. No decision was made about higher ed personnel. We hope to be on the agenda of their next meeting, probably March 5.
 - Gritman is using the Student Recreation Center for its vaccination efforts. The university is only providing space and support – we do not handle or administer the vaccine.
- Upward feedback process for evaluation of administrators: there was a 15% increase in the number responses received, and a 32% increase in the number of administrators who were evaluated. The surveys provided a lot of good feedback about administrators.
- Communications and interactions on campus: during the past year and the beginning of 2021, our country and the world faced multiple challenges. Often, the UI administration is asked whether the university will release a response to an event. We have been working with UCM and Yolanda Bisbee's Office to draft a statement that clarifies the principles we stand for as an institution, which can be used for and referred to for a variety of circumstances. They are high-level points in broad language, not meant to address a particular event or specific situation. It will be made available to senators so that it can be discussed at the next Senate meeting.

Discussion:

A Senator asked for an update on commencement plans. The Provost responded that those will be communicated prior to spring break. Of course, plans we make two months prior to graduation concerning in-person events can still change, depending on circumstances and state restrictions.

There was a request to clarify plans for after spring break. Provost Lawrence responded that everyone will be tested after the break. Delaying return to in-person classes by one week would delay return to campus and thus testing. Our January testing showed that facilities are much better and faster. Furthermore, we did not observe a spike in positive cases after a return to classes in January.

A Senator reported that the COVID-19 dashboard is live. He expressed gratitude to the COVID-19 Advisory Committee and all who made this possible.

In response to a question, the Provost confirmed that, as done in January, lists of students who are ineligible to attend in-person classes will be provided daily to the instructors during the first week of in-person classes after spring break.

There were no more questions or comments for the Provost.

Committee Reports:

- University Curriculum Committee (Vote).
 - New B.S. in Global Disease Ecology - Edwin Lewis and Brenda Schroeder Attach. #3
This is to establish a new undergraduate program in the department of Entomology, Plant Pathology and Nematology (EPPN). A most important component of this new program is a research requirement for one semester. With the establishment of the new Center for Health in the Human Ecosystem at the U of I, it is a perfect time for EPPN to develop a new program that utilizes the multidisciplinary nature of the department to support the Center's goal of building a more sustainable human ecosystem.

Discussion:

A Senator noted that the curriculum does not include a course in human demography – such as GEOG 360, *Population Dynamics and Distribution* – which he finds essential for such a program. Edwin Lewis replied that part of the problem is the absence of a course in epidemiology. However, the department would be happy to include GEOG 360 in the list of electives for the proposed program.

In response to another question, Edwin Lewis clarified that the type/level of course students select (such as Math 160 or Math 170, or a particular chemistry or biochemistry class) is related to the type of research they have chosen, and is decided in consultation with their research mentor depending on their professional goals.

A Senator proposed an amendment to the UCC motion to include GEOG 360 in the new program. There was a brief discussion and search to ensure that no prerequisites to GEOG 360 would make the proposed solution unfeasible. None were found. (The statistics background desirable for GEOG 360 is covered by STAT 251.) The motion to amend was made and seconded (A. Smith/Dezzani).

Vote: The amendment and the amended UCC motion were voted on separately and both approved unanimously.

- New Minor in Apparel, Textile and Design - Lori Wahl Attach. #4
This minor focuses on appearance, human behavior, economic and purchasing decisions. Students will learn about social, historical, and cultural factors and be able to apply them in the workplace.
There were no questions or comments.
Vote: the UCC motion was approved unanimously.
- New Graduate Certificate in Technology Integration - Taylor Raney Attach. #5
This new certificate will prepare students to be technology integration specialists. K-12 schools are seeking individuals to fill such positions.
There was no discussion.
Vote: the UCC motion was approved unanimously.
- New teaching endorsement in Computer Science – Taylor Raney Attach. #6
This new program addresses growing market needs for computer science teachers. It is intended for pre-service and in-service teachers.

Discussion:

A Senator asked whether the courses will be taught by faculty in Computer Science or in Education. Taylor Raney responded that faculty in Computer Science will teach the classes for the new endorsement.

Vote: The motion was approved unanimously.

Other Announcements and Communications:

- COVID update – Toni Broyles

Toni Broyles started with an update on vaccination. Presently, we are in the mist of Group 2 (individuals 65 and older), while Group 1 (a long list) continues to receive the vaccine. Lists of which categories are in each group can be found on the webpage of the Idaho Department of Health and Welfare. There can be fluctuations in the vaccine supply chain – this week the supply was low, but a bigger rollout is expected next week. The next group is the one we are trying to join, scheduled for early April. If we are unable to get into that group, we will go to the next with the other essential workers, scheduled for late April. One-third of the states decided to include higher-education employees in the same group as K-12 teachers. Idaho is among the states that did not. In Idaho, the group of 65 and older has about 250,000 people. Regionally, individuals 65 and older can sign up in Moscow or surrounding clinics, such as in Lewiston. SEL is also operating a vaccination clinic. As we all learned from a memo last Friday, Gritman announced in its social media that it had some extra doses for those 65 and older. Incomplete information was passed around, and some misinformed people, not in a priority group, went to SRC to be vaccinated and were turned away. Everyone should make sure that the information they receive is reliable and complete before sharing that information. The university has created a priority list within its faculty and staff: frontline food workers, faculty and staff who work with children, people who work in the classroom, and people who telework. The general public – individuals aged 16 to 64 not belonging to any priority groups, will be vaccinated in May. Toni Broyles asked the Senate to help communicate the importance of everyone adhering to the process.

Discussion:

In response to an earlier question, Toni Broyles clarified that anybody can be tested the week before spring break and during the break. For the semester, 5,744 students were either tested or submitted paperwork for remote instruction. Freezing access to Bblearn for untested students who are registered for in-person classes was effective.

Toni Broyles confirmed that any instructor, faculty, or graduate assistant who works in the classroom or teaches in hybrid mode this semester will have priority over virtual workers who have filled out the paperwork with HR to only work from home.

There were a few more questions about vaccination timelines. The decision is with the State committee. If university employees do not get in the next group, the rest of us (not part of any priority group) will be vaccinated with the general population. It is expected that it may take a few months to get through the general population.

Toni proceeded to show the COVID-19 dashboard on the COVID website. It reflects COVID-19 activities at the Moscow campus and is updated weekly. Visit <https://www.uidaho.edu/vandal-health-clinic/coronavirus/dashboard>.

All data is included, including total number of tests and percentages of positive results. Random surveillance testing takes place every week. Last week we administered a lower number of tests because SRC was closed due to the snow. Our rate of positive tests never exceeded 1.8%. Events such as the latest three-day weekend, or snow-day gatherings, can cause an increase in infection rate, and we are keeping an eye on those factors. The K-12 teachers will soon have received their second dose of the vaccine and plan to return fully in person after spring break.

A Senator asked about the disparity between the figures reported by the university and those from other sources, such as Latah County, which report over 15% infection rate since about December 2020. Response: Latah County data include Moscow Family Medicine and every clinic, also in Kendrick. Typically, people who get tested at clinics have symptoms or have been exposed to the virus. With surveillance testing, we test a random sample. Thus, positive rate at clinics is statistically likely to be higher than ours. We do mass asymptomatic testing of our full in person classroom student population – the only institution in the state to do that. So far this semester, our numbers from campus have been low, and we bring down the county average. All of our data goes to Gritman and to Public Health and is included in their numbers.

To conclude, Toni Broyles added that any new information will be posted. Chair Kirchmeier thanked our guest and asked that any other questions be emailed to her.

- Peer observations – Brian Smentkowski, Rachel Halverson, Barb Kirchmeier
Brian Smentkowski spoke about using peer observation of teaching as a way for faculty to support one another. After conversations with the Teaching Committee and others, they decided to initiate efforts to support faculty at every stage of their careers by building evidence to support their teaching efforts. Student evaluation of instruction is a small component that captures a student's perception of a faculty member. They are thinking of a collaborative, collegial, developmental approach to build a sense of community, with no *a priori* assumptions on what is good or poor teaching. Small-group instructional observations at CETL were very insightful. They had conversations with students. The very fact that the instructor is showing concern for the students – rather than just relying on the end-of-semester evaluations, which may benefit the next generation of students – is appreciated by the students and tends to raise course evaluations scores. Chair Kirchmeier added that this kind of approach has been practiced in her department, where many classes are taught by TAs, who are observed by faculty for the purpose of mentorship. They try to have good, constructive conversations about what may be going wrong, and to create a friendly and fun environment where ideas can be bounced off without judgement. Brian Smentkowski reminded the audience that on March 2, 12:30 – 1:30pm, he will showcase some of the strategies his team has come up with to improve the teaching/learning experience while supporting one another. Rachel Halverson is doing a great job with her efforts to support meaningful teaching and learning.

Adjournment:

The agenda being completed, the Chair adjourned the meeting at 5:01pm.

Respectfully Submitted,

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



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To: University of Idaho Faculty Senate

From: University of Idaho Staff Compensation Committee

Date: February 11, 2021

Re: FY22 Staff CEC Allocation Recommendations

In In preparation for the February 16 Faculty Senate Meeting, please find the attached draft memo regarding our committee's recommendations for the allocation of Change in Employee (CEC) funds for Fiscal Year 2022. It was reviewed and endorsed by Staff council on Wednesday, February 10.

We look forward to discussing our recommendations, and we will be asking the Senate to endorse the attached memo moving forward to President Green.

To: Staff Council, Faculty Senate and University Administration

From: University of Idaho Staff Compensation Committee

Date: February 5, 2021

Re: FY22 Staff CEC Allocation Recommendations

FSH Policy 1640.81 provides for the Staff Compensation Committee to be strategically involved in the annual Change in Employee Compensation (CEC) process and to advise and provide reports to the administration, Staff Council, and Faculty Senate.

As we seek to fulfill our responsibility, we are providing this recommendation for the FY22 CEC and ask for your endorsement to the President.

Based on the Governor's proposed budget and discussions to date, the University of Idaho anticipates receiving a 2% CEC allocation to our General Education (GenEd) base budget for FY22. In addition, the university received a 2% CEC GenEd allocation for FY21 that was not utilized per direction provided by the state. However, because approximately half of our GenEd personnel cost is supported through tuition funding versus state allocated funds and the university has not increased tuition, what appears to be a 4% pool of funds is more accurately represented as slightly more than a 2% pool of available funds. As a committee, we have based our analysis and recommendations for implementation through utilization of both FY21 and FY22 CEC allocations.

Our recommendation for use of these funds is as follows based on current Budget Office distribution estimates:

- Although we receive some state funding for graduate student appointments (primarily TAs), it has been static for many years. It has been proposed that

a portion of the CEC funds be allocated to GenEd-funded graduate student appointments. Attracting and retaining the best and brightest graduate students is paramount to reaching our goal of Carnegie Highest Research (RI) status; we endorse using a proportional amount of CEC funds to advance graduate student competitiveness (est. \$130,339).

- When faculty successfully achieve tenure and/or advance in rank (P&T) they receive an increase in salary aside from any other university equity or merit adjustments. These increases have not been funded by the state in recent years and, out of budget necessity, administration has looked to CEC funds as the source for P&T increases. Staff recognize and support the use of CEC funds this year to celebrate these milestone achievements. (est. \$264,716)
- However, we request support for a proportional amount of funding to be dedicated to improving staff salary equity. Although significant progress was made from FY18 to FY20 to bring staff salaries up to their calculated target in our market-based compensation system, there is still significant progress to be made. There are currently 67 staff below 80% of their calculated target and 189 below 85%. (See Figure 1.a.) Using FY21 rates, as of mid-January, staff averaged 94.02% of their calculated target salaries and faculty averaged 97.799%. When FY22 data is available next month, we expect both faculty and staff percentages of target to drop.

At the start of FY20, a portion of the allocated CEC funding was used to bring staff up to 85% of their calculated target salaries. While market rates and target salaries continue to increase, salaries have not. Both staff and faculty are losing ground made in past years and, on average, staff are lagging farther behind target than faculty. Although the requested funding will not return us to the university-wide progress of 85% of target that was achieved in FY20, it would help close some of the growing gap. This recommended allocation provides funding to bring staff farthest behind up to 83.5% of target. (See Figure 1.b.) (est. \$253,114)

After the three above investments, an estimated \$2,160,931 in CEC funding remains. We recommend proportionally allocating the remaining funds based on percentage of total GenEd salaries by employee type; 51% to Faculty and 49% to Staff.

- We recognize the committee's position is not to advise on faculty compensation practice and therefore, we support an allocation model based on Faculty Senate and Provost's Office recommendations (est. \$1,104,674).
- For staff, we recommend Across the board (ATB) salary increases based on a percentage of target – 2020 was an extremely difficult year and staff have gone to extraordinary lengths to maintain business operations and support

our students. We would like to see everyone receive a portion of the CEC funding. We support an ATB approach and, for equity within the staff compensation system, we strongly recommend that the allocation be based on target salaries versus current salaries. (See Figure 2.)

If ATB allocations are made based on salary, the farther behind target an employee is, the farther disadvantaged they will be when their increase is calculated on their already lower-than-target salary. (est. \$1,056,257)

Although, as a committee, we discussed and considered an investment in merit-based increases for staff, we remain extremely concerned about institution-wide equity. Our conclusion was that, because everyone will receive an increase through an ATB distribution, we prioritized dedicating funds to raising salaries for those farthest behind their target salaries over merit to regain some of the ground lost the last two years.

University of Idaho staff continue to be supportive of our market-based compensation system and use of target salaries as a way of defining and maintaining equity. The system was implemented in December 2017 and we appreciate the university investment in FY18 through FY20. We fully appreciate the challenges the last few years have had in terms of maintaining and advancing employee compensation: a budget correction, state holdbacks, added expenses related to COVID, and a need to invest in growth initiatives. However, we urge Staff Council, Faculty Senate, and university administration to “stay the course” on our long-term goals to raise all employees’ salaries to their calculated target as a matter of institution-wide equity while working to identify funding and an allocation system for merit-based increases on top of equity for those who go above and beyond in service to the institution’s mission and goals.

Attached is early modeling of the two staff salary investments we recommend based on Mid-January staffing and FY21 market rates.

Figure 1.a. Current Staff Percentage of Target

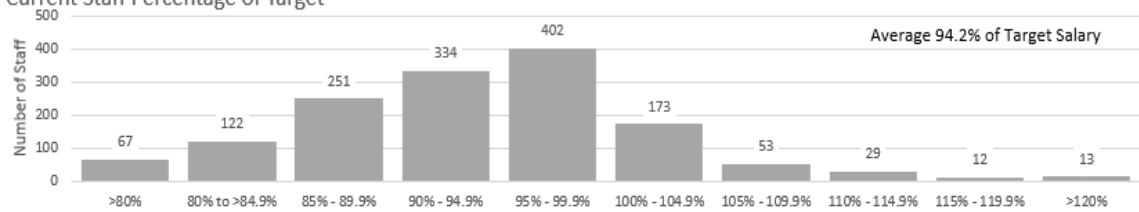


Figure 1.b. After Step 1: Equity Adjustment up to 83.5%

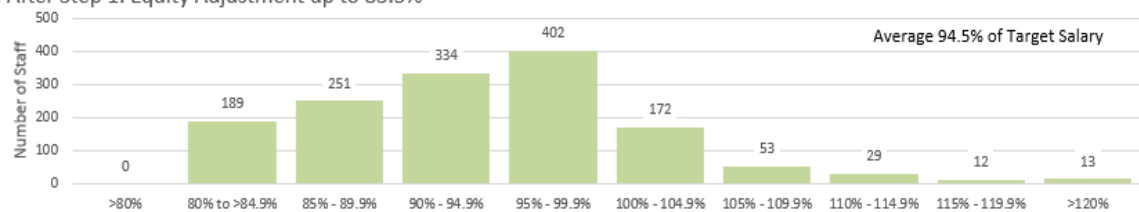


Figure 1.c. After Step 2: Accross the Board 2.7% of Target Salary

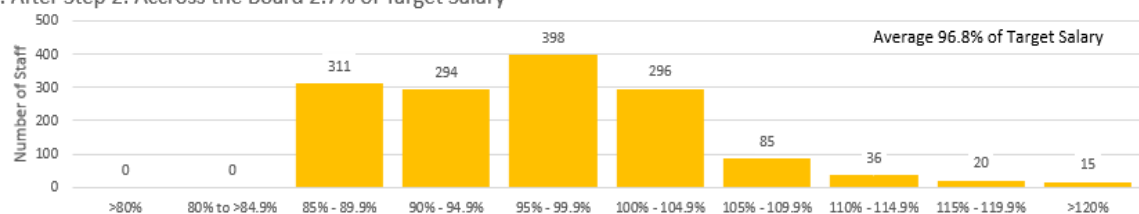
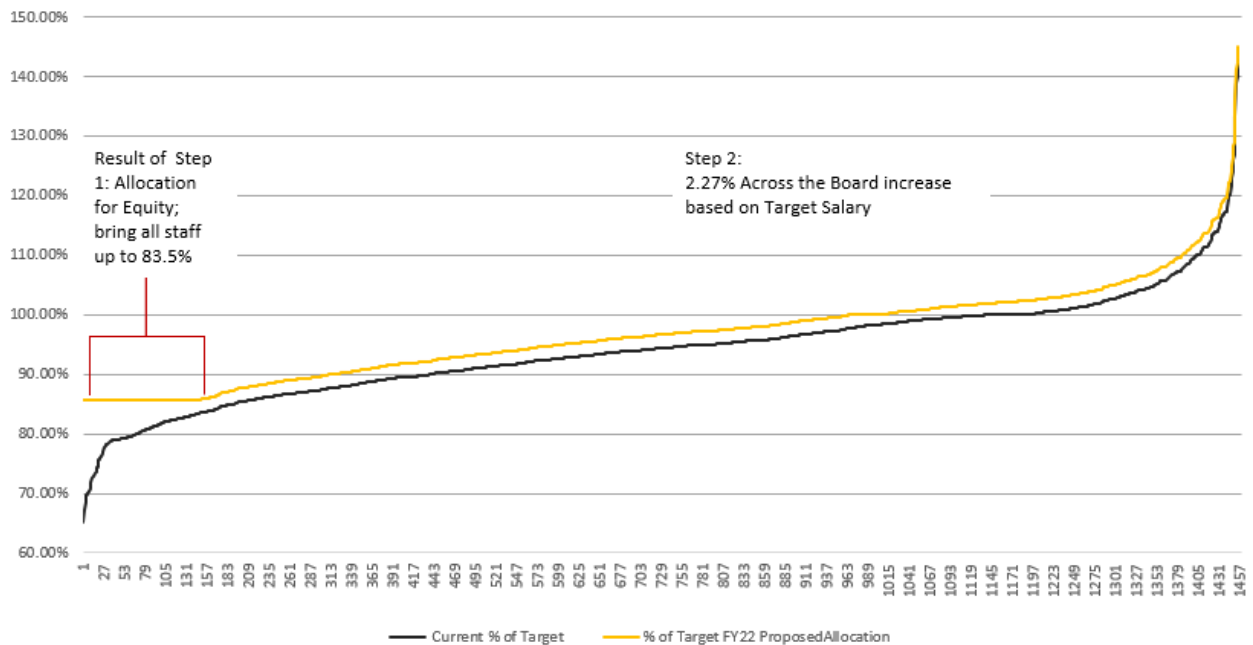


Figure 2. Staff Salaries as a Percentage of Target



All data is based on current and calculated target salaries January 14, 2021.

Attachment 3

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 XX Revision* ☐ Deletion* ☐ Emergency
Minor Amendment ☐

Chapter & Title: FSH3360 Probation, Promotion, Demotion, & Transfer 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)

Telephone & Email:

Brandi Terwilliger 1/13/2020

Name

Date

885-3008

brandit@uidaho.edu

Policy Sponsor: (If different than originator.)

Telephone & Email:

Brian Foisy

Name

Date

885-7590

brianfoisy@uidaho.edu

BF

2-2-21

Reviewed by General Counsel ☒ Yes ☐ No Name & Date: Kim Rytter 2/18/20

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.
Update policy to properly align with current procedures, SBOE requirements, DOL guidance and be clear what each area entails. Changes will assist with AA/EEO reporting requirements and compliance.

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.

Noted in this policy are 3340, 3860, 3930 and APM50.02 but won't change the content

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)

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](#)
- [F. Reporting](#)

A. DEFINITIONS.

A-1. Certification to Permanent Status/Certified Status. ~~In this section and related policy statements, reference to "certified status" means that the~~ An employee who has successfully completed the probationary period as required herein is certified to permanent (subject to removal only as provided for by Board of Regents and University of Idaho policy) status, also referred to as "certified."

A-2. Demotion. ~~Any personnel action Reassignment of an employee from his or her present position to a new position that: one that is in a lower pay grade and in which uses a different position control number; which is a r~~Reductions of an employee from a position which the employee occupies in one classification to a position in another classification with a lower market rate.

~~calls for decreased responsibility or decreased skill level;
results in has a decreased market rate range; or and
and results in either a decreased salary or ineligibility for a salary increase.~~

~~The employee must have has previously held certified status or for which he or she meet has the minimum qualifications for the new position.~~

A-3. Permanent Status. Subject to removal only as provided for by Board of Regents and University of Idaho policy.-

Commented [WD(1)]: This revision is subject to Board approval. RGP II.D.1.b.

Commented [WD(2)]: Preface to comments below: RGP II.D.1.b. requires that UI policies and procedures for its classified employees "should be, in so much as practical, parallel to" IDAPA 15.04.01.

Commented [WD(3)]: IDAPA 15.04.01.179 defines demotions as "reductions of an employee from a position which the employee occupies in one classification to a position in another classification in a lower pay grade."

A-43. 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-54. Promotion. ~~Any personnel action. Reassignment of an employee from his or her present position to a new position that creates a~~ Advancement through the competitive process of an employee with permanent status from a position which he/she occupies in one (1) classification to a position in another classification having a higher market rate.

~~=~~

~~a. uses a different position control number;~~

~~ba. calls for increased responsibility or increased skill level;~~

~~cb. results in an has an increased market rate range; and~~

~~dc. results in either increased salary or eligibility for a salary increase.~~

The employee must meet the minimum qualifications of the new position.

~~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-66. Transfer.** An opportunity for an employee to move~~ A personnel action that moves an employee into a different unit at the university with the same classification, level of responsibilities, and market rate range, and title.

Commented [WD(4)]: IDAPA 15.04.01.32 defines promotion as "The advancement through the competitive process of an employee with permanent status from a position which he occupies in one (1) classification to a position in another classification having a higher paygrade."

Commented [WD(5)]: IDAPA 15.04.01.40 defines transfer as "A change of work location of an employee in which the employee changes from one (1) position to another in the same classification or to another classification in the same pay grade."

B. PROBATION.

B-1. Required Probationary Period. 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 classification must be completed within a single unit and not be interrupted by resignation, ~~or termination or dismissal.~~ An employee who satisfactorily completes the probationary period becomes certified to permanent status, and thus received certified status. ~~An employee who has been separated during the probationary period (not certified), other than by "layoff" (see FSH 39303930) B, is not certified and must begin a new probationary period upon being rehired/reappointment or promoted to that classification and must meet the minimum qualifications for the position.~~ An Employees who previously held certified status in a given classification classified position is are not required to complete a subsequent probationary period.

[ed. 7-03, 7-09]

B-2. Evaluation. The ~~unit administrator~~supervisor is encouraged to complete an employee performance Individual Development Plan available on the Human Resources Development website at <http://www.uidaho.edu/human-resources>, and a ~~three~~3-month ~~and 6-month~~ evaluation Staff Personnel Evaluations using the "Staff Personnel Evaluation" form (~~see FSH 3340~~), the forms for which are ~~available~~provided on the Human Resources website at <http://www.uidaho.edu/human-resources>. Before the probationary period ends, the supervisor must complete a six-month evaluation and discuss it with the employee, and the second-level supervisor must review the evaluation. ~~The supervisor is required to complete a 6-month evaluation must be completed, discussed with the probationary employee, and reviewed by the second-level supervisor before the probationary period ends.~~ A probationary ~~(employment/employed at will)~~ employee may be dismissed, ~~demoted~~, or, ~~in the case of promotion~~, 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 senior HR officer~~Human Resources executive 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 ~~FSH 38603860~~. [rev. 7-02, 7-03, 7-09, ed. 7-10]

C. PROMOTION.

C-1. Eligibility for Promotion.

a. 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 positions. ~~The employee must meet the minimum qualifications of the new position. A supervisor may promote an employee into a vacant position in the unit if they employee has demonstrated exceptional competency and skill for that position.~~
~~[See also 3380-D]~~ [ren. 7-09]

~~C-2.b.~~ 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.b. A promotion may occur in a unit that is undergoing reorganization. In this case, ~~the supervisor must~~ provide to Human Resources written explanation of ~~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-24. Probationary Period. If the employee is promoted into a ~~classif~~classification ~~ied position~~ ~~ation in which they are for which he or she is~~ not certified, a ~~new~~ ~~six~~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 ~~Employee Development and Workforce Diversity~~ at ~~eo-aareview@uidaho.edu~~ ~~hr@uidaho.edu~~ requesting a UI only ~~internal~~ search stating that there is one promotional opportunity and more than one qualified internal candidate. *[add. 7-03, rev. 7-09, ed. 7-10]*

C-36. Procedure. The Director of ~~Employee Development and Workforce Diversity~~ Affirmative Action/Equal Opportunity officer ~~Human Rights, Access and Inclusion~~ is the approving authority for all promotions of classified employees. *[add. 7-03, ed. 7-09, 7-10]*

~~a.~~ 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 internal search to document the candidate's qualifications and identify the most qualified individual. The hiring administrator must send an email to the Affirmative Action/Equal Opportunity officer at ~~eo-aareview@uidaho.edu~~ requesting a UI internal search, stating that there is one promotional opportunity and more than one qualified internal candidate. *[add. 7-03, rev. 7-09, ed. 7-10]*

~~ab.~~ If more than one qualified internal candidate exists, ~~To promote an employee,~~ the unit must follow all affirmative action and equal employment opportunity policies by posting the position ~~for the required recruitment period~~ in the ~~Applicant Tracking-online~~ applicant tracking system (ATS) and evaluating all the applicants. ~~To be considered for the promotional position,~~ The employee must apply ~~ies~~ for the position using the ~~ATS~~ online applicant tracking system. -See ~~APM 50.02~~. *[add. 7-09]*

~~bc.~~ Exceptions to the requirement for posting internal promotional opportunities require the review and approval of ~~the Director of Human Rights, Access and Inclusion~~ ~~The Affirmative Action/Equal Opportunity officer~~ ~~Director of Employee Development and Workforce Diversity~~ or designee. -The unit administrator must work with the Human Resources Workforce Diversity office at e-mail the Director of Human Rights, Access and Inclusion at ~~hr@uidaho.edu~~ ~~eo-aareview@uidaho.edu~~ to request an internal promotion without a search, stating the justification for waiver of a search. Information on the search waiver process and forms can be found at <https://www.uidaho.edu/human-resources/equal-employment-opportunity-affirmative-action/recruitment-and-hiring/waivers>. The unit must provide: *[add. 7-09, ed. 7-10]*

- 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-7d. The unit must ~~complete and/or~~ upload the required forms and supplemental documentation within the online applicant tracking system ~~a standard Position~~

~~Authorization Form~~, and the forms which must then be processed through regular approval channels. This includes any processes unique to the unit. [add. 7-09]

~~C-8c.~~ The ~~Affirmative Action/Equal Opportunity officer~~ ~~Director of Human Rights, Access and Inclusion~~ ~~Employee Development and Workforce Diversity~~ or designee will review and provide a written response to the request for promotion. The unit ~~CANNOT~~ ~~shall not~~ offer the position until it receives approval from ~~the the Human Resources Affirmative Action/Equal Opportunity officer~~ ~~Workforce Diversity, Director of Human Rights, Access and Inclusion~~. For additional information email ~~co-aareview~~ ~~hrat@uidaho.edu~~ ~~call (208) 885-4285~~. [add. 7-09, ed. 7-10]

D. DEMOTION.

D-1. Reasons for Demotion. An employee may be demoted, subject to the approval of the unit administrator ~~in consultation with and the~~ ~~executive director for human resources~~ ~~senior HR office~~ ~~Human Resources executive~~ 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.~~ ~~a. The~~ restructuring of a position or unit.

-

~~abb.~~ 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.~~ ~~bc.~~ The failure of the employee to complete successfully the probationary requirements of a higher position.

~~e.~~ ~~ed.~~ Disciplinary action for causes stated in ~~FSH 3930 C-1~~ but not ~~of a degree of severity that would sufficiently severe to~~ warrant ~~suspension or~~ dismissal.

~~f.~~ ~~de.~~ At the request of the employee. [rev. 7-02]

D-23. Procedure. ~~The A unit administrator supervisor shall submit their's~~ recommendation that an employee be demoted ~~is submitted~~ through the dean or equivalent administrator ~~to Human Resources. Following consultation with HR, Concurrently, the unit administrator shall give~~ written notice ~~for demotion is given to~~ the employee and to the ~~executive director for human resources~~ ~~senior HR officer~~ ~~Human Resources executive~~ 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. ~~For circumstances where~~ ~~When the demotion is not for disciplinary reasons, the provisions of FSH 3930 do not apply.~~ [ed. 7-03, ren. & ed. 7-09]

D-34. Effect of Demotion on Salary. When an employee is demoted, ~~his or her~~ ~~the new~~ salary is ~~based on the market rate range and target salary of the new position reduced to a step in the lower pay grade~~ as recommended by the unit administrator ~~in consultation with and the~~ ~~executive~~

~~director for human resources~~ senior ~~HR officer~~ Human Resources executive or designee. If demotion is due to failure to successfully complete the probationary requirements of the higher position, to which ~~he or she~~ the employee 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. Voluntary Transfer. An employee may voluntarily transfer from one unit to another in the ~~exact same position~~ title, ~~classification, job duties and market rate range, and pay grade.~~

E-2. Voluntary Transfer Procedure.

~~E-6.a.~~ A transfer request can ~~only~~ be made only by an employee who is beyond their initial or any performance probationary period, and cannot be requested if an employee has documented performance concerns within six months of the transfer request.

~~b.~~ An employee who wishes to be transferred ~~should must~~ notify their current supervisor and make a written request to ~~his or her unit administrator and Employment Services~~ the ~~Director of Human Resources~~ senior ~~HR officer~~ Human Resources executive or designee ~~which includes verification of notification to the employee's supervisor. (An employee requesting transfer between units must also requires the employee to notify their current supervisor.)~~ The employee must also provide a current resume and other requested materials through Human Resources before a transfer request will be considered. [rev. 7-03, ren. and ed. 7-09]

~~c.~~ A transfer is made without reduction in hourly wage unless such reduction is agreed to by the employee. [ed. 7-02, ren. 7-03, ren. and ed. 7-09]

~~E-2.~~ **Involuntary Transfer.** UI may transfer an employee involuntarily as long as there is no loss of compensation. The employee will be notified in writing by unit administrator of an involuntary transfer. [rev. 7-02, 7-03, rev. and ren. 7-09]

~~E-2.~~ An employee requesting transfer between units must complete application ~~provide a current resume and other requested materials through Employment Services in HR~~ Human Resources before a transfer request will be considered. [rev. 7-03, ren. and ed. 7-09]

~~E-3.~~ An employee requested transfer between units also requires the written approval of the unit administrators concerned, the employee involved, and the director of employment services. [add. 7-03, ren. and 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. and ed. 7-09]

~~E-35.~~ **Effect of Transfer.** 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]*

~~E 6. A transfer request can only be made by an employee who is beyond their initial or any performance probationary period, and cannot be requested if an employee has documented performance concerns within six months of the transfer request.~~

F. REPORTING.

~~F 1. Human Resources maintains records for new hires, promotions/demotions, transfers and terminations. This information Affirmative Action data is reported annually in the University of Idaho's Affirmative Action Plan, available by request at eo-aareview@uidaho.edu.~~

Attachment 4

(The blue text is a blending of the language proposed by Russ and Francesca. The document as from Friday is below.)

The Faculty Senate of the University of Idaho condemns in the strongest terms the January 6, 2021 insurrection at the Capitol, and any form of violence and terrorism.

As scholars and researchers, we have dedicated our careers to discovery and reasoning. We believe in science and in seeking knowledge by weighing appropriate evidence and rejecting intentional misinformation.

As citizens and educators who serve the university's land-grant mission, we prepare students to be thoughtful, civic-minded participants in our local, state, and national communities. We are committed to democracy and due process, and to civil discourse and respectful communication.

To support these goals, we encourage all faculty, when appropriate, to directly address the issues and challenges facing our world, including misinformation, radicalism, racism, bigotry, and violence. We call for a collective commitment to shine light on the root causes of polarization and extremism. Whether by analyzing our histories and culture, or cultivating information literacy, or teaching responsible communication skills, faculty must continue to provide a transformative and ethical education for the next generation of leaders.

Document as of Friday:

The Faculty Senate of the University of Idaho condemns in the strongest terms the January 6, 2021 insurrection at the Capitol, and any forms of violence and terrorism.

As scholars and researchers, we have dedicated our careers to discovery and reasoning. We believe in science and the scientific method, and we reject intentional misinformation.

As citizens and educators, we uphold First Amendment rights. Thus, we encourage and will engage, as appropriate, into civil discourse to condemn violence and promote responsible citizenship.

Finally, we recommit to repudiating any form of discrimination and prejudice, including racism and bigotry.

Additional Language to Consider:

Serving the university's land-grant mission, faculty members prepare students to be thoughtful, civic-minded participants in our local, state, and national communities. This includes a commitment to democracy and due process, a commitment to seeking knowledge by weighing appropriate evidence, and a commitment to civil discourse on contemporary issues.

To support these goals, we encourage all faculty, when appropriate, to directly address the issues and challenges facing our world, including misinformation, bigotry, and violence. We call for a collective commitment as educators to shine a light on the root causes of polarization and extremism. Whether by analyzing our histories and culture, or cultivating information literacy, or teaching responsible communication skills, faculty should continue to provide a transformative and ethical education for the next generation of leaders.

Each person at U of I brings their own experiences, their own stories, their own perspectives. Each is valid and adds to the dynamic environment of our public university. Open communication and the exchange of ideas are foundational to how we engage as Vandals.

THE UNIVERSITY OF IDAHO:

- Welcomes and respects all people;
- Supports the free and open exchange of ideas and civil discourse;
- Provides the tools and practice to think critically;
- Believes in the unfettered pursuit of knowledge;
- Supports peaceful demonstration and condemns violence as a means of expressing beliefs;
- Affirms democracy and our basic commitments to its fundamental principles;
- Encourages civility in the resolution of conflict;
- Nurtures an environment for all Vandals to succeed.

2020 – 2021 Faculty Senate – Approved at meeting #23**Meeting # 22**

Tuesday, March 9, 2021, 3:30 pm – 5:00 pm

Zoom only

Present: Attinger, Bridges, Carney, Carter, Chapman, Dezzani, Fairley, Hickman, Keim, Kirchmeier (Chair), Torrey Lawrence (w/o vote), Lee-Painter, McIntosh, McKellar, Meeuf (Vice-Chair), Quinnett, Raja, Rashed, Rinker, Rose, Sammarruca (w/o vote), Schwarzlaender, R. Smith Tenuto, Wargo, Powell (proxy for Ahmadzadeh)

Absent: Tibbals (excused), A. Smith, Brantz, Paul

Guest Speakers/Presenters: *Teresa Koeppel, Nancy Spink, Jodi Walker, Shaakirrah Sanders, Rochelle Smith*

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

Approval of Minutes (vote):

- Minutes of the 2020-21 Meeting #21 – Attach. #1
The minutes of the 2020-21 Meeting #21 were approved as distributed.

Chair's Report:

- Next visit to Faculty Senate: after Spring Break we will welcome Brandi Terwilliger who will provide updates on HR matters to Senate. Please reach out to your constituents to gather questions and send them to Barb.
- Special thank-you to Kelly Quinnett who has volunteered to be the Senate member on the Vandal Star Implementation committee.
- It is time to think about replacing Senators whose terms are coming to an end. Please check with your college bylaws to start this process. If you have questions, don't hesitate to reach out.
- Faculty Senate Leadership has been asked to consider extending the adjustments to the admissions standards for the 2022 admissions cycle, essentially extending by one year the emergency action approved by President Green last summer for the 2021 admissions cycle. Issues related to access to standardized tests (like SAT and ACT) still exist, and COVID has continued to interrupt regular grading systems in high schools, which, in turn, accounts for discrepancies to high-school GPAs. Any feedback for Senate Leadership?
- Please remember to share the General Policy Report with your constituents. <https://www.uidaho.edu/-/media/UIDaho-Responsive/Files/governance/faculty-senate/general-policies-reports/gpr69-022621.pdf?la=en&hash=66BF76846EA2DAC2DAD48B798CA88799AD1BDF86>. The items on this policy report were approved by Faculty Senate on February 23 and will be considered to have the necessary faculty approval unless a petition requesting further consideration of these items is signed by five faculty members and submitted to the chair of the Faculty Senate by the end of the day on March 12, 2021. If no petition is received by the deadline, this report will be submitted to the president for approval and, if required, transmittal to the Board of Regents.
- Reminders:
 - Deadline to request delay for promotion and/or tenure is March 14, 2021.
 - Nominations for Honorary degrees for the December 2021 commencement are due April 15, 2021.

- Sabbatical applications for the 2022-2023 year are due March 31, 2021.
Please help us spread the word about upcoming deadlines by sharing with your colleagues.

Discussion:

In response to an inquiry about the General Policy Report, Chair Kirchmeier clarified that a signed petition can be submitted by any five faculty – they don't have to be Senators.

Concerning the extension by one year of the adjustments in the admissions standards, some Senators noted that the current language may not be applicable: should "fifth semester" in the previous request be replaced with "last semester when regular grading was used"? Chair Kirchmeier also clarified that "Fall 2022 admission cycle" also includes Spring 2023.

Some Senators said they would like to have a larger conversation on this matter, particularly the proposed 2.6 minimum GPA. Another Senator added that it is best to put the item on the agenda as soon as possible, because many students are deciding at this time whether to attend next fall.

Chair Kirchmeier said that FSL will prepare this item for the next agenda and send more communications about the matter soon.

Provost's Report:

- COVID-19 update: Great improvement over the past week. Of about 750 tests done last week, 3.76 % were positive. No Greek residence or campus housing hall are currently in quarantine. Eight students are in supported isolation and six in supported quarantine.
- Vaccine distribution: There is no news about the vaccine timeline for employees in higher education, but it may be discussed again on the 19th; however, the state vaccination schedule keeps moving up which is great news. Everyone should be able to receive a vaccine earlier than originally scheduled. One can register for the vaccine at <https://covidvaccine.idaho.gov>. Registering may speed things up. Reports were received that some UI employees presented themselves as K-12 employees and/or were disrespectful to Gritman personnel when turned away. Being impatient and disrespectful only slows the process.
- Budget update: The state is moving forward with some budget decisions (not all is finalized yet). We are starting to see what our finances may look like. Implementation of the new budget model will start July 1, looking towards targets to be determined between now and July 1 for each metric. During the next year, we will work towards targets that will determine our FY23 budget. That is, the budget starting July 1, 2022, will be based on our performance with respect to the metrics during the upcoming year. An update will be provided to all faculty and staff after spring break.
- Legislative update: Funds were taken away from BSU for their "social justice activities," and were allocated to LCSC. Those cuts have not been applied to us. The report on the University of Idaho published by a political organization contains a number of factual errors – we decided that there is no need to respond and draw more attention to the report at this time.

Discussion:

A Senator expressed concern on behalf of his constituents that COVID testing for students starts Monday, March 22, and therefore lists of ineligible-to-attend students will not be known until Friday of that week. Could there be another way to prevent a possible spread of infection? Provost Lawrence cited the circumstances of last January, when no spike in infection rate was seen after return from the winter break. Moreover, the infection rate has been low in Moscow and the university community, with

no cases of spreading in the classrooms. All cases of spreading were confined to specific living groups – none have been traced to classrooms. Our improved testing capabilities allow us to test everyone in three days – Monday, Tuesday, Wednesday – with results by Thursday. Going online for a week would have just delayed the process and make testing less effective.

There were no more questions or comments for the Provost.

Committee Reports:

- APM 05.12 FYI – Nancy Spink, Attach. #2
This policy was originally adopted in 2013 and is being revised to meet best practices from national experts and provide clear program guidance and additional training. It contains requirements to help ensure that the university meets its legal and ethical obligations to protect minors who visit the university's campuses to participate in university programs. Updates include references to the University of Idaho Protection of Minors Standards and the State of Idaho Child Protection Act.

Discussion:

Responding to a question, Nancy Spink clarified thaty, this policy does not apply to students enrolled at UI. Generally, the policy applies to minors involved in UI youth programming. For more information, contact risk@uidaho.edu.

- Black Faculty and Staff Association – Rochelle Smith and Shaakirrah Sanders
Rochelle Smith talked about the benefits of having an affinity group for Black faculty and staff, such as providing support to one another and to students in a safe space. The Black Student Union is active at U of I, but there has never been an association for faculty and staff at this university. One of the plans is to celebrate stories and bring them forward. The group will be inclusive.

Shaakirrah Sanders is a professor in the College of Law, and the only Black faculty ever to have been promoted to full professor at U of I Law. She came to U of I in 2011 and soon noted the absence of a cohesive way to bring Black faculty and staff together or any form of support, internal or from the institution, although Yolanda Bisbee was of great help. Without support, some elements of safety are missing. One feels isolated, and those feelings can be exacerbated by gender and/or sexual orientation. This affinity group will benefit students as well, who need support from faculty and staff. It is important that Black faculty, staff, and students share their experience, to help others be better informed and prepared. They also wish to create history and document it, keep records of African American faculty, staff, and alumni, and bring those stories to the forefront.

Rochelle Smith and Shaakirrah Sanders met with Yolanda Bisbee and President Green, and they will meet soon with Provost Lawrence. There is no policy in FSH on how to form a UI-recognized association. Barb Kirchmeier and Diane Whitney have kindly offered to help with drafting such a policy. Rochelle and Shaakirrah appreciate the support everyone has shown. They are in contact with the Black Faculty Association at WSU and look forward to having policies/procedures to guide the creation of affinity groups and highlight their benefits.

Shaakirrah Sanders noted that at U of I we do not have a sense of the global experiences of Black faculty and staff. What is the retention rate? Connections based on affinity are important

– people can share and understand each other’s experiences in a safe space. Since about a year, they have met every other week.

Discussion:

A Senator expressed appreciation for this initiative. He was especially impressed by the goal to create and document history, and he hopes it will be shared with everyone. Rochelle and Shaakirrah confirmed that any programmatic initiative they may undertake will be open to anyone – this is the “external” part of their work, whereas the “internal” aspect will help deal with energy-draining challenges of culture and climate.

Chair Kirchmeier thanked the speakers and reiterated the Senate’s support of their initiative.

- Update from University Communication and Marketing (UCM) – Teresa Koepfel and Jodi Walker
Teresa Koepfel thanked people for their support during the four months she has been here. It is an exciting time to be at U of I because, although we are still dealing with previous problems, we are starting to ask: how do we want to look like when emerging from a pandemic and a budget crisis? She started a presentation on: UCM key focus areas for 2021-22; coordinated external relations; legislative communications approach and updates; what faculty can do to help.

The key focus areas emphasize integrated marketing and communication. They are:

- Vision articulation and national branding strategy – what do we want to be known for? What are the areas of excellence or potential or the best opportunities for partnerships?
- Enrollment marketing – attract Idaho’s and the region’s most promising students. Use targeted marketing to maximize impact and attract the people we actually want to talk to. Use a (real-time) data-driven approach to do more of what works.
- Campaign communications – grow public and private support for U of I’s shared vision. UCM will launch a comprehensive campaign in October.
- Internal communication – we want to be a destination for world-class faculty and staff, on our pathway to R1 status. Having happy and productive faculty and staff to tell our story is very important.

Teresa then moved to describe best tactics, which she identified as:

- Vision articulation – an example is the partnership with CEOs across the state to understand how they see the future of their companies 10 or 20 years from now, so that U of I can better accomplish its mission as a land-grant institution.
- Audience-centered content marketing – communication and tools should be structured to best support the needs of our audience. An example is our website, which needs to be more audience centric.
- Strategic media relation – we want to be in the news only for good reasons. Be strategic about the timing of the story.
- Optimizing tools – for instance, it’s time to take our website to its new generation.

Finally, we need measures to evaluate the impact of our strategies:

- Share of voice – how much coverage is about us or ours?
- Tone of coverage – we want to see positive stories about us.
- Brand perception – A survey every two to three years will help assess how we are doing in people’s mind.
- Reach – this can be identified through different ways, depending on our goals. For example, if the focus is on student recruitment, how many people do we bring through the pipeline to the point where they fill a request for information?

Teresa Koepfel then moved to talk about coordinated external relation approach, and the goals for a new path forward for a university on the rise:

- Fewer “silos,” more collaboration
- Better mechanism for input from colleges and units
- Streamlined communication
- Coordinated external communication with federal and state delegates
- Leveraging funding sources for larger transformational initiatives

Teresa Koeppel showed a chart that signifies a model for an integrated marketing and communication strategy, where “Integrated Brand Marketing” means connecting the university vision to our priorities and vice versa.

Jodi Walker joined the conversation to provide legislative communications updates, as we go through the budget cycle. President Green’s presentation in Boise was well received. But there were challenges, such as questions on our Black Lives Matter webpage, and a diversity positions within the College of Engineering. The report published by a political organization about our university (<https://idahofreedom.org/wp-content/uploads/2021/03/UI-social-justice-report.pdf>) contains factual errors. We as an institution fundamentally disagree but decided not to engage directly. Robocalls are being used to urge citizens to pressure legislators to defund higher education. Faculty and staff can help by knowing and sharing the facts and reporting robocalls to FCC.

Due to the late hour, Chair Kirchmeier suggested the Senators to send questions for Teresa Koeppel and Jodi Walker *via* email.

Adjournment:

The agenda was not completed, thus the Chair called for a motion to adjourn. So moved and seconded (Fairley/Wargo). The meeting was adjourned at 5:03pm.

Respectfully Submitted,

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

University of Idaho
2020 – 2021 Faculty Senate Agenda

Meeting #22

Tuesday, March 9, 2021 at 3:30 pm
Zoom Only

- I. Call to Order
- II. Approval of Minutes (Vote)
 - Minutes of the 2020-2021 Faculty Senate Meeting #21 March 2, 2021 **Attach. #1**
- III. Chair's Report
- IV. Provost's Report
- V. Committee Reports
- VI. Other Announcements and Communications:
 - APM 05.12 FYI. (Nancy Spink) **Attach. #2**
 - Black Faculty and Staff Association. (Rochelle Smith and Shaakirrah Sanders)
 - UCM Update. (Teresa Koeppel)
 - Continuing discussion on Faculty Statement of Values. (Francesca Sammarruca) **Attach. #3**
- VII. Special Orders
- VIII. New Business
- IX. Adjournment

Attachments:

- **Attach. #1** Minutes of the 2020-2021 Faculty Senate Meeting #21 March 2, 2021
- **Attach. #2** APM 05.12 FYI
- **Attach. #3** Faculty Statement of Values

ATTACHMENT 1**2020 – 2021 Faculty Senate – Pending Approval****Meeting # 21**

Tuesday, March 2, 2021, 3:30 pm – 5:00 pm

Zoom only

Present: Attinger, Brantz, Bridges, Carney, Carter, Chapman, Dezzani, Fairley, Hickman, Keim, Kirchmeier (Chair), Torrey Lawrence (w/o vote), Lee-Painter, McIntosh, McKellar, Meeuf (Vice-Chair), Paul, Quinnett, Raja, Rashed, Rinker, Rose, Sammaruca (w/o vote), Schwarzlaender, A. Smith, R. Smith Tenuto, Tibbals, Wargo, Powell (proxy for Ahmadzadeh)

Absent:

Guest Speakers/Presenters: *Amber Feldman, Trina Mahoney, Lodi Price, Diane Whitney*

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

Approval of Minutes (vote):

- Minutes of the 2020-21 Meeting #20 – Attach. #1
The minutes of the 2020-21 Meeting #20 were approved as distributed.

Chair's Report:

- Welcome to Patti Heath! Patti is currently supporting Faculty Senate and we thank her in advance for all her help, including managing our Zoom meetings. Let's take a moment to greet Patti!
- Welcome to our visitors! If you have questions for any of our guests today, on any of our topics, please send your questions directly to your Senators. Senators, please update your names to include which college you are representing and keep a close eye on your emails in case questions come in for folks visiting us today. Like in any Senate meeting, we will only take questions and comments from Senators.
- Updates on visits to Faculty Senate: next week we will welcome Teresa Koeppel, the Chief Marketing Officer and Executive Director for University Communications and Marketing. Please reach out to your constituents to gather any questions they have for Teresa and send them my way.
- We are still looking for a Faculty Senate member to participate on the Vandal Star Implementation Committee. They meet every other Wednesday from 1:30-2:30pm. Please email me if you are interested. (A Senator indicated in the Zoom chat that they may be willing to volunteer.)
- Please remember to share the General Policy Report with your constituents. <https://www.uidaho.edu/-/media/UIDaho-Responsive/Files/governance/faculty-senate/general-policies-reports/gpr69-022621.pdf?la=en&hash=66BF76846EA2DAC2DAD48B798CA88799AD1BDF86>. The items on this policy report were approved by Faculty Senate on February 23 and will be considered to have the necessary faculty approvals unless a petition requesting further consideration of these items is signed by five faculty members and submitted to the chair of the Faculty Senate by the end of the day on March 12, 2021. If no petition is received by the deadline, this report will be submitted to the president for approval and, if required, transmittal to the Board of Regents.
- Reminders:
 - Deadline to request delay for promotion and/or tenure is March 14, 2021.

- Nominations for Honorary degrees for the December 2021 commencement are due April 15, 2021.
 - Sabbatical applications for the 2022-2023 year are due March 31, 2021.
- Please help us spread the word about upcoming deadlines by sharing with your colleagues.

There were no questions or comments about the Chair's report.

Provost's Report:

- COVID-19 update: Last week, of approximately 800 administered COVID tests 7.61% were positive. This increase appears to be confined to specific groups – two Greek living groups and one campus housing group are currently in isolation. The overall positive rate for the semester is 2.16%. We are monitoring the situation and we will keep everyone updated.
- The next "Talks with Torrey" event is tomorrow at 11:30am.

Discussion:

A Senator thanked the Provost for the recent memo about class formats for the fall. He needed clarification about the offering of a virtual section along with an in-person one. While classes with low enrollment are discouraged, with this arrangement, there could be sections with as few as one or two students. The Provost responded that these "dual-listed" sections – a Classroom Meeting and a Virtual Meeting – are in fact the same class and the enrollment in the two sections would be considered together. This may solve problems – for instance, it will be easier to make rooming adjustments, such as going back to 50% room capacity, or to address restrictions on virtual classes that international graduate students are allowed to take. Although it may create some complications for departments, at this time it is the best way to ensure flexibility. The Senator had a follow-up question to confirm that joint-listed or cross-listed classes will be counted as one class with respect to the enrollment.

In response to another inquiry, Provost Lawrence clarified that, if two sections are not meeting together, they will be considered separately when counting enrollment. The issue being addressed at this time is when the same class has an in-person section and a virtual one.

There were no more questions or comments for the Provost.

Committee Reports:

- University Staff Compensation Committee – Amber Feldman, Attach. #2
To provide context, Amber Feldman first gave a brief history of staff compensation systems at the university. The mission of the committee is to increase all staff compensation to 100% of target salary. Per FSH 1640.81, the Staff Compensation Committee (SCC) is charged with being involved in the annual Change in Employee Compensation (CEC) process and to advise and provide reports to the administration, Staff Council, and Faculty Senate. Today, they are seeking the Senate endorsement of the SCC recommendations for the FY22 CEC. Based on the Governor's proposed budget and discussions, the University of Idaho anticipates receiving a 2% CEC allocation to our General Education (GenEd) base budget for FY22. In addition, the university received a 2% CEC GenEd allocation for FY21 that was not utilized due to directions provided by the state. However, because approximately half of our GenEd personnel cost is supported through tuition funding versus state allocated funds and the university has not increased tuition, what appears to be a 4% pool of funds is more realistically described as

slightly more than a 2% pool of available funds. Three key points are itemized in the SCC memo based on current Budget Office distribution estimates.

1. It is proposed that a portion of the CEC funds be allocated to GenEd-funded graduate student appointments. SCC endorses using a proportional amount of CEC funds to advance graduate student competitiveness.
2. When faculty successfully achieve tenure and/or advance in rank (P&T) they receive an increase in salary aside from any other university equity or merit adjustments. These increases have not been funded by the state in recent years and, out of budget necessity, administration has looked to CEC funds as the source for P&T increases. Staff recognize and support the use of CEC funds this year to celebrate these important achievements.
3. They request support for a proportional amount of funding for staff salary equity. Although significant progress was made from FY18 to FY20 to bring staff salaries up to their calculated target in our market-based compensation system, a lot more progress is needed. There are currently 67 staff below 80% of their calculated target and 189 below 85%. Using FY21 rates, in January staff averaged 94.02% of their calculated target salaries and faculty averaged 97.799%. When FY22 data is available next month, target percentages are expected to drop for both faculty and staff. At the start of FY20, a portion of the allocated CEC funding was used to bring staff up to 85% of their calculated target salaries. While market rates and target salaries continue to increase, salaries have not, and therefore both staff and faculty are losing ground – on average, staff are lagging farther behind target than faculty. Although we will not return to the university-wide progress of 85% of target that was achieved in FY20, the recommended allocation provides funding to bring staff farthest behind up to 83.5% of target.

After the three investments mentioned above, an estimated \$2,160,931 in CEC funding remains. SSC recommends allocating the remaining funds proportionally based on a percentage of total GenEd salaries by employee type – 51% to Faculty and 49% to Staff. The committee does not advise on faculty compensation practices – they support an allocation model based on Faculty Senate and Provost's Office recommendations. For staff, they recommend across the board salary increases based on a percentage of their target salary – 2020 was an extremely difficult year and staff have gone to extraordinary lengths to maintain operations and support our students. The committee would like everyone to receive a portion of the CEC funding. They support an "across the board" (ATB) approach and, to ensure equity within the staff compensation system, they recommend that the allocation be based on target salaries versus current salaries. If ATB allocations are made based on salary, the farther behind target an employee is, the farther disadvantaged they will be when their increase is calculated on their already lower-than-target salary. Although an investment in merit-based increases for staff was discussed, institution-wide equity remains the major concern. Because everyone will receive an increase through an ATB distribution, they prioritized allocating funds to raising salaries for those farthest behind their target salaries over merit increases to regain some of the ground lost during the last two years. University of Idaho staff continue to be supportive of our market-based compensation system and use of target salaries as a way of establishing and maintaining equity. The committee urges Faculty Senate to support the long-term goals to raise all employees' salaries to their calculated target as a matter of institution-wide equity. At the same

time, they work to identify funding and an allocation system for merit-based increases on top of equity.

Discussion:

A Senator asked for clarification on the allocations to faculty and staff salaries (p.10 in the binder). Amber Feldman responded that CEC funds are distributed through the state. The Budget Office makes computations based on base salaries, and 51% and 49% in the attached memo reflect the proportions of base salaries for faculty and staff, respectively.

Provost Lawrence asked for clarification on how “across the board” is used in the present context. Lodi Price clarified that they refer to an increase based on the employee’s target salary, not their current salary. This definition better supports their equity goals, helping people who are farther away from target.

Vice Chair Meeuf thanked the SCC for the hard work they put in their recommendations. His question, perhaps best addressed to the Provost, is whether we have guidelines for handling CEC money. Provost Lawrence cited a policy in FSH (Diane Whitney provided the policy number, FSH 3420), and said that we may need to look at the whole process and figure out a consistent system that works for both faculty and staff, while recognizing the differences between the two groups. Trina Mahoney joined the conversation and added that, while they focus on a market-based compensation system, what is actually done from year to year may look different because the state may have specific instructions on how to allocate the CEC funds.

A motion to endorse the SCC recommendation was made and seconded (R. Smith/Lee-Painter). The motion passed with 22 votes, or 85% of the votes.

Other Announcements and Communications:

- FYI – FSH 3360 Probation, Promotion, Demotion, & Transfer of Classified Employees – Diane Whitney, Attach. #3
This policy was last updated in 2009. Ever since, our internal procedures have changed, responsibilities have shifted, and the law has changed as well. This is basically a “clean-up” to align these sections with the Idaho Administrative Procedure Act.

Discussion:

In response to an inquiry, Diane Whitney confirmed that the document had been sent to Staff Council for their approval and is being presented to the Senate as an FYI.

Another Senator wondered whether some of those sections should be moved to the APM while keeping in FSH only the parts addressing internal procedures. Diane Whitney responded that, if the policy is not too long, it is generally better to keep it in FSH, so that people need only to look in one place. A question concerning probationary period will be forwarded to Brandi Terwilliger.

- Faculty Statement of Values – Francesca Sammarruca, Attach. #4
After January 6, Faculty Affairs wondered whether we should write something as a committee in response to the insurrection.

Following some discussion, the motion was made an approved to ask Senate to take that initiative, as the statement would be stronger coming from Faculty Senate rather than a committee. FSL drafted the statement of values in Attach. #4. If approved, this would be a statement from Faculty Senate to be posted on our website and become part of our official records. It focuses on our responsibilities as scholars and educators. We emphasize non-partisan values, such as seeking the truth from evidence, critical thinking, and respectful dialogue.

Discussion:

A Senator reported that his constituents expressed concerns about the timing – it seems late for a response to the January 6 events. He noted that WSU released a statement on the same day. His constituents were also concerned about coherence with the administration and possible challenges with external organizations. The Secretary and the Vice Chair disagreed with the timing issue for a variety of reasons: the values expressed in the statement are timeless; the magnitude of the events is such that it's not too late to talk about them; on January 6, the semester had not even started and Senate didn't meet until the end of January, after which due process had to be followed.

The Vice Chair and a number of Senators proposed to include in the language that we took the time to reflect on many current issues and then we had to go through the appropriate channels – hence the delay.

Another Senator asked for the upper administration perspective and for more information about the Idaho Freedom Foundation activities. Provost Lawrence addressed the question. The administration discussed on January 6 and 7 if and how to respond to the insurrection, and decided to wait and see how things unfold. Generally, it is never easy to decide how to respond to a particular event or take a stand in a public manner, unless there is an immediate danger or direct impact to U of I. The university was in contact with law enforcement to monitor possible safety issues. As for the IFF, (the link was provided in the chat: <https://idahofreedom.org>), they are active in the political landscape and try to be heard among legislators.

A Senator commented (in the Zoom chat) that IFF has been lobbying the legislators to decrease funding to institutions involved in what they deem to be “social justice activities.”

A Senator said that, although he expects negative reactions from IFF, as a university, we have an obligation to stand up for what is right, regardless the consequences. The Vice Chair suggested that our decisions should not be guided by concerns about IFF, which will continue to provide misinformation about us in any case.

A motion (Lee-Painter/Fairley) was made to approve the statement with the first line changed to: *“The Faculty Senate of the University of Idaho continues to reflect on the January 6.... and condemns...”*

Further discussion:

Would a delay be helpful with respect to legislative decisions? Did other institutions in Idaho release a similar statement? The Secretary noted that the proposed statement is in a similar

spirit as the one released by the faculty of the College of Law, in that it calls on our responsibilities as educators. The Senator representing the College of Law added that their letter was requested by the students, and written in such a way as to draw a connection to their obligations as lawyers when they take the Oath of Office.

Provost Lawrence will look into a possible timeline for approving this statement. Other Senators strongly supported the idea to give people time for a more informed discussion. The previous motion was withdrawn. The discussion will continue.

- Principles Statement – Torrey Lawrence, Attach. #5
Somewhat related to, but different from, the previous item, the list of principles in Attach. #5 could be a tool for use or reference in communications . . . It is not meant to be a response to a particular event. These are high-level points describing how we engage with one another.Discussion:
Feedback was offered, such as: using “Guiding Principles” in the headline; replacing “civility” with “non-violence” or include both; replacing “all Vandals” with “all people”; including “acting with integrity” and “think critically.”

The Provost expressed gratitude for the feedback.

Adjournment:

The agenda being completed, the Chair adjourned the meeting at 4:59pm.

Respectfully Submitted,

Francesca Sammarruca
Secretary of the University Faculty & Secretary to 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 05.12 – Protecting Minors

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)

Telephone & Email:

Nancy Spink

2/19/21

Name

Date

885-6177

nspink@uidaho.edu

Policy Sponsor: (If different than originator.)

Telephone & Email:

Name

Date

Reviewed by General Counsel ☒ Yes ☐ No Name & Date: Jim Craig 2/26/21

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.

Revision of policy to meet best practices from national experts, provide clear program guidance and training.

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

Fiscal impact would be limited to time spent training personnel. UI Risk has arranged for training at no cost to the units or individuals.

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)

05.12 - Protecting Minors

Created/updated: TBD

Preamble: This policy adopts requirements to help ensure that the university meets its legal and ethical obligations to protect minors participating in university programs and visiting the university's campuses.

A. Definitions

B. Policy

C. References ~~Idaho Child Protective Act~~

A. Definitions.

~~Definitions are included in the Protection of Minors Standards, on file at UI Risk.~~

A-1. Adult: A person aged 18 years or older.

A-2. Minor: A person under the age of 18 years.

A-3. Protection of Minors Standards: The document containing procedures, guidelines, and forms for implementation of this policy, on file at UI Risk. See C-1 herein.

A-4. Youth-Serving Program: Any program, activity, lab or research sponsored, controlled or funded by the University of Idaho that includes minors, except for official University courses not intended specifically for minors.

B. Policy.

~~B-1. All University of Idaho ("UI") programs involving minors shall operate their programs in a safe and secure manner. UI has zero tolerance for abuse. UI Youth-Serving Programs must shall implement the requirements of comply with the Protection of Minors Standards on file at UI Risk, which address in detail the following requirements :~~

- ~~a. Reporting of abuse, abandonment or neglect as mandated by the all incidents and concerns~~State of Idaho Child Protective Act. Failure to report is a misdemeanor.
- ~~b. Registration of all Youth-Serving Programs.~~
- ~~c. Selection and screening of all adults involved in Youth-Serving Programs.~~
- ~~d. Required training for all adults involved in Youth-Serving Programs.~~
- ~~a-c. Adherence to the Required code of behavior standards for adults working in Youth-Serving Programs.~~
- ~~f. Contractors, Facility Use Agreements and Non-UI Events. Adherence to protection of minors provisions in facilities use agreements.~~

Commented [WD(1)]: With a shortened policy, many of the previous definitions can be deleted, but terms used in this APM should be defined in it. The Standards, of course, can continue to define terms used in that document.

Commented [WD(2)]: This change made because Standards apply this requirement only to Authorized and Supervised adults.

Commented [WD(3)]: This change made because Standards apply this requirement only to Authorized and Supervised adults.

B-2. UI employees and students working in public or private schools shall follow the operational guidelines of the school.

~~Failure to report abuse to legal authorities is a misdemeanor.~~

B-3. Any exemption from compliance with this policy must be ~~submitted~~ requested in writing to, and approved by, the UI Risk Manager.

C. References. ~~The State of Idaho Child Protective Act mandates reporting. For information, see~~

~~C-1. University of Idaho Protection of Minors Standards, on file at UI Risk.~~

~~C-2. State of Idaho Child Protective Act, I.C. § 16-1601 et seq.~~

~~Failure to report is a misdemeanor. This is a personal responsibility imposed on any person who fails to report.~~

ATTACHMENT 3

Statement of Faculty Values

The Faculty Senate of the University of Idaho continues to reflect on the January 6, 2021 insurrection at the Capitol and condemns in the strongest terms and any form of violence and terrorism.

As scholars and researchers, we have dedicated our careers to discovery and reasoning. We believe in science and in seeking knowledge by weighing appropriate evidence and rejecting intentional misinformation.

As citizens and educators who serve the university's land-grant mission, we prepare students to be thoughtful, civic-minded participants in our local, state, and national communities. We are committed to democracy and due process, and to civil discourse and respectful communication.

To support these goals, we encourage all faculty, when appropriate, to directly address the issues and challenges facing our world, including misinformation, radicalism, racism, bigotry, and violence. We call for a collective commitment to shine light on the root causes of polarization and extremism. Whether by analyzing our histories and culture, or cultivating information literacy, or teaching responsible communication skills, faculty must continue to provide a transformative and ethical education for the next generation of leaders.

2020 – 2021 Faculty Senate – Approved at Meeting #24

Meeting # 23

Tuesday, March 23, 2021, 3:30 pm – 5:00 pm

Zoom only

Present: Attinger, Brantz, Bridges, Carter, Chapman, Dezzani, Fairley, Hickman, Keim, Kirchmeier (Chair), Torrey Lawrence (w/o vote), Lee-Painter, McIntosh, McKellar, Meeuf (Vice-Chair), Paul, Quinnett, Raja, Rashed, Rinker, Sammaruca (w/o vote), Schwarzlaender, A. Smith, R. Smith, Tibbals, Tenuto, Wargo
Absent: Carney (excused), Ahmadzadeh (excused), Rose

Guest Presenters: *John Crepeau, Katrina Eichner, Brandi Terwilliger*

Call to Order: Chair Kirchmeier called the meeting to order at 3:31pm.

Approval of Minutes (vote):

- Minutes of the 2020-21 Meeting #22 – Attach. #1
The minutes of the 2020-21 Meeting #22 were approved as distributed.

Chair's Report:

- Updates on visits to Faculty Senate: next week, Torrey and Kim Salisbury will answer questions related to the new budget. Please attend the webinar this Thursday and if your questions remain unanswered, bring them to Senate next week.
- It is time to think about replacing Senators whose terms are coming to an end. Please check with your college bylaws to start this process. If you have questions, don't hesitate to reach out.
- Reminders:
 - Sabbatical applications for the 2022-2023 year are due March 31, 2021.
 - Nominations for Honorary degrees for the December 2021 commencement are due April 15, 2021.

Please help us spread the word about upcoming deadlines by sharing with your colleagues.

Provost's Report:

- Welcome back from the break!
- The budget presentation on Thursday will address the new model. It is open to all employees.
- We continue to see low rates of positive results in the last three weeks. Mandatory testing is underway this week so results are incomplete. Thus far, the level remains very low. We have no students or living units in university supported quarantine or isolation.
- Great news about the vaccine: the North-Central Idaho Health District has allowed everyone above the age of 35 to receive the vaccine. If you have registered with the state website and haven't been contacted yet, you don't need to wait for a call. There are still times available Thursday and Friday at the Gritman site on the UI campus. You can just sign up and go.
- The 2021 "University of Idaho Great Colleges to Work For Survey" opened last Monday and will stay open for about three weeks. We hope you will all participate and will encourage your peers and colleagues to participate. It takes about 10 minutes and provides important information on how people feel about their workplace. Last year it was not done because of COVID, but we do have data from previous years to compare results.

- Finances: The Idaho legislative session adjourned for two weeks due to a COVID outbreak. There are no updates at this time.

Discussion:

A Senator noted that the Great Colleges to Work For Survey is very general and wondered how it is going to be used – for instance, participants are not regrouped by college or department. Provost Lawrence responded that, from his recollection of previous years, the questions are regrouped by themes from which trends can be seen and the differences among faculty, staff, and administrators can be compared. Dean Panttaja joined the conversation. He added that the survey does not pre-populate any confidential data, but it is still possible to have information down to the college or unit level.

There were no more questions or comments for the Provost.

Committee Reports:

- Proposed Changes to Admissions – Barbara Kirchmeier, Attach. #2
Chair Kirchmeier gave an update on the matter. To address some concerns, she clarified the timing – the proposed changes apply to Fall 2022. The current draft of the emergency policy can be found in Attachment #2. We have asked SEM for data on the success of students admitted in the previous cycle with a GPA of between 2.6 and 3.0. We are also in communication with the Admission Committee to obtain feedback on how much their workload would increase with a minimum GPA of 3.0. There have been suggestions to consult UCC, which we will do. However, for the time being, we are gathering information so that Senate can make a more informed decision.
There were no questions or comments.
- Master of Arts. Major in Anthropology – Katrina Eichner, Attach. #3
Katrina Eichner described the components of this new degree. Some classes were eliminated (due to retirements) while others were added, as shown in the attachment. The degree is offered with both thesis and non-thesis options.
There were no questions for the presenter.
Vote: the motion passed with a 96% majority.
- Master of Science. Major in Cybersecurity – John Crepeau, Attach. #4
Chair Kirchmeier explained that this proposal was approved by UCC on Monday, March 22, and thus could not be included in the agenda no later than 24 hours prior to the meeting, as prescribed in FSH Article V Section 8. *This requirement for prior notice may be suspended only in emergencies and with approval by a two-thirds vote of the senate members in attendance at a meeting, a quorum being present.* In order to fast track this program to OSBE and SBOE, if approved by Senate today it will proceed through the General Policy Report process.

It was moved and seconded (A. Smith/Tibbals) to suspend the *prior notice* rule.

Vote: The motion passed with a 96% majority.

John Crepeau presented the rationale for the proposal. Last year, a B.S. with major in Cybersecurity was approved, and students are already in the B.S. pipeline. They are now

proposing a Master with major in Cybersecurity. There is large demand for this area, so they expect the new degree option to increase enrollment.

Discussion:

In response to a question, unit representatives listed the courses beyond the B.S. which are required for the Master degree, see attachment.

Vote: The motion passed unanimously.

Other Announcements and Communications:

- Continuing discussion on Faculty Statement of Values – F. Sammarruca, Attach. #5
On March 2, Senate decided to table this issue and have a more informed discussion, especially with regard to the date of the end of the legislative session, which is now around the end of April (rescheduled to start on April 6, due to COVID). Some faculty feel that it is important to put something in the records, as members of our profession (scholarship and education). Given that this was never meant to be an emotional reaction to the Jan. 6th events and the values being promoted are timeless, Secretary Sammarruca proposed to wait and make it an end-of-the-semester release. She proposed to consider changing the introductory sentence into a broader one – recent disturbing events go beyond the attack on the Capital, and include, for instance, racially motivated violence against numerous minority groups.

Discussion:

A Senator asked about the difference between the statement being discussed and the one from the university. Chair Kirchmeier gave a brief review of the different paths that led to the development of these two statements. The Secretary added that they are different in nature and spirit, the university's statement being much more general, whereas the one being discussed stems from what we believe our responsibilities are as scholars and educators.

There was some additional discussion during which Senators agreed to wait until we approach the end of the semester and to make the statement more inclusive. A Senator noted that such a statement is important for families in minority groups, who need to know that the U of I is a safe place for their children.

This item will remain active. FSL will continue to work on the draft based on today's discussion and evaluate timing issues.

- HR Issues – Brandi Terwilliger
Brandi Terwilliger's presentation articulated four main points: **(1) Flex work requests; (2) COVID-related leave; (3) COVID-related policy changes; and (4) possible benefit changes.** Concerning **flex work**: new requests will continue to proceed through the centralized process. To request an extension of current discretionary flex work arrangements, there will be a simple form to fill. Discretionary flex work requests must be approved by Dean/VP and are reviewed every semester. Email communication about requests for summer 2021 will go out in April – it is too early for fall 2021 requests. COVID-related ADA requests are processed within HR with input from the supervisor/Dean/VP as appropriate. For summer 2021, such requests may be extended without updated medical

documentation. HR is sending out emails with a link to a simple form for employees with COVID-related ADA accommodations who wish to extend those accommodations through the summer. On the other hand, ADA COVID requests for Fall 2021 will require updated medical documentation. HR will be sending out a communication about the required documentation and the process for extending to fall 2021. Potential risk factors were identified by General Counsel associated with out-of-state arrangements, thus all out-of-state employees will require approval at the VP level.

A Senator inquired about flex work and how long it is expected to continue. Brandi replied that one cannot give a precise answer at this time. It is impossible to predict when we will go back to “normal,” or even define what “normal” is.

Moving to **COVID-related leave**: employees may qualify for FMLA – contact Benefits at benefits@uidaho.edu or visit the webpage for more information – or use accumulated leave. Employees who are able and wish to work remotely can arrange with their supervisor a short-term work from home, where short-term is less than two weeks. Again, out-of-state requests must go through the risk assessment review at the VP level. The presentation moved to **COVID-related policy changes**. The Families First Coronavirus Response Act (FFCRA) expired December 31, 2020. The FFCRA did not extend programs that allowed for leave due to COVID and childcare or school closure needs. The COVID Relief Bill allows (but does not require) plan changes that were previously prohibited by IRS rules – they allow unused Flexible Spending and Dependent Care Spending funds to roll over to the following year. The American Rescue Plan Act of 2021 allows for temporary increase of the limits in annual dependent care plan contribution. The IRS will provide further clarification on the American Rescue Plan Act of 2021 and its potential tax consequences. Participants are advised to work with a tax advisor. There continues to be proposed changes at the Federal level. As for **potential changes in benefits**, Brandi Terwilliger highlighted the current status of and recommended changes to the COVID Relief Bill (Flexible Spending and Dependent Care). She also mentioned the Surprise Billing – effective January 1, 2022 – intended to protect patients from “surprise” billing that may arise under emergency services and other circumstances. The Transparency Rule – effective January 1, 2023 – is a real-time tool to search for cost-sharing information that is accurate at the time of the search.

Provost Lawrence inquired about sick leave and vaccines: can employees use sick leave to go and get vaccinated, or if they feel unwell after receiving the vaccine? Brandi Terwilliger responded in the affirmative.

A Senator asked whether the information, particularly about FSA, will be communicated to everyone. Brandi said that everyone directly impacted will receive direct communication about FSA, roll over, etc. Those employees will be asked whether they wish to make adjustments to the balance. The Benefits News Letter will also contain useful information.

Brandi Terwilliger concluded with some remarks on telehealth, and COVID impact on expenses, which are anticipated to be higher. HR has begun to work on benefits for 2022.

There was a question from Secretary Sammarruca about “Designated Providers,” mentioned in an announcement posted in the Daily Register of Monday, March 22. Brandi responded that, while employees can see any doctor they chose for a work-related injury, follow-up care should be obtained from designated providers. Nancy Spink will be able to provide more details.

The Chair asked whether anyone wished to raise new business. There were no requests.

Adjournment:

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

Respectfully Submitted,

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

University of Idaho
2020 – 2021 Faculty Senate Agenda

Meeting #23

Tuesday, March 23, 2021 at 3:30 pm
Zoom Only

- I. Call to Order
- II. Approval of Minutes (Vote)
 - Minutes of the 2020-2021 Faculty Senate Meeting #22 March 9, 2021 **Attach. #1**
- III. Chair's Report
- IV. Provost's Report
- V. Committee Reports (Vote)
 - Proposed Changes to Admissions (Barbara Kirchmeier) **Attach. #2**
 - Master of Arts. Major in Anthropology (Katrina Eichner) **Attach. #3**
 - Master of Science. Major in Cybersecurity (John Crepeau) **Attach. #4**
- VI. Other Announcements and Communications:
 - Continuing discussion on Faculty Statement of Values (Francesca Sammarruca) **Attach. #5**
 - HR Issues (Brandi Terwilliger)
- VII. Special Orders
- VIII. New Business
- IX. Adjournment

Attachments:

- **Attach. #1** Minutes of the 2020-2021 Faculty Senate Meeting #22 March 9, 2021
- **Attach. #2** Proposed Changes to Admissions
- **Attach. #3** Master of Arts. Major in Anthropology
- **Attach. #4** Master of Arts. Major in Cybersecurity
- **Attach. #5** Faculty Statement of Values

2020 – 2021 Faculty Senate – Pending Approval

Meeting # 22

Tuesday, March 9, 2021, 3:30 pm – 5:00 pm

Zoom only

Present: Attinger, Bridges, Carney, Carter, Chapman, Dezzani, Fairley, Hickman, Keim, Kirchmeier (Chair), Torrey Lawrence (w/o vote), Lee-Painter, McIntosh, McKellar, Meeuf (Vice-Chair), Quinnett, Raja, Rashed, Rinker, Rose, Sammarruca (w/o vote), Schwarzlaender, R. Smith Tenuto, Wargo, Powell (proxy for Ahmadzadeh)

Absent: Tibbals (excused), A. Smith, Brantz, Paul

Guest Speakers/Presenters: *Teresa Koeppel, Nancy Spink, Jodi Walker, Shaakirrah Sanders, Rochelle Smith*

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

Approval of Minutes (vote):

- Minutes of the 2020-21 Meeting #21 – Attach. #1
The minutes of the 2020-21 Meeting #21 were approved as distributed.

Chair's Report:

- Next visit to Faculty Senate: after Spring Break we will welcome Brandi Terwilliger who will provide updates on HR matters to Senate. Please reach out to your constituents to gather questions and send them to Barb.
- Special thank-you to Kelly Quinnett who has volunteered to be the Senate member on the Vandal Star Implementation committee.
- It is time to think about replacing Senators whose terms are coming to an end. Please check with your college bylaws to start this process. If you have questions, don't hesitate to reach out.
- Faculty Senate Leadership has been asked to consider extending the adjustments to the admissions standards for the 2022 admissions cycle, essentially extending by one year the emergency action approved by President Green last summer for the 2021 admissions cycle. Issues related to access to standardized tests (like SAT and ACT) still exist, and COVID has continued to interrupt regular grading systems in high schools, which, in turn, accounts for discrepancies to high-school GPAs. Any feedback for Senate Leadership?
- Please remember to share the General Policy Report with your constituents. <https://www.uidaho.edu/-/media/UIDaho-Responsive/Files/governance/faculty-senate/general-policies-reports/gpr69-022621.pdf?la=en&hash=66BF76846EA2DAC2DAD48B798CA88799AD1BDF86>. The items on this policy report were approved by Faculty Senate on February 23 and will be considered to have the necessary faculty approval unless a petition requesting further consideration of these items is signed by five faculty members and submitted to the chair of the Faculty Senate by the end of the day on March 12, 2021. If no petition is received by the deadline, this report will be submitted to the president for approval and, if required, transmittal to the Board of Regents.
- Reminders:
 - Deadline to request delay for promotion and/or tenure is March 14, 2021.
 - Nominations for Honorary degrees for the December 2021 commencement are due April 15, 2021.

- Sabbatical applications for the 2022-2023 year are due March 31, 2021.
Please help us spread the word about upcoming deadlines by sharing with your colleagues.

Discussion:

In response to an inquiry about the General Policy Report, Chair Kirchmeier clarified that a signed petition can be submitted by any five faculty – they don't have to be Senators.

Concerning the extension by one year of the adjustments in the admissions standards, some Senators noted that the current language may not be applicable: should "fifth semester" in the previous request be replaced with "last semester when regular grading was used"? Chair Kirchmeier also clarified that "Fall 2022 admission cycle" also includes Spring 2023.

Some Senators said they would like to have a larger conversation on this matter, particularly the proposed 2.6 minimum GPA. Another Senator added that it is best to put the item on the agenda as soon as possible, because many students are deciding at this time whether to attend next fall.

Chair Kirchmeier said that FSL will prepare this item for the next agenda and send more communications about the matter soon.

Provost's Report:

- COVID-19 update: Great improvement over the past week. Of about 750 tests done last week, 3.76 % were positive. No Greek residence or campus housing hall are currently in quarantine. Eight students are in supported isolation and six in supported quarantine.
- Vaccine distribution: There is no news about the vaccine timeline for employees in higher education, but it may be discussed again on the 19th; however, the state vaccination schedule keeps moving up which is great news. Everyone should be able to receive a vaccine earlier than originally scheduled. One can register for the vaccine at <https://covidvaccine.idaho.gov>. Registering may speed things up. Reports were received that some UI employees presented themselves as K-12 employees and/or were disrespectful to Gritman personnel when turned away. Being impatient and disrespectful only slows the process.
- Budget update: The state is moving forward with some budget decisions (not all is finalized yet). We are starting to see what our finances may look like. Implementation of the new budget model will start July 1, looking towards targets to be determined between now and July 1 for each metric. During the next year, we will work towards targets that will determine our FY23 budget. That is, the budget starting July 1, 2022, will be based on our performance with respect to the metrics during the upcoming year. An update will be provided to all faculty and staff after spring break.
- Legislative update: Funds were taken away from BSU for their "social justice activities," and were allocated to LCSC. Those cuts have not been applied to us. The report on the University of Idaho published by a political organization contains a number of factual errors – we decided that there is no need to respond and draw more attention to the report at this time.

Discussion:

A Senator expressed concern on behalf of his constituents that COVID testing for students starts Monday, March 22, and therefore lists of ineligible-to-attend students will not be known until Friday of that week. Could there be another way to prevent a possible spread of infection? Provost Lawrence cited the circumstances of last January, when no spike in infection rate was seen after return from the winter break. Moreover, the infection rate has been low in Moscow and the university community, with

no cases of spreading in the classrooms. All cases of spreading were confined to specific living groups – none have been traced to classrooms. Our improved testing capabilities allow us to test everyone in three days – Monday, Tuesday, Wednesday – with results by Thursday. Going online for a week would have just delayed the process and make testing less effective.

There were no more questions or comments for the Provost.

Committee Reports:

- APM 05.12 FYI – Nancy Spink, Attach. #2
This policy was originally adopted in 2013 and is being revised to meet best practices from national experts and provide clear program guidance and additional training. It contains requirements to help ensure that the university meets its legal and ethical obligations to protect minors who visit the university's campuses to participate in university programs. Updates include references to the University of Idaho Protection of Minors Standards and the State of Idaho Child Protection Act.

Discussion:

Responding to a question, Nancy Spink clarified thaty, this policy does not apply to students enrolled at UI. Generally, the policy applies to minors involved in UI youth programming. For more information, contact risk@uidaho.edu.

- Black Faculty and Staff Association – Rochelle Smith and Shaakirrah Sanders
Rochelle Smith talked about the benefits of having an affinity group for Black faculty and staff, such as providing support to one another and to students in a safe space. The Black Student Union is active at U of I, but there has never been an association for faculty and staff at this university. One of the plans is to celebrate stories and bring them forward. The group will be inclusive.

Shaakirrah Sanders is a professor in the College of Law, and the only Black faculty ever to have been promoted to full professor at U of I Law. She came to U of I in 2011 and soon noted the absence of a cohesive way to bring Black faculty and staff together or any form of support, internal or from the institution, although Yolanda Bisbee was of great help. Without support, some elements of safety are missing. One feels isolated, and those feelings can be exacerbated by gender and/or sexual orientation. This affinity group will benefit students as well, who need support from faculty and staff. It is important that Black faculty, staff, and students share their experience, to help others be better informed and prepared. They also wish to create history and document it, keep records of African American faculty, staff, and alumni, and bring those stories to the forefront.

Rochelle Smith and Shaakirrah Sanders met with Yolanda Bisbee and President Green, and they will meet soon with Provost Lawrence. There is no policy in FSH on how to form a UI-recognized association. Barb Kirchmeier and Diane Whitney have kindly offered to help with drafting such a policy. Rochelle and Shaakirrah appreciate the support everyone has shown. They are in contact with the Black Faculty Association at WSU and look forward to having policies/procedures to guide the creation of affinity groups and highlight their benefits.

Shaakirrah Sanders noted that at U of I we do not have a sense of the global experiences of Black faculty and staff. What is the retention rate? Connections based on affinity are important

– people can share and understand each other’s experiences in a safe space. Since about a year, they have met every other week.

Discussion:

A Senator expressed appreciation for this initiative. He was especially impressed by the goal to create and document history, and he hopes it will be shared with everyone. Rochelle and Shaakirrah confirmed that any programmatic initiative they may undertake will be open to anyone – this is the “external” part of their work, whereas the “internal” aspect will help deal with energy-draining challenges of culture and climate.

Chair Kirchmeier thanked the speakers and reiterated the Senate’s support of their initiative.

- Update from University Communication and Marketing (UCM) – Teresa Koepfel and Jodi Walker
Teresa Koepfel thanked people for their support during the four months she has been here. It is an exciting time to be at U of I because, although we are still dealing with previous problems, we are starting to ask: how do we want to look like when emerging from a pandemic and a budget crisis? She started a presentation on: UCM key focus areas for 2021-22; coordinated external relations; legislative communications approach and updates; what faculty can do to help.

The key focus areas emphasize integrated marketing and communication. They are:

- Vision articulation and national branding strategy – what do we want to be known for? What are the areas of excellence or potential or the best opportunities for partnerships?
- Enrollment marketing – attract Idaho’s and the region’s most promising students. Use targeted marketing to maximize impact and attract the people we actually want to talk to. Use a (real-time) data-driven approach to do more of what works.
- Campaign communications – grow public and private support for U of I’s shared vision. UCM will launch a comprehensive campaign in October.
- Internal communication – we want to be a destination for world-class faculty and staff, on our pathway to R1 status. Having happy and productive faculty and staff to tell our story is very important.

Teresa then moved to describe best tactics, which she identified as:

- Vision articulation – an example is the partnership with CEOs across the state to understand how they see the future of their companies 10 or 20 years from now, so that U of I can better accomplish its mission as a land-grant institution.
- Audience-centered content marketing – communication and tools should be structured to best support the needs of our audience. An example is our website, which needs to be more audience centric.
- Strategic media relation – we want to be in the news only for good reasons. Be strategic about the timing of the story.
- Optimizing tools – for instance, it’s time to take our website to its new generation.

Finally, we need measures to evaluate the impact of our strategies:

- Share of voice – how much coverage is about us or ours?
- Tone of coverage – we want to see positive stories about us.
- Brand perception – A survey every two to three years will help assess how we are doing in people’s mind.
- Reach – this can be identified through different ways, depending on our goals. For example, if the focus is on student recruitment, how many people do we bring through the pipeline to the point where they fill a request for information?

Teresa Koepfel then moved to talk about coordinated external relation approach, and the goals for a new path forward for a university on the rise:

- Fewer “silos,” more collaboration
- Better mechanism for input from colleges and units
- Streamlined communication
- Coordinated external communication with federal and state delegates
- Leveraging funding sources for larger transformational initiatives

Teresa Koeppel showed a chart that signifies a model for an integrated marketing and communication strategy, where “Integrated Brand Marketing” means connecting the university vision to our priorities and vice versa.

Jodi Walker joined the conversation to provide legislative communications updates, as we go through the budget cycle. President Green’s presentation in Boise was well received. But there were challenges, such as questions on our Black Lives Matter webpage, and a diversity positions within the College of Engineering. The report published by a political organization about our university (<https://idahofreedom.org/wp-content/uploads/2021/03/UI-social-justice-report.pdf>) contains factual errors. We as an institution fundamentally disagree but decided not to engage directly. Robocalls are being used to urge citizens to pressure legislators to defund higher education. Faculty and staff can help by knowing and sharing the facts and reporting robocalls to FCC.

Due to the late hour, Chair Kirchmeier suggested the Senators to send questions for Teresa Koeppel and Jodi Walker *via* email.

Adjournment:

The agenda was not completed, thus the Chair called for a motion to adjourn. So moved and seconded (Fairley/Wargo). The meeting was adjourned at 5:03pm.

Respectfully Submitted,

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

ATTACHMENT 2

Action: The following provisions will be effective for the Apply Idaho program for the Fall 2022 class only:

- The U of I will make an admission decision based solely upon GPA if a test score is not available, and
- The U of I will establish a minimum high school GPA of 2.60 for admission.
- Under this accommodation, the U of I will not require a standardized test for admission but will require a placement test score prior to registration for the fall 2022 semester.
- Students whose GPA is below 2.6 will apply through an appeal process administered by the Admissions Committee.
- Admission requirements will revert to current policy for the Fall 2023 admission cycle.

Policy at issue: FSH 1540 as applied to Admission to the University <https://uidaho-preview.courseleaf.com/student-services/admission/>

Reason for action: This action is needed to accommodate irregularities in Spring 2020 high school grading practices and changes to the College Board's standardized testing schedule due to COVID-19. Pursuant to FSH 1520 Article IV, admission requirements are within the purview of faculty governance.

Attachment 3

Faculty Contact

Faculty Name	Faculty Email
Brian Wolf	bwolf@uidaho.edu

Change Type

Change academic component name (degree, major, option, emphasis, minor, concentration, or specialization)

Description of Change

Break into thesis and non-thesis options, plus other changes to curricular requirements

Academic Level

Graduate

College

Letters Arts & Social Sciences

Department/Unit:

Sociology & Anthropology

Effective Catalog Year

2021-2022

Program Title

Anthropology (MA)

Program Credits

30

CIP Code

45.0201 - Anthropology.

Emphasis/Option CIP Code(s)

Master of Arts. Major in Anthropology.

Candidates must fulfill the requirements of the College of Graduate Studies and of the Department of Sociology & Anthropology. See the [College of Graduate Studies](#) section for the general requirements applicable to each M.A. degree.

~~Thesis Option.~~ Course work will include either 30 credits plus a foreign language proficiency examination or 36 credits and no foreign language requirement.

Students who did not take at least one course in cultural anthropology, biological anthropology, ~~each of the four sub-fields of anthropology~~ and archaeology and at least one a course in qualitative or quantitative social science methodologies ~~statistics~~ as an undergraduate ~~undergraduates~~ will be asked to do so (in consultation with an ~~an~~ advisor) at the ~~at the~~ beginning of their graduate programs. No graduate credit will be awarded for courses taken to satisfy such deficiencies.

~~Graduate students must demonstrate competence in each of the four sub-fields of anthropology. The thesis option M.A. core along with the expected undergraduate preparation (or courses taken as deficiencies as a graduate student) are designed for this purpose. Thesis students complete the core courses, supporting fields electives, the anthropology electives, and the thesis credits. Both the 30- and 36-credit M.A. program must include at least 6 but no more than 10 thesis credits, although more than 10 credits of ANTH 500 may be taken. A~~

~~minimum of 18 credits must be at the 500-level.~~ A minimum of 18 credits Anthropology courses must be at the 500-level. Anthropology courses ~~400- or 500-level (cross-listed 400-level/500-level~~ courses must be taken at the 400- or 500-level (cross-listed courses 400-level/500-level ~~500-level~~), while supporting courses must be taken at the 500-level), while supporting courses can include 300-level. No more than 12 credits can be transferred from other institutions and an official copy of the student's transcripts from each institution must be on file in the Registrar's Office. Such institutions must have a graduate program and the work must have been taken for graduate credit.

~~Note:~~ Students who have already received credit for any core course or an equivalent will not need to retake the course it, but will substitute appropriate courses with approval from their advisor.

Thesis Option

Thesis ~~Graduate~~ students must demonstrate competence in ~~each of the~~ four subfields of ~~sub-fields of~~ anthropology. The thesis option M.A. core courses along with the expected undergraduate preparation (or courses ~~courses~~ taken as deficiencies as a graduate student) are designed for this purpose.

Thesis students complete the core courses, supporting fields and ~~electives~~, the anthropology electives, and ~~and the~~ thesis credits.

Code	Title	Hours
ANTH 500	Master's Research and Thesis	6-10
ANTH 511	Human Evolution	3
ANTH 521	Contemporary Issues in Anthropological Theory	3
ANTH 570	(s) Materiality and Human Cult	3
ANTH 571	(s) Cultural Complexity	3

Code	Title	Hours
ANTH 572	(s) Topics in Biological Anthr	3
Select one History and Theory course from the following:		3
ANTH 420	Anthropological History and Theory	
ANTH 530	Arch History, Ethics, Theory	
ANTH 516	Qualitative Social Sci Methods	3
or ANTH 517	Social Data Analysis	

Select up to 6 credits of electives in supporting fields 0-6

Select up to 9 credits of electives in anthropology or supporting fields in consultation with graduate committee chair. At least 3 credits must be 400-500 level Anthropology courses. 3-9

Course List

Note: ~~Non-thesis option.~~ Course work will include either 30 credits plus a foreign language proficiency examination or 36 credits and no foreign language requirement.

Non-thesis option.

~~Students who did not take at least one course in cultural anthropology, archaeology, and physical anthropology and a course in statistics as undergraduates will be required to do so in consultation with an advisor at the beginning of their graduate programs. In general, no graduate credit will be awarded for courses taken to satisfy such deficiencies.~~ Non-thesis students complete the core courses, a field school or internship, supporting fields electives, anthropology electives, non-thesis credits, and select one sub-field emphasis.

Code	Title	Hours
ANTH 521	Contemporary Issues in Anthropological Theory	3
ANTH 599	Non-thesis Master's Research	1-5
Select up to 6 credits of electives in supporting fields		0-6
ANTH 516	Qualitative Social Sci Methods	3

Code	Title	Hours
or ANTH 517	Social Data Analysis	
Select up to 6 credits in Field School or Internship:		0-6
Select one History and Theory course from the following:		3
ANTH 532	Historical Artifact Analysis	
ANTH 549	Lithic Technology	
<i>Cultural Anthropology</i>		
ANTH 528	Social and Political Organization	
ANTH 562	Human Issues in International Development	
ANTH 420	Anthropological History and Theory	
ANTH 530	Arch History, Ethics, Theory	
Select one Graduate Seminar from the following:		3
ANTH 570	(s) Materiality and Human Cult	
ANTH 571	(s) Cultural Complexity	
ANTH 572	(s) Topics in Biological Anthr	
Select up to 6 credits in Field School or Internship: ¹		1-6
ANTH 509	Anthropological Field Methods	
ANTH 598	Internship	
<i>Non-Thesis Subfield</i>		
Select one non-thesis Subfield:		6
<i>Physical Anthropology</i>		
ANTH 511	Human Evolution	
ANTH 512	Human Variation	
<i>Archaeology</i>		
Select up to 15 credits in non-thesis subfield emphasis or supporting fields in consultation with graduate committee chair. At least 6 credits must be 400- to 500-level Anthropology courses.		9-15
Course List		

Note: Course work will include either 30 credits plus a foreign language proficiency examination or 36 credits and no foreign language requirement.

¹ Although students can fulfill their field methods and internship requirement through the University of Idaho, it can also be fulfilled by attending an anthropological or archaeological field school from a fellow institution.

~~A minimum of 18 credits must be at the 500-level. Anthropology courses must be at 400- or 500-levels (cross-listed 400-level/500-level courses must be taken at the 500-level), while supporting courses can include 300-level. No more than 12 credits can be transferred from other institutions and an official copy of the student's transcripts from each institution must be on file in the Registrar's Office. Such institutions must have a graduate program and the work must have been taken for graduate credit. Note: Students who have already received credit for any core course or an equivalent, except for the field school or internship, will not need to retake it, but will substitute appropriate courses with approval from their advisor.~~

Distance Education Availability

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

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

No

Note: Existing programs transitioning from less than 50% of its curricular requirements to 50% or more of its requirements being available via distance education is considered a Group 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:

Coeur d'Alene

Moscow

Student Learning Outcomes

Have learning outcomes changed?

No Change

Learning Objectives

Rationale for the proposed change. Include an explanation of how the department will manage the added workload, if any.

The main change to the M.A. degree requirements include the introduction of three graduate-only seminar classes (focused in the archaeology, biological anthropology, and cultural anthropology subfields) which, in conjunction with ANTH 521, will be offered on a rotating basis each semester over a two year period. These graduate-only courses are meant to help form a research cohort among the Anthropology M.A. students. Moreover, they allow our faculty to teach full enrollment courses for instructional credit; previously these kinds of classes were offered as ANTH 504 Special Topics and were an overload to the faculty member's schedules. When mapping out a four-year schedule for all of the faculty in the program, it was clear that we could easily cover the three new courses by offering some of our lower enrollment undergraduate classes on a biannual basis.

We believe that students starting a graduate program should be previously versed in the four fields of anthropology and should have taken a social science methodology class prior to starting graduate school. In reality, most of our students have already fulfilled these requirements with previous coursework. Thus, faculty in the department realized that we were submitting a high amount of sub-waiver forms for a number of classes - particularly ANTH 516/ANTH 517 and ANTH 511. As such, we are removing the classes from the requirements outside of their role as prerequisites for the outlined program.

For our theory requirement, we are allowing students to take a theory class in the subdiscipline that best aligns with their interest, thus allow for specialization within a broader four-field focus.

Additionally, for the M.A. non-thesis option, we fixed a typo that allowed M.A. students to avoid completing a field school or internship requirement.

Our elective language has been clarified to allow better direction for our students in planning their schedules. We wanted it to be clear that most of the students' core coursework should be taken in the field of anthropology, however leaving an opportunity for students to take classes in outside fields when relevant to their topic of focus.

Finally, along with clarifying repetitive language that affects both the thesis and non-thesis degree paths, we also fixed the range of degree credits required for both programs. We thought it was necessary to give students a clear path to fulfilling their 30 or 36 credit requirement with coursework relevant to the discipline.

The program will continue to be assessed using existing Anthropology protocols.

Supporting Documents

Reviewer Comments

Amy Kingston (amykingston) (12/09/20 11:41 pm): Rollback: Holding for future agenda and

ATTACHMENT 4

In Workflow

1. 131 Chair
2. 08 Curriculum Committee Chair
3. 08 Dean
4. Provost's Office
5. Graduate Council Chair
6. Registrar's Office
7. Curriculum Review
8. Assessment
9. Daniel Conte de Leon
10. UCC
11. Faculty Senate Chair
12. UFM
13. President's Office
14. State Approval
15. NWCCU

Approval Path

1. Wed, 21 Oct 2020 23:37:01 GMT
Joana Espinoza (jespinoza): Approved for 131 Chair
2. Wed, 21 Oct 2020 23:37:20 GMT
Joana Espinoza (jespinoza): Approved for 08 Curriculum Committee Chair
3. Wed, 21 Oct 2020 23:37:37 GMT
Joana Espinoza (jespinoza): Approved for 08 Dean
4. Wed, 21 Oct 2020 23:38:32 GMT
Joana Espinoza (jespinoza): Rollback to 131 Chair for Provost's Office
5. Tue, 27 Oct 2020 21:05:44 GMT
Terence Soule (tsoule): Approved for 131 Chair
6. Mon, 02 Nov 2020 18:40:56 GMT
John Crepeau (crepeau): Approved for 08 Curriculum Committee Chair
7. Wed, 04 Nov 2020 16:41:31 GMT
Larry Stauffer (stauffer): Approved for 08 Dean
8. Thu, 05 Nov 2020 19:02:53 GMT
Joana Espinoza (jespinoza): Approved for Provost's Office
9. Fri, 13 Nov 2020 17:21:43 GMT
Lauren Perkinson (perkinson): Approved for Graduate Council Chair
10. Wed, 03 Feb 2021 18:43:38 GMT
Amy Kingston (amykingston): Approved for Registrar's Office

11. Thu, 04 Feb 2021 02:07:07 GMT
Rebecca Frost (rfrost): Approved for Curriculum Review
12. Wed, 10 Feb 2021 23:47:31 GMT
Sara Mahuron (sara): Approved for Assessment
13. Tue, 02 Mar 2021 08:10:46 GMT
Daniel Conte de Leon (dcontedeleon): Approved for V00722133

New Program Proposal

Date Submitted: Wed, 21 Oct 2020 23:30:34 GMT

Viewing: **430 : Cybersecurity (MS)**

Last edit: Tue, 02 Mar 2021 08:01:08 GMT

Changes proposed by: Joana Espinoza (V00370901)

Faculty Contact

Faculty Name	Faculty Email
Larry Stauffer	stauffer@uidaho.edu

Academic Level

Graduate

College

Engineering

Department/Unit:

Computer Science

Effective Catalog Year

2022-2023

Program Title

Cybersecurity (MS)

Degree Type

Major

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

Program Credits

30

Attach Program Change

Proposal-MS-Cybersecurity-v050_ChersEdits_corrected.doc
Proposal-MS-Cybersecurity-Budget-Form.xlsx

CIP Code

11.1003 - Computer and Information Systems Security/Information Assurance.

Emphasis/Option CIP Code(s)

Will the program be Self-Support?

No

Will the program have a Professional Fee?

No

Will the program have an Online Program Fee?

No

Will program be Regional or Statewide Responsibility?

Regional

Financial Information

What is the financial impact of the request?

Less than \$250,000 per FY

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

Discribe the financial impact

Communication expenses are for advertising the program. These will come from CS funds, F&A returns, EO, etc. Renewing client machines in the computer labs, covered by lab fees. Initially the bulk of the lab fees will come from CS (non-CYB) students using the labs. Some grant funds are available. No travel.

Curriculum:

Master of Science. Major in Cybersecurity

Required Courses (both thesis and non-thesis tracks)

Course List		
Code	Title	Hours
<u>CYB 501</u>	(s) Cybersecurity Graduate Sem (1 credit taken three times.)	3
<u>CYB 507</u>	Course CYB 507 Not Found	3
<u>CYB 536</u>	Course CYB 536 Not Found	3
<u>CYB 540</u>	Advanced Networking & Security	3
<u>CYB 547</u>	Course CYB 547 Not Found	3
Total Hours		15

Non-Thesis Track

The Master of Science in Cybersecurity degree, non-thesis track, requires the completion of 15 credits of required courses as listed above plus 15 credits of electives and Non-thesis Master's Research. M.S. Cybersecurity non-thesis track students must complete a research project with the direction and advise of their major professor.

Course List		
Code	Title	Hours
<u>CYB 599</u>	Non-thesis Master's Research	5
Electives as agreed with Advisor		10
Total Hours		15

Courses to total 30 credits for degree

Thesis Track

The Master of Science in Cybersecurity degree, thesis track, requires the completion of 15 credits of required courses as listed above plus 15 credits of electives and Master's Research and Thesis. M.S. Cybersecurity thesis track students must complete and defend a thesis with the direction and advise of their major professor and graduate committee.

Course List		
Code	Title	Hours
<u>CYB 500</u>	Master's Research and Thesis	6-9
Electives as agreed with Advisor		6-9
Total Hours		12-18

Courses and thesis or research project to total 30 credits for this degree.

Distance Education Availability

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

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

Yes

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

Yes

Note: Existing programs transitioning from less than 50% of its curricular requirements to 50% or more of its requirements being available via distance education is considered a Group 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:

Coeur d'Alene
Idaho Falls
Moscow

Student Learning Outcomes

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

Graduates of the program will have an ability to:

1. Ability to clearly present, in oral form, research results and the broader implications of that research for both the field of cybersecurity and for society.
2. Ability to clearly present, in written form, research results and the broader implications of that research for both the field of cybersecurity and for society.
3. Ability to do original research in cybersecurity and to appropriately and accurately analyze the results.

4. Demonstrate in-depth knowledge of cybersecurity and the ability to apply that knowledge, integrating and building upon the foundation provided by a relevant undergraduate degree.

5. Demonstrate an understanding of the broader implications of research for cybersecurity and for society.

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

There are three main methods by which student outcomes are assessed, divided into direct and indirect measures:

1. Student Work from: CYB 536 Advanced Information Assurance, CYB 540 Advanced Networking and Security, and CYB 520 Digital Forensics. Direct measure of knowledge of content material and skills.

2. Student Work from: CYB 501 Cybersecurity Graduate Seminar. Direct measure of knowledge of the societal impact of cybersecurity and professional ethics.

3. Rubrics completed by each students' major professor and/or committee members at the time of their project presentation or thesis defense.

Each of these measures are described in more detail below. Faculty review and discussion of these measures is a critical part of the overall assessment process and faculty input is included in the analysis of the measures. Faculty review takes place during department meetings in the spring semester and during the department retreat every fall.

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

We will use a combination of the same general assessment processes currently used by the Computer Science Department for its BS, MS, and PhD degrees in Computer Science. In particular we will use the graduate rubrics used as part of the CS MS and PhD degrees, and the coursework assessment template from the BS degree. The BS in CS degree has been accredited since 1993, first by the CS Accreditation Board (CSAB) and then by ABET, which replaced CSAB.

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

We will use a combination of the same direct and indirect measures currently used by the Computer Science Department for its MS, and PhD degrees in Computer Science. Specifically an assessment rubric that is completed at the time of each student's final presentation/defense and a coursework assessment for the courses CYB 520, CYB 536, and CYB 540.

When will assessment activities occur and at what frequency?

All committee members will complete an assessment rubric at the time of an MS students' final presentation/defense.

Instructors teaching the courses CYB 520, CYB 536, and CYB 540 will assess student learning outcomes at least once per year when these courses are taught.

Student Learning Outcomes

Learning Objectives

Graduates of the program will be able to use both their knowledge of cybersecurity and their communication and research skills to advance the field of cybersecurity and to apply cybersecurity in ways that benefit society.

Rationale for the proposed change. Include an explanation of how the department will manage the added workload, if any.

Since 1991, the Department of Computer Science has offered a variety of Cyber Security courses as technical electives in our undergraduate degree program. In 1999 the University of Idaho was designated a National Center of Academic Excellence (CAE) in Information Assurance Education by the National Security Agency (at the time, Information Assurance was the US Government term for Cybersecurity). We were one of the first seven universities in the nation to receive this designation, and we have maintained it every renewal cycle.

In the past few years, the CAE certification process has become more prescriptive, requiring more precise course content and a dedicated degree path forward for Cybersecurity students. ABET (the Engineering accreditation board) now accredits cybersecurity degree programs. Also, the US Government has adopted the NIST Cybersecurity Workforce Framework – a catalog of job duties along with knowledge, skills, and abilities for those jobs, for a wide range of cybersecurity careers.

This growth of standardized program content, along with the tremendous growth in job opportunities for our graduates, has led to the conclusion that we need to establish dedicated degree paths in cybersecurity. This degree will be focused on advanced cybersecurity concepts, building on the content of an undergraduate cybersecurity degree. Because currently undergraduate degrees in cybersecurity are rare, we are including a 'leveling' course in the program for students with a related, but non-cybersecurity degree.

Supporting Documents

Reviewer Comments

Joana Espinoza (jespinoza) (Wed, 21 Oct 2020 23:36:48 GMT): Paperwork says roll out is 2021-22 but we may not make that date due to this needing a full board review. Change date to 2022-23.

Joana Espinoza (jespinoza) (Wed, 21 Oct 2020 23:38:32 GMT): Rollback: Terry I'm sorry to send this back but the CIM form asks some additional questions about learning outcomes that the state form does not. We need that information for our catalog and our accreditation system. Can you fill them out please?

Terence Soule (tsoule) (Tue, 27 Oct 2020 21:05:22 GMT): Effective catalog year is a drop down menu that doesn't include 2022-2023, so I can't make that change.

Rebecca Frost (rfrost) (Thu, 04 Feb 2021 02:07:03 GMT): CYB 540 does not exist and was not submitted with other new course requests. Explanation in the submission paperwork shows that this is equivalent to CS 538, so this course has been included. CYB 540 paperwork will need to be submitted but the proposal can move forward with the CS 538 class. All other courses that did not previously exist were submitted with the proposal.

Sara Mahuron (sara) (Wed, 10 Feb 2021 23:47:22 GMT): grammatical correction

Daniel Conte de Leon (dcontedeleon) (Tue, 02 Mar 2021 08:01:08 GMT): The CYB 507, CYB 536, and CYB 547 courses appear listed above as "Course Not Found". These courses are being requested as new courses and are currently in the review and approval process. Once these courses have been approved, the catalog management system is expected to automatically change the status of the corresponding course forms as complete and populate the corresponding course title.

ATTACHMENT 5 (REV 3.23.21) an older version was originally placed in the packet

Statement of Faculty Values

The Faculty Senate of the University of Idaho continues to reflect on the January 6, 2021 insurrection at the Capitol and condemns in the strongest terms and any form of violence and terrorism.

As scholars and researchers, we have dedicated our careers to discovery and reasoning. We believe in science and in seeking knowledge by weighing appropriate evidence and rejecting intentional misinformation.

As citizens and educators who serve the university's land-grant mission, we prepare students to be thoughtful, civic-minded participants in our local, state, and national communities. We are committed to democracy and due process, and to civil discourse and respectful communication.

To support these goals, we encourage all faculty, when appropriate, to directly address the issues and challenges facing our world, including misinformation, radicalism, racism, bigotry, and violence. We call for a collective commitment to shine light on the root causes of polarization and extremism. Whether by analyzing our histories and culture, or cultivating information literacy, or teaching responsible communication skills, faculty must continue to provide a transformative and ethical education for the next generation of leaders.

2020 – 2021 Faculty Senate – Approved at Meeting #25

Meeting # 24

Tuesday, March 30, 2021, 3:30 pm – 5:00 pm

Zoom only

Present: Ahmadzadeh, Attinger, Brantz, Bridges, Carter, Carney, Chapman, Dezzani, Fairley, Hickman, Keim, Kirchmeier (Chair), Torrey Lawrence (w/o vote), Lee-Painter, McIntosh, McKellar, Meeuf (Vice-Chair), Paul, Quinnett, Raja, Rashed, Rinker, Rose, Sammarruca (w/o vote), Schwarzlaender, A. Smith, R. Smith, Tenuto, Wargo

Absent: Tibbals (excused)

Guest Presenters: *Kim Salisbury, Dean Panttaja, Jerry McMurtry*

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

Approval of Minutes (vote):

- Minutes of the 2020-21 Meeting #23 – Attach. #1
The minutes of the 2020-21 Meeting #23 were approved as distributed.

Chair's Report:

- Work on the Faculty Statement of Values and the emergency change in admission standards for fall 2022 continues. When we have additional information about these projects, we will share it with you.
- Updates on visits to Faculty Senate: Next week Chris Nomura will be visiting with us with updates from the Office of Research and Economic Development. Please gather questions from your constituents and email them to me so I can pass them along to Chris.
- The names of new faculty senators should be submitted to the Faculty Secretary by Tuesday, 4/20. New senators will meet with this senate on Tuesday, 4/27. If you have questions, don't hesitate to reach out.
- Speaking of replacing Senators whose terms are ending, we will be looking for a new member of the Benefits Advisory Group to take over for Mike, whose term comes to an end this year. If you are interested in the Benefits Advisory Group, please let me know.
- Reminders:
 - Sabbatical applications for the 2022-2023 year are due March 31, 2021.
 - Nominations for Honorary degrees for the December 2021 commencement are due April 15, 2021.

Please help us spread the word about upcoming deadlines by sharing with your colleagues.

Discussion:

A Senator inquired about the date of the next University Faculty Meeting. The date of May 5, 2021 was placed in the Zoom chat.

Provost's Report:

- COVID testing: out of 3,970 tests, 0.35% were positive – this is great news. There are still a few untested students. If still not in compliance by Friday, they will lose access to selected university systems.

- In Moscow and Latah County, the vaccine is available for anyone older than 16. Note: this is different across the state. We are working with Gritman to make vaccines available to students before final exam week, if possible.
- Tomorrow (Wednesday) at 4p.m. there will be a COVID-19 Vaccine Town Hall hosted by Vandal Health Education with Public Health and Gritman. It is open to everyone.
<https://uidaho.zoom.us/j/84538548106>
- The 2021 “University of Idaho Great Colleges to Work For Survey” will close Friday, April 2. We hope you all will participate.
- Email phishing is on the rise. Be aware and careful.
- Commencement: There will be six ceremonies, three on Saturday May 15 and three on Sunday May 16, at 9 am, 1 pm, and 5 pm on each day. The Registrar’s Office and the Events Team are working hard to plan the six events. Faculty are encouraged to participate. COVID-19 protocol will be observed (masks, distancing, no hand shaking). UI-branded masks will be offered to graduates and faculty. There will be no hooding for doctoral graduates, who will wear their hoods as they walk through. Visit the website below for more information on which group of graduates will be honored at which ceremony, and for various faculty links.
<https://www.uidaho.edu/events/commencement/spring>

Discussion:

A Senator asked whether students who are double-majoring will receive twice the number of ceremony tickets so they can attend both ceremonies. Provost Lawrence was under the impression that the Registrar’s Office is planning on double-majoring students attending the ceremony for their primary major only. But they may be open to accommodate some special exceptions. The Registrar’s Office may best address this specific question.

There were no more questions or comments for the Provost.

Committee Reports:

- University Curriculum Committee – Dean Panttaja
 - UCC-21-036 Additions and Deletions to J-3-f Attach. #2
 - UCC-21-036 Additions to J-3-e Attach. #3
 - UCC-21-036 Additions to J-3-g Attach. #4
- Dean Panttaja explained that all four items are “housekeeping” changes to GenEd. They are deletions – elected by the appropriate departments – or additions – to offer students more options. Taken as a whole, this is a solidification of what departments can offer and the frequency at which they can offer those courses for student success. Dean Panttaja gave a brief summary of the changes.

Discussion:

Vice Chair Meeuf asked about the courses added in American Diversity and International Courses, a category that’s currently being reviewed. Are these changes part of the new process? Will there be a new set of additions and deletions? Dean Panttaja responded that UCGE is currently working on clarifying the requirements for being in those categories, and reviewing syllabi to check that the courses meet the appropriate specifications. Confirmed that, yes, that is the case. A new cycle of additions/deletions may happen, but only if departments elect to add/remove courses.

Vote: The three items above were approved with 83% of the votes.

- UCC-21-034 COGS Language change – Jerry McMurtry, Attach. #5

The changes being proposed are updates to the language to be aligned with current practices – there are no substantive changes.

Vote: This item was approved unanimously.

Other Announcements and Communications:

- Budget Discussion (Torrey Lawrence and Kim Salisbury)

The Provost introduced Kim Salisbury, Executive Director of Academic Planning and Budget. He referred to last week's presentation on the new budget model and opened the Q&A.

A Senator, speaking on behalf of some of his constituents, noted that student credit hours (SCH) have a very large weight, which is biased against colleges that do not teach core courses. For instance, colleges such as Natural Resources or Art and Architecture would never have SCH comparable to CLASS, Engineering, or Science. Would the upper administration be willing to consider a workload assignment exercise? The Provost responded that all colleges are unique, which is the reason why developing a budget model that is simple and yet works for everyone is challenging. Indeed, CNR may never generate a large number of SCH. On the other hand, they have to compensate a smaller number of instructors. SCH is a simple way to acknowledge the teaching that is actually done. Some departments teach the largest part of the credits needed for the degree, whereas others rely more heavily on other departments/colleges. SCH reflects where the teaching is done. There are situations where, for instance, a faculty from one college teaches a class in another college, but those cases are a very small part of the many thousands of credit hours (CH) that we generate. One problem we had in the past, which SCH is able to address clearly, is how to account for GenEd or other service courses. Regarding the idea that large weight assigned to SCH could motivate colleges to start their own GenEd curriculum or offer courses that are already offered elsewhere. They would have to pay instructors to teach those CH – not the most efficient way to proceed. SCH must be taken together with other factors. Enrollment trends are a measure of students coming into our system; SCH reflect the work we do to educate them; degree conferrals measure students on their way out. Home departments receive credits for the initial and final phases, whereas the middle phase reflects where the credits are actually taught. In combination with other metrics, the SCH metric solves many past problems.

Kim Salisbury recalled that some of the initial concerns were that colleges would be “pitted against each other” if incentive funding were given on a proportional basis. To address these concerns, individual targets for every college were added for each metric. With this change to the model, incentive funds are given based on how colleges achieve their SCH target, not proportionally. They are also working on advancements of the model where CH would be credited to the instructor. Provost Lawrence added that they are also looking at the relative costs of the various programs, which may partially address the Senator's concerns. Work is still in progress. The Senator had positive comments for the idea of SCH following the instructor. He is concerned that the new model may reinforce “silos,” by discouraging an instructor from teaching a class in another college/department. The Senator added that SCH is a good metric for tasks such as assigning TAs – he can see the advantages, but also understands the concerns from his constituents.

A Senator commented positively on having metrics, as they allow people to plan accordingly. However, he does not think that the information given so far is robust and sufficiently detailed: what counts more? What is the relative importance of a major, a minor, a certificate? At the unit level, small differences are magnified. He doesn't think he has enough information to focus and plan for next year. The Provost agreed that small differences are magnified at the unit level. The budget will determine budgets at the college level – the deans will then make decisions as they see appropriate. Soon, they will meet with deans and determine targets and what targets may be for different colleges. Provost Lawrence is planning on a presentation specifically on how the model will impact units in Category 5. The Senator will email a list of questions to Provost Lawrence and Kim Salisbury.

Concerns were raised by a Senator about how graduate student (GS) production is weighted, especially considering that some departments offer only graduate programs. A cap of 20-25 students in graduate classes is challenging, and mentoring GS through their Ph.D. is labor-intensive. Kim Salisbury provided the following information: the combined weight for undergraduate (UG) programs is 40% (25% for degree completion and 15% for enrollment), whereas the corresponding figure for graduate programs is 15% (10% for completion and 5% for enrollment). This may not be the best mix moving forward, but that's how they started, based on graduate and UG enrollments over the past few years – definitely something to look at as we plan for 2023. The Senator reiterated that GS are important and educating them is time consuming. Kim Salisbury noted that there will be an additional weight to account for the time it takes to complete a degree. This weight will be largest for the Ph.D. degree, followed by master's and UG degrees. Provost Lawrence added that the budget model is about the whole university and not just R1, but there will be a finer level of detail in targets – some colleges may not be able to increase their graduate enrollment, while the opposite may be true for another college where UG capacity is already maximized.

Another Senator pointed out that some faculty, such as herself, only work with graduate or professional degrees. How does the incentive look like for them? The Provost responded that, likewise, there are departments on the other end of the spectrum. This will be considered in target setting.

Vice Chair Meeuf asked for clarification about the 2% of the budget allocated for structural investment. The Provost responded that those are funds set aside to put back into the system; that is, to give back to the colleges as appropriate. It is a strategic pool, flexible and subjective, to reward what we are doing. To provide more detailed information, Provost Lawrence and Kim Salisbury displayed a slide on "Category 5 – Academic Colleges," which showed the allocation of the funding pool for academic colleges to be as follows: base funding from the previous year (90%); Academic Affairs strategic pools (2%); metric-driven incentive funding (8%). The second slide displayed the six metrics: contribution margin (considering net tuition plus F&A plus G&A); SCH delivered (averaged over three years); UG degrees awarded (averaged over three years); graduate degrees awarded (averaged over three years); UG enrollment trend; graduate enrollment trend. Targets, metrics, and weightings for FY22 will be finalized by July 1, 2021.

Metrics and weightings will be the same for all units in Category 5, and for each metric, unit targets will have a fixed incentive amount. FY23 budgets will reflect the relative percentages of targets achieved. They have engaged a vendor, specialized in academic work, to examine specific program costs. The vendor will work directly with the colleges, starting at the section level, to identify where the costs are and where revenue is generated.

A Senator said that some programs in her college have a specialized accreditation that impacts their enrollment, being limited to about 20 students per studio. That poses a challenge with respect to the new model. She referred to the contribution margin shown earlier for Category 5, and noted that the cost of educating students in some colleges, such as Art and Architecture, is higher, and often involves professional fees. She wonders if and how these considerations enter the metrics. Kim Salisbury responded that these are the issues to work on with the outside vendors, who will help with a proper analysis of the costs to deliver SCH or to graduate students in different colleges and departments. In an effort to avoid unfair comparisons, they will look at actual program costs. The Senator had a follow-up question: she believes that the thresholds for maximum enrollment in art studios are part of the documentation they must submit for the specialized accreditation. Will the outside consultants have access to that data? The Provost said that those factors will be taken into account. He reiterated that no two colleges are equal – an example is salaries, which may vary greatly across disciplines, and are the largest part of our budgets.

With regard to contribution margins, a Senator noted that some programs, such as WUE, are not under units' control. Departments should not be held responsible for decisions made at a higher level. Kim Salisbury said the variance in tuition among colleges is approximately 10%. Provost Lawrence added that, although differences may not be huge, this issue should be considered carefully. Some colleges may have a stronger mix of in-state and out-state tuitions. Most likely, international students are the main driver of tuition differences. There are other differences such as in-grant funding and F&A.

With regard to the graduate degree completion metric, averaged over three years, a Senator asked how the initial assessment will be done, given that graduate degrees can take considerable time to complete. Kim Salisbury explained that they will look at the last three years of completions in each area. For instance, master's degrees get a weighting factor of 2 while the factor is 6 for Ph.D. degrees for every completion in the last three years. The Senator observed that it is good to be flexible about moving weights around. Departments that award no UG degrees will be impacted more strongly. Provost Lawrence mentioned, as an example, the Law School. Their goal for UG enrollment is zero. In such cases, the targets will be placed in the graduate area and the college is not penalized for not having a UG program. That is precisely why we went into a target system, which adds a whole new dimension. Furthermore, the number of graduate degrees awarded can oscillate – with no degrees one year and, say, three the next year. Averaging over three years ensures a smoother result.

Vice Chair Meeuf asked about the timeline. Will colleges know soon what their budgets are, so they can make strategic plans and potentially advocate for a different fraction of the 2%?

Provost Lawrence responded that colleges will indeed be allowed to plan in advance – Kim Salisbury added that the total numbers for the fall can be put in effect in early spring. Certainly, colleges will know their budgets earlier than in the past.

A Senator asked how many students would they need to add next year to cover the 2% that goes into the strategic pool. A quick calculation gave a result of about 61, based on a total increase by 1500-2000 students. The Provost reiterated that absolutely no money is lost to Academic Affairs – it is redistributed, but stays within the colleges. The Senator followed up and commented that, while we are not losing the 2% outside of Academic Affairs, a college might lose the 2% completely unless we get the enrollment increase at the university. If enrollment is stagnant, colleges may meet all of their metrics and still lose 2%, so we must increase the enrollment to earn back funds from the 2%.

A Senator was confused about other units in the university not being at risk to lose funds. Why are they not accountable? The Provost responded that other areas also have metrics, such as efficiency. Non-academic units such as Students Affairs will need more (less) resources if enrollment goes up (down). Thus, enrollment will influence their future budgets.

The concern was raised again that some units may be unfairly penalized. For instance, if a college did very well last year and the enrollment is now reaching a plateau, within the new model they would not receive any reward. This is another point – Provost Lawrence said – to discuss with the deans as targets are set for each year.

It was brought up that last year enrollment trend was not good. Where is the accountability for SEM? It seems that academic programs are being penalized for lack of central progress. What are the goals that we can realistically achieve? The Provost responded that there will be accountability for SEM but they do not carry the entire responsibility for the enrollment. The alternative – to continue the way we did in the past – will only dig a deeper hole.

Senators were encouraged to send unanswered or additional questions to the Provost or Senate Leadership, or post them on the Working Groups website.

Adjournment:

The agenda being completed, the Chair meeting was adjourned the meeting at 5:04pm.

Respectfully Submitted,

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

University of Idaho
2020 – 2021 Faculty Senate Agenda

Meeting #24

Tuesday, March 30, 2021 at 3:30 pm
Zoom Only

- I. Call to Order
- II. Approval of Minutes (Vote)
 - Minutes of the 2020-2021 Faculty Senate Meeting #23 March 23, 2021 **Attach. #1**
- III. Chair's Report
- IV. Provost's Report
- V. Committee Reports
 - UCC Items
 - UCC-21-036 Additions and Deletions to J-3-f **Attach. #2**
 - UCC-21-036 Additions to J-3-e **Attach. #3**
 - UCC-21-036 Additions to J-3-g **Attach. #4**
 - UCC-21-034 COGS Language change **Attach. #5**
- VI. Other Announcements and Communications:
 - Budget Discussion (Torrey Lawrence and Kim Salisbury)
- VII. Special Orders
- VIII. New Business
- IX. Adjournment

Attachments:

- **Attach. #1** Minutes of the 2020-2021 Faculty Senate Meeting #23 March 23, 2021
- **Attach. #2** UCC-21-036 J-3-f
- **Attach. #3** UCC-21-036 J-3-e
- **Attach. #4** UCC-21-036 J-3-g
- **Attach. #5** UCC-21-034 COGS

2020 – 2021 Faculty Senate – Pending Approval

Meeting # 23

Tuesday, March 23, 2021, 3:30 pm – 5:00 pm

Zoom only

Present: Attinger, Brantz, Bridges, Carter, Chapman, Dezzani, Fairley, Hickman, Keim, Kirchmeier (Chair), Torrey Lawrence (w/o vote), Lee-Painter, McIntosh, McKellar, Meeuf (Vice-Chair), Paul, Quinnett, Raja, Rashed, Rinker, Sammaruca (w/o vote), Schwarzlaender, A. Smith, R. Smith, Tibbals, Tenuto, Wargo

Absent: Carney (excused), Ahmadzadeh (excused), Rose

Guest Presenters: *John Crepeau, Katrina Eichner, Brandi Terwilliger*

Call to Order: Chair Kirchmeier called the meeting to order at 3:31pm.

Approval of Minutes (vote):

- Minutes of the 2020-21 Meeting #22 – Attach. #1
The minutes of the 2020-21 Meeting #22 were approved as distributed.

Chair's Report:

- Updates on visits to Faculty Senate: next week, Torrey and Kim Salisbury will answer questions related to the new budget. Please attend the webinar this Thursday and if your questions remain unanswered, bring them to Senate next week.
- It is time to think about replacing Senators whose terms are coming to an end. Please check with your college bylaws to start this process. If you have questions, don't hesitate to reach out.
- Reminders:
 - Sabbatical applications for the 2022-2023 year are due March 31, 2021.
 - Nominations for Honorary degrees for the December 2021 commencement are due April 15, 2021.

Please help us spread the word about upcoming deadlines by sharing with your colleagues.

Provost's Report:

- Welcome back from the break!
- The budget presentation on Thursday will address the new model. It is open to all employees.
- We continue to see low rates of positive results in the last three weeks. Mandatory testing is underway this week so results are incomplete. Thus far, the level remains very low. We have no students or living units in university supported quarantine or isolation.
- Great news about the vaccine: the North-Central Idaho Health District has allowed everyone above the age of 35 to receive the vaccine. If you have registered with the state website and haven't been contacted yet, you don't need to wait for a call. There are still times available Thursday and Friday at the Gritman site on the UI campus. You can just sign up and go.
- The 2021 "University of Idaho Great Colleges to Work For Survey" opened last Monday and will stay open for about three weeks. We hope you will all participate and will encourage your peers and colleagues to participate. It takes about 10 minutes and provides important information on how people feel about their workplace. Last year it was not done because of COVID, but we do have data from previous years to compare results.

- Finances: The Idaho legislative session adjourned for two weeks due to a COVID outbreak. There are no updates at this time.

Discussion:

A Senator noted that the Great Colleges to Work For Survey is very general and wondered how it is going to be used – for instance, participants are not regrouped by college or department. Provost Lawrence responded that, from his recollection of previous years, the questions are regrouped by themes from which trends can be seen and the differences among faculty, staff, and administrators can be compared. Dean Panttaja joined the conversation. He added that the survey does not pre-populate any confidential data, but it is still possible to have information down to the college or unit level.

There were no more questions or comments for the Provost.

Committee Reports:

- Proposed Changes to Admissions – Barbara Kirchmeier, Attach. #2
Chair Kirchmeier gave an update on the matter. To address some concerns, she clarified the timing – the proposed changes apply to Fall 2022. The current draft of the emergency policy can be found in Attachment #2. We have asked SEM for data on the success of students admitted in the previous cycle with a GPA of between 2.6 and 3.0. We are also in communication with the Admission Committee to obtain feedback on how much their workload would increase with a minimum GPA of 3.0. There have been suggestions to consult UCC, which we will do. However, for the time being, we are gathering information so that Senate can make a more informed decision.
There were no questions or comments.
- Master of Arts. Major in Anthropology – Katrina Eichner, Attach. #3
Katrina Eichner described the components of this new degree. Some classes were eliminated (due to retirements) while others were added, as shown in the attachment. The degree is offered with both thesis and non-thesis options.
There were no questions for the presenter.
Vote: the motion passed with a 96% majority.
- Master of Science. Major in Cybersecurity – John Crepeau, Attach. #4
Chair Kirchmeier explained that this proposal was approved by UCC on Monday, March 22, and thus could not be included in the agenda no later than 24 hours prior to the meeting, as prescribed in FSH Article V Section 8. *This requirement for prior notice may be suspended only in emergencies and with approval by a two-thirds vote of the senate members in attendance at a meeting, a quorum being present.* In order to fast track this program to OSBE and SBOE, if approved by Senate today it will proceed through the General Policy Report process.

It was moved and seconded (A. Smith/Tibbals) to suspend the *prior notice* rule.

Vote: The motion passed with a 96% majority.

John Crepeau presented the rationale for the proposal. Last year, a B.S. with major in Cybersecurity was approved, and students are already in the B.S. pipeline. They are now

proposing a Master with major in Cybersecurity. There is large demand for this area, so they expect the new degree option to increase enrollment.

Discussion:

In response to a question, unit representatives listed the courses beyond the B.S. which are required for the Master degree, see attachment.

Vote: The motion passed unanimously.

Other Announcements and Communications:

- Continuing discussion on Faculty Statement of Values – F. Sammarruca, Attach. #5
On March 2, Senate decided to table this issue and have a more informed discussion, especially with regard to the date of the end of the legislative session, which is now around the end of April (rescheduled to start on April 6, due to COVID). Some faculty feel that it is important to put something in the records, as members of our profession (scholarship and education). Given that this was never meant to be an emotional reaction to the Jan. 6th events and the values being promoted are timeless, Secretary Sammarruca proposed to wait and make it an end-of-the-semester release. She proposed to consider changing the introductory sentence into a broader one – recent disturbing events go beyond the attack on the Capital, and include, for instance, racially motivated violence against numerous minority groups.

Discussion:

A Senator asked about the difference between the statement being discussed and the one from the university. Chair Kirchmeier gave a brief review of the different paths that led to the development of these two statements. The Secretary added that they are different in nature and spirit, the university's statement being much more general, whereas the one being discussed stems from what we believe our responsibilities are as scholars and educators.

There was some additional discussion during which Senators agreed to wait until we approach the end of the semester and to make the statement more inclusive. A Senator noted that such a statement is important for families in minority groups, who need to know that the U of I is a safe place for their children.

This item will remain active. FSL will continue to work on the draft based on today's discussion and evaluate timing issues.

- HR Issues – Brandi Terwilliger
Brandi Terwilliger's presentation articulated four main points: **(1) Flex work requests; (2) COVID-related leave; (3) COVID-related policy changes; and (4) possible benefit changes.** Concerning **flex work**: new requests will continue to proceed through the centralized process. To request an extension of current discretionary flex work arrangements, there will be a simple form to fill. Discretionary flex work requests must be approved by Dean/VP and are reviewed every semester. Email communication about requests for summer 2021 will go out in April – it is too early for fall 2021 requests. COVID-related ADA requests are processed within HR with input from the supervisor/Dean/VP as appropriate. For summer 2021, such requests may be extended without updated medical

documentation. HR is sending out emails with a link to a simple form for employees with COVID-related ADA accommodations who wish to extend those accommodations through the summer. On the other hand, ADA COVID requests for Fall 2021 will require updated medical documentation. HR will be sending out a communication about the required documentation and the process for extending to fall 2021. Potential risk factors were identified by General Counsel associated with out-of-state arrangements, thus all out-of-state employees will require approval at the VP level.

A Senator inquired about flex work and how long it is expected to continue. Brandi replied that one cannot give a precise answer at this time. It is impossible to predict when we will go back to “normal,” or even define what “normal” is.

Moving to **COVID-related leave**: employees may qualify for FMLA – contact Benefits at benefits@uidaho.edu or visit the webpage for more information – or use accumulated leave. Employees who are able and wish to work remotely can arrange with their supervisor a short-term work from home, where short-term is less than two weeks. Again, out-of-state requests must go through the risk assessment review at the VP level. The presentation moved to **COVID-related policy changes**. The Families First Coronavirus Response Act (FFCRA) expired December 31, 2020. The FFCRA did not extend programs that allowed for leave due to COVID and childcare or school closure needs. The COVID Relief Bill allows (but does not require) plan changes that were previously prohibited by IRS rules – they allow unused Flexible Spending and Dependent Care Spending funds to roll over to the following year. The American Rescue Plan Act of 2021 allows for temporary increase of the limits in annual dependent care plan contribution. The IRS will provide further clarification on the American Rescue Plan Act of 2021 and its potential tax consequences. Participants are advised to work with a tax advisor. There continues to be proposed changes at the Federal level. As for **potential changes in benefits**, Brandi Terwilliger highlighted the current status of and recommended changes to the COVID Relief Bill (Flexible Spending and Dependent Care). She also mentioned the Surprise Billing – effective January 1, 2022 – intended to protect patients from “surprise” billing that may arise under emergency services and other circumstances. The Transparency Rule – effective January 1, 2023 – is a real-time tool to search for cost-sharing information that is accurate at the time of the search.

Provost Lawrence inquired about sick leave and vaccines: can employees use sick leave to go and get vaccinated, or if they feel unwell after receiving the vaccine? Brandi Terwilliger responded in the affirmative.

A Senator asked whether the information, particularly about FSA, will be communicated to everyone. Brandi said that everyone directly impacted will receive direct communication about FSA, roll over, etc. Those employees will be asked whether they wish to make adjustments to the balance. The Benefits News Letter will also contain useful information.

Brandi Terwilliger concluded with some remarks on telehealth, and COVID impact on expenses, which are anticipated to be higher. HR has begun to work on benefits for 2022.

There was a question from Secretary Sammarruca about “Designated Providers,” mentioned in an announcement posted in the Daily Register of Monday, March 22. Brandi responded that, while employees can see any doctor they chose for a work-related injury, follow-up care should be obtained from designated providers. Nancy Spink will be able to provide more details.

The Chair asked whether anyone wished to raise new business. There were no requests.

Adjournment:

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

Respectfully Submitted,

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

Miscellaneous Change Request

In Workflow

1. Registrar's Office
2. UCC
3. Post-UCC Registrar
4. Faculty Senate Chair
5. UFM
6. President's Office
7. State Approval
8. NWCCU

Approval Path

1. 02/25/21 1:29 pm
Amy Kingston (amykingston): Approved for Registrar's Office
2. 03/01/21 4:22 pm
Rebecca Frost (rfrost): Approved for UCC
3. 03/17/21 1:52 pm
Amy Kingston (amykingston): Approved for Post-UCC Registrar

New Proposal

Date Submitted: 02/17/21 10:03 am

Viewing: **Additions and Deletions to J-3-f**

Last edit: 02/17/21 10:03 am

Changes proposed by: Rebecca Frost

Faculty Contact

Faculty Name	Faculty Email
Dean Panttaja	panttaja@uidaho.edu

Request Type

Add/Drop/Change an academic regulation

Effective Catalog Year

2021-2022

Title

Additions and Deletions to J-3-f

Request Details

Add the following courses to the list of American Diversity Courses:

JAMM 441

MUSH 104

MUSH 106

Delete the following courses from the list of American Diversity Courses:

HIST 315
LAS 306
SPAN 306

Add the following courses to the list of International Courses:

FTV 200
MUSH 111
RSTM 380

Delete the following courses from the list of International Courses:

HIST 414
SPAN 411
SPAN 413
Attach State Form
Supporting Documents
[J-3-f.pdf](#)
Reviewer Comments

Attachment 3

Miscellaneous Change Request

In Workflow

1. Registrar's Office
2. UCC
3. Post-UCC Registrar
4. Faculty Senate Chair
5. UFM
6. President's Office
7. State Approval
8. NWCCU

Approval Path

1. 02/25/21 1:29 pm
Amy Kingston (amykingston): Approved for Registrar's Office
2. 03/01/21 4:21 pm
Rebecca Frost (rfrost): Approved for UCC
3. 03/17/21 1:52 pm
Amy Kingston (amykingston): Approved for Post-UCC Registrar

New Proposal

Date Submitted: 02/17/21 9:56 am

Viewing: **Additions to J-3-e**

Last edit: 02/17/21 9:56 am

Changes proposed by: Rebecca Frost

Faculty Contact

Faculty Name	Faculty Email
Dean Panttaja	panttaja@uidaho.edu

Request Type

Add/Drop/Change an academic regulation

Effective Catalog Year

2021-2022

Title

Additions to J-3-e

Request Details

Add to Humanistic and Artistic Ways of Knowing:

AGED 263

FTV 100

MUSH 104

MUSH 106

Add to Social an Behavioral Ways of Knowing:

JAMM 100

MKTG 321

RSTM 104

Attach State Form

Supporting Documents

[J-3-e.pdf](#)

Reviewer Comments

Miscellaneous Change Request

In Workflow

1. Registrar's Office
2. UCC
3. Post-UCC Registrar
4. Faculty Senate Chair
5. UFM
6. President's Office
7. State Approval
8. NWCCU

Approval Path

1. 02/25/21 1:29 pm
Amy Kingston (amykingston): Approved for Registrar's Office
2. 03/01/21 4:23 pm
Rebecca Frost (rfrost): Approved for UCC
3. 03/17/21 1:53 pm
Amy Kingston (amykingston): Approved for Post-UCC Registrar

New Proposal

Date Submitted: 02/17/21 10:06 am

Viewing: **Additions to J-3-g**

Last edit: 02/17/21 10:06 am

Changes proposed by: Rebecca Frost

Faculty Contact

Faculty Name	Faculty Email
Dean Panttaja	panttaja@uidaho.edu

Request Type

Add/Drop/Change an academic regulation

Effective Catalog Year

2021-2022

Title

Additions to J-3-g

Request Details

Add the following as Senior Experience Courses:

ANTH 455

DAN 490

INTR 440

INTR 454

MATH 437

STAT 436

Attach State Form

Supporting Documents

[J-3-g.pdf](#)

Reviewer Comments

Miscellaneous Change Request

In Workflow

1. Graduate Council Chair
2. Registrar's Office
3. UCC
4. Post-UCC Registrar
5. Faculty Senate Chair
6. UFM
7. President's Office
8. State Approval
9. NWCCU

Approval Path

1. 01/29/21 4:58 pm
Lauren Perkinson (perkinson): Approved for Graduate Council Chair
2. 02/03/21 12:27 pm
Amy Kingston (amykingston): Approved for Registrar's Office
3. 02/08/21 3:52 pm
Rebecca Frost (rfrost): Approved for UCC
4. 03/17/21 1:51 pm
Amy Kingston (amykingston): Approved for Post-UCC Registrar

New Proposal

Date Submitted: 01/26/21 4:05 pm

Viewing: **Change COGS Language in Catalog**

Last edit: 01/26/21 4:21 pm

Changes proposed by: Amy Kingston

Faculty Contact

Faculty Name	Faculty Email
Jerry McMurtry	mcmurtry@uidaho.edu

Request Type

Other

Effective Catalog Year

2021-2022

Title

Change COGS Language in Catalog

Request Details

Change the catalog language found at the following link, which is under the "Assistantships and Research Fellowships" tab on the College of Graduate Studies' page. The attached document shows the new, proposed text (both with and without mark-up).

<https://catalog.uidaho.edu/colleges-related-units/graduate-studies/#assistantshipsandresearchfellowshipstext>

Attach State Form

Supporting Documents

[COGS Catalog Language - With Mark-Up.docx](#)

[COGS Catalog Language - Original vs Proposed - No Mark-Up.docx](#)

Reviewer Comments

2020 – 2021 Faculty Senate – Approved at Meeting #26**Meeting # 25**

Tuesday, April 6, 2021, 3:30 pm – 5:00 pm Zoom only

Present: Attinger, Brantz, Bridges, Carter, Carney, Chapman, Dezzani, Fairley, Hickman, Keim, Kirchmeier (Chair), Torrey Lawrence (w/o vote), Lee-Painter, McIntosh, McKellar, Meeuf (Vice-Chair), Paul, Quinnett, Raja, Rinker, Rose, Sammaruca (w/o vote), Schwarzaender, A. Smith, R. Smith, Tibbals, Tenuto

Absent: Wargo (excused), Ahmadzadeh (excused), Rashed (excused)

Guest Presenters: *Scott Green, Chris Nomura*

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

Approval of Minutes (vote):

- Minutes of the 2020-21 Meeting #24 – Attach. #1
The minutes of the 2020-21 Meeting #24 were approved as distributed.

Chair's Report:

- Work on the Faculty Statement of Values and the emergency change in admission standards for fall 2022 continues. When we have additional information about these projects, we will share it with you.
- Updates on visits to Faculty Senate: Next week we will talk with ASUI President Lauren Carlsen to get updates on ASUI projects. If anyone has questions about ASUI, please email them to me.
- Today is Vandal Giving Day. Consider participating in this fundraising event by visiting this webpage: <https://vandalsgive.uidaho.edu/giving-day/31531>
- Reminders:
 - Nominations for Honorary degrees for the December 2021 commencement are due April 15, 2021.
 - The names of new faculty senators should be submitted to the Faculty Secretary by Tuesday, April 20. New senators will have their first meeting on Tuesday, April 27.Please help us spread the word about upcoming deadlines by sharing with your colleagues.

Provost's Report:

- COVID testing: Of 1,031 tests completed last week, 1.16% were positive. A total of 5,001 midsemester tests were completed, 0.52% with positive results. In Latah county, the vaccine is available for anyone older than 16. Note that this is different from state to state. We are of course concerned about our neighbors in Whitman County.
- COVID vaccine: We encourage everyone to get vaccinated. The process is working very well at the Student Health Center. Please visit <https://gritman.org/coronavirus/#anchor-c19v>
The link for the recent Town Hall about the vaccine is <https://www.uidaho.edu/vandal-health-clinic/coronavirus/vaccine>

There were no questions or comments for the Provost.

Committee Reports:

- University Curriculum Committee
 - UCC-21-037 M.S. in Groundwater Hydrology – Jerry Fairley, Attach. #2
- Jerry Fairley provided some background on this proposal, on which the department has been working for some time. Idaho depends on groundwater, which is a limited resource. It is therefore important to have professionals trained to deal with groundwater, and the department wishes to offer this program, through which students can become professional groundwater hydrologists. Being a groundwater hydrologist entails being a registered geologist or a registered professional engineer. The program is highly focused and disciplinary, and does not conflict with any existing programs in water resources or environmental science.

There were no questions or comments.

Vote: The motion was approved unanimously.

Other Announcements and Communications:

- P3 Funds – Scott Green, Attach. #3
- President Green said that he will give a short introduction and then welcomed feedback. The original intent was to invest P3 funds with the Foundation, but too many conflicts were identified that could put either the new entity or the Foundation at risk. Instead, the funds will be invested through a third party – Kent Nelson and the Office of General Counsel are finalizing the details. We received over \$185M to invest in our university. After obtaining the necessary approvals, the intent is to take \$6M per year for strategic initiatives. Based on our understanding of return on investment – this is actually a very conservative amount, given the principal. Our priorities are to invest in UG student success through distant education and scholarships; in graduate student success, through scholarships and research – in line with the recommendations of the R1 Working Group; and recruiting through “telling our story.” It is important to keep in mind that investments need to generate revenue for the model to work. President Green made a \$3M commitment to research and a \$1M commitment to the Provost Office for online excellence. Scott Green proceeded to itemize the priorities for the remaining funds. (More details can be found in Attach. #3.)
- Strategic Enrollment Management (SEM): \$925,000 including \$5K scholarships to help students who may go to a 2-year community college or a university closer to home because they cannot afford to come to U of I. \$5K can make up the difference in most cases. Also, President Green is working with Yolanda Bisbee and Dean Kahler to increase the amount of scholarships for Native American students, hoping to recruit more by closing the \$5K gap that may prevent them from attending U of I – it’s called “Vandal Generations.”
 - The \$1M for online excellence are the funds requested by the Online Working Group to implement their recommendations.
 - The Lionel Hampton School of Music has never captured data for the high-school students who come to the Jazz Festival every year. We will invest \$200K annually to bring thousands of high-school students to the Jazz Festival. We will gather their data to keep in touch and engage with them as potential future students. The success of this

investment will be measured by the number of students who have actually enrolled at U of I through this outreach.

- The Office of Diversity and Inclusion: \$50K will go to partially fund a recruiter for underrepresented groups, primarily within the Black student population. We are working on resolving an issue with funding the other half of the position with student fees, as originally planned – if that is not possible, it will be funded through the President's Office.
- \$75K will go to Student Affairs for the Raven Scholars Program, which is funded by donations and is currently in need of help.
- Research: \$3 million for priorities that are aligned with the recommendations of the R1 Working Group.
- University Communication and Marketing (UMC), enrollment, branding. For the last couple of years, President Green has been raising money for a one-time funding for UMC. It used to be that most of the money went to pay people, but that has changed dramatically due to these fund-raising efforts and the presence of Teresa Koeppel in UMC. Since last year, we have been extremely successful at targeting particular areas, such as California – we are a great value for Californians, and their system is not able to handle all the students they have. The WUE program has been very successful as well – WUE applications went up by 37%. \$600K will go mainly to digital marketing.
- SEM in rural Idaho: \$50,000 for Enroll Idaho. The program to visit high schools in the rural regions was put on hold this year, while the previous year the team visited about 15 high schools. The purpose is to raise our profile and tell students that higher education makes one “healthier, wealthier, and wiser.”
- Strategic initiatives: \$100k About a year ago, together with John Wiencek, President Green decided to invest in some research on our underrepresented population history. Some interesting facts have come out, which can help in a variety of ways.
- Lack of signage is a problem. Some of our Extension Offices do not have any signs that indicates they are part of U of I.

Discussion:

Vice Chair Meeuf expressed appreciation for the list of priorities presented by President Green. He asked whether a relatively small sum could be set aside for innovative ideas that faculty may come up with in the future, such as recruiting events. Perhaps there could be a pool of about \$50K that people can apply for to get something off the ground. President Green loved the idea and will act on it.

A Senator addressed the 2% budget cuts that all colleges will face, which will be very painful. Why can't we use some of the P3 funds to cover those cuts? President Green responded that he fully understands the frustration about the new cuts and hopes this is the last one. But using P3 money towards helping colleges absorb the cuts does not generate revenue. The Senator had another questions: is there a downside of implementing the current P3 plans? The deal almost sounds “too good to be true.” President Green responded that there could be problems, of course, if we mismanage large amounts of money, but the plans are very solid and conservative. Vice President Foisy joined the conversation and confirmed that the projections that have been made are extremely conservative. They are in a 50-year partnership with a world-class vendor

that operates on a global scale. Our analysis assumes that we will not realize a single dollar of savings by bringing in this world-class utility operator, or from the improved efficiency due to nearly \$200M in improvements over 50 years. Both these assumptions are “ridiculously conservative.” We have created incentives within the concession agreement that allow us to share the savings; and of course we know that \$200M in improvements of an aging facility will result in improved efficiency. With regard to the upfront proceeds of \$190M, we work with investment advisers to balance risk-and-return objectives. We developed an investment policy to make sure we can be more aggressive in the earlier years and more conservatives in later years, as the concession agreement comes to an end. As we select specific asset classes for investment, our advisers are providing us with projected return over the life of the investment. We can earn less than the average and still meet the \$6M per year target. The model has been built such that, if we realize our assumptions, the university stands to earn \$300M excess cash over 50 years. If we exceeded our projections, that figure could be as much as \$1.1 billion. So, we are in good shape. Of course – President Green added – we could end up with a bad concessionaire, but there are safeguards for such an event as well. We can always buy ourselves out of the lease with the principal that is invested. We are getting a lot of attention from other universities for having succeeded in taking a non-strategic asset, monetizing it, and using the proceeds for the central mission of the university. Brian Foisy provided an example of the safeguards that are in place. We can request to replace the operator, if they fail to meet expectations. The university retains significant control over the entire project – we have a P3 contract liaison whose only job is to monitor how the project is going on a daily basis.

A Senator asked whether recruiting out of state (such as in California) or through the WUE program can actually be harmful to a college/department, based on his understanding of the metrics – messages are confusing for the faculty. President Green acknowledged that our main mission as a land-grant institution is to educate Idaho students, and we are not moving away from that. At this time, we are doing well with WUE (which charges in-state tuition + 50%). It is a fertile market for us, with 37% more out-of-state applications with little money and effort, whereas the same effort and money spent last year for just in-state recruiting made nearly no difference. But it is important that the fraction of in-state students, 72%, does not decline materially. The Senator recalled a previous analysis, from about ten years ago, the outcome of which suggested that joining WUE was a disadvantage for us. Scott Green and Brian Foisy responded that, at the time of that analysis, enrollment was much higher, and the preference was to have fewer students who pay higher tuition. Thus, the analysis focused on revenue per student, whereas our goal today is to maximize gross revenue, which favors more students paying lower tuition.

The discussion moved to the funds for the recruiter in the Office of Diversity and Inclusion – a Senator said it seems like a very small amount. Scott Green noted that those funds will cover one-half of the salary. The entire budget for the operation is \$160K, to target primarily Black and Native American students and increase enrollment in those cohorts. The more students we can recruit, the more revenue we can invest in Diversity and Inclusion programs. President Green also noted that our CAMP grant was renewed.

A Senator expressed concerns, on behalf of many COS faculty, about the absence of Elsevier publications in the library, which is a serious problem and is impacting proposal writing and submission. Funding the library is essential to engage in healthy research. The inter-library loan system is slow or insufficient. President Green responded that the inter-library loan system has been impacted by COVID. On the other hand, the UI approach is to provide faculty with any publication they need, whether through loans or by purchasing the item, which is cheaper than keeping an expensive subscription. He is only aware of a few complaints which we could trace to the inter-library loan program not working well during the pandemic. Provost Lawrence suggested to have a conversation with Dean Ben Hunter. A Senator added that inviting Ben Hunter back to Senate would be a great idea – Dean Hunter would be happy to come again.

There were no more questions for President Green. Senators were encouraged to send unanswered or additional questions to President Green.

- Office of Research and Economic Development – Chris Nomura
Chair Kirchmeier introduced and welcomed Chris Nomura, new Vice President for Research and Economic Development. Chris Nomura will give a brief review of ORED updates and then take questions. He started with mentioning a series of discussions with Research Council about the value of community service within research, and how we look at it in the various colleges, as research culture can be very discipline dependent. The goal of these discussions is to start speaking a more unified language about the research we do so we can better understand all the contributions people make across the university. Community service and engagement is crucial for a land-grant institution. Research Council members will contact their respective colleges to continue and extend these important discussions.

Chris Nomura started a brief slide presentation with information about the Office of Sponsored Programs (OSP). He emphasized the importance of timely submission of proposals for OSP review, which is four business days prior to the deadline for submission to the sponsoring agency. Faculty and staff compliance reduces the probability of technical errors thus enhancing the likelihood that the proposal is successful. Please contact preaward@uidaho.edu or Sarah Martonik at smartonick@uidaho.edu for questions and assistance with proposal submissions. The second slide contained information about Technology Transfer Service Portal, which is a tool to track technology transfer services and agreements, as well as to disclose an invention or copyright, and follow agreements with industry partners.

The presentation moved to the P3R1 program – an annual investment of \$3M. The goal is to increase research productivity and the number of doctoral degrees awarded. Approximately \$1M will be invested in doctoral research assistantships and \$2M in postdoctoral fellowships, through: matching competitive externally funded grants; matching new, externally funded endowed fellowships raised through advancement; and strategic initiatives. The grant matching program and other investments are advised by the P3R1 committee, consisting of: the Vice President for Research and Economic Development, the Assistant Vice Provost for Research, and the Deans of COGS, CALS, CNR, COE, CLASS, CEHHS, and COS. Following a request from the PI,

matches are made for new awards that meet key criteria. To jumpstart the program, ORED asked deans for a list of faculty who got awards in 2020 that would otherwise qualify for the program. Together with the first new awards, these grants will form the initial cohort of awards to date. (The list of PIs was displayed.)

Chris Nomura then presented the “Resubmission Success” initiative, where \$200K of institutional funds will be invested annually to assist faculty who received mostly favorable reviews but were not funded. These are cases where no fatal flaws were found in the proposal, but the proposal is lacking in some smaller, specific areas. These funds can help the faculty address those flaws, perhaps by collecting preliminary data or visiting another lab or institution. Preference will be given to proposals requesting Ph.D. student and/or postdoctoral scholar support and charging the full F&A rate.

Discussion:

A Senator commended the ORED initiatives, and noted that the “four business-day rule” is very generous and should be strictly enforced. Chris Nomura appreciated the comment and confirmed that a “14-day rule” is more common in other institutions.

Vice Chair Meeuf asked how the path to R1 status reconciles with recent cuts and other problems faculty are experiencing, such as enhanced teaching load. How can we create a sustainable research culture? Chris Nomura responded that the march to R1 status is worthy in itself. We are the flagship university in the state and heavily engaged in research, with \$100M expenditures per year. Despite the shortfalls, we are making pointed investments in research. Of course, we need to address the financial issues of the institution, but without losing sight of our research role. We may not acquire R1 status in the very near future, but working towards that goal is almost an obligation for us. Scott Green commented on the unbelievable progress we have been able to make. Provost Lawrence added that what happened in the past couple of years has been painful but at the same time miraculous. We turned around our financial position, thanks to Scott Green’s leadership, and during a pandemic! We need to be patient, stay on track, and stay focused on the investments.

The Secretary asked about a realistic timeline for reaching R1. Chris Nomura replied that it depends on us as a community. From the standpoint of research expenditures and the quality of our current research, we are already there, but we need to work on increasing the number of doctoral students and doctoral degrees.

The Secretary had another question: if a three-year federal grant expiring in 2021 is renewed for another three-year cycle, will it be considered a new award and thus be eligible for the grant-matching program? Chris Nomura replied that the renewal is indeed a new grant.

President Green made some concluding remarks: only 18 months ago, we were in a bad situation. The incredible progress since then was possible because for two years everybody worked hard and did more than we asked them to do. He is optimistic about our future.

Senators were encouraged to send unanswered or additional questions to Chris Nomura.

Adjournment:

The agenda being completed, the Chair meeting was adjourned the meeting at 5:00pm.

Respectfully Submitted,

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

University of Idaho
2020 – 2021 Faculty Senate Agenda

Meeting #25

Tuesday, April 6, 2021 at 3:30 pm
Zoom Only

- I. Call to Order
- II. Approval of Minutes (Vote)
 - Minutes of the 2020-2021 Faculty Senate Meeting #24 March 30, 2021 **Attach. #1**
- III. Chair's Report
- IV. Provost's Report
- V. Committee Reports
 - UCC-21- 037 M.S. in Groundwater Hydrology (Jerry Fairley) **Attach. #2**
- VI. Other Announcements and Communications:
 - P3 Funds (C. Scott Green) **Attach. #3**
 - Office of Research and Economic Development (Chris Nomura)
- VII. Special Orders
- VIII. New Business
- IX. Adjournment

Attachments:

- **Attach. #1** Minutes of the 2020-2021 Faculty Senate Meeting #24 March 23, 2021
- **Attach. #2** UCC-21-037 M.S. in Groundwater Hydrology
- **Attach. #3** P3 Funds

2020 – 2021 Faculty Senate – Pending Approval

Meeting # 24

Tuesday, March 30, 2021, 3:30 pm – 5:00 pm

Zoom only

Present: Ahmadzadeh, Attinger, Brantz, Bridges, Carter, Carney, Chapman, Dezzani, Fairley, Hickman, Keim, Kirchmeier (Chair), Torrey Lawrence (w/o vote), Lee-Painter, McIntosh, McKellar, Meeuf (Vice-Chair), Paul, Quinnett, Raja, Rashed, Rinker, Rose, Sammarruca (w/o vote), Schwarzlaender, A. Smith, R. Smith, Tenuto, Wargo

Absent: Tibbals (excused)

Guest Presenters: *Kim Salisbury, Dean Panttaja, Jerry McMurtry*

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

Approval of Minutes (vote):

- Minutes of the 2020-21 Meeting #23 – Attach. #1
The minutes of the 2020-21 Meeting #23 were approved as distributed.

Chair's Report:

- Work on the Faculty Statement of Values and the emergency change in admission standards for fall 2022 continues. When we have additional information about these projects, we will share it with you.
- Updates on visits to Faculty Senate: Next week Chris Nomura will be visiting with us with updates from the Office of Research and Economic Development. Please gather questions from your constituents and email them to me so I can pass them along to Chris.
- The names of new faculty senators should be submitted to the Faculty Secretary by Tuesday, 4/20. New senators will meet with this senate on Tuesday, 4/27. If you have questions, don't hesitate to reach out.
- Speaking of replacing Senators whose terms are ending, we will be looking for a new member of the Benefits Advisory Group to take over for Mike, whose term comes to an end this year. If you are interested in the Benefits Advisory Group, please let me know.
- Reminders:
 - Sabbatical applications for the 2022-2023 year are due March 31, 2021.
 - Nominations for Honorary degrees for the December 2021 commencement are due April 15, 2021.

Please help us spread the word about upcoming deadlines by sharing with your colleagues.

Discussion:

A Senator inquired about the date of the next University Faculty Meeting. The date of May 5, 2021 was placed in the Zoom chat.

Provost's Report:

- COVID testing: out of 3,970 tests, 0.35% were positive – this is great news. There are still a few untested students. If still not in compliance by Friday, they will lose access to selected university systems.

- In Moscow and Latah County, the vaccine is available for anyone older than 16. Note: this is different across the state. We are working with Gritman to make vaccines available to students before final exam week, if possible.
- Tomorrow (Wednesday) at 4p.m. there will be a COVID-19 Vaccine Town Hall hosted by Vandal Health Education with Public Health and Gritman. It is open to everyone.
<https://uidaho.zoom.us/j/84538548106>
- The 2021 “University of Idaho Great Colleges to Work For Survey” will close Friday, April 2. We hope you all will participate.
- Email phishing is on the rise. Be aware and careful.
- Commencement: There will be six ceremonies, three on Saturday May 15 and three on Sunday May 16, at 9 am, 1 pm, and 5 pm on each day. The Registrar’s Office and the Events Team are working hard to plan the six events. Faculty are encouraged to participate. COVID-19 protocol will be observed (masks, distancing, no hand shaking). UI-branded masks will be offered to graduates and faculty. There will be no hooding for doctoral graduates, who will wear their hoods as they walk through. Visit the website below for more information on which group of graduates will be honored at which ceremony, and for various faculty links.
<https://www.uidaho.edu/events/commencement/spring>

Discussion:

A Senator asked whether students who are double-majoring will receive twice the number of ceremony tickets so they can attend both ceremonies. Provost Lawrence was under the impression that the Registrar’s Office is planning on double-majoring students attending the ceremony for their primary major only. But they may be open to accommodate some special exceptions. The Registrar’s Office may best address this specific question.

There were no more questions or comments for the Provost.

Committee Reports:

- University Curriculum Committee – Dean Panttaja
 - UCC-21-036 Additions and Deletions to J-3-f Attach. #2
 - UCC-21-036 Additions to J-3-e Attach. #3
 - UCC-21-036 Additions to J-3-g Attach. #4
- Dean Panttaja explained that all four items are “housekeeping” changes to GenEd. They are deletions – elected by the appropriate departments – or additions – to offer students more options. Taken as a whole, this is a solidification of what departments can offer and the frequency at which they can offer those courses for student success. Dean Panttaja gave a brief summary of the changes.

Discussion:

Vice Chair Meeuf asked about the courses added in American Diversity and International Courses, a category that’s currently being reviewed. Are these changes part of the new process? Will there be a new set of additions and deletions? Dean Panttaja responded that UCGE is currently working on clarifying the requirements for being in those categories, and reviewing syllabi to check that the courses meet the appropriate specifications. Confirmed that, yes, that is the case. A new cycle of additions/deletions may happen, but only if departments elect to add/remove courses.

Vote: The three items above were approved with 83% of the votes.

- UCC-21-034 COGS Language change – Jerry McMurtry, Attach. #5

The changes being proposed are updates to the language to be aligned with current practices – there are no substantive changes.

Vote: This item was approved unanimously.

Other Announcements and Communications:

- Budget Discussion (Torrey Lawrence and Kim Salisbury)

The Provost introduced Kim Salisbury, Executive Director of Academic Planning and Budget. He referred to last week's presentation on the new budget model and opened the Q&A.

A Senator, speaking on behalf of some of his constituents, noted that student credit hours (SCH) have a very large weight, which is biased against colleges that do not teach core courses. For instance, colleges such as Natural Resources or Art and Architecture would never have SCH comparable to CLASS, Engineering, or Science. Would the upper administration be willing to consider a workload assignment exercise? The Provost responded that all colleges are unique, which is the reason why developing a budget model that is simple and yet works for everyone is challenging. Indeed, CNR may never generate a large number of SCH. On the other hand, they have to compensate a smaller number of instructors. SCH is a simple way to acknowledge the teaching that is actually done. Some departments teach the largest part of the credits needed for the degree, whereas others rely more heavily on other departments/colleges. SCH reflects where the teaching is done. There are situations where, for instance, a faculty from one college teaches a class in another college, but those cases are a very small part of the many thousands of credit hours (CH) that we generate. One problem we had in the past, which SCH is able to address clearly, is how to account for GenEd or other service courses. Regarding the idea that large weight assigned to SCH could motivate colleges to start their own GenEd curriculum or offer courses that are already offered elsewhere. They would have to pay instructors to teach those CH – not the most efficient way to proceed. SCH must be taken together with other factors. Enrollment trends are a measure of students coming into our system; SCH reflect the work we do to educate them; degree conferrals measure students on their way out. Home departments receive credits for the initial and final phases, whereas the middle phase reflects where the credits are actually taught. In combination with other metrics, the SCH metric solves many past problems.

Kim Salisbury recalled that some of the initial concerns were that colleges would be “pitted against each other” if incentive funding were given on a proportional basis. To address these concerns, individual targets for every college were added for each metric. With this change to the model, incentive funds are given based on how colleges achieve their SCH target, not proportionally. They are also working on advancements of the model where CH would be credited to the instructor. Provost Lawrence added that they are also looking at the relative costs of the various programs, which may partially address the Senator's concerns. Work is still in progress. The Senator had positive comments for the idea of SCH following the instructor. He is concerned that the new model may reinforce “silos,” by discouraging an instructor from teaching a class in another college/department. The Senator added that SCH is a good metric for tasks such as assigning TAs – he can see the advantages, but also understands the concerns from his constituents.

A Senator commented positively on having metrics, as they allow people to plan accordingly. However, he does not think that the information given so far is robust and sufficiently detailed: what counts more? What is the relative importance of a major, a minor, a certificate? At the unit level, small differences are magnified. He doesn't think he has enough information to focus and plan for next year. The Provost agreed that small differences are magnified at the unit level. The budget will determine budgets at the college level – the deans will then make decisions as they see appropriate. Soon, they will meet with deans and determine targets and what targets may be for different colleges. Provost Lawrence is planning on a presentation specifically on how the model will impact units in Category 5. The Senator will email a list of questions to Provost Lawrence and Kim Salisbury.

Concerns were raised by a Senator about how graduate student (GS) production is weighted, especially considering that some departments offer only graduate programs. A cap of 20-25 students in graduate classes is challenging, and mentoring GS through their Ph.D. is labor-intensive. Kim Salisbury provided the following information: the combined weight for undergraduate (UG) programs is 40% (25% for degree completion and 15% for enrollment), whereas the corresponding figure for graduate programs is 15% (10% for completion and 5% for enrollment). This may not be the best mix moving forward, but that's how they started, based on graduate and UG enrollments over the past few years – definitely something to look at as we plan for 2023. The Senator reiterated that GS are important and educating them is time consuming. Kim Salisbury noted that there will be an additional weight to account for the time it takes to complete a degree. This weight will be largest for the Ph.D. degree, followed by master's and UG degrees. Provost Lawrence added that the budget model is about the whole university and not just R1, but there will be a finer level of detail in targets – some colleges may not be able to increase their graduate enrollment, while the opposite may be true for another college where UG capacity is already maximized.

Another Senator pointed out that some faculty, such as herself, only work with graduate or professional degrees. How does the incentive look like for them? The Provost responded that, likewise, there are departments on the other end of the spectrum. This will be considered in target setting.

Vice Chair Meeuf asked for clarification about the 2% of the budget allocated for structural investment. The Provost responded that those are funds set aside to put back into the system; that is, to give back to the colleges as appropriate. It is a strategic pool, flexible and subjective, to reward what we are doing. To provide more detailed information, Provost Lawrence and Kim Salisbury displayed a slide on "Category 5 – Academic Colleges," which showed the allocation of the funding pool for academic colleges to be as follows: base funding from the previous year (90%); Academic Affairs strategic pools (2%); metric-driven incentive funding (8%). The second slide displayed the six metrics: contribution margin (considering net tuition plus F&A plus G&A); SCH delivered (averaged over three years); UG degrees awarded (averaged over three years); graduate degrees awarded (averaged over three years); UG enrollment trend; graduate enrollment trend. Targets, metrics, and weightings for FY22 will be finalized by July 1, 2021.

Metrics and weightings will be the same for all units in Category 5, and for each metric, unit targets will have a fixed incentive amount. FY23 budgets will reflect the relative percentages of targets achieved. They have engaged a vendor, specialized in academic work, to examine specific program costs. The vendor will work directly with the colleges, starting at the section level, to identify where the costs are and where revenue is generated.

A Senator said that some programs in her college have a specialized accreditation that impacts their enrollment, being limited to about 20 students per studio. That poses a challenge with respect to the new model. She referred to the contribution margin shown earlier for Category 5, and noted that the cost of educating students in some colleges, such as Art and Architecture, is higher, and often involves professional fees. She wonders if and how these considerations enter the metrics. Kim Salisbury responded that these are the issues to work on with the outside vendors, who will help with a proper analysis of the costs to deliver SCH or to graduate students in different colleges and departments. In an effort to avoid unfair comparisons, they will look at actual program costs. The Senator had a follow-up question: she believes that the thresholds for maximum enrollment in art studios are part of the documentation they must submit for the specialized accreditation. Will the outside consultants have access to that data? The Provost said that those factors will be taken into account. He reiterated that no two colleges are equal – an example is salaries, which may vary greatly across disciplines, and are the largest part of our budgets.

With regard to contribution margins, a Senator noted that some programs, such as WUE, are not under units' control. Departments should not be held responsible for decisions made at a higher level. Kim Salisbury said the variance in tuition among colleges is approximately 10%. Provost Lawrence added that, although differences may not be huge, this issue should be considered carefully. Some colleges may have a stronger mix of in-state and out-state tuitions. Most likely, international students are the main driver of tuition differences. There are other differences such as in-grant funding and F&A.

With regard to the graduate degree completion metric, averaged over three years, a Senator asked how the initial assessment will be done, given that graduate degrees can take considerable time to complete. Kim Salisbury explained that they will look at the last three years of completions in each area. For instance, master's degrees get a weighting factor of 2 while the factor is 6 for Ph.D. degrees for every completion in the last three years. The Senator observed that it is good to be flexible about moving weights around. Departments that award no UG degrees will be impacted more strongly. Provost Lawrence mentioned, as an example, the Law School. Their goal for UG enrollment is zero. In such cases, the targets will be placed in the graduate area and the college is not penalized for not having a UG program. That is precisely why we went into a target system, which adds a whole new dimension. Furthermore, the number of graduate degrees awarded can oscillate – with no degrees one year and, say, three the next year. Averaging over three years ensures a smoother result.

Vice Chair Meeuf asked about the timeline. Will colleges know soon what their budgets are, so they can make strategic plans and potentially advocate for a different fraction of the 2%?

Provost Lawrence responded that colleges will indeed be allowed to plan in advance – Kim Salisbury added that the total numbers for the fall can be put in effect in early spring. Certainly, colleges will know their budgets earlier than in the past.

A Senator asked how many students would they need to add next year to cover the 2% that goes into the strategic pool. A quick calculation gave a result of about 61, based on a total increase by 1500-2000 students. The Provost reiterated that absolutely no money is lost to Academic Affairs – it is redistributed, but stays within the colleges. The Senator followed up and commented that, while we are not losing the 2% outside of Academic Affairs, a college might lose the 2% completely unless we get the enrollment increase at the university. If enrollment is stagnant, colleges may meet all of their metrics and still lose 2%, so we must increase the enrollment to earn back funds from the 2%.

A Senator was confused about other units in the university not being at risk to lose funds. Why are they not accountable? The Provost responded that other areas also have metrics, such as efficiency. Non-academic units such as Students Affairs will need more (less) resources if enrollment goes up (down). Thus, enrollment will influence their future budgets.

The concern was raised again that some units may be unfairly penalized. For instance, if a college did very well last year and the enrollment is now reaching a plateau, within the new model they would not receive any reward. This is another point – Provost Lawrence said – to discuss with the deans as targets are set for each year.

It was brought up that last year enrollment trend was not good. Where is the accountability for SEM? It seems that academic programs are being penalized for lack of central progress. What are the goals that we can realistically achieve? The Provost responded that there will be accountability for SEM but they do not carry the entire responsibility for the enrollment. The alternative – to continue the way we did in the past – will only dig a deeper hole.

Senators were encouraged to send unanswered or additional questions to the Provost or Senate Leadership, or post them on the Working Groups website.

Adjournment:

The agenda being completed, the Chair meeting was adjourned the meeting at 5:04pm.

Respectfully Submitted,

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

New Program Proposal

Date Submitted: 10/21/20 3:33 pm

Viewing: **429 : Groundwater Hydrology (MS)**

Last edit: 03/30/21 1:40 pm

Changes proposed by: Joana Espinoza

Faculty Contact

Faculty Name	Faculty Email
Ginger Carney	gingercarney@uidaho.edu

Academic Level

Graduate

College

Science

Department/Unit:

Geography & Geological Sciences

Effective Catalog Year

2022-2023

Program Title

Groundwater Hydrology (MS)

Degree Type

Major

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

Program Credits

30

Attach Program Change

[COS Master in Hydro w Budgetpdf.pdf](#)

CIP Code

40.0605 - Hydrology and Water Resources Science.

Emphasis/Option CIP Code(s)

Will the program be Self-Support?

No

Will the program have a Professional Fee?

No

Will the program have an Online Program Fee?

No

Will program be Regional or Statewide Responsibility?

Regional

Financial Information

What is the financial impact of the request?

Less than \$250,000 per FY

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

Curriculum:

Non-thesis Professional Option

This program is designed for individuals who wish to place less emphasis upon research in their plan of study, but want to gain experience in applying their knowledge to a substantial project of an applied nature. Projects may be aligned with internships or other work experiences. The student's advisory committee will consist of two faculty members from the Department. Projects must be documented and presented according to guidelines in the department handbook and approved by the student's committee.

Thesis Option

Each student's training and research plan is developed by the student and the major professor with the advisory committee's approval. Admission is based on the compatibility of the student's research interests with the areas of concentration offered by the department and the availability of a faculty member to serve as the student's mentor. A written thesis is required, but the thesis may be comprised of a manuscript in a form acceptable for publication in a refereed journal, while otherwise fulfilling the requirements of the Graduate College.

Code	Title	Hours
ENVS 450 or SOIL 450	Environmental Hydrology	3
GEOL 534	Geostatistics	3
HYDR 509	Quantitative Hydrogeology	3
HYDR 512	Environmental Hydrogeology	3
HYDR 576	Fundamentals of Modeling Hydrogeologic Systems	3
TM 482	Project Engineering	3

Code	Title	Hours
TM 510	Technology Management Fundamentals	3
Choose Thesis on Non-Thesis Option from Below:		9
Thesis Option:		
Advisor-approved electives (3-6 credits)		
GEOL 500	Master's Research and Thesis (3-6 credits)	
or HYDR 500	Master's Research and Thesis	
Non-Thesis Option:		
Advisor-approved electives (6 credits)		
GEOL 599	Research (3 credits)	
or HYDR 599	Research	
Total Hours		30
Course List		

Distance Education Availability

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

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

No

Note: Existing programs transitioning from less than 50% of its curricular requirements to 50% or more of its requirements being available via distance education is considered a Group 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

Student Learning Outcomes

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

The objective of this degree is to introduce students to concepts and professional practices used in the environmental and groundwater industry. After completing the required coursework, students will be able to:

- Understand fundamental concepts of groundwater hydrology (e.g., hydraulic conductivity, porosity, hydraulic head, Darcy's law), and apply these concepts to the solution of groundwater problems;
- Make and understand common measurements used in groundwater investigations, such as depth to water in wells, water pH and temperature, and well discharge, and interpret the

results with a level of understanding expected of a groundwater professional;

- Plan, execute, and interpret data from groundwater tests commonly used in industry (i.e., aquifer slug and pumping tests);
- Understand groundwater quality issues and the fate and transport of groundwater constituents (contaminants and naturally-occurring substances) as they apply to site assessment, site characterization, and remediation;
- Have received an introduction to the basics of groundwater modeling using standard industry tools (i.e., MODFLOW), and be able to assess the application of groundwater simulations to consulting-type problems in work done by others;
- Have experience writing consulting-style reports, keeping legal-standard field notes, and an understanding of the process of planning for fieldwork in a professional setting, including such factors as logistics, budgeting, and the development of safety plans;
- An in-depth knowledge of some area of specialization, chosen by the student and relevant to the student's professional interests, within the broader field of groundwater hydrology. This knowledge is gained during the preparation of the professional paper required for completion of the degree requirements.

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

Program assessment will be carried out primarily using student work products from HYDR 509 Quantitative Hydrogeology and GEOL 509 Techniques of Groundwater Study, the most advanced required courses in the degree. GEOL 509, in particular, is the capstone course that integrates the learning objectives of all the other classes. The ability of the students to use the skills and knowledge gained from previous courses, understand project planning and logistics, and synthesize their understanding to field a complex hydrologic test (a 24-hour aquifer pumping test), analyze the data, and prepare a professional report, is a comprehensive test of the students' mastery of the expected learning outcomes.

Student learning will be assessed on an on-going basis during the semester by performance on writing assignments, problem sets, oral presentations, and quizzes/exams. On the timescale of a student progressing through the program, student learning will be assessed on the basis of performance in the projects of the capstone course, GEOL 509. We also anticipate conducting exit interviews with graduating students to evaluate their holistic experience with the program. As mentioned in the previous question (12c), we expect to assess student learning at intervals throughout each semester, annually, and at the scale of time-to-degree. We also anticipate on-going assessment on longer timescales, through feedback from graduates and employers.

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

Still needed

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

Still needed

When will assessment activities occur and at what frequency?

Still needed

The objective of this degree is to introduce students to concepts and professional practices used in the environmental and groundwater industry. After completing the required coursework, students will be able to:

- Understand fundamental concepts of groundwater hydrology (e.g., hydraulic conductivity, porosity, hydraulic head, Darcy's law), and apply these concepts to the solution of groundwater problems;
- Make and understand common measurements used in groundwater investigations, such as depth to water in wells, water pH and temperature, and well discharge, and interpret the results with a level of understanding expected of a groundwater professional;
- Plan, execute, and interpret data from groundwater tests commonly used in industry (i.e., aquifer slug and pumping tests);
- Understand groundwater quality issues and the fate and transport of groundwater constituents (contaminants and naturally-occurring substances) as they apply to site assessment, site characterization, and remediation;
- Have received an introduction to the basics of groundwater modeling using standard industry tools (i.e., MODFLOW), and be able to assess the application of groundwater simulations to consulting-type problems in work done by others;
- Have experience writing consulting-style reports, keeping legal-standard field notes, and an understanding of the process of planning for fieldwork in a professional setting, including such factors as logistics, budgeting, and the development of safety plans;
- Have an in-depth knowledge of some area of specialization, chosen by the student and relevant to the student's professional interests, within the broader field of groundwater hydrology. This knowledge is gained during the preparation of the professional paper required for completion of the degree requirements.

Rationale for the proposed change. Include an explanation of how the department will manage the added workload, if any.

The Department of Geological Sciences proposes a new Masters in Groundwater Hydrology. This will be a new program, added in addition to the existing graduate degrees in Geology, and targeted towards a specific employment track in groundwater modeling and groundwater

resources.

The proposed program will leverage existing classes that are offered regularly by the department.

Supporting Documents

Reviewer Comments

Joana Espinoza (jespinoza) (10/21/20 4:05 pm): Mark and Ginger, sorry to return this but the new CIM system asks additional Learning outcome questions that the state form that you filled out does not. I will need you to fill these out because we need them for our catalog and internal accreditation requirements.

Joana Espinoza (jespinoza) (10/21/20 4:06 pm): Rollback: See edited comments. We need all the learning outcome fields filled out. This form asks additional questions that the state form does not.

Mark Nielsen (markn) (10/21/20 4:09 pm): Rollback: See the noted information needed on assessment and learning outcomes

Rebecca Frost (rfrost) (01/05/21 12:07 pm): GEOL 515 was not available, so GEOL 509 was used. I updated the paperwork to reflect the new number. GEOL 509 was submitted as a 3 credit course so the requirements only total 29 credits. Something will need to be added in order to meet the 30 credit requirement.

Amy Kingston (amykingston) (02/04/21 1:33 pm): Rollback: See my email on 2/4/21 for a detailed explanation of what needs to be adjusted/clarified moving forward. Thanks! Amy K

Idaho State Board of Education

Proposal for Academic Degree and Certificate Program

Date of Proposal Submission:	11 October 2020
Institution Submitting Proposal:	University of Idaho
Name of College, School, or Division:	College of Science
Name of Department(s) or Area(s):	Geography and Geological Sciences

Official Name of the Program:	Master of Science in Groundwater Hydrology							
Implementation Date:	Fall 2022							
Degree Information:	Degree Level: M.S.				Degree Type: Graduate			
CIP code (consult IR /Registrar):	40.0605							
Method of Delivery: Indicate percentage of face-to-face, hybrid, distance delivery, etc.	100% face to face							
Geographical Delivery:	Location(s)		Moscow		Region(s)			
Indicate (X) if the program is/has: (Consistent with Board Policy V.R.)		Self-Support fee			Professional Fee			Online Program Fee
Indicate (X) if the program is: (Consistent with Board Policy III.Z.)	X	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"/>		<input type="checkbox"/>	
<input type="checkbox"/>	Undergraduate/Graduate Certificates (30 credits or more)	<input type="checkbox"/>	New Off-Campus Instructional Program
<input type="checkbox"/>		<input type="checkbox"/>	
<input type="checkbox"/>	Expansion of Existing Program (Outside of a UI Region)	<input type="checkbox"/>	Other (i.e., Contract Program/Collaborative
<input type="checkbox"/>		<input type="checkbox"/>	

College Dean (Institution)

Date

Vice President for Research (Institution; as applicable)

Date


30 Sept
2020Graduate Dean or other official
(Institution; as applicable)

Date

Academic Affairs Program Manager, OSBE

Date

FVP/Chief Fiscal Officer (Institution)

Date

Chief Financial Officer, OSBE

Date

Provost/VP for Instruction (Institution)

Date

Chief Academic Officer, OSBE

Date

President

Date

SBOE/Executive Director Approval

Date

Rationale for Creation or Modification of the Program

1. **Describe the request and give an overview of the changes that will result.** What type of substantive change are you requesting? Will this program be related or tied to other programs on campus? Identify any existing program that this program will replace. If this is an Associate degree, please describe transferability.

The Department of Geological Sciences proposes a new Masters in Groundwater Hydrology. This will be a new program, added in addition to the existing graduate degrees in Geology, and targeted towards a specific employment track in groundwater modeling and groundwater resources.

The proposed program will leverage existing classes that are offered regularly by the department.

2. **Need for the Program.** Describe evidence of the student, regional, and statewide needs that will be addressed by this proposal to include student clientele to be served and address the ways in which the proposed program will meet those needs.
 - a. **Workforce and economic need:** Provide verification of state workforce needs that will be met by this program. Include job titles and cite the data source. Describe how the proposed program will stimulate the state economy by advancing the field, providing research results, etc.

Boise is one of the top 10 metropolitan areas in the US in concentration of hydrologists (source: <https://www.bls.gov/oes/current/oes192043.htm#st>). There is unmet demand for groundwater professionals at the state level from the Idaho Department of Water Resources (IDWR), Idaho Department of Environmental Quality (IDEQ), and other state entities (e.g., IWRRI). IDWR specifically requires groundwater hydrologists with advanced training (i.e., an MSc Hydrology) and knowledge of groundwater modeling and simulation to support water rights adjudication, and to understand the potential for (and limits on) groundwater development to support agriculture and industry. IDWR has expressed support for the UI groundwater program and has participated in several recent events in order to support and encourage students. Industry has also indicated a need for professionals with training of the type offered through this program. In talks with our industry partners (including regional consulting companies based in north Idaho and Seattle, Washington), we have been informed of the lack of educational opportunities in this area. One person told us that there were no options for graduate education specific to groundwater in the northwestern US. The person with whom this discussion took place was unable to find a groundwater-focused MSc program at any Northwest university. Ultimately, he obtained his MSc from the University of Washington; he said that the course of study only included one semester of groundwater coursework (the rest was straight geology and geological engineering), which came during the last semester of the program. "I think the department [at the University of Washington] did a disservice to their students by giving them so little groundwater training, and waiting until the end of the [MSc] program to offer it. Most of the students are working in consulting, like I am, and groundwater is mostly what I do." The

Chairs of the Geology Departments at BSU, ISU, and BYU-Idaho have also been approached about the program; all were supportive, and the BYU-Idaho and ISU Chairs were particularly interested in discussing the possibility of a shortened time to graduation for geology students that transfer to UI for their senior year, then continue on to complete a MSc Groundwater Hydrology degree.

Job titles:

*Groundwater Hydrologist; Hydrologist; Hydrogeologist
Groundwater Modeler
Water Resources Specialist
Environmental Scientist*

Idaho State Department of Labor lists 202 Hydrologist jobs in 2016 and projects 224 Hydrologist jobs in 2026 (10.9% in-state growth)

Federal Department of Labor lists 6700 Hydrologist jobs in 2018 and projects 7100 Hydrologist jobs in 2028 (7% projected national growth)

- b. Student demand.** What is the most likely source of students who will be expected to enroll (full-time, part-time, outreach, etc.). Provide evidence of student demand/ interest from inside and outside of the institution.

Currently, more than half of the members of the IDWR Hydrology Section have at least one degree from the University of Idaho, and many other graduates from the UI/Hydrology program hold professional positions around the State of Idaho. When graduating geoscience students with an interest in groundwater were asked about their interest in a MSc Groundwater Hydrology degree, the following was a typical response taken from an actual email:

"I see the proposed 4+1 MSc degree in groundwater as a very appealing option for students in the geology program. This degree path would offer students an opportunity to maximize their time and efficiency at the University of Idaho and reward them for doing so by allowing them to graduate with a professional degree in 5 years. The program would not have a negative impact on funds being that the students would be self funded and not requiring research grants to pursue it. This in itself allows for a more open enrollment in the program being that it is not hindered by needing funding to participate. I personally would have jumped at this unique opportunity and left the University very satisfied with my decision. Seeing industry moving more toward the requirement of a professional degree in our field, this would attract more outside students to the program knowing that they are being offered such an opportunity. I hope to see it offered in the future and would personally be interested in pursuing the extra courses required to fulfill its requirements."

- c. Societal Need:** Describe additional societal benefits and cultural benefits of the program.

More than 95% of the water used by Idaho households comes from groundwater (Idaho Dept Environmental Quality; <https://www.deq.idaho.gov/water-quality/ground-water/>). Protecting and maintaining this critical resource requires a workforce for which adequate training is not currently available in-state. In addition to the residential need for groundwater supply, groundwater is critical for agriculture (irrigated crops, dairies) and industrial applications (mining, processing, cooling). This is critical infrastructure for the State of

Idaho.

3. Program Prioritization

Is the proposed new program a result of program prioritization?

Yes_____ No_X____

If yes, how does the proposed program fit within the recommended actions of the most recent program prioritization findings.

The most recent program prioritization findings at UI have mostly not been released to departments and so it is challenging to place this proposal in that context. However, programs that fared relatively poorly in that process were, in many cases, those with relatively low enrollments. The proposed program will increase enrollments in the department and in several of its courses with no increased cost. This should therefore result in a desirable outcome in terms of the prioritization metrics used.

The Departments of Geological Sciences and Geography have been merged as a result of the program prioritization process and the new department will be the home for the proposed new degree.

4. Credit for Prior Learning

Indicate from the various cross walks where credit for prior learning will be available. If no PLA has been identified for this program, enter 'Not Applicable'.

Not applicable.

5. Affordability Opportunities

Describe any program-specific steps taken to maximize affordability, such as: textbook options (e.g., Open Educational Resources), online delivery methods, reduced fees, compressed course scheduling, etc. This question applies to certificates, undergraduate, graduate programs alike.

As a stand-alone M.S. degree this program can be completed in two academic years. We have presented it as a 4+1 option so that students majoring in related fields (Geology, Civil Engineering, Environmental Science) will have the option of taking extra credits as undergraduates that apply towards this degree, allowing them to complete it in one additional year.

Enrollments and Graduates

6. 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 for the most past four years.

There are no similar programs offered by Idaho public (or other) institutions. The existing programs in Idaho most closely resembling the proposed degree are described below, with the critical differences underlined.

Description of proposed program: MSc Groundwater Hydrology

The proposed MSc focuses on training for groundwater professionals, emphasizing aquifer testing and site characterization, water supply and contamination evaluations, and groundwater modeling. Provides hands-on experience with industry needs including an introduction to project logistics, work/safety plans, project budgeting, report writing and legal responsibilities. Topics align with Idaho State Professional Geologist certification.

Closest program at Boise State University: MS Hydrologic Sciences

The BSU Hydrologic Sciences program offers an interdisciplinary educational experience drawing on biology, chemistry, atmospheric science, geology, and civil engineering, somewhat comparable to the UI Water Resources program. This is a broad degree addressing watershed processes; groundwater topics occupy portions of several required courses, but no dedicated groundwater classes are required.

Closest program at Idaho State University: MS Geology (Emphasis in Environmental Geosciences)

ISU's MS Geology with Environmental Geosciences emphasis is a flexible degree designed to allow students to study a wide range of environmental topics. The degree consists of a 9-credit extension to the MS Geology degree, with no required groundwater coursework, although some graduate courses in hydrogeology are available.

7. **Justification for Duplication** (if applicable). If the proposed program is similar to another program offered by an Idaho public higher education 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 proposed degree program does not duplicate any existing degree at an Idaho public institution. As discussed above, both BSU and ISU offer MSc degree options for interdisciplinary or general water resource degrees not specifically targeting groundwater professionals. Although all three graduate degree-granting Idaho universities (UI, BSU, ISU) have the capability to offer degrees that include political and social aspects of water management, surface water, climate, and ecohydraulics, no other Idaho university has the faculty expertise, reputation, and existing framework of classes to provide an educational experience specifically designed to meet the needs of groundwater professionals.

8. **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: MSc Groundwater Hydrology											
Projected Fall Term Headcount Enrollment in Program						Projected Annual Number of Graduates From Program					
FY 22 (first year)	FY 23	FY 24	FY 25	FY 26		FY 22 (first	FY 23	FY 24	FY 25	FY 26	

						year)					
1	2	4	6	6		0	1	1	3	3	

9. Describe the methodology for determining enrollment and graduation projections.

Refer to information provided in Question #2 "Need for the Program" above. What is the capacity for the program? Describe your recruitment efforts? How did you determine the projected numbers above?

Initial enrollment estimates are based on the number of current UI Geology majors who have expressed interest in this option as a 4+1 program and who would likely enter it as seniors. Once the program is established, we will be able to recruit for it as part of our regular graduate student recruiting efforts. We will also recruit interested students from other Idaho institutions.

Projected number of graduates is based on a two year time to degree.

10. Minimum Enrollments and Graduates.

- a. What are the minimums that the program will need to meet in order to be continued, and what is the logical basis for those minimums?

Because this program uses only existing resources and has no additional costs, the cost of offering it is de minimis. Therefore the program is worth offering if even one student per year takes advantage of it, since it serves state needs.

- b. If those minimums are not met, what is the sunset clause by which the program will be considered for discontinuance?

The department will re-examine the success of this program after five years to determine whether enrollments are growing as expected. This examination may be done as part of the department's regular cycle of external reviews. If the program is not attracting students, it may be modified or discontinued.

11. 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.

Because the objective of the proposed degree is to prepare students for professional positions in groundwater hydrology, the success of the program will be assessed on the basis of enrollment trends and the ability of graduates to obtain suitable employment. However, it is imperative that the institution maintains ties with industry and state/federal agencies for student placement, as well as quality feedback. Annual or more frequent external feedback from industry and state employers will be sought to maintain program relevance and meet the needs of stakeholders (i.e., employers); and this process is already on-going. Internally, we will seek input from potential and matriculating students on student needs, and feedback on program effectiveness will be integral to all course offerings in the program.

12. 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 A.**

NA

- 13. Teacher Education/Certification Programs** All Educator Preparation programs that lead to certification require review and recommendation from the Professional Standards Commission (PSC) prior to consideration and approval of the program by the State Board of Education.

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?

- 14. Three-Year Plan: If this is a new proposed program, is it on your institution's approved 3-year plan?**

Yes X No _____

If yes, proceed to question 15. If no:

- a. Which of the following statements address the reason for adding this program outside of the regular three-year planning process.**

Indicate (X) by each applicable statement:

<input type="checkbox"/>	Program is important for meeting your institution's regional or statewide program responsibilities.
<input type="checkbox"/>	The program is in response to a specific industry need or workforce opportunity.
<input type="checkbox"/>	The program is reliant on external funding (grants, donations) with a deadline for acceptance of funding.
<input type="checkbox"/>	There is a contractual obligation or partnership opportunity related to this program.
<input type="checkbox"/>	The program is in response to accreditation requirements or recommendations.
<input type="checkbox"/>	The program is in response to recent changes to teacher certification/endorsement requirements.

- b. Provide an explanation for all statements you selected.**

Educational Offerings: Curriculum, Intended Learning Outcomes, and Assessment Plan

- 15. Curriculum. Provide descriptive information of the educational offering.**

- 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.	21
--	----

Credit hours in required courses offered by other departments:	9
Credit hours in institutional general education curriculum	0
Credit hours in free electives	0
Total credit hours required for degree program:	30

b. Curriculum. Provide the curriculum for the program, including credits to completion, courses by title and assigned academic credit granted.

Course Number	Course Title	Credits
HYDR 509	Quantitative Hydrology	3
GEOL 515	Techniques of GW Study	4
HYDR 512	Environmental Hydrogeology	3
GEOL 534	Geostatistics	3
HYDR 576	Fundamentals of Modeling	3
TM 482	Project Engineering OR	
TM 510	Eng and Tech Management Fund	3
BE 450	Environmental Hydrology	3
MATH 310	Differential Equations	3
Credits Subtotal:		25
Research Credits:		5
TOTAL CREDITS:		30

c. 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.

This is a non-thesis offering for students wishing to earn a degree suitable for working in the public or private sector. The capstone experience is the GEOL 515 course, which concentrates on practical field and professional skills (including report writing, budgeting, logistics, etc.), culminating in a student designed and led 24-hour aquifer pumping test and data analysis. Because the degree is non-thesis, the required 5 research credit hours are dedicated to preparation of an professional review paper on a topic of the student's choice, related to groundwater and chosen to give the student current and in-depth knowledge of a specific interest area in groundwater hydrology (this is consistent with the expectations for other non-thesis MSc degrees at UI). The research credits may optionally be connected to a professional project (e.g., a project at the company/agency employing the student), internship, or other opportunity of interest to the student and approved by the advisor.

16. Learning Outcomes: Expected Student 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 students will know, understand, and be able to do, and value or appreciate as a result of completing the program.

The objective of this degree is to introduce students to concepts and professional practices used in the environmental and groundwater industry. After completing the required coursework, students will be able to:

- *Understand fundamental concepts of groundwater hydrology (e.g., hydraulic conductivity, porosity, hydraulic head, Darcy's law), and apply these concepts to the solution of groundwater problems;*
- *Make and understand common measurements used in groundwater investigations, such as depth to water in wells, water pH and temperature, and well discharge, and interpret the results with a level of understanding expected of a groundwater professional;*
- *Plan, execute, and interpret data from groundwater tests commonly used in industry (i.e., aquifer slug and pumping tests);*
- *Understand groundwater quality issues and the fate and transport of groundwater constituents (contaminants and naturally-occurring substances) as they apply to site assessment, site characterization, and remediation;*
- *Have received an introduction to the basics of groundwater modeling using standard industry tools (i.e., MODFLOW), and be able to assess the application of groundwater simulations to consulting-type problems in work done by others;*
- *Have experience writing consulting-style reports, keeping legal-standard field notes, and an understanding of the process of planning for fieldwork in a professional setting, including such factors as logistics, budgeting, and the development of safety plans;*
- *An in-depth knowledge of some area of specialization, chosen by the student and relevant to the student's professional interests, within the broader field of groundwater hydrology. This knowledge is gained during the preparation of the professional paper required for completion of the degree requirements.*

17. Assessment plans.

- a. **Assessment Process.** Describe the assessment plan for student learning outcomes that will be used to evaluate student achievement and how the results will be used to improve the program.

Program assessment will be carried out primarily using student work products from GEOL 509 Quantitative Hydrogeology and GEOL 515 Techniques of Groundwater Study, the most advanced required courses in the degree. GEOL 515, in particular, is the capstone course that integrates the learning objectives of all the other classes. The ability of the students to use the skills and knowledge gained from previous courses, understand project planning and logistics, and synthesize their understanding to field a complex hydrologic test (a 24-hour aquifer pumping test), analyze the data, and prepare a professional report, is a comprehensive test of the students' mastery of the expected learning outcomes.

Student learning will be assessed on an on-going basis during the semester by

performance on writing assignments, problem sets, oral presentations, and quizzes/exams. On the timescale of a student progressing through the program, student learning will be assessed on the basis of performance in the projects of the capstone course, GEOL 515. We also anticipate conducting exit interviews with graduating students to evaluate their holistic experience with the program.

As mentioned in the previous question (12c), we expect to assess student learning at intervals throughout each semester, annually, and at the scale of time-to-degree. We also anticipate on-going assessment on longer timescales, through feedback from graduates and employers.

Resources Required for Implementation – fiscal impact and budget.

Organizational arrangements required within the institution to accommodate the change including administrative, staff, and faculty hires, facilities, student services, library; etc.

18. Physical Facilities and Equipment: Describe the provision for physical facilities and equipment.

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

Adequate classroom space needed to support the proposed program already exists and is in use. Fieldwork for Geological Sciences hydrology programs relies heavily on the University of Idaho Groundwater Field Laboratory (UIGFL), and the proposed MSc will continue to use this shared facility (with the College of Agriculture). The Department of Geological Sciences has 5+ electronic water level sounders ("e-tapes"), a Grundfos submersible pump, a hand winch, galvanized steel riser, discharge line/discharge gauge, a portable gas-powered generator, and associated equipment for performing aquifer pumping tests.

- 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?

No impacts on existing programs are expected from the proposed program. The only shared (with the College of Agriculture) facility that would be affected is the UIGFL; however, the College of Ag and the Department of Geological Sciences have been sharing this facility to the benefit of both for many years, and no change is expected in this relationship over the proposed new program.

- 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 implement the proposed program.

19. Library and Information Resources: Describe adequacy and availability of library and information 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.

The existing library resources are adequate to support the proposed program. The primary library resource needed to support the proposed program is the set of ASTM standards, which the library currently maintains, and which will need to be updated on an annual basis (the library already maintains a subscription that keeps the ASTM standards up-to-date).

- 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 resources are required to implement the proposed program.

20. Faculty/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 additional courses/sections will be required to implement the proposed program. Existing sections of the required courses are not presently fully-subscribed, and the proposed program will allow existing offerings to be used more efficiently.

- 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.

Courses offered by the Department of Geological Sciences make up the bulk of the required credit hours for the proposed program; increasing the number of students in these classes will allow more effective delivery (increased students/FTE). In addition, the proposed program will leverage a few course hours from other departments/colleges (specifically, Technology Management and Biological Engineering).

- 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?

No impacts are anticipated on existing programs.

- 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 increase in faculty instructional FTE is required to operate the program at the projected levels (i.e., number 14 above). If sufficient interest exists in fiscal years beyond the projections give above to operate the program with a larger number of students (e.g., greater than 6-8 students enrolled per year), the potential for increased revenue may make it worthwhile to hire an additional instructor to increase throughput.

21. 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 funding reallocation is required for 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.

No new funding is required for the proposed program.

- 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?

No one-time funding is required for the proposed program.

- 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.
- 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.

No new fees will be levied for the proposed program.

Estimated costs to students are based on AY 2020-2021 tuition, as follows. A course fee of \$45 for GEOL 515 Techniques of Groundwater Study is also included.

For students enrolled two years as graduate students:

\$19,797 for Idaho residents

\$58,269 for non-Idaho residents

For students who enroll in a 4+1 program, only one year of graduate school will be required following receipt of the B.S. degree:

\$9,921 for Idaho residents

\$29,157 for non-Idaho residents

22. Using the excel [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).

Notes for the budget information provided:

New tuition revenues are based on Idaho resident students. Enrolling non Idaho resident students will increase revenues. Revenues stated are the full tuition amount paid to UI by in-state students.

No personnel costs have been listed because no new instructional time will be needed. All requirements for this degree use existing courses that are regularly offered and that have capacity to absorb additional students. Additional instructional capacity could be needed if enrollments in this program were to exceed 10-15 students.

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 2022</u>		<u>FY 2023</u>		<u>FY 2024</u>		<u>FY 2025</u>	
	FTE	Headcount	FTE	Headcount	FTE	Headcount	FTE	Headcount
A. New enrollments	1	1	2	2	4	4	6	6
B. Shifting enrollments	0	0	0	0	0	0	0	0
Total Enrollment	1	1	2	2	4	4	6	6

II. REVENUE

	<u>FY 2022</u>		<u>FY 2023</u>		<u>FY 2024</u>		<u>FY 2025</u>	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
1. New Appropriated Funding Request	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2. Institution Funds	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3. Federal	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
4. New Tuition Revenues from Increased Enrollments	\$9,921.00		\$19,842.00		\$39,684.00		\$59,526.00	
5. Student Fees	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
6. Other (i.e., Gifts)	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Total Revenue	<u>\$9,921</u>	<u>\$0</u>	<u>\$19,842</u>	<u>\$0</u>	<u>\$39,684</u>	<u>\$0</u>	<u>\$59,526</u>	<u>\$0</u>

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 2022		FY 2023		FY 2024		FY 2025	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
A. Personnel Costs								
1. FTE	0.0	0.00	0.0	0.00	0.0	0.00	0.0	0.00
2. Faculty	0.0	0.00	0.0	0.00	0.0	0.00	0.0	0.00
3. Adjunct Faculty	0.0	0.00	0.0	0.00	0.0	0.00	0.0	0.00
4. Graduate/Undergrad Assistants	0.0	0.00	0.0	0.00	0.0	0.00	0.0	0.00
5. Research Personnel	0.0	0.00	0.0	0.00	0.0	0.00	0.0	0.00
6. Directors/Administrators	0.0	0.00	0.0	0.00	0.0	0.00	0.0	0.00
7. Administrative Support Personnel	0.0	0.00	0.0	0.00	0.0	0.00	0.0	0.00
8. Fringe Benefits	0.0	0.00	0.0	0.00	0.0	0.00	0.0	0.00
9. Other:								
Total Personnel and Costs	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0

	FY _____		FY _____		FY _____		FY _____	
	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>

	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								
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>

	FY _____	FY _____	FY _____	FY _____	FY _____	FY _____	FY _____	FY _____
D. Capital Facilities Construction or Major Renovation								
E. Other Costs								
Utilities								
Maintenance & Repairs								
Other								
Total Other 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>
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>\$9,921</u>	<u>\$0</u>	<u>\$19,842</u>	<u>\$0</u>	<u>\$39,684</u>	<u>\$0</u>	<u>\$59,526</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.	

P3 Funding Distribution – FY22

The P3 transaction should produce \$6 million of earnings each year that can be invested in the University's strategic initiatives. There are several methods to recruit students, market the university, and we highly respect all the scholarly research at this institution across all the disciplines. However, not all initiatives and projects are a match for this specific funding source. The success of the P3 funding model requires an economic return on the money invested that creates growth in enrollment margin and research that generates funding for the university. We are directing P3 funding to strategic initiatives that meet the criteria of an expected economic return only. These investments align with our focus on Student Success, Research and Telling our Story, but can be adjusted over time to other initiatives with economic return as the University's priorities change.

Student Success – \$2.25 million

The primary investment for student success will be to develop our distance learning capability and scholarships focused on recruitment to attract more students. Scholarships will include merit, need-based, and related scholarship programs to reduce barriers, financial or otherwise, to attending the University of Idaho.

SEM (Scholarships): \$925,000 available for SEM to award to attract new students. Even with scholarships, each student brings in additional revenue that may include tuition margin, grants, auxiliary revenues such as housing. We would expect to see an increase in enrollment of at least 190 students awarded these scholarships with almost immediate benefit to the university.

Provost Office (Online Excellence): \$1 million to fund the output and related roadmap documented by the University Online Working Group. We would expect a significant increase in online offerings, including additional students accessing live classes online increasing revenues. There will be a delay between investment and seeing a return to the university. It may be 3 years or more before we see significant revenues from this investment.

CLASS - Lionel Hampton School of Music (High School Engagement): \$200,000 available annually to support bringing thousands of high school students to campus for the Jazz Festival. We will be able to stay connected after they visit campus, to engage with the potential future students via a recruitment process. Benefit would be determined by the number of attendees eventually attending the U of I.

Office of Diversity & Inclusion (Enrollment): \$50,000 to partially fund a recruiter skilled in underrepresented populations. Success will be determined by increase in applications, acceptances, and enrollments of target population.

Student Affairs (Retention): \$75,000 available annually to partially fund the Raven Scholars program. Timely degree completion and consistent number of scholars will determine success of the program.

Research - \$3 million

ORED & College of Graduate Studies: \$3 million to fund the output and related roadmap generated by the University's R1 Working Group to attain R1 Carnegie designation. The money will be invested primarily in post-docs and graduate students for research that will generate new F&A revenue for the university. We expect that

it could take 2-3 years or more to see significant revenues from this investment and 4-5 years to reach R1 designation based on the cycle of the next Carnegie review after these investments take hold.

This is additional investment above and beyond the approximately \$1.5 million for teaching assistants for which we covered centrally after the budget realignment from the past fiscal year.

Telling Our Story - \$750,000

University Marketing & Communications (Enrollment & Branding): \$600,000 to be spent on areas that we expect will increase enrollment or help tell our story to our legislators, our other source of funding. Enrollment metrics mapped to where the money is spent will determine program success.

SEM (Enroll Idaho): \$50,000 to restart and permanently fund high school visits once the pandemic has passed. Increase in applications/acceptances/enrollments from schools visited over two years will determine ROI.

Office of the President (Strategic Initiatives): \$100,000 to fund projects that might come up during the year that meet our criteria. Could include sponsored research, improved signage/grain bins/highway signs, etc.

In closing, this is an additional funding mechanism for our university, and it will create momentum in bringing in additional dollars to the institution from many different sources further leveraging and supporting units based on attainment of specific metrics. The P3 is one additional way we are investing to benefit all the units in our university.

2020 – 2021 Faculty Senate Approved at Mtg #27**Meeting # 26**

Tuesday, April 13, 2021, 3:30 pm – 5:00 pm

Zoom only

Present: Attinger, Brantz, Bridges, Carter, Carney, Chapman, Dezzani, Hickman, Kirchmeier (Chair), Torrey Lawrence (w/o vote), Lee-Painter, McIntosh, McKellar, Meeuf (Vice-Chair), Paul, Quinnett, Raja, Rashed, Rinker, Rose, Sammarruca (w/o vote), Schwarzlaender, A. Smith, R. Smith, Tibbals, Tenuto, Wargo, Powell (proxy for Ahmadzadeh)

Absent: Keim (excused), Ahmadzadeh (excused), Fairley (excused)

Guest Presenters: *Lauren Carlsen, Dylanie Frazier, Lisa Ormond, Dean Panttaja*

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

Approval of Minutes (vote):

- Minutes of the 2020-21 Meeting #25 – Attach. #1
The minutes of the 2020-21 Meeting #25 were approved as distributed.

Chair's Report:

- Next week we will discuss the emergency change to admissions standards for fall 2022. A report from SEM has been emailed to all Senators today. Feedback from the Admissions Committee will follow tomorrow.
- We are working on another emergency action due to COVID. This emergency action increases the number of allowed withdrawal credits by 12, from 21 to 33. We will be asking you for your feedback on this potential emergency action next week as well. We may begin this discussion today if there is time during the new business section of the meeting.
- Work continues with the Faculty Statement of Values, which we hope to conclude by the end of the semester. Additionally, we continue our work on the Affinity Group Policy.
- Reminders:
 - Nominations for Honorary degrees for the December 2021 commencement are due April 15, 2021.
 - The names of new faculty senators should be submitted to the Faculty Secretary by Tuesday, April 20. New senators will have their first meeting on Tuesday, April 27. The 2021-2022 Senate will meet for the first time at 4:30pm on Tuesday, April 27 to take nominations for chair and vice-chair.

Please help us spread the word about upcoming deadlines by sharing with your colleagues.

There were no questions for the Chair.

Provost's Report:

- COVID update: We are back to surveillance testing. Of 667 tests done last week, 3.15% were positive. Currently we have three students in UI supported isolation and nine in UI supported quarantine. The situation in Pullman is concerning. Three counties in Washington state have been downgraded from level 3 to level 2 – that is, more restrictions are in place. There will be no changes to our COVID-19 protocol during Spring semester. We are focused on getting through

commencement and we'll continue to wear masks and maintain distance. It is not yet time to let our guards down.

- Update on legislature: The House defeated the Higher Education Bill. It will return to the Joint Finance-Appropriations Committee (JFAC). They hope to conclude by Friday. We are concerned about our budget and higher education in general. As private individuals, we can reach out to our representatives, keeping in mind that there is a difference between being a UI employee or a private citizen.
- P3 funds for proposals, as suggested by Vice Chair Meeuf last week: At the end of the week, RFP should go out. The process will be modeled after "VIP" from last year, but on a quicker timeline so that decisions are made before the summer. People will have two or three weeks to submit short proposals, which will be evaluated and ranked by an appropriate committee – the Provost will suggest UBFC for this task. Thanks to Vice Chair Meeuf for this idea, which President Green is very excited about.
- Registration is open for summer. At this time, the numbers seem to have gone up. Fall registration opened yesterday for seniors. Retention is an important part of our enrollment, so please encourage students in your unit to meet with their advisor, register, and make plans to return.
- Vandal Giving Day (actually two days, last week) was a success. We raised a record \$669K in donations. Also, the number of people who participated went up this year. It is great news that people are excited about all that we are doing.
- The Women Cross Country Team has the highest GPA – 3.87 as a team – of any cross country team in the nation!

Discussion:

A Senator commented on the importance of including staff in the group that can submit P3-funded proposals. Provost Lawrence said that proposals can be submitted by staff, faculty, and students, and by groups including all three categories.

Committee Reports:

- UAAC 1640.90 University Assessment and Accreditation Committee – Russ Meeuf, Attach. #2. Vice Chair Meeuf gave a brief history of the project, driven by Dean Panttaja. Instead of various *ad hoc* committees dealing with assessment and accreditation, they recommend a single committee to advise on assessment and accreditation issues. The proposed policy can be found in attachment #2.

Discussion:

A Senator had positive words for the creation of the new committee, which is in line with the U of I Constitution, Article IV Section 2. He suggests that the committee chair be a tenured faculty member rather than "*preferably a tenured faculty member,*" as stated in the policy draft. Vice Chair Meeuf responded that the language is consistent with what is generally done across FSH 1640. The current terminology gives the Committee on Committees more flexibility. However, they prioritize seniority and experience when deciding on committee leadership. The Senator was satisfied with the response, and did not wish to make a motion to amend.

A Senator asked whether clinical faculty, who cannot be tenured, are excluded from the new committee. Vice Chair Meeuf noted that the preference for tenured status only applies to the chair – any faculty can be on the committee.

Vote: The motion was approved with 95% of the votes.

Other Announcements and Communications:

- Updates from ASUI – Lauren Carlsen, Dylanie Frazier.
Lauren Carlsen said that the main ASUI concern during the past year has been to aid students during the pandemic and keep people engaged in a safe way. They plan to provide support for students during finals week in a variety of ways. Students are interested in and concerned about the current events with the legislature – ASUI is considering ways to come together with students from other institutions across the state in support of higher education. ASUI has also been active in civic engagement (e.g., helping at voting polls locations). They are working to make the Student Union a more vibrant space. They have talked to Senate about the importance of timely grading. ASUI now looks forward to the future and to helping students transition to a more normal status. She would like to see more civic engagement next year.

Discussion:

A Senator thanked Lauren Carlsen for the nice overview and posed a question: President Green has pointed out that out-of-state applications went up whereas in-state ones went down. Any suggestions from ASUI on how to recruit in-state? Lauren Carlsen responded that ASUI is talking about this. They plan to get more involved with reaching out to prospective students and let them know about our programs. They also would like to start visiting high-school classrooms to talk about programs, extracurriculars, and what life is like for a current student. Lauren Carlsen emphasized the importance of legislative support for higher education, as more students are likely to apply from regions where higher education is valued.

The conversation moved to VandalStar. On March 3, 2021, ASUI passed a resolution in support of VandalStar. They find VandalStar to be a great resource on campus that benefits the students. Students are sometime frustrated by the presence of too many platforms (Vandalweb, BbLearn, etc.), and therefore they appreciate that VandalStar consolidates many features in a more modern way. It helps students get in touch with different people, in addition to academic advisors, such as career advisors.

Dylanie Frazier gave a short presentation on VandalStar. She emphasized: connection (it is easier to connect with professors, tutors, and others); retention (VandalStar helps students excel in their classes and graduate); and the ability to provide feedback and communicate concerns. ASUI finds this tool especially important for first-generation students and new students. It is becoming more popular – there has been an increase by 136% in appointments scheduled through VandalStar. It has been an essential tool during the pandemic – streamlining the early-warning grades process, COVID holds, and tutoring services.

- Vice Chair Meeuf said that more detailed information on absolute numbers rather than percentages would be useful. His experience has been rather different, as only 10-15% of his students were active with VandalStar. How many students actually use it? What do they use it for? It seems like a lot of money every year for a scheduling tool. Dylanie Frazier responded that they will be happy to share more information. Details shared to Faculty Senate about the # of

students using VandalStar were shared by Lisa Ormond. Every student has a VandalStar account. The software does not have a way to "track" student usage directly. We can gauge engagement/interactions through meetings. Also, the 'Raise Your Hand' feature is a proactive way a student can ask for help from the U of I community virtually. In addition, students use the Directory Listing to find services on campus that highlights over 50 services and programs. Unfortunately, there isn't Google analytics for these searches but they are happening. Students also receive alert flags when an academic concern is raised about a student in addition to receiving an email. VandalStar does an impactful job in also informing students when there is something they need to do --like resolve bills, advisor holds, get documentation to financial aid so they can get a package, etc. For all alert flags, students receive email notifications. These are ways indirectly that students are "using" and interacting with the system that help them.

Lisa Ormond, VandalStar coordinator, joined the conversation. She said that VandalStar is used extensively in a variety of ways, for instance to connect with resources such as tutoring services, which specifically use VandalStar, or to sign up for service workshops. It is not used just for scheduling one-on-one meetings. For instance, when an adviser wishes to raise a concern with a student or send a praise, or the institution needs to reach a student, the notification appears on their dashboard and also automatically on the student's email.

Chair Kirchmeier reiterated that a fact sheet would be helpful to address concerns from faculty. She asked for a brief summary of the ASUI Resolution. Dylanie Frazier summarized the spirit of the Resolution: ASUI is committed to supporting and continuing to use VandalStar; to encourage other students to use it; to educate themselves and others about the tool and its benefits; to talk about VandalStar in a positive way; and to bring any concerns forward to committees.

A Senator inquired whether VandalStar would absorb some of the costs we have now with other platforms, should we adopt it permanently. Lisa Ormond responded that they are part of the SEM division, which falls within the Provost area. The contract was renewed last July and is in place for another three plus four years. Provost Lawrence said that multiyear contracts for software are typical because they offer better pricing. Going back to the Senator's question: VandalStar is funded through the Provost office and the SEM budget. It does not duplicate other platforms, such as Banner or Blackboard. The interest in VandalStar was to address a specific need. Lisa added that VandalStar is the only platform capable of holistically integrating the university as a community. It makes us aware of students' needs so we can provide timely services. It builds a sense of community that students feel and appreciate. A unique feature of VandalStar is that we can see if a student is struggling, and how other instructors are supporting them. The Senator thanked the ASUI representatives. Information in terms of numbers, not percentages, will be insightful.

If we move to Canvas, which seems to be more efficient, would these features be available? The answer to the question is not clear at this time. A question was also asked from the floor that if we 'pulled the plug' on VandalStar, what would be the loss or impact? The answer to this question is not clear at this time and could not be directly answered in this setting. Depending on what is wanted or needed by the Faculty Senate, more information could be shared.

Vice Chair Meeuf said that colleagues often ask about the effectiveness of VandalStar. Has it actually increased the retention rate during the four years we had it? If so, in what areas? More data will be provided for Faculty Senate Leadership to share with Senate.

Before closing the conversation with ASUI, Provost Lawrence acknowledged outgoing president Lauren Carlsen for her amazing job. In his 23 years at the U of I, he never met a more active and proactive ASUI president. On behalf of Senate, Chair Kirchmeier thanked Lauren Carlsen for her great leadership.

- Updates from Vice Provost for Academic Initiatives – Dean Panttaja
Dean Panttaja will present updates related to his roles as Vice Provost for Academic Initiatives and as Director of General Education. The actions and initiatives he will present are regroupped in four areas, which will be addressed and discussed one by one:
 - Assessment and Accreditation (First Area)
 - NWCCU Standard 2 Report Annual Program Review (known as Anthology).
 - Annual Program Review.
 - Faculty Led Assessment.
 - University Assessment & Accreditation Committee.

Presentation and Discussion on the first area:

Standard 2 is about procedures, regulations, and financial issues. The report was submitted March 1 and has been accepted. It is a large report, to which the different areas contributed their part. The Standard 1 report will be prepared during the summer and through February, when it is due. It is all about student accomplishments. We will do a large-scale, campus-wide pilot for the Annual Program Review (APR), formerly the External Program Review. The former system did not work well with Banner and did not address the 2020 standards under which we will be evaluated. A university-wide communication went out about three weeks ago, more details will come soon. APR is tied to the new module proposed three years ago, now known as Anthology. Faculty Led Assessment (FLA) is part of it – it uses a module in Anthology and can be tied to BbLearn. Our accreditors want to see FLA and the State Board is supportive of faculty engagement in course assessment. The ideal process is to have each instructor select one course per semester and one assignment from that course, and report on whether students met, partially met, or did not meet expectations. We will generate that data working with the CETL Team, which will then become part of the evaluation process. The UAAC just approved by Senate engages faculty in the accreditation process, and thus it will be seen positively.

There was a comment about FLA. A Senator reported that many of his constituents are not aware that FLA, and not just program-level assessment, is required. He suggests to send a communication to all deans about NWCCU requirements, particularly FLA. His constituents are opposed to FLA, unless it is required (because it creates more work). Dean Panttaja will extract that information and send it to FSL to share with the Senators and, in turn, with their constituents.

Vice Chair Meeuf asked for clarification about course-level assessment for instructors who use BbLearn: when we export data out to Anthology, can we establish our parameters for how a percentage grade translates into the learning outcome language of “meet, does not meet, etc....”? Can we grade our assignments as usual and have the data automatically exported, rather than telling each student which assessment corresponds to their grade? The latter would be very cumbersome for instructors teaching large sections. Dean Panttaja replied that instructors can set the parameters. When a grade is entered in BbLearn, a box opens up with the assessment choices, which uploads automatically to Anthology. If one doesn’t use Blackboard or Canvas, it would be a manual entry. Help will be available to make the transition as seamless as possible, whether we use Blackboard or move to Canvas. The Department of Education is trying to capture and store data on what faculty are doing. They would like to see granular data to identify equity gaps (such as for first-generation students or underrepresented groups).

- General Education (Second Area)
 - American Diversity and International Courses
 - GEM Award Nominees
 - GEM Summit (October 2020 and 2021)

Presentation and discussion on the second area:

Recently UCGE revised American Diversity and International Courses competency. They are currently reviewing syllabi to help faculty meet the new expectations for American Diversity and International Courses, which are more robust than the previous ones. In General Education, we nominated six faculty members to represent our institution for the GEM Education Award. There are six representatives for each institution. Although they are all winners, we will select one for each of the GEM areas to be recognized. Barb Kirchmeier was recognized last year. We had a successful summit in October, all face-to-face but with a different format due to COVID. We have six representatives at the state-wide general education committee, mostly UCGE members. We first had individual discussions within each GEM area, addressing in depth topics of concern for that area, before meeting as a full body. It was more efficient this way, as each area could dig down into their specific concerns before meeting as a group. For next October, we are considering the virtual option, which may facilitate attendance. There were no questions on this part.

- Board Policy and Initiatives (Third Area)
 - Online Idaho
 - III.U. – Textbook and Instructional Materials Affordability.
 - III.Q. – Admission Standards.
 - Program Approval Process & 3 Year Plan.

Presentation and discussion on the third area:

Online Idaho is in a testing phase. We are next after LCSC, which is tested and ready to go. We should be ready in June. We will put all of our courses that have online sections on this platform. Course-sharing program launches June 1. III.U. is a policy (target date: June 2022) that will require an affordability plan, including course marking to indicate

the costs. III.Q. will come on very fast. To allow students better access after the pandemic, there will be a minimum required GPA of 2.0, together with a passed ISAT. This is just a minimum for the state – institutions can set higher standards. There was a question about the ISAT passing score. Dean Panttaja will find out and convey the information.

- Further Paths (Fourth Area)
 - Re-establish a first-year experience.
 - NWCCU Standard 1 Report and Accreditation Visit (April 4-6, 2022).

Presentation and Discussion on the fourth area:

When we moved away from ISEM, we attempted to look at different possibilities for first-year experience. We are working with UCGE and faculty to find a first-year experience that can help with student success. Interested faculty are encouraged to get engaged. The Standard 1 report will be the first task of the newly approved UAAC, to identify who needs to be involved. Accreditors will meet with deans and administrators, but they really want to meet with faculty. Dean Panttaja plans a “walking tour” to give a presentation on what assessment and accreditation is about, so that we can be ready for the April 2022 visit. They want us to sponsor our own General Education Symposium and develop training modules. Finally, Dean Panttaja suggested to consider simplifying our curriculum approval process. It is difficult to meet the deadlines of a few UFM per year. If curriculum changes amount to changing a title or description, does this request need to go all the way to UFM? Perhaps the process can be streamlined.

There were no more questions for Dean Panttaja. Chair Kirchmeier thanked Dean Panttaja for his visit and transparent presentation. She also encouraged the Senators to send any items they may wish to see addressed at future meetings.

Adjournment:

The agenda being completed, the Chair adjourned the meeting at 4:57pm.

Respectfully Submitted,

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

University of Idaho
2020 – 2021 Faculty Senate Agenda

Meeting #26

Tuesday, April 13, 2021 at 3:30 pm
Zoom Only

- I. Call to Order
- II. Approval of Minutes (Vote)
 - Minutes of the 2020-2021 Faculty Senate Meeting #25 April 6, 2021 **Attach. #1**
- III. Chair's Report
- IV. Provost's Report
- V. Committee Reports
 - UAAC 1640.90 University Assessment and Accreditation Committee (Russ Meeuf) **Attach. #2**
- VI. Other Announcements and Communications:
 - ASUI (Lauren Carlson, Dylanie Frazier & Savannah Stroebel)
 - Updates from Vice Provost for Academic Initiatives (Dean Panttaja)
- VII. Special Orders
- VIII. New Business
- IX. Adjournment

Attachments:

- **Attach. #1** Minutes of the 2020-2021 Faculty Senate Meeting #25 April 6, 2021
- **Attach. #2** UAAC 1640.90 University Assessment and Accreditation Committee

2020 – 2021 Faculty Senate – Pending Approval

Meeting # 25

Tuesday, April 6, 2021, 3:30 pm – 5:00 pm

Zoom only

Present: Attinger, Brantz, Bridges, Carter, Carney, Chapman, Dezzani, Fairley, Hickman, Keim, Kirchmeier (Chair), Torrey Lawrence (w/o vote), Lee-Painter, McIntosh, McKellar, Meeuf (Vice-Chair), Paul, Quinnett, Raja, Rinker, Rose, Sammarruca (w/o vote), Schwarzaender, A. Smith, R. Smith, Tibbals, Tenuto

Absent: Wargo (excused), Ahmadzadeh (excused), Rashed (excused)

Guest Presenters: *Scott Green, Chris Nomura*

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

Approval of Minutes (vote):

- Minutes of the 2020-21 Meeting #24 – Attach. #1
The minutes of the 2020-21 Meeting #24 were approved as distributed.

Chair's Report:

- Work on the Faculty Statement of Values and the emergency change in admission standards for fall 2022 continues. When we have additional information about these projects, we will share it with you.
- Updates on visits to Faculty Senate: Next week we will talk with ASUI President Lauren Carlsen to get updates on ASUI projects. If anyone has questions about ASUI, please email them to me.
- Today is Vandal Giving Day. Consider participating in this fundraising event by visiting this webpage: <https://vandalsgive.uidaho.edu/giving-day/31531>
- Reminders:
 - Nominations for Honorary degrees for the December 2021 commencement are due April 15, 2021.
 - The names of new faculty senators should be submitted to the Faculty Secretary by Tuesday, April 20. New senators will have their first meeting on Tuesday, April 27.Please help us spread the word about upcoming deadlines by sharing with your colleagues.

Provost's Report:

- COVID testing: Of 1,031 tests completed last week, 1.16% were positive. A total of 5,001 midsemester tests were completed, 0.52% with positive results. In Latah county, the vaccine is available for anyone older than 16. Note that this is different from state to state. We are of course concerned about our neighbors in Whitman County.
- COVID vaccine: We encourage everyone to get vaccinated. The process is working very well at the Student Health Center. Please visit <https://gritman.org/coronavirus/#anchor-c19v>
The link for the recent Town Hall about the vaccine is <https://www.uidaho.edu/vandal-health-clinic/coronavirus/vaccine>

There were no questions or comments for the Provost.

Committee Reports:

- University Curriculum Committee
 - UCC-21-037 M.S. in Groundwater Hydrology – Jerry Fairley, Attach. #2
- Jerry Fairley provided some background on this proposal, on which the department has been working for some time. Idaho depends on groundwater, which is a limited resource. It is therefore important to have professionals trained to deal with groundwater, and the department wishes to offer this program, through which students can become professional groundwater hydrologists. Being a groundwater hydrologist entails being a registered geologist or a registered professional engineer. The program is highly focused and disciplinary, and does not conflict with any existing programs in water resources or environmental science.

There were no questions or comments.

Vote: The motion was approved unanimously.

Other Announcements and Communications:

- P3 Funds – Scott Green, Attach. #3
- President Green said that he will give a short introduction and then welcomed feedback. The original intent was to invest P3 funds with the Foundation, but too many conflicts were identified that could put either the new entity or the Foundation at risk. Instead, the funds will be invested through a third party – Kent Nelson and the Office of General Counsel are finalizing the details. We received over \$185M to invest in our university. After obtaining the necessary approvals, the intent is to take \$6M per year for strategic initiatives. Based on our understanding of return on investment – this is actually a very conservative amount, given the principal. Our priorities are to invest in UG student success through distant education and scholarships; in graduate student success, through scholarships and research – in line with the recommendations of the R1 Working Group; and recruiting through “telling our story.” It is important to keep in mind that investments need to generate revenue for the model to work. President Green made a \$3M commitment to research and a \$1M commitment to the Provost Office for online excellence. Scott Green proceeded to itemize the priorities for the remaining funds. (More details can be found in Attach. #3.)
- Strategic Enrollment Management (SEM): \$925,000 including \$5K scholarships to help students who may go to a 2-year community college or a university closer to home because they cannot afford to come to U of I. \$5K can make up the difference in most cases. Also, President Green is working with Yolanda Bisbee and Dean Kahler to increase the amount of scholarships for Native American students, hoping to recruit more by closing the \$5K gap that may prevent them from attending U of I – it’s called “Vandal Generations.”
 - The \$1M for online excellence are the funds requested by the Online Working Group to implement their recommendations.
 - The Lionel Hampton School of Music has never captured data for the high-school students who come to the Jazz Festival every year. We will invest \$200K annually to bring thousands of high-school students to the Jazz Festival. We will gather their data to keep in touch and engage with them as potential future students. The success of this

investment will be measured by the number of students who have actually enrolled at U of I through this outreach.

- The Office of Diversity and Inclusion: \$50K will go to partially fund a recruiter for underrepresented groups, primarily within the Black student population. We are working on resolving an issue with funding the other half of the position with student fees, as originally planned – if that is not possible, it will be funded through the President's Office.
- \$75K will go to Student Affairs for the Raven Scholars Program, which is funded by donations and is currently in need of help.
- Research: \$3 million for priorities that are aligned with the recommendations of the R1 Working Group.
- University Communication and Marketing (UMC), enrollment, branding. For the last couple of years, President Green has been raising money for a one-time funding for UMC. It used to be that most of the money went to pay people, but that has changed dramatically due to these fund-raising efforts and the presence of Teresa Koeppel in UMC. Since last year, we have been extremely successful at targeting particular areas, such as California – we are a great value for Californians, and their system is not able to handle all the students they have. The WUE program has been very successful as well – WUE applications went up by 37%. \$600K will go mainly to digital marketing.
- SEM in rural Idaho: \$50,000 for Enroll Idaho. The program to visit high schools in the rural regions was put on hold this year, while the previous year the team visited about 15 high schools. The purpose is to raise our profile and tell students that higher education makes one “healthier, wealthier, and wiser.”
- Strategic initiatives: \$100k About a year ago, together with John Wiencek, President Green decided to invest in some research on our underrepresented population history. Some interesting facts have come out, which can help in a variety of ways.
- Lack of signage is a problem. Some of our Extension Offices do not have any signs that indicates they are part of U of I.

Discussion:

Vice Chair Meeuf expressed appreciation for the list of priorities presented by President Green. He asked whether a relatively small sum could be set aside for innovative ideas that faculty may come up with in the future, such as recruiting events. Perhaps there could be a pool of about \$50K that people can apply for to get something off the ground. President Green loved the idea and will act on it.

A Senator addressed the 2% budget cuts that all colleges will face, which will be very painful. Why can't we use some of the P3 funds to cover those cuts? President Green responded that he fully understands the frustration about the new cuts and hopes this is the last one. But using P3 money towards helping colleges absorb the cuts does not generate revenue. The Senator had another questions: is there a downside of implementing the current P3 plans? The deal almost sounds “too good to be true.” President Green responded that there could be problems, of course, if we mismanage large amounts of money, but the plans are very solid and conservative. Vice President Foisy joined the conversation and confirmed that the projections that have been made are extremely conservative. They are in a 50-year partnership with a world-class vendor

that operates on a global scale. Our analysis assumes that we will not realize a single dollar of savings by bringing in this world-class utility operator, or from the improved efficiency due to nearly \$200M in improvements over 50 years. Both these assumptions are “ridiculously conservative.” We have created incentives within the concession agreement that allow us to share the savings; and of course we know that \$200M in improvements of an aging facility will result in improved efficiency. With regard to the upfront proceeds of \$190M, we work with investment advisers to balance risk-and-return objectives. We developed an investment policy to make sure we can be more aggressive in the earlier years and more conservatives in later years, as the concession agreement comes to an end. As we select specific asset classes for investment, our advisers are providing us with projected return over the life of the investment. We can earn less than the average and still meet the \$6M per year target. The model has been built such that, if we realize our assumptions, the university stands to earn \$300M excess cash over 50 years. If we exceeded our projections, that figure could be as much as \$1.1 billion. So, we are in good shape. Of course – President Green added – we could end up with a bad concessionaire, but there are safeguards for such an event as well. We can always buy ourselves out of the lease with the principal that is invested. We are getting a lot of attention from other universities for having succeeded in taking a non-strategic asset, monetizing it, and using the proceeds for the central mission of the university. Brian Foisy provided an example of the safeguards that are in place. We can request to replace the operator, if they fail to meet expectations. The university retains significant control over the entire project – we have a P3 contract liaison whose only job is to monitor how the project is going on a daily basis.

A Senator asked whether recruiting out of state (such as in California) or through the WUE program can actually be harmful to a college/department, based on his understanding of the metrics – messages are confusing for the faculty. President Green acknowledged that our main mission as a land-grant institution is to educate Idaho students, and we are not moving away from that. At this time, we are doing well with WUE (which charges in-state tuition + 50%). It is a fertile market for us, with 37% more out-of-state applications with little money and effort, whereas the same effort and money spent last year for just in-state recruiting made nearly no difference. But it is important that the fraction of in-state students, 72%, does not decline materially. The Senator recalled a previous analysis, from about ten years ago, the outcome of which suggested that joining WUE was a disadvantage for us. Scott Green and Brian Foisy responded that, at the time of that analysis, enrollment was much higher, and the preference was to have fewer students who pay higher tuition. Thus, the analysis focused on revenue per student, whereas our goal today is to maximize gross revenue, which favors more students paying lower tuition.

The discussion moved to the funds for the recruiter in the Office of Diversity and Inclusion – a Senator said it seems like a very small amount. Scott Green noted that those funds will cover one-half of the salary. The entire budget for the operation is \$160K, to target primarily Black and Native American students and increase enrollment in those cohorts. The more students we can recruit, the more revenue we can invest in Diversity and Inclusion programs. President Green also noted that our CAMP grant was renewed.

A Senator expressed concerns, on behalf of many COS faculty, about the absence of Elsevier publications in the library, which is a serious problem and is impacting proposal writing and submission. Funding the library is essential to engage in healthy research. The inter-library loan system is slow or insufficient. President Green responded that the inter-library loan system has been impacted by COVID. On the other hand, the UI approach is to provide faculty with any publication they need, whether through loans or by purchasing the item, which is cheaper than keeping an expensive subscription. He is only aware of a few complaints which we could trace to the inter-library loan program not working well during the pandemic. Provost Lawrence suggested to have a conversation with Dean Ben Hunter. A Senator added that inviting Ben Hunter back to Senate would be a great idea – Dean Hunter would be happy to come again.

There were no more questions for President Green. Senators were encouraged to send unanswered or additional questions to President Green.

- Office of Research and Economic Development – Chris Nomura
Chair Kirchmeier introduced and welcomed Chris Nomura, new Vice President for Research and Economic Development. Chris Nomura will give a brief review of ORED updates and then take questions. He started with mentioning a series of discussions with Research Council about the value of community service within research, and how we look at it in the various colleges, as research culture can be very discipline dependent. The goal of these discussions is to start speaking a more unified language about the research we do so we can better understand all the contributions people make across the university. Community service and engagement is crucial for a land-grant institution. Research Council members will contact their respective colleges to continue and extend these important discussions.

Chris Nomura started a brief slide presentation with information about the Office of Sponsored Programs (OSP). He emphasized the importance of timely submission of proposals for OSP review, which is four business days prior to the deadline for submission to the sponsoring agency. Faculty and staff compliance reduces the probability of technical errors thus enhancing the likelihood that the proposal is successful. Please contact preaward@uidaho.edu or Sarah Martonik at smartonick@uidaho.edu for questions and assistance with proposal submissions. The second slide contained information about Technology Transfer Service Portal, which is a tool to track technology transfer services and agreements, as well as to disclose an invention or copyright, and follow agreements with industry partners.

The presentation moved to the P3R1 program – an annual investment of \$3M. The goal is to increase research productivity and the number of doctoral degrees awarded. Approximately \$1M will be invested in doctoral research assistantships and \$2M in postdoctoral fellowships, through: matching competitive externally funded grants; matching new, externally funded endowed fellowships raised through advancement; and strategic initiatives. The grant matching program and other investments are advised by the P3R1 committee, consisting of: the Vice President for Research and Economic Development, the Assistant Vice Provost for Research, and the Deans of COGS, CALS, CNR, COE, CLASS, CEHHS, and COS. Following a request from the PI,

matches are made for new awards that meet key criteria. To jumpstart the program, ORED asked deans for a list of faculty who got awards in 2020 that would otherwise qualify for the program. Together with the first new awards, these grants will form the initial cohort of awards to date. (The list of PIs was displayed.)

Chris Nomura then presented the “Resubmission Success” initiative, where \$200K of institutional funds will be invested annually to assist faculty who received mostly favorable reviews but were not funded. These are cases where no fatal flaws were found in the proposal, but the proposal is lacking in some smaller, specific areas. These funds can help the faculty address those flaws, perhaps by collecting preliminary data or visiting another lab or institution. Preference will be given to proposals requesting Ph.D. student and/or postdoctoral scholar support and charging the full F&A rate.

Discussion:

A Senator commended the ORED initiatives, and noted that the “four business-day rule” is very generous and should be strictly enforced. Chris Nomura appreciated the comment and confirmed that a “14-day rule” is more common in other institutions.

Vice Chair Meeuf asked how the path to R1 status reconciles with recent cuts and other problems faculty are experiencing, such as enhanced teaching load. How can we create a sustainable research culture? Chris Nomura responded that the march to R1 status is worthy in itself. We are the flagship university in the state and heavily engaged in research, with \$100M expenditures per year. Despite the shortfalls, we are making pointed investments in research. Of course, we need to address the financial issues of the institution, but without losing sight of our research role. We may not acquire R1 status in the very near future, but working towards that goal is almost an obligation for us. Scott Green commented on the unbelievable progress we have been able to make. Provost Lawrence added that what happened in the past couple of years has been painful but at the same time miraculous. We turned around our financial position, thanks to Scott Green’s leadership, and during a pandemic! We need to be patient, stay on track, and stay focused on the investments.

The Secretary asked about a realistic timeline for reaching R1. Chris Nomura replied that it depends on us as a community. From the standpoint of research expenditures and the quality of our current research, we are already there, but we need to work on increasing the number of doctoral students and doctoral degrees.

The Secretary had another question: if a three-year federal grant expiring in 2021 is renewed for another three-year cycle, will it be considered a new award and thus be eligible for the grant-matching program? Chris Nomura replied that the renewal is indeed a new grant.

President Green made some concluding remarks: only 18 months ago, we were in a bad situation. The incredible progress since then was possible because for two years everybody worked hard and did more than we asked them to do. He is optimistic about our future.

Senators were encouraged to send unanswered or additional questions to Chris Nomura.

Adjournment:

The agenda being completed, the Chair meeting was adjourned the meeting at 5:00pm.

Respectfully Submitted,

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



POLICY COVER SHEET

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

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

Faculty Staff Handbook (FSH)

X Addition ☐ Revision* ☐ Deletion* ☐ Emergency ☐ Minor Amendment

Policy Number & Title:

Administrative Procedures Manual (APM)

☐ Addition ☐ Revision* ☐ Deletion* ☐ Emergency ☐ Minor Amendment

Policy Number & Title:

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

Originator: Committee on Committees (Chair: Russ Meeuf)

Policy Sponsor, if different from Originator: Dean Panttaja

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

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

The addition of this new FSH committee formalizes the work of two existing ad hoc committees into a single standing committee to advise on issues of assessment and accreditation.

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

None.

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

Per FSH 1520.IV.11, this new committee will be maintained by Faculty Senate and its members appointed by Faculty Senate via the Committee on Committees (FSH 1640.28).

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

Effective July 1, 2021.

FSH 1640.90
University Assessment & Accreditation Committee (UAAC)

A. FUNCTION

A-1. Facilitate communication on the development and implementation of the program review process, student learning outcomes assessment, and university-wide student achievement and satisfaction surveys in respective departments and colleges. The UAAC will support the development of assessment activities that assess university-wide student learning outcomes to ensure a quality education and co-curricular experience, continuous program improvement, and compliance with accreditation standards.

A-2. Facilitate communication between Institutional Assessment and Accreditation (IAA) and faculty.

A-3. Develop and implement program and learning outcomes assessment guidelines based on SBOE and NWCCU expectations.

A-4. Recognize those who are actively engaged in assessment work.

A-5. Review and comment on results from university-wide assessment plans and individual program assessment plans and processes and recommend ways for improvement.

A-6. Provide input and feedback on the online UI student learning outcomes reporting system as requested.

A-7. Serve as subject matter experts from colleges and units on student learning outcomes assessment and continuous program improvement.

A-8. Review Annual Program Reviews (APR) and specialized accreditation reports and assist with feedback to programs and the Provost's Office.

A-9. Review NWCCU reports and recommendations and provide input or feedback.

A-10. Assist with special projects pertaining to accreditation or APRs, as appropriate.

A-11. Advise on matters related to ongoing collection of data and evidence for accreditation standards.

A-12. Maintain a timeline for accreditation reporting.

A-13. Advise IAA on accreditation issues, as requested.

B. STRUCTURE AND MEMBERSHIP. Eleven faculty representatives, comprising one from Library and one from each of the following colleges: Agricultural and Life Sciences; Art and Architecture; Business and Economics; Education, Health and Human Sciences; Engineering; Graduate Studies; Law; Letters, Arts, and Social Sciences; Natural Resources; and Science. The representative from the College of Graduate Studies shall be named by their Dean. Preference shall be given to faculty members with expertise and experience in assessment and accreditation, and a chair shall be chosen by the Committee on Committees from among the faculty representatives, preferably a tenured faculty member. The following positions shall serve on the committee as ex officio members (without vote): the Vice Provost of Academic Initiatives or designee, Associate Director of Assessment & Accreditation, a recorder from the office of Assessment & Accreditation, a representative from the office of Equity, Diversity & Inclusion, a representative from the Division of Student Affairs, and a representative from Strategic Enrollment management.

2020 – 2021 Faculty Senate Approved at Mtg #28**Meeting # 27**

Tuesday, April 20, 2021, 3:30 pm – 5:00 pm

Zoom only

Present: Attinger, Brantz, Bridges, Carter, Carney, Chapman, Dezzani, Hickman, Keim, Kirchmeier (Chair), Fairley, Torrey Lawrence (w/o vote), Lee-Painter, McIntosh, McKellar, Meeuf (Vice-Chair), Paul, Quinnett, Raja, Rashed, Rinker, Sammarruca (w/o vote), Schwarzaender, A. Smith, R. Smith, Tibbals, Tenuto, Wargo, Powell (proxy for Ahmadzadeh)

Absent: Ahmadzadeh (excused), Rose (excused)

Guest Presenters: *Kate Wray Chettri, Ron Town*

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

Approval of Minutes (vote):

- Minutes of the 2020-21 Meeting #26 – Attach. #1
The minutes of the 2020-21 Meeting #26 were approved as distributed.

Consent Agenda

- 2021-2022 Committee Appointments – Attach. #2
There were no requests to discuss the 2021-2022 Committee Appointments. Thus, the consent agenda was adopted as submitted.

Chair's Report:

- The names of new faculty senators should be submitted to the Faculty Secretary today—if you haven't sent in the names of your replacement, please do so as soon as possible.
- Updates on visits to Faculty Senate: Next week, Suzi Ball will provide updates on the Vandal Gateway Program.
- The 2021-2022 Senate will meet for the first time at 4:30pm on Tuesday, April 27 to take nominations for chair and vice-chair.
- We will invite the 2021-2022 senate to join us next week for our meeting, which will run from 3:30-4:30pm. Reminders:
 - The final University Faculty Meeting of the year will be held via Zoom on May 5 from 2:30-4:00pm
 - CETL's 2021 Student Success Virtual Conferences is April 28 from 3:30-5:00pm
 - CETL's 2021 Celebration of Collaboration is Thursday, May 6 from 3:00-5:00pm
 - The Provost's office will host a P&T training on Tuesday, April 27 at 9:30am via Zoom. The Zoom link is <https://uidaho.zoom.us/j/89086903403>. The training will be useful for faculty going up for promotion and/or tenure in the upcoming academic year. A recording will be available via the Provost's office website.

Please help us spread the word about upcoming deadlines by sharing with your colleagues.

Vice Provost Diane Kelly-Riley added that there is no need to register for the P&T training and that a video of the event will be available on the Provost website.

Provost's Report:

- COVID update: The number of surveillance tests is decreasing as more people are vaccinated. Of 474 tests done last week, 3.59% were positive. We are not planning any changes to our COVID-19 safety protocol through the end of the semester. We'll see if the state or the city do otherwise. We will keep you informed. Testing and the vaccine clinic continue to operate at the SRC, and we encourage people to use them as needed.
- Update on the legislature: The House defeated the Higher Education Bill. JFAC met a number of times last week, but has not addressed higher education funding. Summer session: A communication will go out within the next couple of days with more detail. All classroom meetings are already roomed considering 50% room capacity. Basically, we plan to begin under our current protocol. Hopefully, restrictions can be relaxed at some appropriate time in the summer. After two weeks, summer registration is up by 30%. This is great news.
- Commencement: Answers to many questions we are receiving can be found in the commencement webpage, <https://www.uidaho.edu/events/commencement/spring>. Notice, in the tab on the left, separate links for Moscow, Boise, and Idaho Falls faculty.
- Student Achievement Awards: Visit <https://www.facebook.com/UIgetinvolved>. Prerecorded videos are available to watch.

Committee Reports:

- FSH 1640.24 Classified Position Appeal Board – Russ Meeuf, Attach. #3.
Vice Chair Meeuf gave a brief history and description of this motion – Removal of the Classified Position Appeal Board (CPAB). With the implementation of the market based system, the employee classification and compensation are not connected. With this separation, the committee is no longer needed. The classification appeal committee reviewed classification decisions that impact employee pay, but this is no longer the mechanism that determines compensation.

Discussion:

A Senator asked whether there are other appeal committees for employees to turn to if they believe they have been wrongly classified. Vice Chair Meeuf responded that there are alternative processes that perhaps should be more clearly specified in FSH. It was pointed out that the University Staff Compensation Committee would be in charge.

The question was raised whether, rather than eliminating the CPAB, one should instead redefine its role. There are many faculty who are unhappy with how they are classified. How about repurposing the committee in a broader way? Vice Chair Meeuf responded that CPAB was in charge of hearing a very narrow set of appeals. Repurposing CPAB may result in overlap with the work that other committees are already doing. Provost Lawrence noted that there are three categories of employees: faculty, classified staff, and exempt staff. The proposed policy change concerns the second category only. Faculty can appeal under FSH 3840, which allows appeals of salary determinations.

Did this proposal go through Staff Council? Vice Chair Meeuf was under the impression that it did.

What was the functional role of CPAB? Vice Chair Meeuf said the committee was the last step in an appeal process for classified employees unhappy with their classification, but CPAB handled very few cases. The market-based compensation system created a different structure for checking people's classifications, which rendered CPAB unnecessary.

The Senator who had inquired about Staff Council's approval could not find any records in their agendas. He proposed to table the item until more information is available. Moved and seconded (Tibbals, A. Smith). The motion passed.

Other Announcements and Communications:

- APM 20.14 General Non-Grant Cost Transfers – Ron Town, Attach. #4
These updates are needed for better alignment with what it is actually done.
There were no questions or comments.
- APM 70.23 University International Travel – Kate Wray Chettri, Attach. #5
These revisions are the result of a full review of major changes by the US State Department's system for international travel advisory levels. Revisions to the international travel policy reflect updates, remove language around procedure, and clarify travel approval.
Discussion:
A Senator asked whether students must pay fees for travel because international experience or other field trips have been difficult to subsidize. Kate Wray Chettri responded that many references to fees and deadlines have been removed because they often change, but there may be some fees, depending on the kind of travel. For example, there are no fees for students who travel internationally to a conference.
- Emergency Policy 2022-2023 Admission Standards – Attach. #6
Chair Kirchmeier provided a summary and a brief history of the Emergency Action, which proposes changes to admission standards for fall 2022. See Attach. #6 for details.
Discussion:
A Senator asked whether admission standards are the faculty's or the administration's prerogative. It was clarified that admission decisions are the faculty's responsibility, through UCC, which handles admission requirements. The Admission Committee, whose voting members are faculty, handles petitions from applicants who do not meet admission requirements.

A Senator expressed concern that the university is sliding into reduced admission standards. In 2004, the admission rate was 35% to 40%, whereas now it is 70% to 80%. The concern is that lower admission standards may become entrenched and codified in policy, which the Senator finds unacceptable. The Secretary pointed out that this is a temporary action (valid for 180 days), as was the one that was implemented for fall 2021, with the purpose to mitigate the impact of the pandemic on students. Chair Kirchmeier added that, in absence of standardized test scores (often unavailable because of COVID), every applicant with a GPA less than 3.0 would have to petition the Admission Committee, whose workload would increase considerably. Provost Lawrence noted that, actually, we are not lowering the bar. Normally, every applicant with GPA above 3.0 is admitted, regardless of test scores, while those with a GPA between 2.6

and 2.99 are admitted provided they have a minimum test score, which now may be unavailable. Under normal circumstances, applicants with a GPA between 2.2 and 2.6 can still be admitted without petitioning the Admission Committee, if they have suitable test scores – now most likely unavailable. Thus, all applicants with GPA less than 2.6 must petition the Admission Committee. In a sense, by drawing the line at 2.6, we are lowering the bar for a group but raising it for another.

A Senator asked about the purpose of the action. The Secretary said that it is essentially an extension of the equivalent, COVID-motivated, action taken for fall 2021. Chair Kirchmeier pointed to the opening statement in Attach. #6: *“To accommodate the irregularities in Spring 2020 high school grading practices and changes to the College Board’s standardized testing schedule, we propose the following...”* to reiterate that that this a COVID-specific action.

A Senator wondered whether, with lower admission standards, we may be setting some students up for failure. Chair Kirchmeier reported same facts: students who are admitted with a high-school GPA of 3.0 achieve, on the average, a GPA of 3.13 in their first semester in college. For students admitted with a high-school GPA between 2.6 and 2.99, the same indicator is 2.17. Note, though, that last year GPAs generally dropped. Another Senator expressed concerns about potentially insufficient resources for student support. Provost Lawrence addressed the last question and said that student support services are among the units that have not been cut – we will be able to provide tutoring, advising, and other services to students. The alternative is to this proposal would be to have every applicant with a GPA below 3.0 petition the Admission Committee. This is not a good idea.

Chair Kirchmeier asked if Senators had revisions to propose. There was a general consensus that a broader discussion on the value of standardized tests should be undertaken next fall. In the meantime, Chair Kirchmeier will take a straw poll to get a general sense for the level of Senate support before sending the request to President Green. The straw poll showed an approval rate of 86%.

- **Emergency Policy for Withdrawal Credits – Attach. #7**

Also COVID-related. The number of credits that a student may withdraw from during his or her undergraduate career at U of I is increased from 21 to 33 credits. This action seeks to support students who had extenuating circumstances brought on by COVID-19, giving them the discretion to withdraw from additional courses, up to 33 withdrawal credits. Reasons for additional withdrawal credits include personal health, family health, technology challenges, or other COVID-related issues.

Discussion:

Questions were raised about how to implement this policy. What happens after 180 days? Students are going to be confused. A Senator proposed to expunge the Ws instead. Another Senator agreed with this solution. FSL will have another discussion with Registrar Lindsey Brown about these concerns and the possibility of expunging the Ws. The discussion will continue next week.

- **Faculty Statement of Values – Attach. #8**
The Secretary presented the latest version of the Faculty Statement of Values, revised to account for previous comments from Senate. It is now a broader, more inclusive end-of-semester statement. Senators liked the new version. Provost Lawrence had no objections. Moved and seconded (A. Smith/Tenuto) to adopt the statement (latest version, distributed to everyone by Chair Kirchmeier today, not the one included in the binder). Motion passed with 95% of the votes.

Chair Kirchmeier thanked everyone who contributed to the various stages of the statement.

New Business:

As some time was left, Chair Kirchmeier asked whether Senators had new business to discuss. Vice Chair Meeuf suggested to revisit the meeting structure – in person or via Zoom, for both Senate meetings and UFM. Another Senator suggested to talk about flexspace arrangements. Provost Lawrence said that more clear guidance will come soon. President Green wants to identify a date by which employees are expected to come back to their regular work space, unless they have an ADA arrangement or a new flexspace arrangement in place. July 1 seems an appropriate choice – by then many people will have received the vaccine. Also, it is not immediately at the beginning of the semester, which will give people more time to adjust to the transition. A Senator noted that AY faculty are not under contract during the summer. Provost Lawrence responded that the date of July 1 would not apply to AY faculty.

Regarding the meeting structure, there was a general sense that Zoom meetings have been very good, with people being able to better see and hear each other. Some Senators prefer in-person interaction. Nevertheless, several Senators agreed that Zoom meetings placed everyone on equal footing regardless of their location, which is a positive outcome. The Secretary noted that virtual meetings have made the presence of a quorum much more likely. In fact, a quorum has always been present, at both Senate and University Faculty meetings, since we started to meet remotely. Also, the audio, which was problematic in the Paul Joyce Faculty Lounge, is not a problem via Zoom. The Provost suggested the possibility of a mixed mode, where people can choose to attend in person or remotely, an idea that was well received. A hybrid model, together with a more suitable physical space, could accommodate everyone's preferences. These conversations will continue.

A Senator inquired about other policies that may come to Senate in time to be included in the next UFM agenda. Chair Kirchmeier replied that the "Affinity Groups" policy was sent to the FSPG for their review, but it is very unlikely that the policy will be approved in time for UFM. A first round of revisions to FSH 3500 prioritizing the most important changes is expected to come before Senate in time for UFM inclusion.

Adjournment:

The agenda being completed, the Chair adjourned the meeting at 4:56pm.

Respectfully Submitted,

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

University of Idaho
2020 – 2021 Faculty Senate Agenda

Meeting #27

Tuesday, April 20, 2021 at 3:30 pm
Zoom Only

- I. Call to Order
- II. Approval of Minutes (Vote)
 - Minutes of the 2020-2021 Faculty Senate Meeting #26 April 13, 2021 **Attach. #1**
- III. Consent Agenda
 - 2021-2022 Committee Appointments **Attach. #2**
- IV. Chair's Report
- V. Provost's Report
- VI. Committee Reports
 - FSH 1640.24 Classified Position Appeal Board (Russ Meeuf) **Attach. #3**
- VII. Other Announcements and Communications:
 - APM 20.14 General (Non—Grant) Cost Transfers (Ron Town) **Attach. #4**
 - APM 70.23 University International Travel (Kate Wray Chettri) **Attach. #5**
 - Emergency Policy 2022-2023 Admission Standards **Attach. #6**
 - Emergency Policy for Withdrawal Credits **Attach. #7**
 - Faculty Statement of Values **Attach. #8**
- VIII. Special Orders
- IX. New Business
- X. Adjournment

Attachments:

- **Attach. #1** Minutes of the 2020-2021 Faculty Senate Meeting #25 April 13, 2021
- **Attach. #2** Consent Agenda, 2021-2022 Committee Appointments
- **Attach. #3** FSH 1640.24 Classified Position Appeal Board
- **Attach. #4** APM 20.14 General (Non-Grant) Cost Transfers
- **Attach. #5** APM 70.23 University International Travel
- **Attach. #6** Emergency Policy 2022-2023 Admission Standards
- **Attach. #7** Emergency Policy for Withdrawal Credits
- **Attach. #8** Faculty Statement of Values

2020 – 2021 Faculty Senate – Pending Approval

Meeting # 26

Tuesday, April 13, 2021, 3:30 pm – 5:00 pm

Zoom only

Present: Attinger, Brantz, Bridges, Carter, Carney, Chapman, Dezzani, Hickman, Kirchmeier (Chair), Torrey Lawrence (w/o vote), Lee-Painter, McIntosh, McKellar, Meeuf (Vice-Chair), Paul, Quinnett, Raja, Rashed, Rinker, Rose, Sammarruca (w/o vote), Schwarzlaender, A. Smith, R. Smith, Tibbals, Tenuto, Wargo, Powell (proxy for Ahmadzadeh)

Absent: Keim (excused), Ahmadzadeh (excused), Fairley (excused)

Guest Presenters: *Lauren Carlsen, Dylanie Frazier, Lisa Ormond, Dean Panttaja*

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

Approval of Minutes (vote):

- Minutes of the 2020-21 Meeting #25 – Attach. #1
The minutes of the 2020-21 Meeting #25 were approved as distributed.

Chair's Report:

- Next week we will discuss the emergency change to admissions standards for fall 2022. A report from SEM has been emailed to all Senators today. Feedback from the Admissions Committee will follow tomorrow.
- We are working on another emergency action due to COVID. This emergency action increases the number of allowed withdrawal credits by 12, from 21 to 33. We will be asking you for your feedback on this potential emergency action next week as well. We may begin this discussion today if there is time during the new business section of the meeting.
- Work continues with the Faculty Statement of Values, which we hope to conclude by the end of the semester. Additionally, we continue our work on the Affinity Group Policy.
- Reminders:
 - Nominations for Honorary degrees for the December 2021 commencement are due April 15, 2021.
 - The names of new faculty senators should be submitted to the Faculty Secretary by Tuesday, April 20. New senators will have their first meeting on Tuesday, April 27. The 2021-2022 Senate will meet for the first time at 4:30pm on Tuesday, April 27 to take nominations for chair and vice-chair.

Please help us spread the word about upcoming deadlines by sharing with your colleagues.

There were no questions for the Chair.

Provost's Report:

- COVID update: We are back to surveillance testing. Of 667 tests done last week, 3.15% were positive. Currently we have three students in UI supported isolation and nine in UI supported quarantine. The situation in Pullman is concerning. Three counties in Washington state have been downgraded from level 3 to level 2 – that is, more restrictions are in place. There will be no changes to our COVID-19 protocol during Spring semester. We are focused on getting through

commencement and we'll continue to wear masks and maintain distance. It is not yet time to let our guards down.

- Update on legislature: The House defeated the Higher Education Bill. It will return to the Joint Finance-Appropriations Committee (JFAC). They hope to conclude by Friday. We are concerned about our budget and higher education in general. As private individuals, we can reach out to our representatives, keeping in mind that there is a difference between being a UI employee or a private citizen.
- P3 funds for proposals, as suggested by Vice Chair Meeuf last week: At the end of the week, RFP should go out. The process will be modeled after "VIP" from last year, but on a quicker timeline so that decisions are made before the summer. People will have two or three weeks to submit short proposals, which will be evaluated and ranked by an appropriate committee – the Provost will suggest UBFC for this task. Thanks to Vice Chair Meeuf for this idea, which President Green is very excited about.
- Registration is open for summer. At this time, the numbers seem to have gone up. Fall registration opened yesterday for seniors. Retention is an important part of our enrollment, so please encourage students in your unit to meet with their advisor, register, and make plans to return.
- Vandal Giving Day (actually two days, last week) was a success. We raised a record \$669K in donations. Also, the number of people who participated went up this year. It is great news that people are excited about all that we are doing.
- The Women Cross Country Team has the highest GPA – 3.87 as a team – of any cross country team in the nation!

Discussion:

A Senator commented on the importance of including staff in the group that can submit P3-funded proposals. Provost Lawrence said that proposals can be submitted by staff, faculty, and students, and by groups including all three categories.

Committee Reports:

- UAAC 1640.90 University Assessment and Accreditation Committee – Russ Meeuf, Attach. #2. Vice Chair Meeuf gave a brief history of the project, driven by Dean Panttaja. Instead of various *ad hoc* committees dealing with assessment and accreditation, they recommend a single committee to advise on assessment and accreditation issues. The proposed policy can be found in attachment #2.

Discussion:

A Senator had positive words for the creation of the new committee, which is in line with the U of I Constitution, Article IV Section 2. He suggests that the committee chair be a tenured faculty member rather than "*preferably a tenured faculty member,*" as stated in the policy draft. Vice Chair Meeuf responded that the language is consistent with what is generally done across FSH 1640. The current terminology gives the Committee on Committees more flexibility. However, they prioritize seniority and experience when deciding on committee leadership. The Senator was satisfied with the response, and did not wish to make a motion to amend.

A Senator asked whether clinical faculty, who cannot be tenured, are excluded from the new committee. Vice Chair Meeuf noted that the preference for tenured status only applies to the chair – any faculty can be on the committee.

Vote: The motion was approved with 95% of the votes.

Other Announcements and Communications:

- Updates from ASUI – Lauren Carlsen, Dylanie Frazier.
Lauren Carlsen said that the main ASUI concern during the past year has been to aid students during the pandemic and keep people engaged in a safe way. They plan to provide support for students during finals week in a variety of ways. Students are interested in and concerned about the current events with the legislature – ASUI is considering ways to come together with students from other institutions across the state in support of higher education. ASUI has also been active in civic engagement (e.g., helping at voting polls locations). They are working to make the Student Union a more vibrant space. They have talked to Senate about the importance of timely grading. ASUI now looks forward to the future and to helping students transition to a more normal status. She would like to see more civic engagement next year.

Discussion:

A Senator thanked Lauren Carlsen for the nice overview and posed a question: President Green has pointed out that out-of-state applications went up whereas in-state ones went down. Any suggestions from ASUI on how to recruit in-state? Lauren Carlsen responded that ASUI is talking about this. They plan to get more involved with reaching out to prospective students and let them know about our programs. They also would like to start visiting high-school classrooms to talk about programs, extracurriculars, and what life is like for a current student. Lauren Carlsen emphasized the importance of legislative support for higher education, as more students are likely to apply from regions where higher education is valued.

The conversation moved to VandalStar. On March 3, 2021, ASUI passed a resolution in support of VandalStar. They find VandalStar to be a great resource on campus that benefits the students. Students are sometime frustrated by the presence of too many platforms (Vandalweb, BbLearn, etc.), and therefore they appreciate that VandalStar consolidates many features in a more modern way. It helps students get in touch with different people, in addition to academic advisors, such as career advisors.

Dylanie Frazier gave a short presentation on VandalStar. She emphasized: connection (it is easier to connect with professors, tutors, and others); retention (VandalStar helps students excel in their classes and graduate); and the ability to provide feedback and communicate concerns. ASUI finds this tool especially important for first-generation students and new students. It is becoming more popular – there has been an increase by 136% in appointments scheduled through VandalStar. It has been an essential tool during the pandemic – streamlining the early-warning grades process, COVID holds, and tutoring services.

- Vice Chair Meeuf said that more detailed information on absolute numbers rather than percentages would be useful. His experience has been rather different, as only 10-15% of his students were active with VandalStar. How many students actually use it? What do they use it for? It seems like a lot of money every year for a scheduling tool. Dylanie Frazier responded that they will be happy to share more information. Details shared to Faculty Senate about the # of

students using VandalStar were shared by Lisa Ormond. Every student has a VandalStar account. The software does not have a way to "track" student usage directly. We can gauge engagement/interactions through meetings. Also, the 'Raise Your Hand' feature is a proactive way a student can ask for help from the U of I community virtually. In addition, students use the Directory Listing to find services on campus that highlights over 50 services and programs. Unfortunately, there isn't Google analytics for these searches but they are happening. Students also receive alert flags when an academic concern is raised about a student in addition to receiving an email. VandalStar does an impactful job in also informing students when there is something they need to do --like resolve bills, advisor holds, get documentation to financial aid so they can get a package, etc. For all alert flags, students receive email notifications. These are ways indirectly that students are "using" and interacting with the system that help them.

Lisa Ormond, VandalStar coordinator, joined the conversation. She said that VandalStar is used extensively in a variety of ways, for instance to connect with resources such as tutoring services, which specifically use VandalStar, or to sign up for service workshops. It is not used just for scheduling one-on-one meetings. For instance, when an adviser wishes to raise a concern with a student or send a praise, or the institution needs to reach a student, the notification appears on their dashboard and also automatically on the student's email.

Chair Kirchmeier reiterated that a fact sheet would be helpful to address concerns from faculty. She asked for a brief summary of the ASUI Resolution. Dylanie Frazier summarized the spirit of the Resolution: ASUI is committed to supporting and continuing to use VandalStar; to encourage other students to use it; to educate themselves and others about the tool and its benefits; to talk about VandalStar in a positive way; and to bring any concerns forward to committees.

A Senator inquired whether VandalStar would absorb some of the costs we have now with other platforms, should we adopt it permanently. Lisa Ormond responded that they are part of the SEM division, which falls within the Provost area. The contract was renewed last July and is in place for another three plus four years. Provost Lawrence said that multiyear contracts for software are typical because they offer better pricing. Going back to the Senator's question: VandalStar is funded through the Provost office and the SEM budget. It does not duplicate other platforms, such as Banner or Blackboard. The interest in VandalStar was to address a specific need. Lisa added that VandalStar is the only platform capable of holistically integrating the university as a community. It makes us aware of students' needs so we can provide timely services. It builds a sense of community that students feel and appreciate. A unique feature of VandalStar is that we can see if a student is struggling, and how other instructors are supporting them. The Senator thanked the ASUI representatives. Information in terms of numbers, not percentages, will be insightful.

If we move to Canvas, which seems to be more efficient, would these features be available? The answer to the question is not clear at this time. A question was also asked from the floor that if we 'pulled the plug' on VandalStar, what would be the loss or impact? The answer to this question is not clear at this time and could not be directly answered in this setting. Depending on what is wanted or needed by the Faculty Senate, more information could be shared.

Vice Chair Meeuf said that colleagues often ask about the effectiveness of VandalStar. Has it actually increased the retention rate during the four years we had it? If so, in what areas? More data will be provided for Faculty Senate Leadership to share with Senate.

Before closing the conversation with ASUI, Provost Lawrence acknowledged outgoing president Lauren Carlsen for her amazing job. In his 23 years at the U of I, he never met a more active and proactive ASUI president. On behalf of Senate, Chair Kirchmeier thanked Lauren Carlsen for her great leadership.

- Updates from Vice Provost for Academic Initiatives – Dean Panttaja
Dean Panttaja will present updates related to his roles as Vice Provost for Academic Initiatives and as Director of General Education. The actions and initiatives he will present are regroupped in four areas, which will be addressed and discussed one by one:
 - Assessment and Accreditation (First Area)
 - NWCCU Standard 2 Report Annual Program Review (known as Anthology).
 - Annual Program Review.
 - Faculty Led Assessment.
 - University Assessment & Accreditation Committee.

Presentation and Discussion on the first area:

Standard 2 is about procedures, regulations, and financial issues. The report was submitted March 1 and has been accepted. It is a large report, to which the different areas contributed their part. The Standard 1 report will be prepared during the summer and through February, when it is due. It is all about student accomplishments. We will do a large-scale, campus-wide pilot for the Annual Program Review (APR), formerly the External Program Review. The former system did not work well with Banner and did not address the 2020 standards under which we will be evaluated. A university-wide communication went out about three weeks ago, more details will come soon. APR is tied to the new module proposed three years ago, now known as Anthology. Faculty Led Assessment (FLA) is part of it – it uses a module in Anthology and can be tied to BbLearn. Our accreditors want to see FLA and the State Board is supportive of faculty engagement in course assessment. The ideal process is to have each instructor select one course per semester and one assignment from that course, and report on whether students met, partially met, or did not meet expectations. We will generate that data working with the CETL Team, which will then become part of the evaluation process. The UAAC just approved by Senate engages faculty in the accreditation process, and thus it will be seen positively.

There was a comment about FLA. A Senator reported that many of his constituents are not aware that FLA, and not just program-level assessment, is required. He suggests to send a communication to all deans about NWCCU requirements, particularly FLA. His constituents are opposed to FLA, unless it is required (because it creates more work). Dean Panttaja will extract that information and send it to FSL to share with the Senators and, in turn, with their constituents.

Vice Chair Meeuf asked for clarification about course-level assessment for instructors who use BbLearn: when we export data out to Anthology, can we establish our parameters for how a percentage grade translates into the learning outcome language of “meet, does not meet, etc....”? Can we grade our assignments as usual and have the data automatically exported, rather than telling each student which assessment corresponds to their grade? The latter would be very cumbersome for instructors teaching large sections. Dean Panttaja replied that instructors can set the parameters. When a grade is entered in BbLearn, a box opens up with the assessment choices, which uploads automatically to Anthology. If one doesn’t use Blackboard or Canvas, it would be a manual entry. Help will be available to make the transition as seamless as possible, whether we use Blackboard or move to Canvas. The Department of Education is trying to capture and store data on what faculty are doing. They would like to see granular data to identify equity gaps (such as for first-generation students or underrepresented groups).

- General Education (Second Area)
 - American Diversity and International Courses
 - GEM Award Nominees
 - GEM Summit (October 2020 and 2021)

Presentation and discussion on the second area:

Recently UCGE revised American Diversity and International Courses competency. They are currently reviewing syllabi to help faculty meet the new expectations for American Diversity and International Courses, which are more robust than the previous ones. In General Education, we nominated six faculty members to represent our institution for the GEM Education Award. There are six representatives for each institution. Although they are all winners, we will select one for each of the GEM areas to be recognized. Barb Kirchmeier was recognized last year. We had a successful summit in October, all face-to-face but with a different format due to COVID. We have six representatives at the state-wide general education committee, mostly UCGE members. We first had individual discussions within each GEM area, addressing in depth topics of concern for that area, before meeting as a full body. It was more efficient this way, as each area could dig down into their specific concerns before meeting as a group. For next October, we are considering the virtual option, which may facilitate attendance. There were no questions on this part.

- Board Policy and Initiatives (Third Area)
 - Online Idaho
 - III.U. – Textbook and Instructional Materials Affordability.
 - III.Q. – Admission Standards.
 - Program Approval Process & 3 Year Plan.

Presentation and discussion on the third area:

Online Idaho is in a testing phase. We are next after LCSC, which is tested and ready to go. We should be ready in June. We will put all of our courses that have online sections on this platform. Course-sharing program launches June 1. III.U. is a policy (target date: June 2022) that will require an affordability plan, including course marking to indicate

the costs. III.Q. will come on very fast. To allow students better access after the pandemic, there will be a minimum required GPA of 2.0, together with a passed ISAT. This is just a minimum for the state – institutions can set higher standards. There was a question about the ISAT passing score. Dean Panttaja will find out and convey the information.

- Further Paths (Fourth Area)
 - Re-establish a first-year experience.
 - NWCCU Standard 1 Report and Accreditation Visit (April 4-6, 2022).

Presentation and Discussion on the fourth area:

When we moved away from ISEM, we attempted to look at different possibilities for first-year experience. We are working with UCGE and faculty to find a first-year experience that can help with student success. Interested faculty are encouraged to get engaged. The Standard 1 report will be the first task of the newly approved UAAC, to identify who needs to be involved. Accreditors will meet with deans and administrators, but they really want to meet with faculty. Dean Panttaja plans a “walking tour” to give a presentation on what assessment and accreditation is about, so that we can be ready for the April 2022 visit. They want us to sponsor our own General Education Symposium and develop training modules. Finally, Dean Panttaja suggested to consider simplifying our curriculum approval process. It is difficult to meet the deadlines of a few UFM per year. If curriculum changes amount to changing a title or description, does this request need to go all the way to UFM? Perhaps the process can be streamlined.

There were no more questions for Dean Panttaja. Chair Kirchmeier thanked Dean Panttaja for his visit and transparent presentation. She also encouraged the Senators to send any items they may wish to see addressed at future meetings.

Adjournment:

The agenda being completed, the Chair adjourned the meeting at 4:57pm.

Respectfully Submitted,

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

Attachment 2

Committee	Employee Type	Last name	First Name	Last Yr. of	Department/Unit	College
Academic Hearing Board	Faculty	Wellman	Karen	2023-24	Law	LAW
Academic Hearing Board	Faculty	Scott	Elizabeth	2023-24	Landscape Architecture	CAA
Academic Petitions Committee	Faculty	Baggs	Belle	2023-24	Movement Sciences	CEHHS
Academic Petitions Committee	Faculty/CTC	Kaley	Rheanna	2023-24	CTC	CTC
Administrative Hearing Board	Faculty	Williams	Chris	2023-24	Math	COS
Administrative Hearing Board	Staff	Harner	Arch	2023-24	Research Assurances	ORED
Admissions Committee	Faculty	Baker-Eveleth	Lori	2023-24	Business	CBE
Arts Committee	Faculty	Gosse	Johanna	2023-24	Art & Design	CAA
Arts Committee	Faculty	Nomee	Shaina	2023-24	Ag and Ext. Education	CALS
Borah Foundation Committee	Faculty	Heeran	Geoffery	2023-24	Law	LAW
Borah Foundation Committee	Faculty	Blevins	Katie	2023-24	JAMM	CLASS
Borah Foundation Committee	Staff	Metlen	Sherrie	2023-24	Independent Study	DEE
Campus Planning Advisory Committee	Faculty	Wolbrecht	Eric	2023-24	Mechanical	ENGR
Classified Position Appeal Board	Classified Staff	Mazzocco	Patrick	2023-24	Pre Health Advising	Academic Advising
Classified Position Appeal Board	Classified Staff/Supervisor	Jameson	Arlette	2023-24	Benefits	HR
Classified Position Appeal Board	Faculty/Administrator	Johnson	Robin	2023-24	JAMM	CLASS
Commencement Committee	Faculty	Richardson	Clarissa	2023-24	Psychology & Communication	CLASS

Dismissal Hearings Committee	Faculty/Alternate	Warren	William	2023-24	County Ext.	CALS
Dismissal Hearings Committee	Faculty	Raney	Taylor	2023-24	Curriculum & Instruction	CEHHS
Dismissal Hearings Committee	Faculty	Schwarzlaender	Mark	2023-24	EPPN	CALS
Dismissal Hearings Committee	Faculty/Alternate	Kern	Anne	2023-24	Curriculum & Instruction	CEHHS
Dismissal Hearings Committee	Faculty/Administrator/Alternate	Barton	Ben	2023-24	Psychology & Communication	CLASS
Dismissal Hearings Committee	Faculty/Administrator/Alternate	Hubbs	Graham	2023-24	Politics & Philosophy	CLASS
Faculty Affairs Committee	Faculty/Department Chair	Nicotra	Jodie	2023-2024	English	CLASS
Faculty Affairs Committee	Faculty	Adjesiwor	Albert	2023-24	Extension	CALS
Faculty Affairs Committee	Faculty	Durgesh	Vihab	2023-24	Mechanical	ENGR
Faculty Affairs Committee	Faculty	Manrique Hoyos	Carolina	2023-24	Architecture	CAA
Faculty and Staff Policy Group	Staff	Jones	Lisa	2023-24	Plant Sciences	CALS
Faculty Appeals Hearing Board	Faculty	Folwell	Annette	2023-24	Psychology & Comm Studies	CLASS
Faculty Appeals Hearing Board	Faculty	Ruth	Alaena	2023-24	Eastern District	CALS
Faculty Appeals Hearing Board	Faculty/Alternate	Dong	Hanwen	2023-24	Library	Library
Faculty Appeals Hearing Board	Faculty/Off Campus/Alternate	Sanders	Shaakirrah	2023-24	Law	LAW
Honors Program Committee	Faculty/Academic Dean	Shook	Steve	2021-22		CNR
Intellectual Property Committee	Faculty	Maughan	Michael	2023-24	Mechanical Engr.	ENGR
Library Affairs Committee	Faculty/Humanities	Bilderback	Barry	2023-24	Music	CLASS

Officer Education Committee	Faculty	Baumann	Diane	2023-24	Culture, Society & Justice	CLASS
Parking Committee	Staff	Knickerbocker	Beth	2023-24	CBE	Academic Advising
Parking Committee	Faculty	Xing	Tao	2023-24	Mechanical Engr.	ENGR
Radiation Safety Committee	Faculty/Technical	Ahmadzadeh	Amin	2023-2024	Animal & Vet Sciences	CALS
Radiation Safety Committee	Faculty/Dean or Dept. Chair	Cole	Doug	2023-2024	Biology	COS
Sabbatical Leave Evaluation Committee	Faculty/Social Sciences	Thorsteinson	Todd	2023-24	Psychology & Communication	CLASS
Sabbatical Leave Evaluation Committee	Faculty/Humanities	Teague	Alexandra	2023-24	English	CLASS
Safety and Loss-Control Committee	Faculty/Library	Perret	Robert	2023-24	Library	Library
Safety and Loss-Control Committee	Faculty/CAA	Sini	Rafaella	2023-24	Landscape Architecture	CAA
Safety and Loss-Control Committee	Faculty/CBE	Stone	Robert	2023-24	Accounting	CBE
Safety and Loss-Control Committee	Faculty/CALS	Kim	Jang Ho	2023-24	FCS	CALS
Scientific Misconduct Committee	Faculty/Tenured	Kassem	Emad	2023-24	Civil & Environmental Engr.	ENGR
Scientific Misconduct Committee	Faculty/Tenured	Datta	Somantika	2023-24	Math	COS
Student Conduct Board	Faculty	McDunn	Benjamin	2023-24	Psychology & Communication	CLASS
Student Conduct Board	Staff	Smith	Jen	2023-24		Career Services
Student Conduct Board	Staff	Sheikh	Mahmood	2023-24	Vandal Scholarship Fund	Development

Student Financial Aid Committee	Faculty	Mai	Nhu	2023-24	Counseling and Testing	CTC
University Advising Committee	Faculty	Lynch	Laurel	2023-24	Soil & Water Systems	CALS
University Advising Committee	Assoc. Dean	Craig	Traci	2023-24	Psychology & Communication	CLASS
University Budget & Finance Committee	Faculty/CAA	Scott	Elizabeth	2023-24	Landscape Architecture	CAA
University Budget & Finance Committee	Faculty/CBE	Chen	Linda	2023-24	Accounting	CBE
University Committee for General Education	Faculty/SBOE GEM - Written Comm.	Ritcher	Jamaica	2023-24	English	CLASS
University Committee for General Education	Faculty/CNR	Goebel	Charles	2023-24	Forest, Rangeland and Fire Sciences	CNR
University Curriculum Committee	Faculty/CLASS	Justwan	Florian	2023-24	Politics & Philosophy	CLASS
University Curriculum Committee	Faculty/ENGR	Kassem	Emad	2023-24	Civil & Environmental Engr.	ENGR
University Curriculum Committee	Faculty/COS	Love	Renee	2023-2024	Geology	COS
University Curriculum Committee	Faculty/Library	Carr	Shelley	2023-24	Library	LIB
University Multi-Campus Communications Committee	Faculty/Moscow	Kirchmeier	Barbara	2023-24	English	CLASS
University Multi-Campus Communications Committee	Faculty/Alternate/ Idaho Falls	Ostrom	Lee	2023-24		Idaho Falls
University Multi-Campus Communications Committee	Faculty/Alternate/ CDA	Wargo	Liz	2023-24	Leadership & Counseling	CEHHS
University Security & Compliance Committee	Faculty	Hodwitz	Omi	2023-24	Sociology & Anthro	CLASS

University Teaching Committee	Faculty	Tsao	Ling-Ling	2023-2024	FCS	CALS
University Teaching Committee	Faculty	Sutton	Jessica	2023-24	Law	LAW
University Teaching Committee	Faculty	Halverson	Rachel	2023-24	Modern Languages & Cultures	CLASS

Last name	First Name	Committee	Employee Type	Last Yr. of Term	Department/Unit	College
Adjesiwor	Albert	Faculty Affairs Committee	Faculty	2023-24	Extension	CALS
Ahmadzadeh	Amin	Radiation Safety Committee	Faculty/Technical	2023-2024	Animal & Vet Sciences	CALS
Baggs	Belle	Academic Petitions Committee	Faculty	2023-24	Movement Sciences	CEHHS
Baker-Eveleth	Lori	Admissions Committee	Faculty	2023-24	Business	CBE
Barton	Ben	Dismissal Hearings Committee	Faculty/Administrator /Alternate	2023-24	Psychology & Communication	CLASS
Baumann	Diane	Officer Education Committee	Faculty	2023-24	Culture, Society & Justice	CLASS
Bilderback	Barry	Library Affairs Committee	Faculty/Humanities	2023-24	Music	CLASS
Blevins	Katie	Borah Foundation Committee	Faculty	2023-24	JAMM	CLASS
Carr	Shelley	University Curriculum Committee	Faculty/Library	2023-24	Library	LIB
Chen	Linda	University Budget & Finance Committee	Faculty/CBE	2023-24	Accounting	CBE
Cole	Doug	Radiation Safety Committee	Faculty/Dean or Dept. Chair	2023-2024	Biology	COS
Craig	Traci	University Advising Committee	Assoc. Dean	2023-24	Psychology & Communication	CLASS
Datta	Somantika	Scientific Misconduct Committee	Faculty/Tenured	2023-24	Math	COS
Dong	Hanwen	Faculty Appeals Hearing Board	Faculty/Alternate	2023-24	Library	Library
Durgesh	Vihab	Faculty Affairs Committee	Faculty	2023-24	Mechanical	ENGR
Folwell	Annette	Faculty Appeals Hearing Board	Faculty	2023-24	Psychology & Comm Studies	CLASS
Goebel	Charles	University Committee for General Education	Faculty/CNR	2023-24	Forest, Rangeland and Fire Sciences	CNR
Gosse	Johanna	Arts Committee	Faculty	2023-24	Art & Design	CAA
Halverson	Rachel	University Teaching Committee	Faculty	2023-24	Modern Languages &	CLASS
Harner	Arch	Administrative Hearing Board	Staff	2023-24	Research Assurances	ORED
Heeran	Geoffery	Borah Foundation Committee	Faculty	2023-24	Law	LAW
Hodwitz	Omi	University Security & Compliance Committee	Faculty	2023-24	Sociology & Anthro	CLASS
Hubbs	Graham	Dismissal Hearings Committee	Faculty/Administrator /Alternate	2023-24	Politics & Philosphy	CLASS
Jameson	Arlette	Classified Position Appeal Board	Classified Staff/Supervisor	2023-24	Benefits	HR

Johnson	Robin	Classified Position Appeal Board	Faculty/Administrator	2023-24	JAMM	CLASS
Jones	Lisa	Faculty and Staff Policy Group	Staff	2023-24	Plant Sciences	CALS
Justwan	Florian	University Curriculum Committee	Faculty/CLASS	2023-24	Politics & Philosophy	CLASS
Kaley	Rheanna	Academic Petitions Committee	Faculty/CTC	2023-24	CTC	CTC
Kassem	Emad	Scientific Misconduct Committee	Faculty/Tenured	2023-24	Civil & Environmental Engr.	ENGR
Kassem	Emad	University Curriculum Committee	Faculty/ENGR	2023-24	Civil & Environmental Engr.	ENGR
Kern	Anne	Dismissal Hearings Committee	Faculty/Alternate	2023-24	Curriculum & Instruction	CEHHS
Kim	Jang Ho	Safety and Loss-Control Committee	Faculty/CALS	2023-24	FCS	CALS
Kirchmeier	Barbara	University Multi-Campus Communications Committee	Faculty/Moscow	2023-24	English	CLASS
Knickerbocker	Beth	Parking Committee	Staff	2023-24	CBE	Academic Advising
Love	Renee	University Curriculum Committee	Faculty/COS	2023-2024	Geology	COS
Lynch	Laurel	University Advising Committee	Faculty	2023-24	Soil & Water Systems	CALS
Mai	Nhu	Student Financial Aid Committee	Faculty	2023-24	Counseling and Testing	CTC
Manrique Hoyos	Carolina	Faculty Affairs Committee	Faculty	2023-24	Architecture	CAA
Maughan	Michael	Intellectual Property Committee	Faculty	2023-24	Mechanical Engr.	ENGR
Mazzocco	Patrick	Classified Position Appeal Board	Classified Staff	2023-24	Pre Health Advising	Academic Advising
McDunn	Benjamin	Student Conduct Board	Faculty	2023-24	Psychology & Communication	CLASS
Metlen	Sherrie	Borah Foundation Committee	Staff	2023-24	Independent Study	DEE
Nicotra	Jodie	Faculty Affairs Committee	Faculty/Department Chair	2023-2024	English	CLASS
Nomee	Shaina	Arts Committee	Faculty	2023-24	Ag and Ext. Education	CALS
Ostrom	Lee	University Multi-Campus Communications Committee	Faculty/Alternate/Idaho Falls	2023-24		Idaho Falls
Perret	Robert	Safety and Loss-Control Committee	Faculty/Library	2023-24	Library	Library
Raney	Taylor	Dismissal Hearings Committee	Faculty	2023-24	Curriculum & Instruction	CEHHS
Richardson	Clarissa	Commencement Committee	Faculty	2023-24	Psychology & Communication	CLASS

Ritcher	Jamaica	University Committee for General Education	Faculty/SBOE GEM - Written Comm.	2023-24	English	CLASS
Ruth	Alaena	Faculty Appeals Hearing Board	Faculty	2023-24	Eastern District	CALS
Sanders	Shaakirrah	Faculty Appeals Hearing Board	Faculty/Off Campus/Alternate	2023-24	Law	LAW
Schwarzlaender	Mark	Dismissal Hearings Committee	Faculty	2023-24	EPPN	CALS
Scott	Elizabeth	University Budget & Finance Committee	Faculty/CAA	2023-24	Landscape Architecture	CAA
Scott	Elizabeth	Academic Hearing Board	Faculty	2023-24	Landscape Architecture	CAA
Sheikh	Mahmood	Student Conduct Board	Staff	2023-24	Vandal Scholarship Fund	Development
Shook	Steve	Honors Program Committee	Faculty/Academic Dean	2021-22		CNR
Sini	Rafaella	Safety and Loss-Control Committee	Faculty/CAA	2023-24	Landscape Architecture	CAA
Smith	Jen	Student Conduct Board	Staff	2023-24		Career Services
Stone	Robert	Safety and Loss-Control Committee	Faculty/CBE	2023-24	Accounting	CBE
Sutton	Jessica	University Teaching Committee	Faculty	2023-24	Law	LAW
Teague	Alexandra	Sabbatical Leave Evaluation Committee	Faculty/Humanities	2023-24	English	CLASS
Thorsteinson	Todd	Sabbatical Leave Evaluation Committee	Faculty/Social Sciences	2023-24	Psychology & Communication	CLASS
Tsao	Ling-Ling	University Teaching Committee	Faculty	2023-2024	FCS	CALS
Wargo	Liz	University Multi-Campus Communications Committee	Faculty/Alternate/CD A	2023-24	Leadership & Counseling	CEHHS
Warren	William	Dismissal Hearings Committee	Faculty/Alternate	2023-24	County Ext.	CALS
Wellman	Karen	Academic Hearing Board	Faculty	2023-24	Law	LAW
Williams	Chris	Administrative Hearing Board	Faculty	2023-24	Math	COS
Wolbrecht	Eric	Campus Planning Advisory Committee	Faculty	2023-24	Mechanical	ENGR
Xing	Tao	Parking Committee	Faculty	2023-24	Mechanical Engr.	ENGR

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 ☐ XX Revision* ☐ Deletion* ☐ Emergency
Minor Amendment ☐

Chapter & Title: ESH1640.24 Classified Position Appeal Board (CPAB)

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)

Telephone & Email:

Brandi Terwilliger
Name _____ Date _____
885-3008 brandit@uidaho.edu

Policy Sponsor: (If different than originator.)

Telephone & Email:

Brian Foisy 2/2/21
Name _____ Date _____
885-7590 brianfoisy@uidaho.edu

Reviewed by General Counsel — Yes ☒ No ☐ Name & Date: n/a

- 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.
FSH1640.24 Removal of the Classified Position Appeal Board (CPAB) With the implementation of the market based system, the employee classification and compensation are not combined. With this separation, the committee is no longer needed. The classification appeal committee reviewed classification decisions that impact employee pay. This is no longer the catalyst that determines pay.

- 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.
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]

APM F&A Appr.: _____ [Office Use Only]
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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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CLASSIFIED POSITION APPEAL BOARD (CPAB)

A. FUNCTION. To hear, on referral from the vice president for finance and administration, 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 Council 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, 7-18]*

C. PROCEDURES.

C-1. Appeals of classification decisions made by HR are submitted directly to the vice president for finance. A $\frac{1}{2}$ Notice of Appeal $\frac{1}{2}$ 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, 9-15]*

C-2. The vice president will notify the director of employment services that a $\frac{1}{2}$ Notice of Appeal $\frac{1}{2}$ 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]*



POLICY COVER SHEET

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

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

Faculty Staff Handbook (FSH)

☐ Addition ☐ Revision* ☐ Deletion* ☐ Emergency ☐ Minor Amendment

Policy Number & Title:

Administrative Procedures Manual (APM)

☐ Addition ☒ Revision* ☐ Deletion* ☐ Emergency ☐ Minor Amendment

Policy Number & Title: **20.14 – General (Non-grant) Cost Transfers**

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

Originator: Ron Town, University Controller

Policy Sponsor, if different from Originator: Linda Campos, AVP Finance

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

1. **Policy/Procedure Statement:** Briefly explain the reason for the proposed addition, revision, and/or deletion.
To update and clarify the policy to the current practices as identified by internal audit.
2. **Fiscal Impact:** What fiscal impact, if any, will this addition, revision, or deletion have?
None, cost transfers are a correction to the posting of cost that have occurred. No additional cost associated to moving to correct funding.
3. **Related Policies/Procedures:** Describe other UI policies or procedures related or similar to this proposed change, or that will be impacted by it.
45.07 - Cost Transfers on Sponsored Projects. No changes or impact. 45.07 clarifies additional information required for grant fund cost transfers.
4. **Effective Date:** This policy shall be effective on July 1, or January 1, whichever arrives first after final approval (see FSH 1460 D) unless otherwise specified in the policy.
July 1, 2021

20.14 – General (Non-Grant) Cost Transfers

February 2, 2019 March 8, 2021

Contents:

- A. General
- ~~B. Significance of Cost Transfers~~
- ~~C. Procedures~~
- ~~D. Contact Information~~

A. **General.** ~~It is the responsibility of management to ensure that expenses are posted to the correct FOAPAL (Fund, Organization, Account, Program, Activity, Location) when the cost originally occurs. Cost transfers are necessary to correct an error, but fiscal units should implement internal controls (e.g., interoffice communications, training, supervisor review) to prevent errors and the frequent use of cost transfers correcting entries and should be avoided.~~ ~~used when an expense is incorrectly posted, a cost transfer is required to move the expense to the correct FOAPAL. If multiple cost transfers per year are occurring, actions must be taken to correct the underlying issue(s). If assistance is needed, please contact General Accounting at gnrlacctg@uidaho.edu, processed on one budget or expense code and needs to be transferred to another. Cost transfers may be made on most budgets; however, if the transfer involves a grant or contract (K-Accounts) fund, additional steps may be required. See APM 45.07.~~

~~B. Significance of Cost Transfers.~~ Cost transfers are perhaps the most sensitive area in financial management. They are an indication that something unusual happened and that further investigation may be required. Cost transfers may not be used as a means to transfer income from one account to another.

~~C. Procedures.~~ The following ~~guidelines are provided~~ procedures must be followed to ensure cost transfers are appropriate and authorized.

- ~~C-1. Proper Use of Cost Transfers. Cost transfers are to be used to correct an error. The only for valid reason to use a cost transfer is to s are use is: Correcting the FOAPAL an expense is posted to. They are Invalid uses of cost transfers include but are not limited to not to be used to:~~
- ~~• Clearing budget deficits by moving expenses;~~
 - ~~• Effecting a transfer of funds;~~
 - ~~• Spending down remaining balances;~~
 - ~~• Incurring charges against a fund with the intent of later cost transfers to move to the correct fund.~~

~~B-2. Cost Transfer Entry.~~ All non-payroll cost transfers are entered in the Banner Journal Voucher form. Specific field requirements are:

- ~~• Journal Type – CT~~
- ~~• Document Reference – Document code of the document posted in error~~
- ~~• Document Text~~
 - ~~o Cost Transfer document - A full explanation of the conditions that require the cost transfer. Insufficient document text will result in a dis-approved document with a request for additional text. Additional text requirements are:~~
 - ~~▪ Date of original transaction~~
 - ~~▪ Name~~

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o Original document - A full explanation of the conditions that require the cost transfer. It is acceptable to use the same explanation as the cost transfer document. Additional text requirements are:

- Date of cost transfer
- Name
- Cost transfer document number

B-3. Timely Corrections. In no case will a cost transfer be authorized after the close of the fiscal year. G~~The University of Idaho requires that a corrective cost transfer~~Generally cost transfers should be completed within 90 days after the original incorrect transaction was posted of the original transaction, or fewer if necessary to complete before the close of the fiscal year. date to the account. In very limited circumstances, a cost transfer requested more than 90 days after the original transaction may be authorized if additional documentation, including an explanation of the internal control weakness that prevented a timely correction, is submitted with the request. The request must also identify the corrective action taken to prevent a recurrence. However, at the end of a budget or project period a shorter time to effect the correction will be required. Cost transfers substantially overmore than 90 days after the original transaction date may require additional documentation. Cost transfers requested for a closed fiscal year will not be authorized.

~~C-2. Proper Explanation Required~~ Units must justify each cost transfer. The reason for the transfer must state in detail how the error occurred and why the transfer is necessary. See Paragraph B-1 for additional requirements if the transfer is entered more than 90 days after the month closed. Statements such as 'to correct error' or 'clerical error' are insufficient. Document numbers (JVs, IDs, TRs, etc.) must be referenced. Cross referencing text (cost transfer number, date, explanation, and name of person entering cost transfer) must be added to the original document on which the error occurred.

~~EB-34.~~ **Payroll Cost Transfers.** For payroll cost transfers (non-~~K-accounts~~grant funds), refer to APM 55.02. For grants and contracts-related payroll cost transfers, refer to APM 45.07.

~~D-C.~~ **Contact Information.** Questions about cost transfers should be referred to ~~Business Systems and Accounting Services~~General Accounting, (208) 885-2430~~gnrlacctg@uidaho.edu.~~ For grants- and contracts-related cost transfers, questions should be referred to the Office of Sponsored Programs, (208) 885-6689.

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POLICY COVER SHEET

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Faculty Staff Handbook (FSH)

☐ Addition ☐ Revision* ☐ Deletion* ☐ Emergency ☐ Minor Amendment

Chapter & Title: _____

Administrative Procedures Manual (APM)

☐ Addition ☒ Revision* ☐ Deletion* ☐ Emergency ☐ Minor Amendment

Chapter & Title: _____

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

Originator (see FSH 1460 C) Kate Wray Chettri 12/19/2019
 Name Date

Telephone & Email: 208-885-8475 kwrachettri@uidaho.edu

Policy Sponsor, if different from Originator : Dean Kahler

Reviewed by General Counsel ☒ Yes ☐ No Name & Date: Jim Craig, 4/5/21

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

Following conversations with Linda Campos, Controller, Risk Management, Export Control analysts, the Executive Director of International Programs, and full review of major changes by the US State Department's system for international travel advisory levels, the international travel policy editing began to reflect updates, remove language around procedure, and clarify travel approval as it relates to Travel policy 70.05.

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

Revisions have no fiscal impact but are related to fiscal implications of Travel policy 70.05

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

Travel policy 70.05

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

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 _____
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Register: _____
(Office Use Only)

APM 70.23 University International Travel

December 2019

A. Definitions.

A-1. Authorized Third Party. Any person not a University ~~faculty, staff, employee~~ or student, who is authorized to travel for University business, programs or other purposes, including, ~~without limitation,~~ volunteers, contractors, alumni, community members, guests, or public officials.

A-2. Faculty/Staff-Led ~~University~~ International Travel (FSIT). University International Travel led by a UI employee involving UI undergraduate or graduate students, ~~faculty, staff employees,~~ ~~aa~~ authorized ~~tt~~ third ~~pp~~ parties, alumni, or the public. ~~This FSIT~~ may include but is not limited to travel for study, research, field work, service, internship, or volunteer work.

A-3. International Travel. Travel outside the 50 states of the U.S. Because travel to U.S. territories requires similar review in regard to risk, liability, and pre-departure assistance, for the purposes of this policy it is included in the definition of international travel.

A-~~43~~. Non-University International Travel. ~~Travel outside the United States~~ International travel that is 1) not related to University business, programs, or other purposes; ~~2) not within the course and scope of University employment or responsibilities of a faculty or staff member or Authorized Third Party, or~~ ~~23~~) not approved pursuant to the procedure outlined in B-1. ~~for which the University assumes no control or responsibility, and provides no credit or funding. Individuals are not entitled to any international travel-related benefits during Non-University Travel. The following are some examples of Non-University International Travel: Examples include-~~ personal travel, such as spring break or vacation travel, and travel that is not approved by the University. ~~For purposes of this definition, travel to United States territories and associated states is considered "travel outside the United States."~~

A-~~54~~. University International Travel. ~~Travel outside the United States~~ International travel that: 1) is related to University business, programs, or other purposes, ~~or that is within the course and scope of University employment or responsibilities of a faculty or staff member or Authorized Third Party,~~ and 2) meets the conditions of and has been ~~reviewed and~~ approved consistent with the requirements set forth in this procedure. ~~For purposes of this definition, travel to United States territories and associated states is considered "travel outside the United States."~~

A-~~65~~. Travel ~~Warning~~ Advisory. Issued by the U.S. Department of State, Travel Advisories are issued on a 4-point scale of increasing concern and describe the risks of travel to each country in the world. Advisory Levels are as follows: Level 1: Exercise normal precautions; Level 2: Exercise increased caution; Level 3: Reconsider travel; Level 4: Do not travel. to indicate the level of caution to should consider and describes associated risks within a country ~~describe conditions that make a country it dangerous or unstable. A travel warning~~ An advisory level of 3 or 4 imply reconsideration of travel and/or do not travel recommendations as they indicate is also issued when the U.S. government's ability to assist American citizens is constrained, due to the closure of an embassy or consulate or because of a drawdown of its staff. A current list of countries with a U.S. Department of State Travel Warning can be found through the International Programs website The travel advisory and explanation of the advisory level assigned for each country of the world can be found at Further

information on the Travel Advisory system and current Travel Advisories can be found at:
<https://travel.state.gov/content/travel/en/traveladvisories/traveladvisories.html>.

A-76. University International Emergency Management Team (“UIEMT”). An ad hoc ~~group~~ committee consisting of University administrators who support and assist ~~faculty, staff~~ employees and students who are participating in University travel or are otherwise on University business abroad to address emergencies, such as -outbreaks of violence, political unrest, or medical emergencies. The UIEMT also considers requests for exceptions to this policy prior to international travel. ~~The UIEMT is composed of the Director of the International Programs Office, the Study Abroad Director, the Vice Provost for Student Affairs or representative, Office of Risk Management (Risk) representative(s), Legal Counsel (as needed), and other faculty/administrators as needed.~~

~~Note: Other University support services are available to support travelers when they return or to support the UIEMT, as necessary. These services include but are not limited to the Counseling and Testing Center, Student Health, and the Student Health Insurance Program.~~

B. ~~International Travel Procedure for Approval, Reimbursement and University Travel Support.~~

B-1. ~~Faculty/Staff~~ Employee International Travel. ~~In keeping with its commitment to compliance with federal law and to the safety of its employees and students, t~~The University of Idaho will ~~only not~~ authorize international travel by ~~faculty, staff~~ employees, authorized third parties, or students on behalf of or under the auspices of the University, only when the following have occurred at least 30 days prior to travel, unless permission for a shorter timeframe is explicitly granted by IPO: unless that travel has been reviewed and approved consistent with the procedures set forth herein and procedures supplemented by this section, including the University Administrative Procedures Manual (“APM”) Section 45.19, U.S. Export Controls; APM Chapter 70, Travel Management; and APM Chapter 05, Risk Management.

a. Advance a ~~Approval in advance through the use of a travel authorization (see APM 70.05);~~
and

b. Registration of travel with the International Programs Office (“IPO”) through its online international travel registration system available at: <https://uidaho-sa.terradotta.com/index.cfm?FuseAction=Abroad.Home>; ~~which shall include~~

~~re Approval in advance through the use of a travel authorization (see APM 70.05);~~

Reviewed for any applicable export control and trade sanction restrictions or prohibitions by the University export control analyst, the Office of Research and Economic Development (“ORED”). (initiated within the international travel registry; APM 45.19).

Travel by employees to a country or region with a Level 3 Advisory is permitted, but discouraged, especially if alternative venues for projects and research are available. Travel by employees to a country or region with a Level 4 Advisory is highly discouraged. Employees are required to register their travel with IPO prior to departure.

~~Any international travel undertaken without prior review and approval required shall be considered Non-University International Travel, except under extraordinary circumstances, and will not be paid for or reimbursed by the University, including but not limited to charging of costs associated with Non-University International Travel to research grant or contracts. This exception shall not apply to travel to OFAC-sanctioned countries undertaken without such prior review and approval shall always be considered Non-University International Travel, and will not be paid for or reimbursed to the traveler by the University, including but not limited to charging of costs associated with Non-University International Travel to research grants and contracts. In addition, any traveler on Non-University International Travel will not be eligible for the University's coverage and insurance policies while travelling, and damages and the defense of any legal matters arising from the travel will be solely the individual's responsibility. While abroad on Non-University International Travel, University faculty, staff, authorized third parties or students on Non-University International Travel shall not represent that they are acting on behalf of or with the authorization of the University of Idaho. Nor shall University faculty, staff, authorized third parties, or students take University equipment or resources on Non-University International Travel. University-imposed sanctions may apply for non-compliance with this policy.~~

- ~~a. In order for international travel by University faculty, staff, or authorized third parties to be considered University International Travel, such travel must, prior to departure, be:~~
- ~~(i) Registered with the International Programs Office ("IPO") through its online international travel registration system available at: <http://www.uidaho.edu/international/ui-faculty-staff-opportunities/international-travel/international-travel-registration>;~~
 - ~~(ii) Reviewed by IPO and Risk for insurance or waivers that may be required under University policy and/or by UIEMT for travel to Travel Warning countries (see and Section B-4, below.)~~
 - ~~(iii) Approved in advance through the use of a travel authorization (see APM 70.05);~~
 - ~~(iv) Reviewed for any applicable export control and trade sanction restrictions or prohibitions by the University export control analyst, Office of Research and Economic Development ("ORED") (see Section B-3 below; APM 45.19).~~

~~To ensure adequate time for any review or approval required under Section B-1(a), all required information and materials should be submitted not later than thirty (30) days prior to departure. Responsible units may be unable to timely complete the necessary reviews and approvals when information or materials is supplied less than thirty (30) days prior to departure; the University does not, in these circumstances, guarantee completion of such approvals or reviews.~~

~~Responsible units receiving timely submitted materials for review under Section B-1(a) should complete review and/or provide approval or should communicate the reason for the denial or delay within twenty-one (21) days from receipt of the materials.~~

~~**B-2. Faculty/Staff**~~~~**Faculty/Staff-Led International Travel-International Travel with Students. /LIT.**~~

~~Faculty and/or staff~~~~Employees~~ leading students abroad must ~~submit a proposal and~~ be approved for such travel through IPO's online international travel system by the specified deadlines: <https://www.uidaho.edu/academics/ipo/study-abroad/information-for-faculty-advisors>

- ~~b. In order for faculty and/or staff-led international travel to be considered FSIT (see definition in A-2 above), such travel must be:~~

- ~~(i) Approved by IPO by the deadlines listed below. Faculty/Staff leaders can submit a proposal for such travel through its online international travel system available at:
<http://www.uidaho.edu/international/ui-faculty-staff-opportunities/taking-students-abroad>.~~

Term Abroad	Deadline
Fall, Fall Break Winter Intersession	December 1 of prior year
Spring, Spring Break, Summer	August 1 of prior year

- ~~(ii) Reviewed by IPO and Risk for insurance or waivers that may be required under University policy and/or by UIEMT for travel to Travel Warning countries (see APM 05.05 and Section B 4 below.)~~
~~(iii) Reviewed by IPO for adherence to University policies regarding risk management, FSIT program budget, student fee creation, and contracts.~~
~~(iv) Approved in advance through the use of a travel authorization (see APM 70.05);~~
~~(v) Reviewed for any applicable export control and trade sanction restrictions or prohibitions by the University export control analyst, ORED (see Section B 3 below; APM 45.19).~~

~~B-3. Student International Travel~~International Travel by University students.

~~In keeping with its commitment to compliance with federal law and to the safety of its employees and students, the~~The University of Idaho~~International Programs Office will authorize international travel by faculty, staff, authorized third parties, or students on behalf of or under the auspices of the University ,only when the following has occurred by the deadlines required in the specific circumstances, but at least 30 days prior to travel, unless permission for a shorter timeframe is explicitly granted by IPO: 30 days prior to travel:~~

- a. Advance approval through the use of a travel authorization, if applicable (see APM 70.05).;

b. Registration of travel with the International Programs Office ("IPO") through its online international travel registration system available at:
<https://www.uidaho.edu/academics/ipo/study-abroad>, which shall include r;

~~c. Review for any applicable export control and trade sanction restrictions or prohibitions by the University export control analyst, Office of Research and Economic Development ("ORED"). (initiated within the international travel registration system; APM 45.19).~~

~~International Travel must be approved by IPO by the deadlines specified in the online application system: <https://www.uidaho.edu/academics/ipo/study-abroad/students>. Travel by students to a country or region with a Level 3 Advisory warrants further review and approval. If there is a compelling academic or other reason why a student must travel to a country or region with a Level 3 Advisory, the student must petition the UIEMT for approval by contacting abroad@uidaho.edu. Travel by students to a country or region with a Level 4 Advisory in place is prohibited.~~

~~c. In order for international travel by University students to be considered University International Travel, such travel must be:~~

(i) Approved by IPO by the deadlines listed below. Students can apply through its online international travel system available at: <http://www.uidaho.edu/international/study-abroad/steps-to-studying-abroad/step-2-apply>.

Term Abroad—Deadline

Fall—April 1

Fall Break—May 1

Academic Year—April 1

Winter Intersession—October 15

Spring—October 15

Spring Break—January 31

Summer—April 1

Non-Study Abroad Travel—30 Days Prior to Departure

(Ex. Conferences, meetings, short-term research activities)

(ii) Reviewed by IPO and Risk for insurance or waivers that may be required under University policy and/or by UIEMT for travel to Travel Warning countries (see [APM 05.05](#) and Section B-4 below).

(iii) Reviewed for any applicable export control and trade sanction restrictions or prohibitions by the University export control analyst, ORED (see Section B-3 below; [APM 45.19](#)).

Failure by a student to receive review and/or approval required under Section B-1 (c) may result in the student (i) not receiving academic credit, (ii) not being eligible to receive any financial aid, and/or (iii) having to reimburse the University for any University monies disbursed.

Timely registration and submission of required information for review under Section B-1 (a), (b) or (c) does not guarantee that the University can approve travel by the anticipated travel date (see e.g. Section B-2 below).

Any international travel undertaken without prior review and approval required under Section B-1 shall be considered Non-University International Travel, except under extraordinary circumstances, and will not be paid for or reimbursed by the University, including but not limited to charging of costs associated with Non-University International Travel to research grant or contracts. However, even under extraordinary circumstances, travel to OFAC sanctioned countries undertaken without such prior review and approval shall always be considered, without exception, Non-University International Travel, and will not be paid for or reimbursed to the traveler by the University, including but not limited to charging of costs associated with Non-University International Travel to research grants and contracts. In addition, any traveler on Non-University International Travel will not be eligible for coverage under the University's insurance policy while travelling, and the defense of any legal matters arising from the travel will be solely the individual's responsibility. While abroad on Non-University International Travel, University faculty, staff, authorized third parties or students on Non-University International Travel shall not represent that they are acting on behalf of or with the authorization of the University of Idaho. Nor shall University faculty, staff, authorized third parties, or students take University equipment or resources on Non-University International Travel. University imposed sanctions may apply for non-compliance with this policy.

B-2. Export Control and Trade Sanctions Review. The University, and University faculty, staff, authorized third parties, and students traveling abroad, must consider the effect of U.S. export

control and trade sanction and embargo laws and regulations on any proposed international travel to ensure that the University and the traveler(s) are in compliance with U.S. law. Violation of these complex laws and regulations can result in severe criminal and civil penalties to both the individual traveler and the University. University faculty, staff, authorized third parties, or students traveling abroad may become “exporters” through taking controlled technology or other controlled information (including, for example, information in papers or stored on laptop computers to a foreign country and/or disclosing such information to non-U.S. persons or through taking or shipping controlled tangible items (including, for example, laptops, sensors, test instrumentation, biological materials or other similar tangible goods) to a foreign country or non-U.S. person. Similarly, University personnel and students may engage in regulated transactions through engaging in financial transactions with, or providing goods or services to, countries or designated nationals of countries subject to trade sanctions or embargoes. In the case of Cuba, travel to the country itself is regulated and cannot be undertaken without appropriate federal authorization.

The University of Idaho’s export control analyst in the Office of Research and Economic Development will assist personnel in determining the applicability of export control and trade sanction and embargo regulations and obtaining any necessary licenses: (208) 885-6651 or ored-export@uidaho.edu. Should the analyst determine that a license is required, please note that it may take several months to receive a federal license determination, and, if granted, a license. It may take seven or more months for a license determination involving nations with OFAC-enforced sanctions. **University personnel requesting travel must plan accordingly.** Please see the University website for information about OFAC and other export regulations: <http://www.uidaho.edu/research/export-control>. For information regarding OFAC sanctions program countries, please see <http://www.treasury.gov/resource-center/sanctions/Programs/Pages/Programs.aspx>.

B-3. Role of the International Programs Office in University International Travel. IPO provides reasonable services to assist in University International Travel, including, but not limited to, securing necessary insurance coverage for students, advising regarding insurance coverage for staff, faculty, and affiliate participants, providing and collecting necessary University waivers, student disciplinary and medical histories, and the monitoring of government and international sources for the latest information affecting the safety and security of regions where the travel is to take place. IPO also facilitates communications and acts as liaison between the University and all foreign centers and affiliated foreign universities. IPO services include:

- a. Student Travel.** Programmatic, pre-departure, and risk management oversight.
- b. Faculty/Staff University International Travel without Students or Others.** Traveler tracking and travel insurance advisement responsibilities.
- c. Faculty/Staff Led University International Travel (FSIT) with Students or Others.** Programmatic, pre-departure, risk management, contract consultation and support, budget and program fee oversight, travel authorizations, student fee assessment, and payment of overseas vendors.
- d. Program safety and security.** IPO is responsible for monitoring alerts and warnings regarding the regions in which University-approved student or FSIT is taking place.
 - (i) Students, authorized third parties, staff, and faculty participants will be notified prior to departure of any known issues, alerts, or warnings which may affect their destination. If the

travelers have already departed, the University will use reasonable measures to communicate any known necessary and relevant travel alerts/warnings to program participants.

- (ii) Severe security and safety concerns may result in the non-approval of travel, the suspension of international travel and withdrawal of all travelers from the region, and/or the amendment of the program curriculum (if applicable), with assistance provided by IPO, Risk, and other departments as necessary (see Section B-4 below).

- e. **IPO Fees.** IPO will charge a per-participant application fee and depending on the program, a registration/programming fee for their services. Payment of these fees is required before the travel will be approved.

B-4. ~~University International Travel to~~ – ~~Travel Warning Countries or Region with Level 3 or~~ **Level 4 Advisory. Travel to a country or region with a Level 3 or 4 Advisory is generally prohibited. Requests for exemptions from this prohibition may be made to the UIEMT by contacting abroad@uidaho.edu.**

~~The University strongly discourages all travel to Travel Warning countries or regions where the Department of State has issued a Level 3 Advisory level when viable alternatives are available.~~

~~The University does not support travel to a country or region with a Level 4 Advisory level.~~

If a Travel Warning goes into effect during University travel, the U.S. Embassy/Consulate in that region must be contacted immediately and any guidance provided regarding immediate departure must be followed.

a. ~~Student Travel.~~ ~~University International Travel by students to a country with a Level 4 Advisory in place is prohibited. A country with a Level 3 Advisory warrants further review and approval. If there is a compelling academic or other reason why a student must travel to a country/region with a Level 3 Advisory, the student must petition the UIEMT for approval by contacting abroad@uidaho.edu~~

~~University International Travel by students to University-affiliated universities or programs where a Travel Warning is in place is prohibited, especially if alternative venues for projects and research are available. If there is a compelling academic or other reason why a student must travel to a Travel Warning country, the student can petition the UIEMT for approval to travel there. If the student receives approval from the UIEMT to travel to a Travel Warning country, the student should closely monitor the situation to determine if he/she should continue as planned, while keeping his/her safety foremost in mind. If permission is denied by the UIEMT and the student decides to travel to the Travel Warning country anyway, this travel will be considered Non-University International Travel and the student will not be eligible to receive academic credit, funding, or other kinds of support from the University.~~

~~—If a Travel Warning goes into effect during a University study/research program, the U.S. Embassy/Consulate in that region and IPO must be contacted immediately and any guidance provided regarding immediate departure must be followed. If a student chooses to remain in the country despite the guidance provided regarding immediate departure, the student's travel will be converted to Non-University International~~

~~Travel. The student's registration at the UI will be cancelled and any financial aid or other payments for said program will be recalled in accordance with federal financial aid regulations.~~

~~—Students who express the intent to travel to or remain in regions subject to Travel Warnings must sign a separate University Acknowledgement of Risk and Waiver of Liability form, recognizing such voluntary intent to travel to/remain in the region against the University's advice and releasing the University from any additional liability or return arrangements. This release will be kept on file with IPO.~~

~~—University units are prohibited from financially supporting student travel to Travel Warning countries through travel grants or any other means, except in the case that the travel has been preapproved by UIEMT. Every unit should discourage any travel to Travel Warning countries.~~

b. Employee Travel. Travel by employees to a country or region with a Level 3 Advisory is permitted, but discouraged, especially if alternative venues for projects and research are available. Travel by employees to countries with a Level 4 Advisory is highly discouraged. Faculty/staff members are required to register their travel with IPO prior to departure.

~~—The traveler's unit must consult with IPO and Risk prior to departure to a Travel Warning country to ensure appropriate insurance coverage for medical evacuation, security evacuation, and repatriation, the cost of which the units of the employee traveling must bear.~~

c. Faculty/Staff-Led International University Travel. Faculty/Staff-Led travel with students or others to Travel Warning countries/regions with a Level 3 or 4 advisory is prohibited.

C. Contact Information. Problems or questions concerning these requirements for international travel can be addressed to:

Study Abroad

—Email: abroad@uidaho.edu

—Phone: (208) 885-7870

—Fax: (208) 885-2859

Export Controls Analyst

Email: ored-export@uidaho.edu

Phone: (208) 885-6651

D. Forms and Examples.

D-1. Faculty/Staff/Affiliate Travel Registration

<http://www.uidaho.edu/international/ui-faculty-staff-opportunities/international-travel/international-travel-registration>

~~D-2. Faculty-Staff-Led International Travel Proposal Form and Guidelines--~~

~~<http://www.uidaho.edu/international/ui-faculty-staff-opportunities/taking-students-abroad>~~

~~D-3. Student Process for University International Travel~~

~~<http://www.uidaho.edu/international/study-abroad/steps-to-studying-abroad/step-2-apply>~~

B-5. Non-University International Travel. International travel without prior approval shall be considered Non-University International Travel, and will not be paid for or reimbursed by the University, including charging of costs to research grants or contracts; exceptions may be made in extraordinary circumstances, but never for travel to OFAC-sanctioned countries undertaken without prior approval. In addition, any traveler on Non-University International Travel will not be eligible for the University's coverage and insurance policies while traveling, and damages and the defense of any legal matters arising from the travel will be solely the traveler's responsibility. No traveler on Non-University International Travel shall represent that they are acting on behalf of or with the authorization of the University of Idaho. No traveler shall take University equipment or resources on Non-University International Travel. Sanctions may apply for noncompliance with this policy.

Further details and assistance related to this policy are available from the International Programs Office: abroad@uidaho.edu

Proposed Emergency Action RE: Changes to Fall 2022 Admissions Standards

To accommodate the irregularities in Spring 2020 high school grading practices and changes to the College Board's standardized testing schedule, we propose the following for the Apply Idaho program for the Fall 2022 class only:

- The U of I will make an admission decision based upon GPA only where a test score is not available, and
- The U of I will establish a minimum high school GPA of 2.60 for admission.
- Under this accommodation, the U of I would not require a standardized test for admission but would require a placement test score prior to registration for the fall 2021 semester.
- Students whose GPA is below 2.6 will apply through an appeal process administered by the Admissions Committee.

Pursuant FSH 1520 Article IV, admission requirements are governed by the Faculty. We ask that [President Green] approve an emergency policy (enabled by FSH 6990) to allow these one-time COVID-19-related changes to the admission requirements.

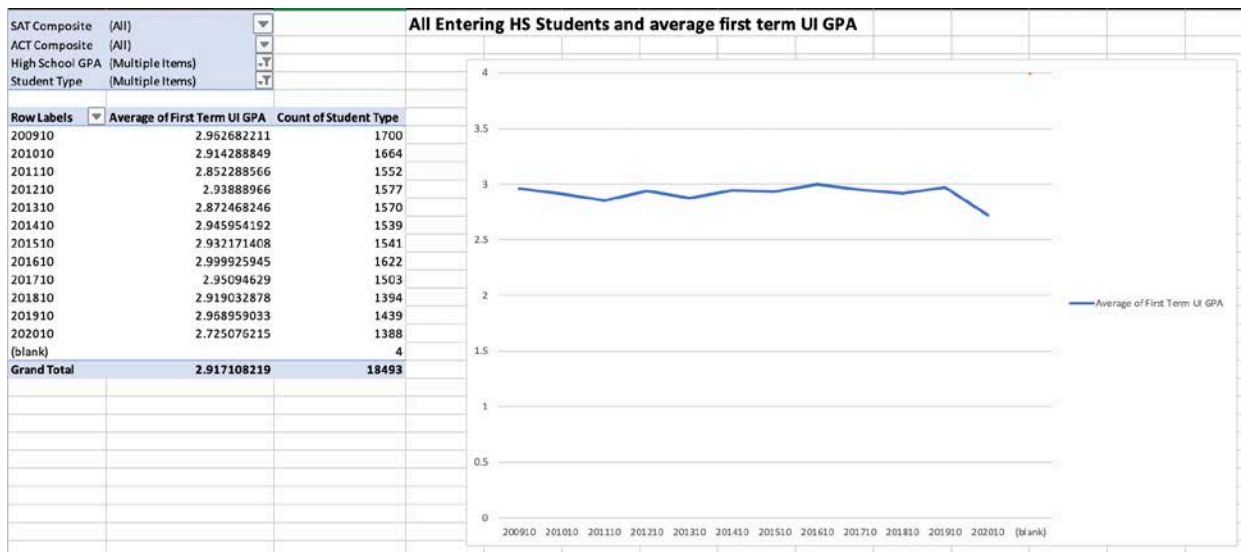
Feedback from Admissions Committee

The Admissions Committee met to discuss the recommendations contained in the Request for Emergency Action including accepting students with a 2.6 GPA without test scores for F22. Students are still being impacted by limited availability of standardized tests. 2.6 seems very reasonable and has the full support of the Admissions Committee.

Information Compiled by SEM

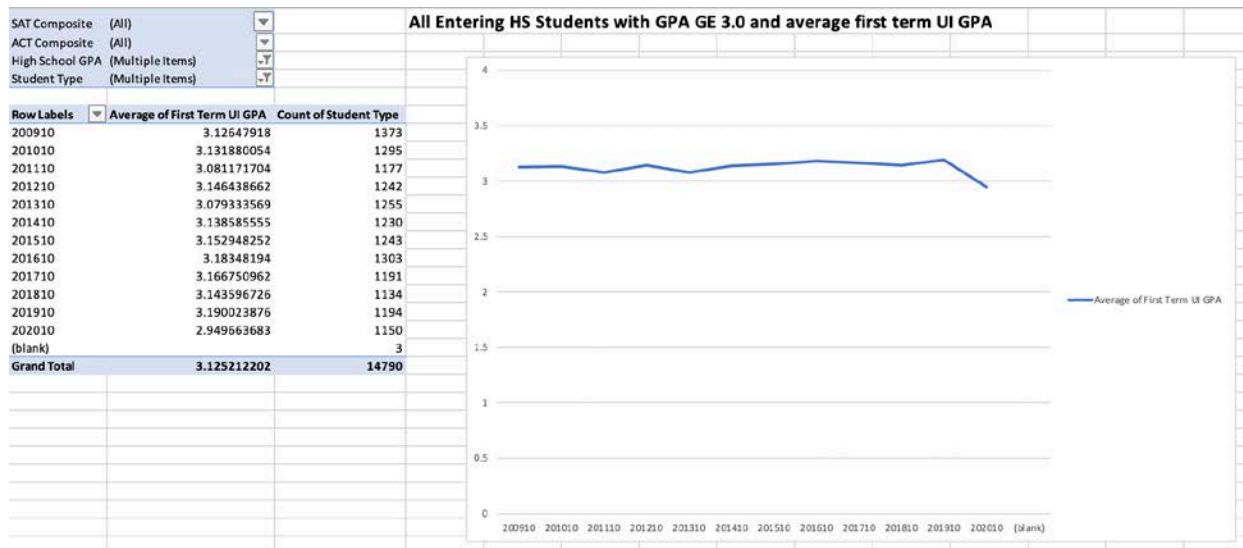
Below is a longitudinal summary of the first term UI GPA by fall semesters for first-time freshmen. You may note that the average first term GPA for all first-time freshmen (Chart #1) from 2009 to 2020 has been 2.92. In the fall 2019 the first term GPA was 2.97 and it dropped to 2.73 (a decline of 0.24 GPA points) for the fall 2020.

Chart #1. Longitudinal Summary of First Term UI GPA for First-time Freshmen, Fall Semesters 2009 to 2020



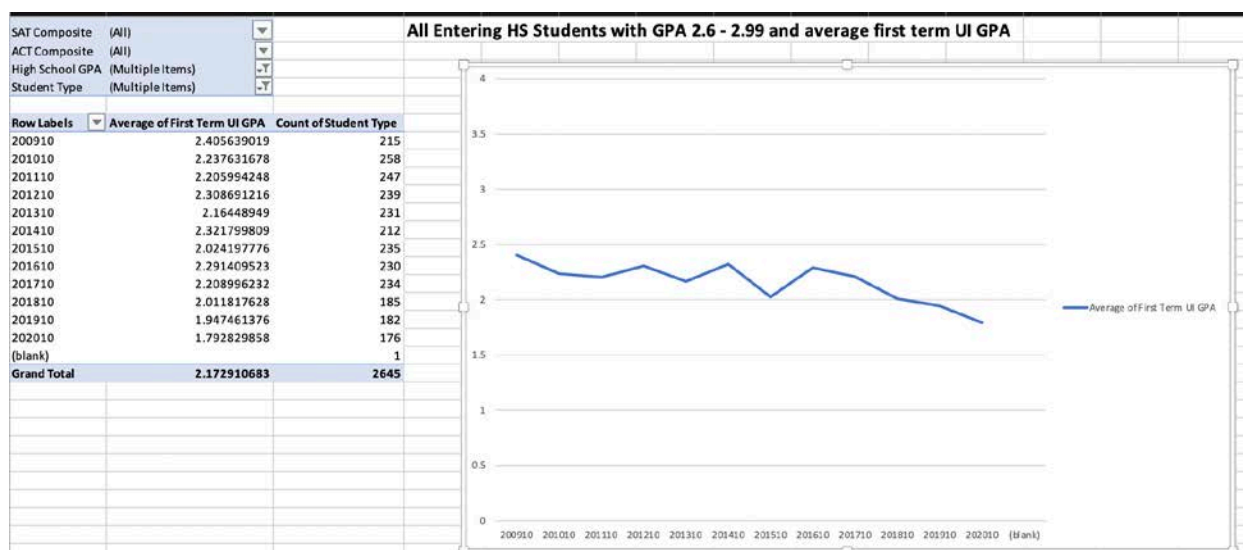
The average first term UI GPA for students with a high school GPA greater than or equal to 3.0 has been 3.13. The fall 2019 GPA was 3.19 and in the Fall 2020 the GPA dropped to 2.95 (a decline of 0.24 GPA points).

**Chart #2. Longitudinal Summary of First Term UI GPA for First-time Freshmen with High School GPA 3.0 or above,
Fall Semesters 2009 to 2020**



When we compare the entire population first term UI GPA to the performance of first-time freshmen with a high school GPA greater than or equal to 2.6 but less than 3.0 we see that the average first term GPA for that group from 2009 to 2020 has been 2.17. In the fall 2019 the first term GPA was 1.95 and it dropped to 1.79 (a decline of 0.16 GPA points) for the fall 2020. On average, the first term GPA of students with high school GPA's greater than or equal to 2.6 but less than 3.0 is 0.75 GPA points below the overall first-time freshmen average first term GPA in Chart #1.

**Chart #3. Longitudinal Summary of First Term UI GPA for First-time Freshmen with High School GPA between 2.6 and 2.99,
Fall Semesters 2009 to 2020**



Proposed Emergency Action RE: Changes to number of W credits

Action: The number of credits that a student may withdraw from during his or her undergraduate career at U of I (C-4) is increased from 21 to 33 credits.

Policy at Issue: Credit Withdrawal Limitation (Catalog)

- C-4
The number of credits that a student may withdraw from during his or her undergraduate career at U of I is limited to 21 credits. If a student attempts to drop a course(s) that would bring the total credits he or she will have withdrawn from above 21, the student will not be allowed to do so. When a student withdraws from the university the credits in the courses for the semester do not count against the withdrawal credit limitation (see [regulation G](#)).

Reason for Action: To minimize the aftermath of the pandemic, this action seeks to support students who had extenuating circumstances brought on by COVID-19, giving them the discretion to withdraw from additional courses, earning up to 33 withdrawal credits. Reasons for additional withdrawal credits include personal health, family health, technology challenges, or other COVID-related issues.

Information about W credits at other institutions

- Montana State University <http://catalog.montana.edu/curriculum-enrollment-graduation/#Registration>
- University of Wyoming http://www.uwyo.edu/registrar/university_catalog/registr.html
- University of Washington <https://registrar.washington.edu/students/current-quarter-drop/>
 - Allows one web drop per quarter, then advisor assisted if 2 or more withdrawals per quarter. If a student withdraws completely, they may have to reapply for admission.
- University of Utah <https://registrar.utah.edu/handbook/withdrawal.php>
- Arizona State University <https://www.asu.edu/aad/manuals/ssm/ssm201-08.html>
- Indiana University <https://vpfaa.indiana.edu/policies/bl-aca-h32-grades-withdrawl/index.html>
- Florida State University https://registrar.fsu.edu/bulletin/undergraduate/information/academic_regulations/#DropAdd
 - Allows 1-2 course withdrawals per term. No cumulative limit.

Statement of Faculty Values

The Faculty Senate of the University of Idaho continues to reflect on the January 6, 2021 insurrection at the Capitol and condemns in the strongest terms and any form of violence and terrorism.

As scholars and researchers, we have dedicated our careers to discovery and reasoning. We believe in science and in seeking knowledge by weighing appropriate evidence and rejecting intentional misinformation.

As citizens and educators who serve the university's land-grant mission, we prepare students to be thoughtful, civic-minded participants in our local, state, and national communities. We are committed to democracy and due process, and to civil discourse and respectful communication.

To support these goals, we encourage all faculty, when appropriate, to directly address the issues and challenges facing our world, including misinformation, radicalism, racism, bigotry, and violence. We call for a collective commitment to shine light on the root causes of polarization and extremism. Whether by analyzing our histories and culture, or cultivating information literacy, or teaching responsible communication skills, faculty must continue to provide a transformative and ethical education for the next generation of leaders.

2020 – 2021 Faculty Senate Approved at Mtg #29**Meeting # 28**

Tuesday, April 27, 2021, 3:30 pm – 4:30 pm

Zoom only

Present: Attinger, Brantz, Bridges, Carter, Carney, Chapman, Dezzani, Hickman, Keim, Kirchmeier (Chair), Fairley, Torrey Lawrence (w/o vote), Lee-Painter, McIntosh, McKellar, Meeuf (Vice-Chair), Paul, Quinnett, Raja, Rashed, Rinker, Rose, Sammarruca (w/o vote), Schwarzlaender, A. Smith, R. Smith, Tibbals, Tenuto, Wargo, Powell (proxy for Ahmadzadeh)

Absent: Ahmadzadeh (excused), Rose

Also present: 2021-22 Senators Gauthier, Hoffman, Mittelstaedt, Ogborn, Roberson, Thorne

Guest Presenters: *Rich Seamon*

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

Approval of Minutes (vote):

- Minutes of the 2020-21 Meeting #27 – Attach. #1
The minutes of the 2020-21 Meeting #27 were approved as distributed.

Chair's Report:

- A reminder that today's meeting of the 2020-21 Senate is one-hour long. The 2021-2022 Senate have been invited to attend this meeting. Immediately after, they will meet at 4:30, in closed session, to take nominations for Senate chair and vice-chair.
- Please submit your textbook information to the VandalStore as soon as possible. As of last week, the VandalStore had below an 11% adoption rate for summer 2021 and lower than 7% for fall 2021. If you missed the Faculty Textbook Adoption Training, you can watch it on the VandalStore's YouTube channel (<https://www.youtube.com/channel/UCFVfaP6E-ps3ZGpDpXeTsw/videos>).
- The 2021 Senate will meet once more next week, Tuesday, May 4, for one hour. We will hear some policy recommendations from FAC, and also plan how we can get in touch with Senators during the summer if we are asked to make decisions as Faculty Senate Leadership.
- Introduction of new Senators:
 - Dennis Becker, Dean's Representative – replacing Ginger Carney
 - Jean-Marc Gauthier, CAA – replacing Delphine Kiem
 - Bob Hoffman, Staff Council Representative – replacing Charles Tibbals
 - Eric Mittelstaedt, COS – replacing Ray Dezzani
 - Dakota Roberson, Idaho Falls Campus – replacing Michael McKellar
 - Taylor Ogborn, Student Bar Association – replacing Joey Carter
 - Deborah Thorne, CLASS – replacing Barb Kirchmeier

Thanks to the outgoing Senators for their valuable service!

- Reminders:
 - The final University Faculty Meeting of the year will be held via Zoom on May 5 from 2:30-4:00pm PST

- CETL's 2021 Student Success Virtual Conferences is April 28 from 3:30-5:00pm
- CETL's 2021 Celebration of Collaboration is May 6 from 3:00-5:00pm

Please help us spread the word about upcoming deadlines by sharing with your colleagues.

Provost's Report:

- COVID update: 5.37% of the 503 tests done last week were positive. The number of surveillance tests is decreasing as more people are vaccinated, which may explain why the positive rate is a little higher.
- You saw recent communications about summer and fall plans. More information about the fall will come during the summer.
- We are getting questions about flexplace arrangements and the date of July 1. More to come next week.
- The Engineering EXPO is on Thursday and Friday – great student work to see. It is a large event with many visitors on campus. This year, events will be partly virtual and partly in-person at the Memorial Gym.
- The new ASUI president and vice president are Kallyn Mai and Katie Hettinga. We look forward to meeting them next year.
- Commencement: With six ceremonies, help is needed, especially between events. Consider volunteering if you can. The link to the commencement volunteer sign-up form is in the Daily Register. (There was a problem with that link but it will be fixed.)
- \$50,000 is available to support projects that have potential to either increase enrollment (both new student recruitment as well as retention) or generate new revenue. This is not on the scale of the previous VIP project, but it is still a great opportunity. Faculty, staff, and students are eligible to apply. RFP details are available here: <https://www.uidaho.edu/research/faculty/find-funding/internal-funding/vandal-ideas-project>. There is also a direct link from the Provost's webpage. The deadline is soon – Thursday, May 13.
- The last of "Talks with Torrey" for this year is tomorrow at 11:30am. Everyone is welcome to attend.

Discussion:

In response to a concern raised by a Senator about the possibility of additional furlough, Provost Lawrence reported that there have been no discussions about furlough, which is a last resort. We don't know if and how our budget will be reduced, but we should be able to handle a reduction internally, unless it is catastrophic. Last year, we suffered multiple cuts at the same time, but we are now in a much better situation.

Remaining within the topic of budget, a Senator wondered about creative ways to raise money that do not depend on the state. Provost Lawrence replied that the university engages in large fund-raising efforts – Vandal Giving Day 2021 was a great success. Any new fund-raising idea is welcome.

The conversation moved to COVID testing, with a Senator asking about summer and fall testing. The Provost said that broad surveillance testing will not be available in the summer or fall, but testing will be available for symptomatic people. Of course, we will watch carefully for new CDC recommendations. The Senator inquired about summer events, particularly those with international attendees: will it be possible to require attendees to be vaccinated? Provost Lawrence was very clear about the fact that we, as an institution, cannot ask employees or students about their vaccination status. Another Senator asked whether it would be appropriate for summer instructors to encourage students to get vaccinated.

Provost Lawrence recommended to be careful about the power dynamics, which may lead to the impression that professors are requiring students to be vaccinated. Regarding potential (international) visitors, the Provost reiterated that surveillance testing will not be provided. It is important to be aware of travel restrictions. As for face coverings, we are keeping our protocols until the end of this semester.

A Senator expressed concern that budget cuts may impact faculty and staff morale. Provost Lawrence agreed that more cuts can be a blow to both our morale and our values. It could impact our searches and retention.

A Senator placed in the chat the link to new CDC guidelines: <https://www.cdc.gov/coronavirus/2019-ncov/vaccines/fully-vaccinated-guidance>

Committee Reports:

- FSH 3500 Promotion and Tenure (P&T) – Rich Seamon, Attach. #2.
Rich Seamon gave a brief introduction: after last year's major changes to the P&T policy reflected in FSH 3500 and one year of implementation, FAC proposes some (generally minor) changes. The most important revisions are: (1) in **A-2** "Faculty Promotions," to express the purpose of academic rank and the criteria for promotion. A Senator commented that the description is not inclusive of extension faculty. Rich Seamon said he does appreciate the Senator's point. On the other hand, the term "faculty member" is inclusive of all responsibilities of a faculty, and thus includes extension and outreach as well.

The next point is (2) **D-2.e.4**, addressing materials for external reviewers. This is mostly a clarification, to ensure all reviewers are getting the same information. A discussion developed around the criteria for external review: "*The review shall be limited to the candidate's scholarly and creative activity...*" What about faculty who have minimal or no creative scholarship component in their position description (PD)? Rich Seamon responded that discussions on external evaluation of extension and outreach is currently in progress at FAC. Peer evaluation of scholarship is "universal," unlike evaluation of teaching and service. Even if creative scholarship is a small fraction of a faculty's PD, it should be externally reviewed. Provost Lawrence suggested that this is a discussion for later.

The next is (3) **F-1**, to require the dean to consider representational balance in selecting nominees for appointment to the college-level promotion and tenure committee. In the previous version of the policy, each unit would send a representative. With these revisions, the dean selects one of two nominees provided by the unit. The rationale is that the dean may be able to take a more holistic approach, having an overview of the entire committee. There was some discussion around the meaning of "representational balance." It is diversity in a broad sense, including rank and professional experience. The committee discussed this point and wanted to avoid that a more specific definition of diversity would result in specific individuals being overburdened with service duties. A Senator said that, in his college, there is a selection committee that populates the college-level P&T committee. Why not change the policy to read "The dean or an appropriate selection committee"? He doesn't think that deans should make the decision on their own. Policy Coordinator Diane Whitney noted that the purpose of FSH 3500 is to have every P&T policy contained in FSH, which is why all college and unit bylaws will

be revised to align with FSH 3500. Provost Lawrence noted that deans can, if they wish, delegate the task to a committee. A Senator raised the issue of how these changes will impact faculty-at-large. Provost Lawrence replied that faculty-at-large do not go through a college review, so this part of the policy does not apply to them. Vice Chair Meeuf wondered whether the language could be broader and more flexible about the person(s) making the decision. Rich Seamon reiterated that having the person with the best overview of the college make the decision may promote a more integrated approach.

A Senator argued that “representational balance” can be confusing. Rich Seamon replied that it is certainly possible for FAC to clarify. Vice Provost Diane Kelly-Riley reported that the committee found it difficult to find an alternative, clearer expression for representational balance.

Chair Kirchmeier reminded everyone that this is a seconded motion from FAC. It was time to vote. The motion from FAC passed with 71% of the votes.

- FSH 1640.24 Classified Position Appeal Board – Russ Meeuf, Attach. #3.
Referring to a previous concern that Staff Council may not have seen this proposal – which is why this item was tabled at the last Senate meeting – Vice Chair Meeuf reported that, in fact, the proposal had been referred to Senate by Staff Council.
Vote: motion passes with 95% of the votes.
- FSH 1640.08 Admissions Committee – Russ Meeuf, Attach. #4
This request comes from the Admission Committee. These revisions add two new non-voting members to the Admissions Committee in order to assist the committee in its review processes: a representative from the Office of Multicultural Affairs, and a representative from the Vandal Gateway program. These new representatives will serve in an advisory role to help the committee process admissions appeals.

Discussion:

A Senator asked whether VGP is a permanent program. Vice Chair Meeuf clarified the way VGP is built into the admission process: it will continue as one of many student support programs, but does not change the way we do admissions. It is a support structure, with no changes in admission standards, because it is not in the Catalog. Some Senators were still confused about the role and function of VGP – there was a suggestion to table this item. A senator recalled that reports on the status and progress of the VGP were promised. Vice Chair Meeuf reiterated that this is a request coming to us directly from the Admission Committee and will in no way change our admission standards.

A Senator proposed an amendment: replace “*a representative from the Vandal Gateway program*” with “*up to two representatives from student support programs.*”

Moved and seconded (A. Smith/Paul). The motion to amend passes. There was no further discussion.

Vote: The amended motion passed with 87% of the votes.

It was time to adjourn. The 2020-21 Senators were excused and the 2021-22 Senators remained for their closed session.

Adjournment:

The agenda was not completed, thus the Chair asked for a motion to adjourn. Moved and seconded (Tibbals/Paul). The meeting was adjourned at 4:45pm.

Respectfully Submitted,

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

**University of Idaho
2020 – 2021 Faculty Senate Agenda**

Meeting #28

Tuesday, April 27, 2021 at 3:30 pm
Zoom Only

- I. Call to Order
- II. Approval of Minutes (Vote)
 - Minutes of the 2020-2021 Faculty Senate Meeting #27 April 20, 2021 **Attach. #1**
- III. Chair's Report
 - Introduction of new senators.
- IV. Provost's Report
- V. Committee Reports
 - FAC
 - FSH 3500 (Rich Seamon) **Attach. #2**
 - Committees on Committees
 - FSH 1640.24 Classified position appeal board (Russ Meeuf) **Attach. #3**
- VI. Other Announcements and Communications:
 - FSH 1640.08 Vandal Gateway Program Updates (Suzie Ball, Ryan Pipal, Ann Abbott) **Attach. #4**
 - Emergency Policy RE: Withdrawal Credits (Barb Kirchmeier) **Attach. #5**
- VII. Special Orders
 - N/A
- VIII. New Business
 - N/A
- IX. Adjournment

Attachments:

- **Attach. #1**
- **Attach. #2**
- **Attach. #3**
- **Attach. #4**
- **Attach. #5**

2020 – 2021 Faculty Senate – Pending Approval

Meeting # 27

Tuesday, April 20, 2021, 3:30 pm – 5:00 pm

Zoom only

Present: Attinger, Brantz, Bridges, Carter, Carney, Chapman, Dezzani, Hickman, Keim, Kirchmeier (Chair), Fairley, Torrey Lawrence (w/o vote), Lee-Painter, McIntosh, McKellar, Meeuf (Vice-Chair), Paul, Quinnett, Raja, Rashed, Rinker, Sammarruca (w/o vote), Schwarzaender, A. Smith, R. Smith, Tibbals, Tenuto, Wargo, Powell (proxy for Ahmadzadeh)

Absent: Ahmadzadeh (excused), Rose (excused)

Guest Presenters: *Kate Wray Chettri, Ron Town*

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

Approval of Minutes (vote):

- Minutes of the 2020-21 Meeting #26 – Attach. #1
The minutes of the 2020-21 Meeting #26 were approved as distributed.

Consent Agenda

- 2021-2022 Committee Appointments – Attach. #2
There were no requests to discuss the 2021-2022 Committee Appointments. Thus, the consent agenda was adopted as submitted.

Chair's Report:

- The names of new faculty senators should be submitted to the Faculty Secretary today—if you haven't sent in the names of your replacement, please do so as soon as possible.
- Updates on visits to Faculty Senate: Next week, Suzi Ball will provide updates on the Vandal Gateway Program.
- The 2021-2022 Senate will meet for the first time at 4:30pm on Tuesday, April 27 to take nominations for chair and vice-chair.
- We will invite the 2021-2022 senate to join us next week for our meeting, which will run from 3:30-4:30pm. Reminders:
 - The final University Faculty Meeting of the year will be held via Zoom on May 5 from 2:30-4:00pm
 - CETL's 2021 Student Success Virtual Conferences is April 28 from 3:30-5:00pm
 - CETL's 2021 Celebration of Collaboration is Thursday, May 6 from 3:00-5:00pm
 - The Provost's office will host a P&T training on Tuesday, April 27 at 9:30am via Zoom. The Zoom link is <https://uidaho.zoom.us/j/89086903403>. The training will be useful for faculty going up for promotion and/or tenure in the upcoming academic year. A recording will be available via the Provost's office website.

Please help us spread the word about upcoming deadlines by sharing with your colleagues.

Vice Provost Diane Kelly-Riley added that there is no need to register for the P&T training and that a video of the event will be available on the Provost website.

Provost's Report:

- COVID update: The number of surveillance tests is decreasing as more people are vaccinated. Of 474 tests done last week, 3.59% were positive. We are not planning any changes to our COVID-19 safety protocol through the end of the semester. We'll see if the state or the city do otherwise. We will keep you informed. Testing and the vaccine clinic continue to operate at the SRC, and we encourage people to use them as needed.
- Update on the legislature: The House defeated the Higher Education Bill. JFAC met a number of times last week, but has not addressed higher education funding. Summer session: A communication will go out within the next couple of days with more detail. All classroom meetings are already roomed considering 50% room capacity. Basically, we plan to begin under our current protocol. Hopefully, restrictions can be relaxed at some appropriate time in the summer. After two weeks, summer registration is up by 30%. This is great news.
- Commencement: Answers to many questions we are receiving can be found in the commencement webpage, <https://www.uidaho.edu/events/commencement/spring>. Notice, in the tab on the left, separate links for Moscow, Boise, and Idaho Falls faculty.
- Student Achievement Awards: Visit <https://www.facebook.com/UIgetinvolved>. Prerecorded videos are available to watch.

Committee Reports:

- FSH 1640.24 Classified Position Appeal Board – Russ Meeuf, Attach. #3.
Vice Chair Meeuf gave a brief history and description of this motion – Removal of the Classified Position Appeal Board (CPAB). With the implementation of the market based system, the employee classification and compensation are not connected. With this separation, the committee is no longer needed. The classification appeal committee reviewed classification decisions that impact employee pay, but this is no longer the mechanism that determines compensation.

Discussion:

A Senator asked whether there are other appeal committees for employees to turn to if they believe they have been wrongly classified. Vice Chair Meeuf responded that there are alternative processes that perhaps should be more clearly specified in FSH. It was pointed out that the University Staff Compensation Committee would be in charge.

The question was raised whether, rather than eliminating the CPAB, one should instead redefine its role. There are many faculty who are unhappy with how they are classified. How about repurposing the committee in a broader way? Vice Chair Meeuf responded that CPAB was in charge of hearing a very narrow set of appeals. Repurposing CPAB may result in overlap with the work that other committees are already doing. Provost Lawrence noted that there are three categories of employees: faculty, classified staff, and exempt staff. The proposed policy change concerns the second category only. Faculty can appeal under FSH 3840, which allows appeals of salary determinations.

Did this proposal go through Staff Council? Vice Chair Meeuf was under the impression that it did.

What was the functional role of CPAB? Vice Chair Meeuf said the committee was the last step in an appeal process for classified employees unhappy with their classification, but CPAB handled very few cases. The market-based compensation system created a different structure for checking people's classifications, which rendered CPAB unnecessary.

The Senator who had inquired about Staff Council's approval could not find any records in their agendas. He proposed to table the item until more information is available. Moved and seconded (Tibbals, A. Smith). The motion passed.

Other Announcements and Communications:

- APM 20.14 General Non-Grant Cost Transfers – Ron Town, Attach. #4
These updates are needed for better alignment with what it is actually done.
There were no questions or comments.
- APM 70.23 University International Travel – Kate Wray Chettri, Attach. #5
These revisions are the result of a full review of major changes by the US State Department's system for international travel advisory levels. Revisions to the international travel policy reflect updates, remove language around procedure, and clarify travel approval.
Discussion:
A Senator asked whether students must pay fees for travel because international experience or other field trips have been difficult to subsidize. Kate Wray Chettri responded that many references to fees and deadlines have been removed because they often change, but there may be some fees, depending on the kind of travel. For example, there are no fees for students who travel internationally to a conference.
- Emergency Policy 2022-2023 Admission Standards – Attach. #6
Chair Kirchmeier provided a summary and a brief history of the Emergency Action, which proposes changes to admission standards for fall 2022. See Attach. #6 for details.
Discussion:
A Senator asked whether admission standards are the faculty's or the administration's prerogative. It was clarified that admission decisions are the faculty's responsibility, through UCC, which handles admission requirements. The Admission Committee, whose voting members are faculty, handles petitions from applicants who do not meet admission requirements.

A Senator expressed concern that the university is sliding into reduced admission standards. In 2004, the admission rate was 35% to 40%, whereas now it is 70% to 80%. The concern is that lower admission standards may become entrenched and codified in policy, which the Senator finds unacceptable. The Secretary pointed out that this is a temporary action (valid for 180 days), as was the one that was implemented for fall 2021, with the purpose to mitigate the impact of the pandemic on students. Chair Kirchmeier added that, in absence of standardized test scores (often unavailable because of COVID), every applicant with a GPA less than 3.0 would have to petition the Admission Committee, whose workload would increase considerably. Provost Lawrence noted that, actually, we are not lowering the bar. Normally, every applicant with GPA above 3.0 is admitted, regardless of test scores, while those with a GPA between 2.6

and 2.99 are admitted provided they have a minimum test score, which now may be unavailable. Under normal circumstances, applicants with a GPA between 2.2 and 2.6 can still be admitted without petitioning the Admission Committee, if they have suitable test scores – now most likely unavailable. Thus, all applicants with GPA less than 2.6 must petition the Admission Committee. In a sense, by drawing the line at 2.6, we are lowering the bar for a group but raising it for another.

A Senator asked about the purpose of the action. The Secretary said that it is essentially an extension of the equivalent, COVID-motivated, action taken for fall 2021. Chair Kirchmeier pointed to the opening statement in Attach. #6: *“To accommodate the irregularities in Spring 2020 high school grading practices and changes to the College Board’s standardized testing schedule, we propose the following...”* to reiterate that that this a COVID-specific action.

A Senator wondered whether, with lower admission standards, we may be setting some students up for failure. Chair Kirchmeier reported same facts: students who are admitted with a high-school GPA of 3.0 achieve, on the average, a GPA of 3.13 in their first semester in college. For students admitted with a high-school GPA between 2.6 and 2.99, the same indicator is 2.17. Note, though, that last year GPAs generally dropped. Another Senator expressed concerns about potentially insufficient resources for student support. Provost Lawrence addressed the last question and said that student support services are among the units that have not been cut – we will be able to provide tutoring, advising, and other services to students. The alternative is to this proposal would be to have every applicant with a GPA below 3.0 petition the Admission Committee. This is not a good idea.

Chair Kirchmeier asked if Senators had revisions to propose. There was a general consensus that a broader discussion on the value of standardized tests should be undertaken next fall. In the meantime, Chair Kirchmeier will take a straw poll to get a general sense for the level of Senate support before sending the request to President Green. The straw poll showed an approval rate of 86%.

- Emergency Policy for Withdrawal Credits – Attach. #7

Also COVID-related. The number of credits that a student may withdraw from during his or her undergraduate career at U of I is increased from 21 to 33 credits. This action seeks to support students who had extenuating circumstances brought on by COVID-19, giving them the discretion to withdraw from additional courses, up to 33 withdrawal credits. Reasons for additional withdrawal credits include personal health, family health, technology challenges, or other COVID-related issues.

Discussion:

Questions were raised about how to implement this policy. What happens after 180 days? Students are going to be confused. A Senator proposed to expunge the Ws instead. Another Senator agreed with this solution. FSL will have another discussion with Registrar Lindsey Brown about these concerns and the possibility of expunging the Ws. The discussion will continue next week.

- **Faculty Statement of Values – Attach. #8**
The Secretary presented the latest version of the Faculty Statement of Values, revised to account for previous comments from Senate. It is now a broader, more inclusive end-of-semester statement. Senators liked the new version. Provost Lawrence had no objections. Moved and seconded (A. Smith/Tenuto) to adopt the statement (latest version, distributed to everyone by Chair Kirchmeier today, not the one included in the binder). Motion passed with 95% of the votes.

Chair Kirchmeier thanked everyone who contributed to the various stages of the statement.

New Business:

As some time was left, Chair Kirchmeier asked whether Senators had new business to discuss. Vice Chair Meeuf suggested to revisit the meeting structure – in person or via Zoom, for both Senate meetings and UFM. Another Senator suggested to talk about flexspace arrangements. Provost Lawrence said that more clear guidance will come soon. President Green wants to identify a date by which employees are expected to come back to their regular work space, unless they have an ADA arrangement or a new flexspace arrangement in place. July 1 seems an appropriate choice – by then many people will have received the vaccine. Also, it is not immediately at the beginning of the semester, which will give people more time to adjust to the transition. A Senator noted that AY faculty are not under contract during the summer. Provost Lawrence responded that the date of July 1 would not apply to AY faculty.

Regarding the meeting structure, there was a general sense that Zoom meetings have been very good, with people being able to better see and hear each other. Some Senators prefer in-person interaction. Nevertheless, several Senators agreed that Zoom meetings placed everyone on equal footing regardless of their location, which is a positive outcome. The Secretary noted that virtual meetings have made the presence of a quorum much more likely. In fact, a quorum has always been present, at both Senate and University Faculty meetings, since we started to meet remotely. Also, the audio, which was problematic in the Paul Joyce Faculty Lounge, is not a problem via Zoom. The Provost suggested the possibility of a mixed mode, where people can choose to attend in person or remotely, an idea that was well received. A hybrid model, together with a more suitable physical space, could accommodate everyone's preferences. These conversations will continue.

A Senator inquired about other policies that may come to Senate in time to be included in the next UFM agenda. Chair Kirchmeier replied that the "Affinity Groups" policy was sent to the FSPG for their review, but it is very unlikely that the policy will be approved in time for UFM. A first round of revisions to FSH 3500 prioritizing the most important changes is expected to come before Senate in time for UFM inclusion.

Adjournment:

The agenda being completed, the Chair adjourned the meeting at 4:56pm.

Respectfully Submitted,

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



POLICY COVER SHEET

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

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

Faculty Staff Handbook (FSH)

☐ Addition ☒ Revision* ☐ Deletion* ☐ Emergency ☐ Minor Amendment

Policy Number & Title: **FSH 3500 Promotion and Tenure**

Administrative Procedures Manual (APM)

☐ Addition ☐ Revision* ☐ Deletion* ☐ Emergency ☐ Minor Amendment

Policy Number & Title:

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

Originator: Richard Seamon, Chair (2020-2021), Faculty Affairs Committee

Policy Sponsor, if different from Originator:

Reviewed by General Counsel x Yes ___ No Name & Date: Kim Rytter 4/22/21

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

Last year—in January 2020—the UI’s promotion and tenure provisions were revised and, as revised, codified in FSH 3500. Now approval is sought for a set of revisions to FSH 3500 that are based on the experience of implementing them since then. The most important proposed revisions:

- (1) revised **A-2** (“Faculty Promotion”) to express the purpose of academic rank and the criteria for promotion;
- (2) clarify in **D-2.e.4** that external reviewers should be provided with the college and unit criteria for promotion or tenure; and
- (3) revise **F-1** to require the dean to consider representational balance in selecting nominees for appointment to the college-level promotion and tenure committee.

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

The fiscal impact is likely to be negligible.

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

Not applicable.

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

**FSH 3500
PROMOTION AND TENURE**

*PREAMBLE: In January 2020, the university's promotion and tenure policies were comprehensively revised in order to unify all provisions regarding procedure in the Faculty Staff Handbook and to help faculty and reviewers by clarifying the procedure. The following changes were approved: Deletion of FSH 3520, 3560, and 3570; revision of FSH 3530; and addition of new FSH 3500 and 3510. **New policy FSH 3500 Promotion and Tenure will become effective April 1, 2020, and thereafter will govern all promotion and tenure procedure. Faculty hired before January 3, 2020, may elect not to be governed by the provisions of FSH 3500 C and instead be subject to the corresponding policies regarding the timing of promotion and tenure in place immediately prior to the approval of FSH 3500, specifically those in FSH 3520 and FSH 3560. Written notice of election not to be governed by FSH 3500 C must be provided to the unit administrator, dean and provost prior to April 1, 2020. See FSH 3500 I. After April 1, 2020, the text of FSH 3520 and FSH 3560 will continue to be available on the website of the Office of the Provost. For further information, contact the Office of the Provost.***

A. INTRODUCTION.

A-1. Definitions.

- a. Academic Administrator.** ~~For purposes of this section,~~ "Academic administrator" means the president, provost, vice provosts, deans, associate/~~assistant~~ deans, and department chairs/directors of academic units, and vice president for research, and shall not include persons occupying other administrative positions. (RGP II.G.6.i.i.)
- b. Board.** ~~As used throughout this section,~~ "Bboard" refers to the State Board of Education and Board of Regents of the University of Idaho.
- c. Faculty Member.** ~~For the purposes of this section and certain other sections that contain references to this subsection,~~ "Ffaculty member" ~~is defined~~**means** as any member of the university faculty who holds one of the following ranks: instructor, senior instructor, assistant professor, associate professor, or professor.
- d. Period under Review.** The "period under review" includes all years since appointment to the candidate's current rank.
- e. Unit.** ~~For the purposes of this section,~~ "Unit" means a school, division, or department (i.e., the first organizational unit below the college level), but the College of Law shall be considered a unit. For Extension educators, the unit shall be the Extension district.
- f. Unit Administrator.** The "unit administrator" is the administrator of the unit that holds ~~the promotion and/or tenure candidate's~~**faculty member's** appointment. In the case of an interdisciplinary appointment, the administrator of the unit that holds the majority of the appointment shall be considered the unit administrator.
- g. University.** ~~As used throughout this section,~~ "University" and "UI" refer to the University of Idaho.

A-2. Faculty Promotion.

a. General Purpose. Academic rank represents and rewards the individual's performance as a scholar, teacher, and faculty member. Promotion to a higher rank is not automatic but is a decision made on an individual basis subject to university, college, and unit criteria. Promotion to a rank requires the faculty member to meet the requirements for that rank. Responsibility for the effective functioning of promotion procedures rests with faculty and administrators. Decisions are based on thorough and uniform evaluation of the faculty member's performance in relation to the expectations listed in his or her position description and the criteria for promotion established in the unit and college bylaws.

Commented [WD(1): "His or her" changed to gender-neutral singular pronoun "their" throughout in furtherance of move toward inclusive language in policy.

Commented [WD(2): Moved to criteria, below.

b. Criteria. Promotion to a rank requires the candidate to meet the requirements for that rank. Promotion is awarded only to faculty member candidates who effectively perform in the responsibility areas contained in FSH 1565 C as specified in the candidate's position description, and who meet university, college and unit criteria for promotion. Decisions are based on thorough and uniform evaluation of the candidate's performance. Promotion in rank is and granted only when there is reasonable assurance, based on performance, that the faculty member candidate will continue to meet the criteria for promotion. Each faculty member shall be evaluated based on the faculty member's individual position description. The faculty of each college or unit or both shall establish in their bylaws substantive promotion criteria for all types of faculty existing within that unit or college or unit (e.g. regular faculty, clinical faculty, research faculty, etc.), consistent with the university requirements. The criteria shall include a statement regarding the role of interdisciplinary activity and shall be included in college or unit bylaws (see FSH 1590).

c. Non-Tenure Track Faculty Promotion. Non-tenure track positions at the assistant and associate professor level are eligible for promotion to the next rank. Full-time instructors are eligible for promotion to senior instructor. Senior instructor is not a rank from which a faculty member may be promoted (FSH 1565 D-1₂-b).

A-3. Faculty Tenure.

a. General Purpose. Tenure is intended to protect academic freedom in order to maintain a free and open intellectual atmosphere. The justification for tenure lies in the need for protection from improper influences from either outside or inside the university. Tenure strengthens UI's ability to attract and retain superior teachers and scholars as members of the faculty. UI's tenure policy improves the quality of the faculty by requiring that each faculty member's performance be carefully scrutinized before tenure is granted.

b. Definition General Provisions. Tenure is a condition of presumed continuing employment accorded to a faculty member, usually after a probationary period, on the basis of an evaluation and recommendation by a unit committee and administrator, a college committee and dean, a university committee, the provost, and the president. Prior to the award of tenure, employment beyond the annual term of appointment may not be legally presumed (RGP II.G.1.b). After tenure has been awarded, the faculty member's service can be terminated only for adequate cause, the burden of proof resting with UI (FSH 3910), except under conditions of financial exigency as declared by the board (FSH 3970), in situations where extreme shifts of enrollment have eliminated the justification for a position, or where the board has authorized elimination or substantial reduction in an academic program (RGP II.G.6.a).

c. Criteria. Tenure is granted only to full-time faculty members (RGP II.G.6.a) who demonstrate that they have made and will continue to make significant contributions in their disciplines through effective performance in the responsibility areas contained in FSH 1565 C as specified in their position description and consistent with university, college and unit criteria. The faculty of each college or unit or both shall establish substantive tenure criteria consistent with the university requirements for tenure. The criteria shall include a statement regarding the role of interdisciplinary activity and shall be included in college or unit bylaws (see FSH 1590).

d. Tenurable Ranks. The tenurable ranks are senior instructor, assistant professor, associate professor, and professor. Senior instructors, research professors, extension faculty, psychologists, and licensed psychologists can be either tenure track or non-tenure track. See FSH 1565.

A-4. Consideration of Promotion or Tenure Alone. The procedures in this policy apply to all cases including applications for only tenure or only promotion. As used in this policy, “promotion or tenure” means promotion or tenure or both.

B. ROLE OF THE PROVOSTGENERAL PROVISIONS.

B-1. Delegation. The provost may delegate any of ~~his or her~~their responsibilities in this policy to a designee.

B-2. Provost’s Administrative Guidance. The process of promotion and tenure is administered by the provost. The provost shall publish guidance necessary for the administration of the promotion and tenure system that is consistent with the *Faculty Staff Handbook (FSH)* and the *Regents of the University of Idaho Governing Policies and Procedures (RGP)*. This guidance shall be mandatory. The provost’s administrative guidance shall include:

- a. Deadlines for the promotion and tenure process;
- b. The forms required to document the promotion and tenure process (e.g. dossier submission form, unit voting forms, etc.);
- c. Procedures for requesting early consideration for promotion;
- d. Requirements for curriculum vitae;
- e. Requirements regarding the submission of promotion and tenure dossiers including format, order of materials, page limits for materials, etc.;
- f. Requirements for the selection of external reviews for scholarly work;
- g. Procedures for collecting feedback from faculty, staff, and students to be used by committees in this process;
- h. The timing of appointments and relative representation of faculty on the university promotion & tenure committee pursuant to section G-1 herein; and
- i. Other matters necessary to ensure the appropriate administration of the promotion and tenure process.

B-3. Committee Problem Resolution. If the unit administrator or the college dean is not able to fill membership on a committee required under this policy, the provost, in consultation with the dean, shall appoint an appropriate faculty member to fill any opening in order to comply with the requirements of this policy. If the provost takes such action under this provision, documentation of the action shall be maintained by the provost.

B-4. Procedural Error Remediation. In the event of a procedural error, the provost, dean, unit administrator, and candidate shall confer and attempt to come to an agreement that resolves the error. The provost shall decide the resolution of the procedural error and communicate the decision to the candidate in writing. If the candidate agrees to the resolution in writing, he or she may not later object to the resolution. If the candidate does not agree to the resolution in writing, he or she retains the right to appeal the final institutional decision based on that procedural ground (see H-3 herein).

Commented [WD(3): This section as previously drafted addresses only known errors and leaves open the possibility of contesting a decision based on minor procedural error that was not outcome determinative.

C. SCHEDULE FOR PROMOTION AND TENURE CONSIDERATION.

C-1. Promotion.

a. Timing of Promotion. A faculty member shall apply and be considered for promotion according to the schedule below.

1. Instructors. Full-time instructors shall be considered for promotion to senior instructor during their sixth year of continuous, full-time service as an instructor. Part-time instructors are not eligible for promotion.

2. Tenure Track Assistant Professors. Assistant professors who are on a tenure track shall be considered for promotion at the same time that they are considered for tenure and shall be promoted if they receive tenure (C-2, ~~a~~ herein).

3. Non-Tenure Track Assistant Professors Assistant professors who are not on a tenure track shall be considered for promotion during their sixth full year as an assistant professor.

4. Tenure Track and Non-Tenure Track Associate Professors. Faculty may be considered for promotion during their sixth full year of service, or thereafter, as an associate professor.

b. Early Consideration for Promotion. A faculty member may be considered for promotion at an earlier time than permitted by this policy with the approval of the dean. The process for requesting early consideration for promotion shall be set forth in the provost's administrative guidance pursuant to B-2 herein.

c. Reconsideration for Promotion. When a faculty member has been considered for promotion and not promoted, he or she may apply and be considered again during their third full year of service or later after denial of promotion unless earlier consideration is approved in writing by the dean.

C-2. Tenure.

a. Timing of Tenure. A faculty member shall apply and be considered by the university for tenure during the sixth full year of probationary service. Consideration at that time is mandatory (RGP II.G.6.b.ii.). If an associate or full professor is not appointed with tenure, they are considered for tenure during the fifth full year of service. Satisfactory service in any tenurable rank may be used to fulfill the probationary period.

b. Early Consideration for Tenure. A faculty member may be considered for tenure at an earlier time than permitted by this policy (RGP II.G.6.d.iv.1), with the approval of the provost. The process for requesting early consideration for tenure shall be set forth in the provost's administrative guidance pursuant to section B-2 herein.

C-3. Special Circumstances.

a. Late Appointments. When the appointment begins after the eighth week of the start of the academic year (for academic year appointments) or after the eighth week of the fiscal year (for fiscal year appointments) then the timeline for promotion and tenure consideration begins the following year.

b. Transfer between Units.

1. Approval Process. When a non-tenured faculty member transfers to another unit within UI, the transfer must be approved by the provost in consultation with the units and college dean(s).

2. Impact on Time to Promotion and Tenure. The extent to which service in the first unit counts toward promotion or tenure ~~or both~~ in the new unit must be communicated to the faculty member in writing by the provost at the time of the transfer. (RGP II.G.6.1.ii.)

3. Tenure Status. Tenure status does not change when a tenured faculty member transfers from one unit to another within UI.

c. Effect of Lapse in Service. A non-tenured faculty member who has left the institution and is subsequently reappointed after a lapse of not more than three (3) years may have ~~his or her~~ their prior service counted toward eligibility for the award of tenure. Eligibility for the award of tenure must be

clarified in writing before reappointment. A tenured faculty member who has left the institution and is subsequently reappointed after a lapse of not more than three (3) years must have tenure status clarified in writing by the president before appointment. The faculty member may be reappointed with tenure, or may be required to serve additional years before being reviewed for tenure status. (RGP II.G.6.I.i)

d. Credit toward Promotion or Tenure at Time of Appointment. Credit toward promotion or tenure ~~or both~~ may be granted at the time of appointment with the approval of the provost. Such credit must be documented in the letter offering the candidate employment at UI. Where credit toward promotion or tenure ~~or both~~ is approved, all evidence of success in the faculty member's areas of responsibility having arisen during the years for which credit is given shall be included in the candidate's dossier and must be considered in evaluating whether the candidate has demonstrated success in the applicable areas of responsibility. Credit toward promotion and tenure may be granted under the following circumstances:

1. After review of the candidate's qualifications, the faculty in the unit vote that the candidate meets UI criteria for the rank to be offered, and
2. The candidate has demonstrated outstanding performance of responsibilities relevant to the position for which the person is being appointed through service at another institution, or has made substantial contributions to their field of specialization, and
3. The candidate must complete one full year of employment at UI prior to applying for promotion or tenure.

e. Appointment with Tenure. Appointment with tenure may be offered under the following circumstances:

1. The candidate has attained tenure at another college or university, and
2. After review of the candidate's qualifications, the faculty in the unit vote that the candidate meets UI criteria for tenure and the rank to be offered, and
3. The candidate has demonstrated performance of responsibilities relevant to the position for which the person is being appointed.

f. Administrative Appointment.

1. The role of an administrator is not tenurable.
2. A faculty member who serves as an academic administrator retains membership in ~~his or her~~ their academic department and ~~his or her~~ their academic rank and tenure. (RGP II.G.6.i.ii) The faculty member may resume duties in ~~his or her~~ their academic department when the administrative responsibilities end. (RGP II.G.6.i.iv)
3. A candidate may be initially appointed as an associate or full professor with tenure with the approval of the president. (RGP II.G.6.i.iii) If an administrative appointment carries academic rank, evaluation for tenure is conducted by the unit in which the rank is held.

g. Unit Administrator under Review for Promotion or Tenure ~~or Both~~. If the unit administrator is scheduled to be evaluated for promotion or tenure ~~or both~~, the dean shall fulfill all the responsibilities under this policy normally fulfilled by the unit administrator.

h. Conflicts of Interest. A faculty member who is a "related individual" to the candidate as defined in FSH 6241-A shall not participate in the process of promotion and tenure.

C-4. Extensions.

a. Childbirth or Adoption: A faculty member who becomes the parent of a child by birth or adoption, may request an automatic one-year extension of the timeline for promotion or tenure or both. (RGP II.G.6.d.iv.2.)

b. Other Circumstances: An extension of the timeline for promotion or tenure or both may be granted in other exceptional circumstances (RGP II.G.6.d.iv.2) that may impede a faculty member's progress toward achieving promotion or tenure ~~or both~~, including but not limited to significant responsibilities with respect to elder or dependent care, child care, custody, disability or chronic illness or such other reasons deemed by the provost to be exceptional and likely to impede the faculty member's progress.

c. Third-Year Review. In the event that an extension is requested and granted before the third-year review, the review is also automatically delayed for one year.

d. Length of Extension. In most cases, extension of the time to tenure ~~and/or~~ promotion shall 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.

e. Option to Shorten Extension. A faculty member may choose to be considered for promotion ~~and/or~~ tenure on ~~his or her~~their original timeline, even if an extension has been granted.

f. Procedure for Requesting an Extension:

1. The faculty member must request the extension from the provost in writing by March 15 of the calendar year in which the review process begins, as set forth in the provost's administrative guidance ~~in~~ (B-2 herein). The written request must include appropriate documentation of the childbirth, adoption, or other exceptional circumstance.

2. Except to obtain necessary consultative assistance on medical or legal issues, only the provost shall have access to documentation pertaining to a request related to disability or chronic illness. The provost shall, in ~~his or her~~their discretion, determine if consultation with the dean ~~and/or~~ unit administrator is appropriate.

3. The provost shall notify the faculty member, unit administrator, and dean of the action taken. No information regarding ~~the~~ extensions shall be included in the candidate's dossier.

g. Effect of Extension. If an extension is granted, the expectations for tenure and/or promotion remain the same.

D. PROMOTION AND TENURE DOSSIER. All materials provided by the candidate and by the unit administrator shall be compiled together into a single dossier in the manner prescribed by the provost's administrative guidance (B-2 herein).

D-1. Materials to be Provided by the ~~Faculty Member~~Candidate. The candidate shall submit the following materials:

a. Current Curriculum Vitae. The curriculum vitae ~~shall be~~ in the required UI format.

b. Candidate Statements. This section is limited to eight pages.

1. Context Statement. A Context Statement, written by the candidate, describing the candidate's academic unit and the candidate's responsibilities within ~~his or her~~their unit as established in the position description. It is intended to inform reviewers about the candidate's academic environment so that reviewers may consider the similarities and differences between their own academic unit and that of the candidate. The context statement should also describe the expectations placed on the candidate by interdisciplinary programs or research centers, the requirements of joint appointments or other

special circumstances. If applicable, the candidate shall indicate ~~his or her~~their choice of unit criteria for promotion and tenure under which to be evaluated, pursuant to D-2-a-2.

2. Personal Statement of Accomplishment. The candidate has an opportunity to interpret their record of accomplishment relevant to the responsibilities in their position description and the criteria for promotion ~~and~~or tenure, but should not duplicate other materials in the dossier. The statement may explain and analyze materials submitted and include a philosophical vision as it relates to the broader impact of accomplishments. The statement explains the nature of the ~~faculty member~~candidate's activities so that others will understand them fully for purposes of assessment. The format and method of presentation is a matter of ~~faculty~~candidate choice.

c. Evidence of Accomplishment. Evidence of accomplishment may be provided for each area of responsibility in the position description. Evidence could include examples of scholarly work, teaching evaluation materials, letters of support, etc. This shall not include additional narrative written by the candidate regarding promotion or tenure. This section has no page limit.

D-2. Materials Provided by the Unit Administrator. The unit administrator shall provide the following materials to the candidate, in the format prescribed by the provost's administrative guidance (B-2 herein), at least 10 business days prior to the deadline specified in D-3-a herein:

a. Bylaw Sections. College and unit bylaw sections that cover the following areas:

1. Annual review process and annual performance criteria.

2. Criteria for promotion and tenure. If criteria change during the period under review, the candidate shall choose the version of the criteria by which he or she will be evaluated. If a candidate does not select a version, the version in effect at the time of submission shall be used.

b. Position Descriptions and Annual Evaluations. Copies of the candidate's position description(s) (FSH 3050) and annual evaluations (FSH 3320) for the period under review.

c. Teaching Effectiveness. If teaching is included in the candidate's position descriptions, copies of all of the candidate's student course evaluation summaries (RGP II.G.6.e) for the period under review and peer evaluations of teaching for the period under review as prescribed by the provost's administrative guidance (B-2 herein). The candidate may supplement this section to include other evidence of teaching effectiveness as outlined in FSH 1565 C-1-a.

d. Prior Reports. Copies of any third-year review committee reports and periodic review reports made during the period under review, along with the associated unit administrator's and dean's reports (as applicable) and any responses by the ~~faculty member~~candidate to the reports.

e. External Peer Reviews. The unit administrator shall obtain three to five external reviews of the candidate's performance in the area of scholarly and creative activity, except in the case of third-year review or faculty without responsibility for scholarship or creative activity as defined by FSH 1565 C-2. All review letters received shall be included in the dossier.

1. Qualifications of Reviewers. External reviewers shall be tenured faculty members who have expertise in areas closely related to the candidate's expertise. If the review is to be in support of promotion, each reviewer shall be at, or above, the rank the candidate is seeking. Because reviewers are asked to provide independent and objective review, reviewers shall not have a personal or professional relationship with the candidate that could prevent an unbiased assessment.

2. Selection. The reviewers to be solicited shall be chosen by the unit administrator, but at least two reviewers shall come from a list of at least eight qualified reviewers provided by the candidate in writing to the unit administrator by the deadline provided in B-2 herein. If the unit administrator cannot obtain letters from two reviewers on the candidate's list, the unit administrator shall ask the

candidate to identify further potential reviewers. The candidate may also provide the unit administrator with the names of up to two individuals who shall be excluded from consideration as an external reviewer. If the candidate fails to submit either list, the unit administrator shall select reviewers without that input from the candidate. These lists shall not be included in the dossier but shall be kept on record by the unit administrator.

3. Request Letters to the External Reviewers. The letters of request to the reviewers shall be based on a template provided by the provost.

4. Materials Provided to the External Reviewers. The unit administrator shall provide only the candidate's CV, position descriptions for the period under review, candidate statements from D-1.a-b herein, ~~and~~ up to four examples of the candidate's scholarly and creative activity chosen by the candidate, and the sections of college and unit bylaws setting forth criteria for promotion or tenure. The unit administrator shall not provide the complete dossier or any additional materials to external peer reviewers.

5. Criteria for External Review.

- a) The review shall be limited to the candidate's scholarly and creative activity in relation to the applicable tenure and/or promotion criteria and the faculty member's position description(s).
- b) Reviewers may not be asked to evaluate the candidate pursuant to external criteria such as those at the reviewer's institution or other professional organizations.
- c) The university shall make every effort to keep the names of the reviewers confidential from the candidate. The candidate may request to view the external reviewers' anonymized evaluations after the final institutional decision is made. Such requests shall be directed to the provost.

f. Additional Review Letters.

- 1. In the case of interdisciplinary appointments, administrators of units holding the minority of the candidate's appointment (see A-1.d herein) may provide an additional review letter.
- 2. In the case of a candidate based at a UI center, the center executive officer may provide an additional review letter.

D-3. Submission of Dossier.

a. Deadline for Submission. A candidate's dossier in support of tenure and/or promotion, containing all of the materials described in section A, must be submitted to the unit administrator either prior to the beginning of the semester in which the review is scheduled to begin or prior to the submission of the candidate's materials to the external reviewers, whichever is earlier. In the event a unit administrator fails to provide materials within the timeline referenced in D-2 above, the candidate's deadline for submission shall extend to ten days after the provision of materials by the unit administrator.

- 1. External peer reviews need not be submitted as part of the dossier prior to the deadline, but must be received, if required, prior to any consideration of the dossier.
- 2. The dossier may be supplemented with scholarship or creative accomplishments occurring after submission. Supplementation must be made pursuant to the provost's administrative guidance.

b. Finalization of Dossier. Submission is final when the ~~faculty member~~candidate has signed a dossier submission form and provided the signed form to the unit administrator. Other than supplementation provided in D-3.a herein, the dossier is final when submitted and may not be supplemented or altered after submission.

E. UNIT LEVEL REVIEW.

E-1. Unit Promotion and Tenure Committee.

a. Membership. The unit faculty shall elect a promotion and tenure committee for each candidate according to the criteria below. The unit faculty may delegate the selection of committee members to the unit administrator.

1. The committee shall be composed of five faculty members. At least three members shall be tenured faculty members in the unit. At least one member shall be a tenured faculty member from outside the unit.
2. The committee shall elect a chair from among their tenured members.
3. Because the promotion and tenure committee is a personnel committee, students and non-university employees shall not serve on the committee.
4. In cases considering promotion to full professor, unit administrators are encouraged to include full professors in the committee.
5. Neither the unit administrator nor the dean may serve as a member of a unit promotion and tenure committee.
6. If there are not three tenured faculty members available to serve on the committee, the unit administrator, in consultation with the dean, shall designate tenured faculty members from other units whose areas of expertise are closely related to the work of faculty in the unit. One such member may chair the committee if there is not a tenured member from the unit available to serve as chair.
7. Upon request by the candidate to the unit administrator, the unit administrator shall provide the candidate with the names of the committee members.

b. Basis for Evaluation. The unit administrator shall submit the completed dossier to the chair of the unit promotion and tenure committee. The review shall be based on the dossier as well as feedback collected by the committee from faculty, staff, and students in the unit. The process for requesting such feedback shall be set forth in the provost's administrative guidance pursuant to section B-2 herein. The committee shall not meet until the dossier and feedback have been available to all members for at least two weeks. The committee may provide the candidate with the opportunity to address the committee in support of ~~his or~~ ~~her~~~~their~~ application for tenure and/or promotion. The committee shall evaluate the candidate in light of the unit, college and university criteria for tenure and/or promotion.

c. Unit Promotion and Tenure Committee Report. The committee shall write a report recommending whether the candidate should be promoted and/or tenured. For each candidate, the report shall include a brief rationale for the committee's recommendations and an anonymized record of the committee's vote for or against tenure ~~and~~ or promotion of each candidate. Abstentions are not allowed. The chair of the committee shall deliver the report to the unit administrator. The report shall not be shared with faculty who are not members of the college or university promotion and tenure committees.

E-2. Unit Faculty Voting.

a. General.

1. The dossier must be made available at least two weeks prior to any voting.
2. Faculty who are eligible to vote may assemble to deliberate prior to voting.

3. Voting shall occur using a signed, written ballot in a format provided in the provost's administrative guidance in B-2 herein.

4. Faculty members may submit evaluative comments as part of their ballot to the unit administrator.

5. Unit faculty voting results shall not be shared with the candidate's promotion and tenure committee.

6. Faculty are not required to vote but are encouraged to do so.

b. Voting by Tenured Faculty. In the case of tenure, the unit administrator shall solicit the vote of all tenured faculty members of the candidate's unit regarding whether the candidate should be granted tenure. Non-tenured faculty shall not be eligible to vote.

c. Voting by Promoted Faculty. In the case of promotion, the unit administrator shall solicit the vote of all faculty members of the candidate's unit of the same or higher rank as that to which the candidate seeks promotion. Faculty members of lower rank shall not be eligible to vote.

E-3. Unit Administrator.

a. Unit Administrator's Report. The unit administrator shall prepare a written report after considering the tenure and/or promotion dossier, the unit promotion and tenure committee report, and the unit voting results. The unit administrator's report shall include the anonymized voting results as well as the administrator's recommendation for or against tenure and/or promotion in light of the unit, college and university criteria for tenure and/or promotion. In the event that the administrator submitting the recommendation has not had at least one year to evaluate the candidate, he or she shall disclose this as part of the report.

b. Transmission of Reports to the Candidate and Written Response. The unit administrator shall provide the candidate with copies of the unit administrator's report and the report of the unit promotion and tenure committee. The candidate may provide a written response to the reports within five business days after receiving the reports.

E-4. Forwarding Materials. The unit administrator shall forward the tenure and/or promotion dossier and all reports and the candidate's response, if any, to the dean.

F. COLLEGE LEVEL REVIEW.

F-1. College Promotion and Tenure Committee. Each college having more than one unit shall have a standing promotion and tenure committee. The members shall be tenured and shall serve staggered three-year terms. ~~Each unit shall have one representative elected by the unit faculty. Each unit within the college shall be represented by one faculty member, to be selected as follows: Each unit shall nominate two faculty members, from which the dean shall select one, giving consideration to representational balance in the makeup of the committee.~~ The committee shall elect its chair from among its members or may elect the dean or associate dean to serve as chair without vote. For the College of Business and Economics each major area shall serve as a "unit" for purposes of section F. Names of committee members shall be provided to the candidate upon request to the dean.

F-2. College Promotion and Tenure Committee Evaluation and Report. The committee shall not meet until the dossier has been available to all members for at least two weeks. The committee shall evaluate the dossier in light of the unit, college and university criteria. The committee chair shall write a report for each candidate recommending whether the candidate should be promoted and/or tenured. For each candidate, the report shall include a brief rationale for the committee's recommendations and an anonymized record of the committee's vote for or against tenure and/or promotion of each candidate. Abstentions are not allowed. A tie vote will result in a recommendation of "undecided."

Commented [WD(4): This change made to promote representational balance in committee; as previously drafted, committee members were chosen by each unit without awareness of overall composition.

F-3. Dean's Report. The dean shall evaluate the candidate in light of the unit, college and university criteria for tenure and/or promotion then make a written recommendation as to whether each candidate should be promoted and/or tenured after considering the materials presented in the dossier (including all reports, responses and polling information), and advice of the college committee. The dean may also confer individually or collectively with unit administrators about the qualifications of the candidate.

F-4. Transmission of Reports to Candidate and Written Response. The dean shall provide the candidate with copies of the dean's report and the college promotion and tenure committee report. The candidate may provide a written response to the reports within five business days after receiving the reports.

F-5. Forwarding Materials. The dean shall forward the completed tenure and/or promotion dossier and all reports, recommendations, and responses to the provost.

G. UNIVERSITY LEVEL REVIEW.

G-1. University Promotion and Tenure Committee Composition. A university promotion and tenure committee of faculty members, chaired by the provost without vote, is appointed each year.

a. Nominations. One-third of the committee's membership shall be selected by the provost from the previous year's committee; the remaining members shall be selected by the provost and the chair and vice chair of the Faculty Senate from nominations submitted by the senators. The delegation representing the College of Letters, Arts and Social Sciences on Faculty Senate nominates four faculty members who should be representative of the breadth of the disciplines within the college. The delegation representing the College of Agricultural & Life Sciences on Faculty Senate nominates four faculty members from the college comprising two each from (a) faculty with greater than 50% teaching and research appointments and (b) faculty with greater than 50% University of Idaho Extension appointments. The Faculty Senate delegations from the other colleges and the Faculty-at-Large each nominate two faculty members from their constituencies. If senators from a college do not submit nominations by the deadline announced by the provost, the provost shall appoint members from that college, as specified in G-1-b-2 herein.

b. Membership. The membership of the committee shall be as follows:

1. The vice president for research, the dean of the College of Graduate Studies and the provost's designee with primary responsibility for faculty promotion and tenure, to serve *ex officio* (without vote).
2. Two representatives from the College of Letters, Arts and Social Sciences, two representatives from the College of Agricultural & Life Sciences, and one representative from each of the other colleges and the Faculty-at-Large.
3. The committee shall include at least one tenured faculty member (RGP II.G.6.e).
4. Upon request by the candidate to the provost, the provost shall provide the candidate with the names of the committee members.

G-2. University Promotion and Tenure Committee Vote. The committee shall not meet until the dossier has been available to all members for at least two weeks. The committee shall deliberate and vote for or against tenure and/or promotion of each candidate in light of the unit, college and university criteria for tenure and/or promotion. Abstentions are not allowed.

G-3. Provost's Report. The provost shall write a report to the president making a recommendation regarding tenure and/or promotion of each candidate in light of the unit, college and university criteria for tenure and/or promotion. The report shall include a rationale for each recommendation and the anonymized results of voting from the university promotion and tenure committee.

H. DECISION.

H-1. Presidential Approval. The president shall confer with the provost and make the decision regarding tenure and/or promotion for each candidate in light of the unit, college and university criteria for tenure and/or promotion. The awarding of tenure and/or promotion to an eligible faculty member is made only by a positive action of approval by the president.

H-2. Notice to the Candidate. The president shall give notice in writing to the candidate of the granting or denial of tenure and/or promotion by May 1 of the academic year in which the decision is made. (RGP II.G.6.c.) The provost's recommendation shall be forwarded to the candidate at that time. Notwithstanding any provisions in this section to the contrary, no person is deemed to have been awarded tenure solely because notice is not given or received by the prescribed times. If the president fails to notify the candidate of the decision within the required timeframe, it is the responsibility of the candidate to inquire as to the decision.

H-3. Appeals. Appeals regarding promotion or tenure may be filed only after the final decision of the president, which shall be considered the institutional decision (see FSH 3840 B-2).

H-4. Denial of Tenure. If a faculty member is not awarded tenure, the president, at ~~his or her~~their discretion, may:

- a. Notify the faculty member that the contract year in which the tenure decision is made is the terminal year of employment (RGP II.G.6.k.), or
- b. Issue a contract for a terminal year of employment following the year in which the tenure decision is made (RGP II.G.6.j), or
- c. Issue to the faculty member contracts of employment for successive periods of one (1) year each. Such appointment for faculty members not awarded tenure must be on an annual basis, and such temporary appointments do not vest in the faculty member any of the rights inherent in tenure and there shall be no continued expectation of employment beyond the annual appointment (RGP II.G.6.j).

I. IMPLEMENTATION.

I-1. Effective Date. This policy shall be effective April 1, 2020.

I-2. Applicability.

- a. The provisions of section C herein (Schedule for Promotion and Tenure Consideration) shall apply to faculty hired after the final approval of this policy.
- b. Faculty hired before the adoption of this policy shall be governed by the provisions of section C herein unless written notice of election not to be governed by section C is provided to the unit administrator, dean and provost prior to April 1, 2020.
- c. Faculty who elect not to be governed by the provisions of section C herein are subject to the corresponding policies regarding the timing of promotion and tenure in place immediately prior to the adoption of this policy, specifically those in FSH 3520 and FSH 3560. These previous policies shall remain available on the provost's web page.

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 ☐ XX Revision* ☐ Deletion* ☐ Emergency
Minor Amendment ☐

Chapter & Title: ESH1640.24 Classified Position Appeal Board (CPAB)

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)

Telephone & Email:

Brandi Terwilliger

Name _____ Date _____
885-3008 brandit@uidaho.edu

Policy Sponsor: (If different than originator.)

Telephone & Email:

Brian Foisy 2/2/2021

Name _____ Date _____
885-7590 brianfoisy@uidaho.edu

Reviewed by General Counsel — Yes ☒ No ☐ Name & Date: n/a

- 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.
FSH1640.24 Removal of the Classified Position Appeal Board (CPAB) With the implementation of the market based system, the employee classification and compensation are not combined. With this separation, the committee is no longer needed. The classification appeal committee reviewed classification decisions that impact employee pay. This is no longer the catalyst that determines pay.

- 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.
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]
--

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)
--

CLASSIFIED POSITION APPEAL BOARD (CPAB)

A. FUNCTION. To hear, on referral from the vice president for finance and administration, 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 Council 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, 7-18]*

C. PROCEDURES.

C-1. Appeals of classification decisions made by HR are submitted directly to the vice president for finance. A $\frac{1}{2}$ Notice of Appeal $\frac{1}{2}$ 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, 9-15]*

C-2. The vice president will notify the director of employment services that a $\frac{1}{2}$ Notice of Appeal $\frac{1}{2}$ 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]*



POLICY COVER SHEET

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

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

Faculty Staff Handbook (FSH)

☐ Addition ☒ Revision* ☐ Deletion* ☐ Emergency ☐ Minor Amendment

Policy Number & Title: **1640-08**

Administrative Procedures Manual (APM)

☐ Addition ☐ Revision* ☐ Deletion* ☐ Emergency ☐ Minor Amendment

Policy Number & Title:

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

Originator: Committee on Committees (chair: Russ Meeuf)

Policy Sponsor, if different from Originator:

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

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

These revisions add two new members to the Admissions Committee in order to assist the committee in its review processes: a representative from the Office of Multicultural Affairs, and a representative from the Vandal Gateway program. These new representatives will serve in an advisory role to help the committee process admissions appeals.

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

None.

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

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

July 1, 2021

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 Admissions Committee also evaluates and acts on applications of undergraduate students to special UI programs requiring minimum qualifications lower than those for regular admission to the University of Idaho. 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, rev. 7-20*]

A-1. This committee traditionally meets during the summer. [*add. 7-08*]

B. STRUCTURE. Five members of the faculty, director of counseling and testing center or designee, chair of Ubuntu or designee, a member of the American Language and Culture Program faculty, and the following without vote: director of admissions (or designee), a Student Support Services designee, the director of the Vandal Gateway Program, a representative from the Office of Multicultural Affairs, and a professional advisor. 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, 7-19, 7-20 ed. 7-05, 4-12*]

Proposed Emergency Action RE: Changes to number of W credits

Action: The number of credits that a student may withdraw from during his or her undergraduate career at U of I (C-4) is increased from 21 to 33 credits.

Policy at Issue: Credit Withdrawal Limitation (Catalog)

- C-4
The number of credits that a student may withdraw from during his or her undergraduate career at U of I is limited to 21 credits. If a student attempts to drop a course(s) that would bring the total credits he or she will have withdrawn from above 21, the student will not be allowed to do so. When a student withdraws from the university the credits in the courses for the semester do not count against the withdrawal credit limitation (see [regulation G](#)).

Reason for Action: To minimize the aftermath of the pandemic, this action seeks to support students who had extenuating circumstances brought on by COVID-19, giving them the discretion to withdraw from additional courses, earning up to 33 withdrawal credits. Reasons for additional withdrawal credits include personal health, family health, technology challenges, or other COVID-related issues.

Information about W credits at other institutions

- Montana State University <http://catalog.montana.edu/curriculum-enrollment-graduation/#Registration>
- University of Wyoming http://www.uwyo.edu/registrar/university_catalog/registr.html
- University of Washington <https://registrar.washington.edu/students/current-quarter-drop/>
 - Allows one web drop per quarter, then advisor assisted if 2 or more withdrawals per quarter. If a student withdraws completely, they may have to reapply for admission.
- University of Utah <https://registrar.utah.edu/handbook/withdrawal.php>
- Arizona State University <https://www.asu.edu/aad/manuals/ssm/ssm201-08.html>
- Indiana University <https://vpfaa.indiana.edu/policies/bl-aca-h32-grades-withdrawl/index.html>
- Florida State University https://registrar.fsu.edu/bulletin/undergraduate/information/academic_regulations/#DropAdd
 - Allows 1-2 course withdrawals per term. No cumulative limit.

2020 – 2021 Faculty Senate – Pending Approval**Meeting # 29**

Tuesday, May 4, 2021, 3:30 pm – 4:30 pm

Zoom only

Approved at Mtg 3 08.31.21

Present: Attinger, Brantz, Bridges, Carter, Carney, Chapman, Dezzani, Hickman, Keim, Kirchmeier (Chair), Fairley, Torrey Lawrence (w/o vote), Lee-Painter, McIntosh, McKellar, Meeuf (Vice-Chair), Paul, Quinnett, Raja, Rashed, Rinker, Rose, Sammarruca (w/o vote), Schwarzlaender, A. Smith, R. Smith, Tibbals, Tenuto, Wargo, Powell (proxy for Ahmadzadeh)

Absent: Ahmadzadeh (excused), Fairley (excused), Krishnan, Rose

Also present: 2021-22 Senators Becker, Gauthier, Mittelstaedt, Ogborn, Roberson, Thorne

Guest Presenters: *Ann Abbott, Suzie Ball, Ryan Pipal, Sean Quinlan*

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

Approval of Minutes (vote):

- Minutes of the 2020-21 Meeting #28 – Attach. #1
The minutes of the 2020-21 Meeting #28 were approved as distributed.

Consent agenda:

- Sabbatical recommendations for AY 2022-23 – Attach. #2
There were no objections to the adoption of the consent agenda.

Chair's Report:

- There is an error in the binder: attachment #3 is to be disregarded.
- Reminder: Today's meeting for the 2020-2021 Faculty Senate is an hour long because the 2021-2022 Senate will meet for the second time at 4:30 pm to vote on leadership positions.
- Summer plans for Senate: The 2020-2021 Faculty Senate remains active through the summer, although we do not meet. The 2021-2022 Faculty Senate begins with the fall term. FSH 1580 Article VII describes the executive committee, which can act for the Senate on emergency matters when the Senate is not in regular session for a period of more than two weeks and a quorum cannot easily be convened. The executive committee is made up of members of the senate who are present at a meeting called with no less than 36 hours' written or oral notice. Seven voting members of the senate constitute a quorum for meetings of the executive committee. Either President Green or his designee, the 2020-21 vice-chair (Russ) or the 2020-21 chair (Barb) can call a meeting of the executive committee during the summer with at least 36 hours' notice. Sometimes, Faculty Senate Leadership (FSL) is called on during the summer to represent faculty voice at university-level meetings. The Faculty Senate leadership team does not like to make decisions without consulting members of faculty senate to ensure as broad a voice as possible. Therefore, the team has asked senators to comment on emergency action items this year. FSL will continue to do this in two ways during the summer: 1. Reaching out via email and asking for feedback on issues as they arise. Every attempt will be made to give senators time to respond to emails, but sometimes very time-sensitive decisions must be made, in which case the comment period may remain open for a short time. 2. Calling a meeting of the

executive committee. Even though most faculty are off contract during the summer, members of Faculty Senate are asked to check their email regularly to look for messages from the FSL team seeking senate input on important matters.

- Reminders:
 - The final University Faculty Meeting of the year will be held via Zoom, tomorrow, May 5, from 2:30-4:00 pm
 - CETL's 2021 Celebration of Collaboration is Thursday, May 6 from 3:00-5:00 pm
- Please help us spread the word about upcoming deadlines by sharing with your colleagues.

The Secretary expressed gratitude and appreciation to the 2020-21 Senate Chair Barb Kirchmeier for her dedication and excellent leadership.

Provost's Report:

- COVID testing update: 2.64% of the 454 tests done last week were positive. Currently two students are in supported isolation and four are in supported quarantine.
- Proposals for the VIP project are due Thursday, May 13. They are submitted to the Provost.
- The State of the University Address will be released on video – rather than live – so that it can be more easily available to our external partners and alumni. A live Q&A session will follow next Monday at 3 pm.
- The Provost thanked outgoing Chair Kirchmeier for doing an amazing job during a challenging year, and presented her with a gift.

There were no questions for the Provost.

Announcements and Communications:

- Vandal Gateway Program (VGP) Updates – Sean Quinlan, Suzie Ball, Ryan Pipal, Ann Abbott, and Chair Kirchmeier briefly reviewed how the program came to be. In spring 2020, Senate passed a resolution to support VGP temporarily and asked to receive a report about the program every semester. Gateway coordinator Suzie Ball, dean of CLASS Sean Quinlan, acting director of Poly and Gateway instructor Ann Abbott, and Gateway student Ryan Pipal, will talk about the program.

Sean Quinlan started a presentation. VGP was conceived last year as a cohort-based academic support program over two or three semesters, focused on General Education courses and based on high-impact mentoring, coaching, and advising services. The idea originated from SEM. Direct admission would target students with GPA between 2.3 and 2.59 and a combined SAT/ACT matrix. For the first year cohort, 100 students was the aspirational number. Students would initially register as BGS majors and, ideally, find their path with the help of academic counseling and advising. A major goal was to open doors for students from underrepresented populations and provide broader access to higher education, consistent with our land-grant mission. Concerns were raised over the direct admission process. An emergency policy enacted by the President in summer 2020 allowed for matriculation in 2020-21. The program was moved to CLASS, in collaboration with COS. Suzie Ball was hired in August 2020, at which time 19 students entered the program for the fall. Two VGP students made the Dean's List in the fall. There were probation and disqualification instances, but the persistence rate from fall to spring was 74%. 18 students expected to finish the program. Overall, Gateway students have done very well. At

the end of this semester, the average GPA for Gateway students is expected to be about 2.0, to be compared with the average GPA of 1.77 for students admitted with GPA between 2.6 and 3.0.

The expenditures for FY21 amount to \$114,245 – 22% of which is in fringe. The program delivered considerably under budget. Going forward, two possible pathways have been identified. The first would entail working with denied students within the previously suggested GPA range, with no direct admission – the students will be referred to the Admission Committee. Within this pathway, the GPA range would remain between 2.3 and 2.59. Gateway will work with SEM on coordinated communication and marketing strategies, assisting students through the appeal process and making sure they are informed about the options and resources available to them. The Admission Committee would refer accepted students to the Gateway program. Within the second pathway, there would be recruitment of admitted BGS majors within some specified GPA range, and coordinated recruiting strategies for both applicants and admitted students. The GPA range would be between 2.6 and 3.0, in anticipation of students who may have enhanced academic support needs after the pandemic. As part of university-wide retention efforts, first-disqualification students would be referred to VGP for help and to learn about probation options. These retention efforts are in line with State Board policy III-R.c2 (which addresses retention and disqualified or “slider” students). Future plans include: continuing collection of data and assessment of performance; recruiting students and refining programs as a retention tool; increasing collaboration with other programs across the university; and potentially, direct admission a few years down the road, when more data is available.

Ann Abbott described her experience with VGP as delightful and mind broadening. Having taught STAT153 to both VGP and non-VGP students, she is well positioned for making a natural comparison. She assigned a semester project to students in both sections and was amazed by the VGP students’ creative approach. Teaching the VGP section has opened her mind and made her an even stronger proponent of cohorting, which she has experienced since the first year in Polya. Gateway students are working hard and doing well, and are not requiring much more intervention than students in other sections.

VGP student Ryan Pipal spoke about his experience with the program. Due to low GPA, his application to the U of I was rejected. Because of health problems, he was not able to continue in his job. Later on, with encouragement from his family, he applied and was admitted into VGP, where he received strong support, both academically and emotionally. By the end of the semester, he was a perfect GPA student on the Dean’s List. Ryan emphasized the impact that VGP can have on students such as himself, who often “fall through the cracks,” because high school grades and test scores are not necessarily good predictors of success in college. Ryan concluded by reiterating his gratitude for an opportunity that changed his life.

Suzie Ball joined the conversation. She noted that Ryan is one of 19 stories of resilience and strength. Ryan was asked to speak to Faculty Senate because he has become a leader within VGP. He helps other students academically and works to strengthen the sense of community within the program. Perhaps Gateway students do not realize the impact they have on one

another – they are engaged and creative and are making great strides, during a year that was challenging for all of us. Suzie Ball commented on the perseverance and endurance she observed in these students. The program is definitely making a difference for them. The students in this particular cohort are expected to return in the fall. To address the concerns that VGP may lower academic standards, she noted that, on the contrary, the bar has been raised for students as a whole. Gateway students are thinking of peer-led VGP leadership – the program is bridging real life with the classroom. They expect to have data to present in a few years. Suzie Ball and Sean Quinlan thanked everyone for their support and welcomed questions.

A Senator recalled earlier concerns about the ability to provide appropriate services and support to the students, such as tutoring and mental health: were there any issues related to insufficient support? Suzie Ball replied that there had been no need for excessive resources. Gateway reached out to other Campus partners who were able to assist with academic coaching and mentoring. Advising and academic support was not a problem – the needed support was reasonable. There was a lot of one-on-one counseling and advising. They were able to operate within university resources. The Senator had a follow-up question about the ability to match Gateway with appropriate resources, as the program grows. Suzie Ball said that program needs are determined as students come in. So far, only 22% of their budget was spent. She expects the program to grow and resources to match the program growth as appropriate.

Sean Quinlan concluded the presentation emphasizing the intellectual, academic, and emotional challenges students are facing. The program aims at creating high-impact practices to ensure student success. It is important to help students with those challenges, including lasting effects from the pandemic. VGP has brought to the surface a number of issues which need to be addressed.

Chair Kirchmeier encouraged Senators to send questions by email. Faculty Senate looks forward to the next update. Moving on with the agenda, three potential emergency policies were presented to Faculty Senate for feedback.

- **Emergency Policy: Extension Faculty External Review. Attach. #4**

The Faculty Affairs Committee (FAC) supports the revisions to FSH 3500 D-2.e. and D-2.e.4. to require external review of outreach and extension, in addition to scholarly and creative activity. The request came from CALS. Because the next faculty meeting for approval of policy is in fall 2021, a temporary emergency policy is needed to bridge the gap.

Discussion:

A Senator was concerned about this policy changing expectations for faculty as compared to the expectations when they were hired. Could that create legal issues for the university? He suggested an “overlap” period of time, during which faculty can choose to go with the old or the new policy. General Counsel (GC) should advise. Vice provost Kelly-Riley confirmed that the policy will go to GC for review before being submitted to the President.

Another Senator expressed support for these changes and noted that clinical faculty have similar issues. Chair Kirchmeier replied that this is on FAC’s agenda for next year.

As a follow up to an earlier question, a Senator recalled a similar situation in his college, which was addressed by giving faculty the option to go by the old or the new rules for a certain period of time. Provost Lawrence added that expectations are not changed – only which items in the portfolio are externally reviewed. The “bar” does not change.

Result of the straw poll: 86% support rate.

- **Emergency Policy: Exemption from External Review Requirements for NTT faculty with 5% or less of scholarly and creative activity. Attach. #4**
FSH 3500 requires external review for promotion and tenure of all faculty with any percentage of scholarly and creative activity in their position description, including non-tenure track faculty with less than 5% allocated to scholarly and creative activities, which is very labor intensive. This temporary emergency policy is intended to bridge the gap until additional discussions can take place within colleges and units on how percentages are allocated.

Discussion:

In response to a question, it was clarified that 5% is intended to be an average over the promotion-and-tenure evaluation period.

Result of the straw poll: 95% support rate.

Emergency Policy: Withdrawal Credits. Attach. #5

This policy gives students the option to exclude W credits earned during specific terms. The purpose is to support students who had extenuating circumstances brought on by COVID-19. The item had been discussed two weeks earlier, when attachment #5 was brought to Senate. At that time, process-based concerns were raised about *temporarily* increasing the total number of W credits allowed by regulation C-4. Instead, the current proposal is to exclude W credits from selected terms – the Registrar has confirmed that such action is possible. However, W credits would not be expunged – they would still appear on the transcripts and be counted as attempted hours, but would not count for the total number allowed by C-4.

Discussion:

There was some discussion, including due to confusion about the (outdated) language in attachment #5. Chair Kirchmeier explained that the language in attachment #4 (*“The number of credits that a student may withdraw from during his or her undergraduate career at U of I (C-4) is increased from 21 to 33 credits”*) had not been updated to reflect the actual intent being discussed, which is: W credits earned during selected semesters do not count for regulation C-4. It was suggested to select spring, summer, and fall 2020. Withdrawal credits for those semester will not count for anybody – students do not need to request it. A Senator inquired about the possibility to include some explanatory comments in the transcripts. Registrar Lindsey Brown replied that, in some cases, transcript comments are possible, but regulation C-4 does not rise to that level.

Result of the straw poll: 83% support rate.

Adjournment:

Before adjourning, Chair Kirchmeier expressed deep gratitude to all Senators for their work and support. The meeting was adjourned at 4:38pm. The 2020-21 Senators were excused and the 2021-22 Senators remained for their closed session.

Respectfully Submitted,

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

**University of Idaho
2020 – 2021 Faculty Senate Agenda**

Meeting # 29

Tuesday, May 4, 2021, at 3:30 pm
Zoom Only

- I. Call to Order
- II. Approval of Minutes (Vote)
 - Minutes of the 2020-2021 Faculty Senate Meeting #28 (April 27, 2021) **Attach. #1**
- III. Consent Agenda
 - "Sabbatical recommendations for AY 2022-23" **Attach. #2**
- IV. Chair's Report
- V. Provost's Report
- VI. Committee Reports
- VII. Other Announcements and Communications
 - Vandal Gateway Program Updates (Sean Quinlan, Suzie Ball, Ryan Pipal, Ann Abbott) **Attach. #3**
 - Emergency Policy: Extension Faculty External Review **Attach. #4**
 - Emergency Policy: Exemption from External Review Requirements for NTT faculty with 5% or less of scholarly and creative activity **Attach. #4**
 - Emergency Policy: Withdrawal Credits **Attach. #5**
- VIII. Special Orders
- IX. New Business
- X. Adjournment

Attachments:

- **Attach. #1**
- **Attach. #2**
- **Attach. #3**
- **Attach. #4**
- **Attach. #5**

2020 – 2021 Faculty Senate – Pending Approval

Meeting # 28

Tuesday, April 27, 2021, 3:30 pm – 4:30 pm

Zoom only

Present: Attinger, Brantz, Bridges, Carter, Carney, Chapman, Dezzani, Hickman, Keim, Kirchmeier (Chair), Fairley, Torrey Lawrence (w/o vote), Lee-Painter, McIntosh, McKellar, Meeuf (Vice-Chair), Paul, Quinnett, Raja, Rashed, Rinker, Rose, Sammarruca (w/o vote), Schwarzlaender, A. Smith, R. Smith, Tibbals, Tenuto, Wargo, Powell (proxy for Ahmadzadeh)

Absent: Ahmadzadeh (excused), Rose

Also present: 2021-22 Senators Gauthier, Hoffman, Mittelstaedt, Ogborn, Roberson, Thorne

Guest Presenters: *Rich Seamon*

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

Approval of Minutes (vote):

- Minutes of the 2020-21 Meeting #27 – Attach. #1
The minutes of the 2020-21 Meeting #27 were approved as distributed.

Chair's Report:

- A reminder that today's meeting of the 2020-21 Senate is one-hour long. The 2021-2022 Senate have been invited to attend this meeting. Immediately after, they will meet at 4:30, in closed session, to take nominations for Senate chair and vice-chair.
- Please submit your textbook information to the VandalStore as soon as possible. As of last week, the VandalStore had below an 11% adoption rate for summer 2021 and lower than 7% for fall 2021. If you missed the Faculty Textbook Adoption Training, you can watch it on the VandalStore's YouTube channel (<https://www.youtube.com/channel/UCFVfaP6E-ps3ZGpDpXeTsw/videos>).
- The 2021 Senate will meet once more next week, Tuesday, May 4, for one hour. We will hear some policy recommendations from FAC, and also plan how we can get in touch with Senators during the summer if we are asked to make decisions as Faculty Senate Leadership.
- Introduction of new Senators:
 - Dennis Becker, Dean's Representative – replacing Ginger Carney
 - Jean-Marc Gauthier, CAA – replacing Delphine Kiem
 - Bob Hoffman, Staff Council Representative – replacing Charles Tibbals
 - Eric Mittelstaedt, COS – replacing Ray Dezzani
 - Dakota Roberson, Idaho Falls Campus – replacing Michael McKellar
 - Taylor Ogborn, Student Bar Association – replacing Joey Carter
 - Deborah Thorne, CLASS – replacing Barb Kirchmeier

Thanks to the outgoing Senators for their valuable service!

- Reminders:
 - The final University Faculty Meeting of the year will be held via Zoom on May 5 from 2:30-4:00pm PST

- CETL's 2021 Student Success Virtual Conferences is April 28 from 3:30-5:00pm
- CETL's 2021 Celebration of Collaboration is May 6 from 3:00-5:00pm

Please help us spread the word about upcoming deadlines by sharing with your colleagues.

Provost's Report:

- COVID update: 5.37% of the 503 tests done last week were positive. The number of surveillance tests is decreasing as more people are vaccinated, which may explain why the positive rate is a little higher.
- You saw recent communications about summer and fall plans. More information about the fall will come during the summer.
- We are getting questions about flexplace arrangements and the date of July 1. More to come next week.
- The Engineering EXPO is on Thursday and Friday – great student work to see. It is a large event with many visitors on campus. This year, events will be partly virtual and partly in-person at the Memorial Gym.
- The new ASUI president and vice president are Kallyn Mai and Katie Hettinga. We look forward to meeting them next year.
- Commencement: With six ceremonies, help is needed, especially between events. Consider volunteering if you can. The link to the commencement volunteer sign-up form is in the Daily Register. (There was a problem with that link but it will be fixed.)
- \$50,000 is available to support projects that have potential to either increase enrollment (both new student recruitment as well as retention) or generate new revenue. This is not on the scale of the previous VIP project, but it is still a great opportunity. Faculty, staff, and students are eligible to apply. RFP details are available here: <https://www.uidaho.edu/research/faculty/find-funding/internal-funding/vandal-ideas-project>. There is also a direct link from the Provost's webpage. The deadline is soon – Thursday, May 13.
- The last of "Talks with Torrey" for this year is tomorrow at 11:30am. Everyone is welcome to attend.

Discussion:

In response to a concern raised by a Senator about the possibility of additional furlough, Provost Lawrence reported that there have been no discussions about furlough, which is a last resort. We don't know if and how our budget will be reduced, but we should be able to handle a reduction internally, unless it is catastrophic. Last year, we suffered multiple cuts at the same time, but we are now in a much better situation.

Remaining within the topic of budget, a Senator wondered about creative ways to raise money that do not depend on the state. Provost Lawrence replied that the university engages in large fund-raising efforts – Vandal Giving Day 2021 was a great success. Any new fund-raising idea is welcome.

The conversation moved to COVID testing, with a Senator asking about summer and fall testing. The Provost said that broad surveillance testing will not be available in the summer or fall, but testing will be available for symptomatic people. Of course, we will watch carefully for new CDC recommendations. The Senator inquired about summer events, particularly those with international attendees: will it be possible to require attendees to be vaccinated? Provost Lawrence was very clear about the fact that we, as an institution, cannot ask employees or students about their vaccination status. Another Senator asked whether it would be appropriate for summer instructors to encourage students to get vaccinated.

Provost Lawrence recommended to be careful about the power dynamics, which may lead to the impression that professors are requiring students to be vaccinated. Regarding potential (international) visitors, the Provost reiterated that surveillance testing will not be provided. It is important to be aware of travel restrictions. As for face coverings, we are keeping our protocols until the end of this semester.

A Senator expressed concern that budget cuts may impact faculty and staff morale. Provost Lawrence agreed that more cuts can be a blow to both our morale and our values. It could impact our searches and retention.

A Senator placed in the chat the link to new CDC guidelines: <https://www.cdc.gov/coronavirus/2019-ncov/vaccines/fully-vaccinated-guidance>

Committee Reports:

- FSH 3500 Promotion and Tenure (P&T) – Rich Seamon, Attach. #2.
Rich Seamon gave a brief introduction: after last year's major changes to the P&T policy reflected in FSH 3500 and one year of implementation, FAC proposes some (generally minor) changes. The most important revisions are: (1) in **A-2** "Faculty Promotions," to express the purpose of academic rank and the criteria for promotion. A Senator commented that the description is not inclusive of extension faculty. Rich Seamon said he does appreciate the Senator's point. On the other hand, the term "faculty member" is inclusive of all responsibilities of a faculty, and thus includes extension and outreach as well.

The next point is (2) **D-2.e.4**, addressing materials for external reviewers. This is mostly a clarification, to ensure all reviewers are getting the same information. A discussion developed around the criteria for external review: "*The review shall be limited to the candidate's scholarly and creative activity...*" What about faculty who have minimal or no creative scholarship component in their position description (PD)? Rich Seamon responded that discussions on external evaluation of extension and outreach is currently in progress at FAC. Peer evaluation of scholarship is "universal," unlike evaluation of teaching and service. Even if creative scholarship is a small fraction of a faculty's PD, it should be externally reviewed. Provost Lawrence suggested that this is a discussion for later.

The next is (3) **F-1**, to require the dean to consider representational balance in selecting nominees for appointment to the college-level promotion and tenure committee. In the previous version of the policy, each unit would send a representative. With these revisions, the dean selects one of two nominees provided by the unit. The rationale is that the dean may be able to take a more holistic approach, having an overview of the entire committee. There was some discussion around the meaning of "representational balance." It is diversity in a broad sense, including rank and professional experience. The committee discussed this point and wanted to avoid that a more specific definition of diversity would result in specific individuals being overburdened with service duties. A Senator said that, in his college, there is a selection committee that populates the college-level P&T committee. Why not change the policy to read "The dean or an appropriate selection committee"? He doesn't think that deans should make the decision on their own. Policy Coordinator Diane Whitney noted that the purpose of FSH 3500 is to have every P&T policy contained in FSH, which is why all college and unit bylaws will

be revised to align with FSH 3500. Provost Lawrence noted that deans can, if they wish, delegate the task to a committee. A Senator raised the issue of how these changes will impact faculty-at-large. Provost Lawrence replied that faculty-at-large do not go through a college review, so this part of the policy does not apply to them. Vice Chair Meeuf wondered whether the language could be broader and more flexible about the person(s) making the decision. Rich Seamon reiterated that having the person with the best overview of the college make the decision may promote a more integrated approach.

A Senator argued that “representational balance” can be confusing. Rich Seamon replied that it is certainly possible for FAC to clarify. Vice Provost Diane Kelly-Riley reported that the committee found it difficult to find an alternative, clearer expression for representational balance.

Chair Kirchmeier reminded everyone that this is a seconded motion from FAC. It was time to vote. The motion from FAC passed with 71% of the votes.

- FSH 1640.24 Classified Position Appeal Board – Russ Meeuf, Attach. #3.
Referring to a previous concern that Staff Council may not have seen this proposal – which is why this item was tabled at the last Senate meeting – Vice Chair Meeuf reported that, in fact, the proposal had been referred to Senate by Staff Council.
Vote: motion passes with 95% of the votes.
- FSH 1640.08 Admissions Committee – Russ Meeuf, Attach. #4
This request comes from the Admission Committee. These revisions add two new non-voting members to the Admissions Committee in order to assist the committee in its review processes: a representative from the Office of Multicultural Affairs, and a representative from the Vandal Gateway program. These new representatives will serve in an advisory role to help the committee process admissions appeals.

Discussion:

A Senator asked whether VGP is a permanent program. Vice Chair Meeuf clarified the way VGP is built into the admission process: it will continue as one of many student support programs, but does not change the way we do admissions. It is a support structure, with no changes in admission standards, because it is not in the Catalog. Some Senators were still confused about the role and function of VGP – there was a suggestion to table this item. A senator recalled that reports on the status and progress of the VGP were promised. Vice Chair Meeuf reiterated that this is a request coming to us directly from the Admission Committee and will in no way change our admission standards.

A Senator proposed an amendment: replace “*a representative from the Vandal Gateway program*” with “*up to two representatives from student support programs.*”

Moved and seconded (A. Smith/Paul). The motion to amend passes. There was no further discussion.

Vote: The amended motion passed with 87% of the votes.

It was time to adjourn. The 2020-21 Senators were excused and the 2021-22 Senators remained for their closed session.

Adjournment:

The agenda was not completed, thus the Chair asked for a motion to adjourn. Moved and seconded (Tibbals/Paul). The meeting was adjourned at 4:45pm.

Respectfully Submitted,

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



MEMORANDUM

TO: Barbara Kirchmeier, Chair, Faculty Senate
Russ Meeuf, Vice Chair, Faculty Senate

FROM: Diane Kelly-Riley
Vice Provost for Faculty

DATE: April 28, 2021

SUBJECT: Items for Faculty Senate

Please see the below table with the faculty members who were approved for a sabbatical in the 2022-23 Academic Year.

NAME	COLLEGE	DEPARTMENT	SABB. TERM
Vanessa Anthony-Stevens	EHHS	Curriculum and Instruction	Fall 2022
Leontina Hormel	CLASS	Soc/Anth	AY 2022-23
Ashley Kerr	CLASS	Modern Languages and Cultures	AY 2022-23



POLICY COVER SHEET

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

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

Faculty Staff Handbook (FSH)

☐ Addition X Revision* ☐ Deletion* ☐ Emergency ☐ Minor Amendment

Policy Number & Title: **1640-08**

Administrative Procedures Manual (APM)

☐ Addition ☐ Revision* ☐ Deletion* ☐ Emergency ☐ Minor Amendment

Policy Number & Title:

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

Originator: Committee on Committees (chair: Russ Meeuf)

Policy Sponsor, if different from Originator:

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

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

These revisions add two new members to the Admissions Committee in order to assist the committee in its review processes: a representative from the Office of Multicultural Affairs, and a representative from the Vandal Gateway program. These new representatives will serve in an advisory role to help the committee process admissions appeals.

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

None.

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

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

July 1, 2021

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 Admissions Committee also evaluates and acts on applications of undergraduate students to special UI programs requiring minimum qualifications lower than those for regular admission to the University of Idaho. 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, rev. 7-20*]

A-1. This committee traditionally meets during the summer. [*add. 7-08*]

B. STRUCTURE. Five members of the faculty, director of counseling and testing center or designee, chair of Ubuntu or designee, a member of the American Language and Culture Program faculty, and the following without vote: director of admissions (or designee), a Student Support Services designee, the director of the Vandal Gateway Program, a representative from the Office of Multicultural Affairs, and a professional advisor. 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, 7-19, 7-20 ed. 7-05, 4-12*]

Temporary Emergency Policy Requests
April 29, 2021

Item 1: Contents of External Review Materials of Extension Faculty

Problem: FSH 3500 requires external review only of scholarly and creative activity for faculty going up for promotion and/or tenure. The policy was written without consideration to the nature of work of tenure line extension faculty, whose scholarly and creative activity are uniquely connected to their work in outreach and extension.

The Faculty Affairs Committee supports the revision of FSH 3500 D-2.e. and D-2.e.4. to require external review of outreach and extension, in addition to scholarly and creative activity, for tenurable extension faculty seeking promotion or tenure, but did not complete revisions in time for inclusion in the Spring 2021 University Faculty Meeting.

Since there won't be a faculty meeting to approve policy changes until fall 2021, it is important to enact this temporary policy change to bridge the gap. Input is being sought from Faculty Senate before approaching President Green with the request.

Proposed Solution: In order to accurately and validly assess Extension faculty's work, the policy needs to be updated to reflect their unique appointments and work in the upcoming review cycle. CALS has requested that a temporary emergency policy be enacted to require tenure line Extension faculty up for promotion and/or tenure in AY 2021-22 to include materials sent out for External Peer Review from their work in Scholarly and Creative Activity and Outreach and Extension. They would remain limited to sending out four samples of work from these combined areas.

A temporary emergency policy pursuant to FSH 1460 C-3 would be in effect for no more than 180 days. The faculty can approve or disapprove it as a permanent policy change during that period using the usual approval process.

Item 2: Exemption from External Review Requirement for NTT faculty with 5% or less of scholarly and creative activity

Problem: FSH 3500 requires external review for all faculty with any percentage of scholarly and creative activity on their position description in the promotion and tenure policies. The policy was written without a complete understanding of the impact this would have on the sizable population of non-tenure track faculty who have 5% or less allocated to scholarly and creative activity when they go up for promotion. To secure external reviews for the work of these faculty from tenured faculty in the discipline is very labor intensive and challenging. Additionally, there needs to be a discussion with college and unit leadership to clarify the ways percentages are assigned to faculty position types.

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Since there won't be a faculty meeting to approve policy changes until fall 2021, it is important to enact this temporary policy change to bridge the gap. Input is being sought from Faculty Senate and FAC before approaching President Green with the request.

Proposed Solution: In order to bridge the gap between discussions about position description allocations regarding scholarly and creative activity and the appropriateness of exempting some faculty from external review requirements with the upcoming review cycle, a temporary emergency policy needs to be put in place to exempt non-tenure track faculty with percentages of 5% or less for scholarly and creative activity from external review. Multiple colleges—Law, CLASS, EHHS, for example—have inquired about this possibility. If this temporary policy were enacted, it would exempt non-tenure track faculty with position description allocations of 5% or less from the required external review in the promotion cycle in AY 2021-2022.

A temporary emergency policy pursuant to FSH 1460 C-3 would be in effect for no more than 180 days. The faculty can approve or disapprove it as a permanent policy change during that period using the usual approval process.

Proposed Emergency Action RE: Changes to number of W credits

Action: The number of credits that a student may withdraw from during his or her undergraduate career at U of I (C-4) is increased from 21 to 33 credits.

Policy at Issue: Credit Withdrawal Limitation (Catalog)

- C-4
The number of credits that a student may withdraw from during his or her undergraduate career at U of I is limited to 21 credits. If a student attempts to drop a course(s) that would bring the total credits he or she will have withdrawn from above 21, the student will not be allowed to do so. When a student withdraws from the university the credits in the courses for the semester do not count against the withdrawal credit limitation (see [regulation G](#)).

Reason for Action: To minimize the aftermath of the pandemic, this action seeks to support students who had extenuating circumstances brought on by COVID-19, giving them the discretion to withdraw from additional courses, earning up to 33 withdrawal credits. Reasons for additional withdrawal credits include personal health, family health, technology challenges, or other COVID-related issues.

Information about W credits at other institutions

- Montana State University <http://catalog.montana.edu/curriculum-enrollment-graduation/#Registration>
- University of Wyoming http://www.uwyo.edu/registrar/university_catalog/registr.html
- University of Washington <https://registrar.washington.edu/students/current-quarter-drop/>
 - Allows one web drop per quarter, then advisor assisted if 2 or more withdrawals per quarter. If a student withdraws completely, they may have to reapply for admission.
- University of Utah <https://registrar.utah.edu/handbook/withdrawal.php>
- Arizona State University <https://www.asu.edu/aad/manuals/ssm/ssm201-08.html>
- Indiana University <https://vpfaa.indiana.edu/policies/bl-aca-h32-grades-withdrawl/index.html>
- Florida State University https://registrar.fsu.edu/bulletin/undergraduate/information/academic_regulations/#DropAdd
 - Allows 1-2 course withdrawals per term. No cumulative limit.