

2021 – 2022 Faculty Senate Approved at Mtg #2

Meeting # 1

Tuesday, April 27, 2021, 4:30 pm – 5:00 pm

Zoom only

Present (only 2021-22 Senators are included): Becker, Bridges, Chapman, Hickman, Ogborn, Mittelstaedt, Fairley, Hickman, Gauthier, Thorne, Lee-Painter, McIntosh, Rinker, Roberson, Meeuf, Paul, Quinnett, Sammarruca (w/o vote), Rashed, Schwarzlaender, A. Smith, R. Smith, Tenuto, Hoffman, Torrey Lawrence (w/o vote), Wargo

Absent: Ahmadzadeh (excused)

Provost Lawrence called the meeting to order at 4:46 pm.

The only agenda item for this meeting is to collect nominations for the positions of 2021-22 Senate Chair and Vice-Chair. The 2021-22 Senators will then have the opportunity to think about the nominations and will cast their votes next week.

A survey was placed in the Zoom “chat” function. When responses stopped coming in, the nominations were closed.

Provost Lawrence read the nominees for the position of Chair:

- Russ Meeuf
- David Lee-Painter
- Alistair Smith
- Kelly Quinnett
- David Paul
- Penny Tenuto

Russ Meeuf accepted the nomination and all other nominees declined.

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

- Kelly Quinnet
- David Paul
- David Lee-Painter
- Alistair Smith
- Jerry Fairley
- Erin Chapman
- Arash Rashed
- Penny Tenuto
- Liz Wargo

Kelly Quinnett and Alistair Smith accepted the nomination. All others declined.

Elections for the position of chair and vice chair will be conducted at the next meeting, May 4, 2021.

Adjournment: The agenda being completed, the meeting was adjourned at 4:55 pm.

Respectfully Submitted,

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

University of Idaho
2021 – 2022 Faculty Senate Agenda

Meeting #1

Tuesday, April 27, 2021 at 4:30 pm
Zoom Only

- I. Call to Order
- II. Approval of Minutes (Vote)
 - N/A
- III. Chair's Report
 - N/A
- IV. Provost's Report
 - N/A
- V. Committee Reports
 - N/A
- VI. Other Announcements and Communications:
 - N/A
- VII. Special Orders
 - FSH 1580 IV
 - Nomination of chair
 - Nomination of vice-chair
- VIII. New Business
 - N/A
- IX. Adjournment

2021 – 2022 Faculty Senate ~~—Pending Approval~~

Meeting # 2

Approved at Mtg #3 08.31.21

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

Zoom only

Present: Becker, Bridges, Chapman, Hickman, Ogborn, Mittelstaedt, Hoffmann, Gauthier, Thorne, Lee-Painter, McIntosh, Rinker, Roberson, Meeuf, Paul, Quinnett, Sammarruca (w/o vote), Rashed, Schwarzlaender, A. Smith, R. Smith, Tenuto, Torrey Lawrence (w/o vote), Wargo

Absent: Ahmadzadeh (excused,) Fairley (excused), Hoffman

Provost Lawrence called the meeting to order at 4:39 pm.

The only agenda item for this meeting is the election of the 2021-22 Faculty Senate Chair and Vice-Chair. The candidates are:

- Russ Meeuf (for the position of chair)
- Kelly Quinnett and Alistair Smith (for the position of vice chair)

Provost Lawrence asked whether there were additional nominations. There were none.

Each candidate gave brief remarks about themselves and their leadership goals and strategies.

The survey was launched.

Provost Lawrence read the results of the vote:

The 2021-22 Faculty Senate Chair and Vice Chair are: Russ Meeuf and Alistair Smith.

Adjournment:

The agenda being completed, the meeting was adjourned at 4:54 pm.

Respectfully Submitted,

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

University of Idaho
2021 – 2022 Faculty Senate Agenda

Meeting #2

Tuesday, May 4, 2021 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 27, 2021 **Attach. #1**
- III. Chair's Report
 - N/A
- IV. Provost's Report
 - N/A
- V. Committee Reports
 - N/A
- VI. Other Announcements and Communications:
 - N/A
- VII. Special Orders
 - FSH 1580 IV
 - Call for nominees.
 - Voting of Chair
 - Voting of Vice Chair
- VIII. New Business
 - N/A
- IX. Adjournment

Attachments:

Attach. #1

2021 – 2022 Faculty Senate – Pending Approval

Meeting # 1

Tuesday, April 27, 2020, 4:30 pm – 5:00 pm

Zoom only

Present (only 2021-22 Senators are included): Becker, Bridges, Chapman, Hickman, Ogborn, Mittelstaedt, Fairley, Hickman, Gauthier, Thorne, Lee-Painter, McIntosh, Rinker, Roberson, Meeuf, Paul, Quinnett, Sammarruca (w/o vote), Rashed, Schwarzlaender, A. Smith, R. Smith, Tenuto, Hoffman, Torrey Lawrence (w/o vote), Wargo

Absent: Ahmadzadeh (excused)

Provost Lawrence called the meeting to order at 4:46 pm.

The only agenda item for this meeting is to collect nominations for the positions of 2021-22 Senate Chair and Vice-Chair. The 2021-22 Senators will then have the opportunity to think about the nominations and will cast their votes next week.

A survey was placed in the Zoom “chat” function. When responses stopped coming in, the nominations were closed.

Provost Lawrence read the nominees for the position of Chair:

- Russ Meeuf
- David Lee-Painter
- Alistair Smith
- Kelly Quinnett
- David Paul
- Penny Tenuto

Russ Meeuf accepted the nomination and all other nominees declined.

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

- Kelly Quinnet
- David Paul
- David Lee-Painter
- Alistair Smith
- Jerry Fairley
- Erin Chapman
- Arash Rashed
- Penny Tenuto
- Liz Wargo

Kelly Quinnett and Alistair Smith accepted the nomination. All others declined.

Elections for the position of chair and vice chair will be conducted at the next meeting, May 4, 2021.

Adjournment: The agenda being completed, the meeting was adjourned at 4:55 pm.

Respectfully Submitted,

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

2021 – 2022 Faculty Senate
Meeting # 3

Approved at Mtg #4 09.07.21

Tuesday, August 31, 2021, 3:30 pm – 5:00 pm
Zoom only

Present: Ahmadzadeh, Becker, Bridges, Chapman, Dahlquist, Fairley, Gauthier, Hickman, Hoffmann, Torrey Lawrence (w/o vote), Lee-Painter, McIntosh, Meeuf (Chair), Mittelstaedt, Ogborn, Paul, Quinnett, Rashed, Rinker, Roberson, Sammarruca (w/o vote), Schiele, Schwarzlaender, A. Smith (Vice Chair), R. Smith, Stroebel, Tenuto, Thorne, Wargo

Absent: Rose

Guest Presenters: Brian Smentkowski, Erin Agidius

Call to Order: Chair Meeuf called the meeting to order at 3:31 pm.

Approval of Minutes (vote):

- Minutes of the 2021-22 Meeting #2 – Attach. #1.
The minutes of the 2021-22 Meeting #2 were approved as distributed.
- Minutes of the 2020-21 Meeting #29 – Attach. #2.
The minutes of the 2020-21 Meeting #29 were approved as distributed, except for the correction of a typographical error.

Chair's Report:

- Faculty Senate Leadership has discussed the formation of a Senate Subcommittee to evaluate our current teaching evaluation system and make possible recommendations for changes. This was one of the top issues identified by Senate at our recent retreat. Chair Meeuf has spoken to some Senators already to gauge interest in their participation in this subcommittee, but if anyone is particularly interested in serving, they should let him know, either right now or via email.
- Reminders:
 - The first University Faculty Meeting of the 2021-22 academic year will be held on Wednesday September 8th, from 2:30-4:00 pm, in the Pitman Center Ballroom. Zoom option will also be available. The meeting will be followed by a reception outside of the Pitman Center.
 - Nominations for the Alumni Award for Excellence are open until Friday, September 17.
 - If you haven't yet completed the required workplace training modules, which are required annually, please do so. They can be accessed on Bblearn.

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

Provost's Report:

- Vandal Ideas Project (VIP): 33 excellent proposals were submitted. Thanks to UBFC for reviewing and ranking the proposals quickly, during the final week of Spring 2021. Originally, \$50K were committed to the project, but all ideas had great potential to generate revenue or increase enrollment. We were able to fund nine proposals, for a total of \$107K. For each funded proposal, we will publish a short narrative and the amount awarded. The information will be

available behind a “fire wall” accessible only to U of I people. Proposals came from groups of faculty, groups of staff, groups of faculty and staff, and teams across colleges and units.

- Enrollment update: numbers are slightly up, by 2%, compared to this time last year. For some colleges, enrollment went up, for others it went down. New student enrollment is clearly up while returning students are the biggest concern. Enrollment of out-of-state, foreign, and WUE students is definitely up, contrary to the number of in-state students. Provost Lawrence thanked everybody for their recruitment and retention efforts.
- Update on finances: We will know more in a couple of weeks, when we get our audited financial statements for the end of this fiscal year. Finances are looking good. Of course, they are largely related to enrollment, which shows an upward trend.
- COVID update: the latest news are in the memo from President Green and Provost Lawrence of August 30. The status of the mask mandate will be re-evaluated around September 20. The situation is made more complicated by the intervention of the state, which requires that we work with the State Board on implementation of plans. So far, we had only a few incidents related to mask wearing. The Provost reported that many students are registering for the vaccination incentive.

A Senator inquired about the number of vaccinated students. Provost Lawrence responded that 2,256 students so far have turned in their vaccination card, as detailed in the communication of August 30.

- Updates on searches: Searches are moving forward for the Dean of the College of Engineering and the Dean of the College of Education, Health, and Human Sciences. We are also launching a search for a permanent Vice Provost for Academic Initiatives. The Provost asked for Senate recommendations of people interested in serving on the search committee. A search is also in progress for the position of Director of Dual Credits, a role with across-campus elements. We expect to have finalists on campus in September. We will soon launch a search for the replacement of Center Executive for Coeur d’Alene, Charles Buck, who is moving to the east coast after a long service at the U of I.
- We received preliminary results of the “Great Colleges to Work for” survey. Final results will be available and presented on Friday. A work group is being assembled with the task to look at this survey and those from the past few years and come up with a plan and recommendations to address some of the weaknesses and strengthen those aspects which have improved. Senate is asked to recommend a couple of faculty to join this group. There will also be representation from staff, as well as individuals engaged with the climate and culture realm, such as the Ombuds. We want to be as inclusive as possible.

Discussion:

A Senator asked about specific plans to improve retention. The Provost noted that this is a very broad issue, which varies a lot across colleges and units. Retention problems indicate that students are disengaged, not just with a particular class but with the whole student experience. In addition to supporting them academically, it is important to keep them engaged with living groups and social activities. At the orientation, they seemed engaged and excited to come back. Unfortunately, the pandemic has made full engagement more difficult.

As a follow-up to the first question, the Senator inquired whether the flexibility to take classes online might help with retention. The Provost noted that we have a number of classes (about 60) that are offered simultaneously both in person and online. It's different than Hyflex in that students have to choose one way or the other – we are open to flexible models.

The next question was about COVID. With the removal of social distancing and testing, what can we do or say to help our colleagues feel more comfortable? Are there set benchmarks we can switch to, if needed? Provost Lawrence responded that we planned this semester with normal classroom capacity and, as things started to change quickly, we spoke with Public Health officials. They were supportive of us continuing with the current plan, primarily because no case of transmission was traced to the classrooms last year. Nearly all cases of transmission within our campus were traced to living groups or social situations. Public Health was comfortable with the plan we had in place and mask wearing. We allow no flexibility with face covering. As for benchmarks for what would make us shift back to limited capacity or online instruction: we are looking at local infection and hospitalization rates, recommendations from Public Health, or any action the state may take. The Director of Public Health said very clearly that the college-age population is one of the highest priorities when it comes to tracing where spreading might be happening. The issue of testing is complicated. We are focusing on vaccine incentive, making vaccine easily available, and on promoting a culture of mask wearing. Medical resources are stretched thin, and so are the health care workers who helped us last year. We will be testing unvaccinated people.

While acknowledging the problems with resources, a Senator argued that requiring regular testing may prompt students to get vaccinated instead. Provost Lawrence noted that, for this plan to be effective, we would have to do mandatory testing on people multiple times per week. With unlimited resources, it might be a successful strategy, but we are not in that situation.

Following up on the previous comment, Vice Chair Smith reported that, at LCSC, students can opt for vaccination or weakly COVID testing. Also, vaccinated students get \$100 in their student accounts. These incentive are being effective in increasing vaccination rates. Provost Lawrence responded that a \$100 dollar incentive is too costly for us – the \$50 incentive is already costing hundreds of thousands of dollars. LCSC has a smaller budget and a smaller student body. As for testing, they were given a finite number of vaccine doses from the state. They test at the beginning of the week and the results come in about a week later – with this delay, we question how effective testing is, although it may encourage students to get vaccinated to avoid being tested multiple times, as suggested earlier by a Senator.

Another Senator reported that it takes time to get an appointment and usually a few days to get the results. Provost Lawrence will follow up with Student Health.

There was a brief discussion about whether or not the vaccine is free to students. Our plan – Provost Lawrence responded – covers the vaccine. With other plans, there could be a small fee.

The discussion moved on to assessment. A Senator reported that some faculty encountered technical problems when trying to access the system. Vice Provost Panttaja was recognized by Chair Meeuf for the purpose of addressing assessment questions. Vice Provost Panttaja said that some faculty took the training in the spring and did not encounter problems, whereas others had to take “option 2” and did have issues with access. Sarah is available and happy to help. We were interested – Vice Provost Panttaja continued – in aggregated data, such as percentages of students who met or did not meet

expectations, not individual student data. A campus-wide pilot was meant to help us identify problems. The process will be vastly simplified.

What if one cannot enter data for a given class? Vice Provost Panttaja said that such scenario should not happen. If it does, the faculty should contact Sarah. The same Senator had another question: given the current confusion, how hard is the September 3 deadline? Vice Provost Panttaja said that the work of program administrators, who have to meet their October 1 deadline, would be delayed if faculty do not meet their deadline.

The Senator asked when Anthology training started. Reply from Vice Provost Panttaja: The first in-person training was offered on May 7. The sessions were recorded.

A Senator inquired about guidance for unit chairs. Vice Provost Panttaja announced that a communication will come out on September 7 with additional information. Unit administrators can determine what their faculty should respond to in order to ensure a full breath of learning. The Senator noted that one cannot say much looking at one assignment. How to decide what is a successful outcome? Furthermore – another Senator argued – outcomes are very different from program to program. Can one make a meaningful comparison? The merit scores that come out depend on the thresholds that one sets. Should we have uniform standards?

Vice Provost Panttaja reiterated that this exercise is about the academic side, to determine if faculty are the Senator aspirational and determine what the benchmarks should be. Provost Lawrence added that there will be an accreditation visit in the spring. This process is to ensure that we are improving – it is in no way a tool to evaluate a particular unit or faculty.

Chair Meeuf reminded Senators that last spring Senate established the University Assessment and Accreditation Committee, chaired by Barb Kirchmeier, so these conversations will continue. In the meantime, confused faculty should check with their unit administrators.

Announcements and Communications:

- FSH 3500 – Update on lapse of emergency actions – Russ Meeuf
The emergency policies regarding FSH 3500 Promotion and Tenure supported by Senate and approved by the President last May will expire November 7, 2021 – 180 days after implementation. For those faculty who submitted their P&T packets under the emergency policies, the process will proceed under those rules. We do expect the temporary revisions to FSH 3500 to come back to Senate for a regular vote.
- Learning Management System discussion – Led by Torrey Lawrence. Attach. #3
Chair Meeuf gave a brief introduction on the topic. He hopes Senators have engaged with their constituents. The survey results have been shared with Senators. Provost Lawrence asked the deans for their recommendations, and the responses received so far indicate support for Canvas. ASUI will be contacted as well.

A Senator pointed out that some faculty have taught courses online *via* Bblearn for years. They do not oppose the change *per se*, but find the timeline to be inconsiderate to them. On p.1 of the Executive Summary (attached), the mentioned deadline for transfer of relevant course content into Canvas is September 13, which the Senator finds to be unreasonable. Referring to

p.9 of the Executive Summary, the cost to retain an archive (static) version of Bblearn should be included so that faculty don't have to migrate all courses at once.

Vice President Dan Ewart was recognized for the purpose of addressing these questions. The September 13 deadline – he clarified – is not an expectation that faculty would be ready to teach courses on Canvas by September 13. Bblearn will be kept until September 2022, with limited access.

A Senator wondered why access will be limited, if we have a contract until September 2022. Dan Ewart and Torrey Lawrence responded that it is best not to have two fully functioning systems at the same time. It is best to just move to Canvas, rather than first learning the updated Bblearn and then switch to Canvas, amounting to two transitions instead of one.

Brian Smentkowski joined the conversation. He said that his team will facilitate course development. In a way, Canvas itself will take care of the migration of courses from Bblearn to Canvas. Over the summer, they developed three levels of support for faculty: 1. Work one-on-one with faculty; 2. Highly focused and systematic workshops; 3. Self-paced series of modules to use anytime and from anywhere.

A Senator asked what the process will be moving forward. Will there be need for specialized staff? Brian Smentkowski said that their highly skilled team will provide one-on-one support.

In response to a question, it was clarified that we need to be up and running by January 2022. Brian Smentkowski's team will work to get the transition done before the winter holidays. They need help from faculty to identify problems. Fall courses do not need to be migrated until they are taught, but classes for spring 2022 must be ready in January.

Chair Meeuf moved to the question of whether we should transition to Canvas. His constituents are very supportive of the move. Other Senators reported equally positive feedback from their colleges.

A Senator raised the question of how the saved money will be used. Dan Ewart responded that a central budget system for institutional software pays for this kind of expenses. What is saved goes back into that budget. Provost Lawrence added that we may free some money, but additional, unanticipated expenses may come up.

A straw poll was launched: 92% (24 of 26) of the Senators supported the move to Canvas, and 8% (2 of 26) expressed no opinion. These conversations will continue.

- FSH 6100, Title IX Sexual Harassment (vote) – Erin Agidius. Attach. #4
On July 28, 2021, a federal district court in Massachusetts issued a decision in Victim Rights Law Center et al. v. Cardona, No. 1:20-cv-11104, 2021 WL 3185743 (D. Mass. July 28, 2021). The court vacated the part of 34 C.F.R. § 106.45(b)(6)(i) that prohibits a decision-maker from relying on statements that are not subject to cross-examination during the hearing and noted that the decision applies nationwide. This change is not mandatory. Rather, the request for change is to reflect a logical, fair, and common practice that permits past statements to be included and considered as part of the hearing panel's decision making process. This serves to improve

fairness for all parties so that scheduling conflicts do not negate any party or witness's crucial narrative/testimony.

Discussion:

In response to Chair Meeuf's question as to whether we can expect further changes in FSH 6100, Erin Agidius replied that it's likely to happen.

A Senator asked if this ruling is final or will be challenged in the courts. Erin Agidius replied that it is not sure at this time. The Office of Civil Rights will not enforce it.

In response to the question whether this decision is more protective of the alleged victim than the alleged perpetrator, Erin Agidius explained that it can go both ways.

Chair Meeuf called for a motion to support the changes. Moved and seconded (Alistair Smith/Ahmadzadeh).

The votes were as follows: 91.7% (22 of 24) positive votes, and 8.3% (2 of 24) abstentions.

Adjournment:

As the agenda was not completed, Chair Meeuf called for a motion to adjourn. Moved and seconded (Fairley/Quinnett). The meeting was adjourned at 5:00.

Respectfully Submitted,

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

University of Idaho
2021 – 2022 Faculty Senate Agenda

Meeting # 3

Tuesday, August 31, 2021 at 3:30 pm
Zoom Only

- I. Call to Order
- II. Approval of Minutes (Vote)
 - Minutes of the 2020-2021 Faculty Senate Meeting #29 (May 4, 2021) **Attach. #1**
 - Minutes of the 2020-2021 Faculty Senate Meeting #2 (May 4, 2021) **Attach. #2**
- III. Consent Agenda (Vote)
 -
- IV. Chair’s Report
- V. Provost’s Report
- VI. Committee Reports
 - Faculty Affairs (Vote)
 - Sabbatical Committee (Vote)
 - University Curriculum Committee (Vote)
 - Committee on Committees (Vote)
- VII. Other Announcements and Communications
 - 3500 - Lapse of emergency action
 - Learning management system discussion – (Brian Smentkowski) Poll 1 and **Attach. #3**
 - FSH 6100, Title IX Sexual Harassment – (Erin Agidius) Poll 2 **Attach. #4**
 - SBOE Academic freedom and diversity policy discussion – (Russ Meeuf) Poll 3/4 and **Attach. #5**
 - *APM 05.08 University vehicle use policy **Attach. #6**
 - *APM 70.02 Travel policy **Attach. #7**
- VIII. Special Orders
- IX. New Business
- X. Adjournment

Attachments:

- **Attach. #1:** Minutes of the 2020-2021 Faculty Senate Meeting #29
- **Attach. #2:** Minutes of the 2020-2021 Faculty Senate Meeting #2
- **Attach. #3:** Discuss: Learning management system
- **Attach. #4:** FSH 6100, Title IX Sexual Harassment
- **Attach. #5:** Discuss: SBOE Academic freedom and diversity policy
- **Attach. #6:** APM 05.08 University vehicle use policy
- **Attach. #7:** APM 70.02 Travel policy

* Changes to the Administrative Procedures Manual (APM): Please forward any questions or comments directly to both the policy coordinator at ui-policy@uidaho.edu and to the policy originator (listed on the cover sheet) within five working days of the senate meeting at which the APM item is presented.

2021 – 2022 Faculty Senate – Pending Approval

Meeting # 2

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

Zoom only

Present: Becker, Bridges, Chapman, Hickman, Ogborn, Mittelstaedt, Hickman, Gauthier, Thorne, Lee-Painter, McIntosh, Rinker, Roberson, Meeuf, Paul, Quinnett, Sammarruca (w/o vote), Rashed, Schwarzlaender, A. Smith, R. Smith, Tenuto, Torrey Lawrence (w/o vote), Wargo

Absent: Ahmadzadeh (excused,) Fairley (excused), Hoffman

Provost Lawrence called the meeting to order at 4:39 pm.

The only agenda item for this meeting is the election of the 2021-22 Faculty Senate Chair and Vice-Chair. The candidates are:

- Russ Meeuf (for the position of chair)
- Kelly Quinnett and Alistair Smith (for the position of vice chair)

Provost Lawrence asked whether there were additional nominations. There were none.

Each candidate gave brief remarks about themselves and their leadership goals and strategies.

The survey was launched.

Provost Lawrence read the results of the vote:

The 2021-22 Faculty Senate Chair and Vice Chair are: Russ Meeuf and Alistair Smith.

Adjournment:

The agenda being completed, the meeting was adjourned at 4:54 pm.

Respectfully Submitted,

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

2020 – 2021 Faculty Senate – Pending Approval

Meeting # 29

Tuesday, May 4, 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), 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 pmPlease 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 Sammaruca
Secretary of the University Faculty & Secretary to Faculty Senate



To: Faculty Senate
From: Torrey Lawrence, Provost and Executive Vice President
Date: Aug. 24, 2021
Subject: Upcoming LMS Decision

As I shared at the retreat last week, UI must choose a new LMS and there are two options to consider. We can upgrade to an entirely new version of BBLearn or convert to Canvas. Continuing with our current software is not an option.

I appreciate the senate's willingness to make a recommendation about this situation at the meeting on Tuesday, Aug. 31. Please read the attached report. Here is an overview of points about this situation:

Timeline: A new system needs to be implemented for spring 2022. A decision must be made during the first week of September 2021 so planning, training, and course conversion can take place during Fall semester to prepare for launch in January 2022. ITS and CETL are ready to begin this work.

Pilot: Canvas pilots ran in summer 2021. The response was extremely positive from students and faculty. The new version of BBL is not currently available for pilots.

Training and Support for Faculty: ITS and CETL will be ready to begin training, course building with faculty, etc. in mid-September. A new course designer has been hired to assist with course development and LMS conversion.

Statewide activity: All colleges and universities in Idaho will participate in the state's new Online Idaho system. That system will utilize Canvas as the LMS. State funding has been provided for our current use and prices are competitive because of a multi-institution contract. There is a desire for all institutions to use a common LMS so the student experience is consistent.

We created a [survey tool](#) to capture faculty feedback about our LMS options. If you direct faculty to this, please ask them to complete the survey by **1:00 pm, Monday, Aug. 30**, so the feedback can be shared with senate before the meeting on Aug. 31. Please share this memo and the attached report for background information.

Canvas LMS Pilot Project Recommendation

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Executive Summary

Introduction

The University of Idaho has an opportunity to use the Canvas Learning Management System (LMS) at no cost through Summer 2023, due to an Idaho State Board of Education (SBOE) decision to pay for the use of Canvas LMS state-wide. A pilot project was conducted between January and July 2021 to evaluate the feasibility of transitioning to Canvas from the current LMS, Blackboard.

Process

The Canvas LMS pilot, which was open to all faculty, allowed them to gain exposure to Canvas and solicited feedback on whether Canvas meets their LMS needs. The pilot also allowed faculty to instruct Summer 2021 courses using Canvas if they elected to do so. The results of the pilot and feedback are summarized in this recommendation document, with the aim of facilitating a decision by relevant University of Idaho leadership.

Recommendation

The pilot project team recommends that University of Idaho implement Canvas LMS as a replacement for Blackboard. This recommendation is supported by positive feedback from faculty and students collected throughout the pilot and from CETL, ITS, and the Registrar’s Office experiences. Implementing the Canvas LMS platform is expected to enhance instruction on campus and remotely, facilitate collaboration among institutions, and support development of education opportunities through Dual Credit and Idaho Online programs.

Cost savings of proceeding with Canvas instead of Blackboard is estimated at \$287,088 by Fiscal Year 2026. Savings will be realized starting in Fiscal Year 2023 and continue to increase year-over-year. Total known 5-year costs to proceed with Canvas is \$951,089. These costs are outlined in detail on Page 9.

Timeline for Recommendation

Provost Review/Decision Content Transfer (1 month)	Faculty Prep for Spring 2022 in Canvas Faculty Teach Fall 2021 in Blackboard (3 months)	Winter Break (3 weeks)	Spring 2022
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- August 9 to September 10, 2021 – Provost obtains feedback from Faculty & makes decision
- August 23, 2021 – initiate transfer of relevant course content from Blackboard into Canvas
- Fall 2021 semester – all courses will be taught in Blackboard (i.e. no instruction in Canvas)
- By September 13, 2021 – send a university-wide communication regarding decision on LMS
- September 13, 2021 – transfer of relevant course content into Canvas completed
- September 13 to December 17, 2021 – faculty work to ensure their Spring 2022 courses are ready to be taught in Canvas, with assistance from CETL
- Spring 2022 semester – all courses will be taught in the Canvas LMS

Rationale, Justification, & Supporting Perspectives

Introduction

The pilot aimed to collect faculty input on Canvas and determine if there were significant obstacles (technology or efficacy based) to adopting it as the university LMS. It was not a direct comparison between Blackboard and Canvas. The pilot results herein convey the feasibility of transitioning to Canvas and demonstrate that no insurmountable obstacles were identified by those involved.

State of Idaho & Other Education Institutions

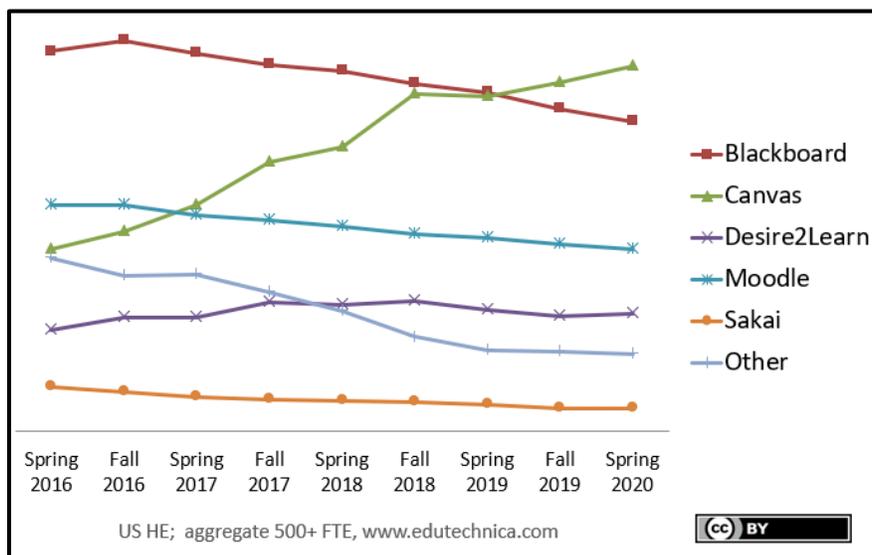
- During summer 2020, the Idaho State Board of Education (SBOE) began the Idaho Online Initiative. This has been an effort to consolidate online courses offered through Idaho’s eight public postsecondary schools, to streamline pathways to degrees and certificates, and improve digital learning infrastructure. As part of this effort, the Idaho SBOE selected Canvas as its LMS.
- Locally, the Moscow School District adopted Canvas as its LMS.
- Within our state, almost all two-year and four-year public institutions have either adopted Canvas or are considering adopting Canvas as their LMS.

University of Idaho “Online Education working group”

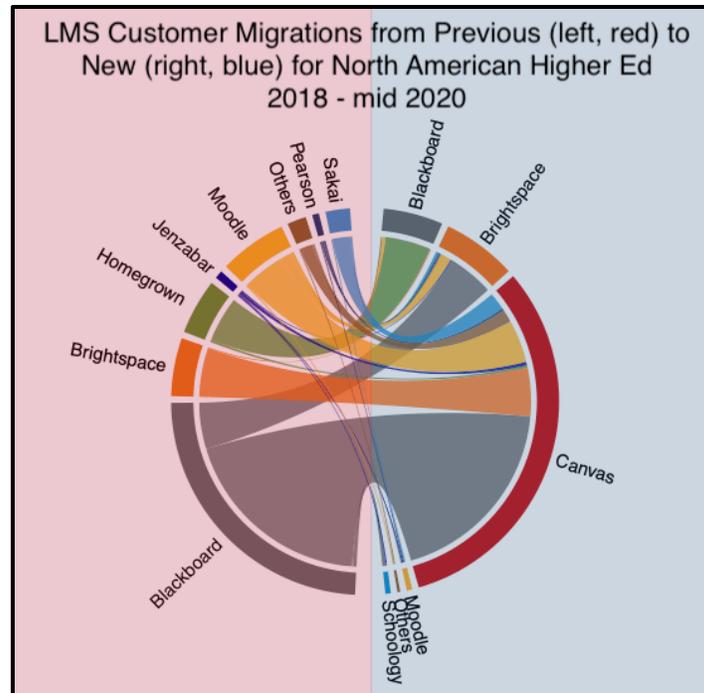
- In spring 2020, President Green created a working group to examine how the University of Idaho could move rapidly into the online course and program delivery market. The technology support and infrastructure sub-group recommended the following as part of their overall plan:
 - *“Adopt the Canvas Learning Management System (LMS) which will be supported initially by the SBOE and develop training and transition plans from the Blackboard platform.”*

LMS Market Trends

Canvas continues to expand market share as an LMS for higher education institutions nationwide, as shown by the two graphs below (continued on next page):



Higher Education institution usage of LMS platforms (2016 to Spring 2020)



Migration trends from one LMS to another (2018 to mid-2020)

University of Idaho Canvas Pilot

Overview

- Faculty were asked to provide feedback on Canvas features, their experience migrating to Canvas, what support is needed during migration, and any recommended practices for teaching effectively with Canvas.
- Spring 2021 Canvas Pilot: 58 faculty from nine colleges (CAA, CALS, CBE, CLASS, CNR, EHHS, ENGR, LAW, SCI) participated in "getting to know" Canvas, experimenting with its key features, and providing feedback about their experience.
- Summer 2021 Canvas Pilot: 20 faculty from six colleges (CAA, CBE, CLASS, CNR, EHHS, LAW) went on to teach 23 summer courses in Canvas to a total of 312 students.

Background and Context

At the request of the Provost and Vice Provost for Academic Initiatives, the Center for Excellence in Teaching and Learning (CETL) designed a Canvas Pilot to solicit faculty input on the Canvas Learning Management System and to inform the University of Idaho's decision to adopt Canvas as part of the Idaho State Board of Education's Online Idaho initiative. Using a two-stage design, the pilot was scaffolded over the spring and summer of 2021. The goal of the first stage (spring) was to assess faculty experiences with Canvas's core functions and features. The goal of the second stage was to investigate and gather feedback on faculty and student experiences using Canvas as the LMS for live classes during the summer.

On February 10, 2021, CETL issued a university-wide call for faculty to participate in the Canvas Pilot program. CETL also enrolled faculty who expressed an interest in participating via email or through direct correspondences with CETL staff members. Combined, CETL was able to attract 58 active participants from all ranks and representing all colleges at the University of Idaho.

Spring Pilot: Process, Goals, and Results

The spring pilot was largely instructional. Faculty were guided through a well-developed process of gaining exposure to, and then experimenting with key features and functions of the Canvas learning management system. It was designed to walk faculty through the process of migrating online content from Blackboard into Canvas and then to gain familiarity with, and feedback on, the following tools: Pages, Modules, Home Page, Syllabus, Announcements, Discussions, Assignments, Tests, and the Grade Book. The pilot was designed to gather feedback in real time (as each module was completed) and overall.

During the Spring pilot, participants consistently reported that Canvas was intuitive, easy to use, and provided useful help pages and videos. Participants further indicated a preference for Canvas's modern interface, logical structure, tool functions, and efficiency. In short, and as evidenced in the faculty testimonials, the pilots agreed that Canvas could both improve and economize their instructional effort. All participants who volunteered a response indicated they favored a move from Blackboard to Canvas.

Summer Pilot: Process, Goals, and Results

As one of our primary interests lies in the teaching and learning experience, CETL continued the pilot in live classes through the summer of 2021. CETL desired feedback from instructors and students using Canvas in face-to-face and fully online classes. Twenty faculty members piloted Canvas in their summer classes and CETL gathered feedback on the teaching and learning experience. From the information shared with us, students and faculty alike reported a preference for Canvas. Both populations appreciated the "clean" look and feel of the product, its ease of use, its familiarity to students entering the U of I from area high schools, and its adaptability to technology-enhanced teaching and learning.

One faculty participant with expertise in both educational technology and pedagogy indicated:

"With Canvas, I'm able to easily connect and present a variety of media and resources to my students. Whether it's a page I created, video clip, selected reading, Flipgrid reflection, or some other web resource, the Modules help me organize and facilitate an engaging learning experience".

One of the faculty's students, who has experience as both an instructor and a student with Blackboard and Canvas, added:

"I have been using Canvas for almost a year now, first as a parent helping my 3rd grader who is a student in the Moscow School District and now a doctoral student in a Canvas pilot course this summer. I appreciate the user-friendliness of Canvas. It's clean, easy to navigate, and the modules are easy to keep track of. I have been both an instructor and a student in Blackboard since 2006 and I have to say, I think Canvas is far a superior platform from the student perspective. The best part of Canvas so far is when I submitted my first assignment, I got a burst of virtual confetti, just like my 3rd grader did when he submitted his assignments. It was an instant little burst of encouragement".

From an engaged learning perspective, it is important to recognize the value of experiences like these, for they reveal critical dimensions of genuinely engaged learning opportunities that are positively associated with student success.

Survey Feedback

CETL created brief surveys on the tools listed above as well as on participants' overall experience in Canvas. For each tool, participants were asked to rate its ease of use along a five-point scale, ranging from very difficult to very easy. Participants were also given the opportunity to provide an open-ended narrative response in each of the surveys.

Faculty responses were consistently positive, especially regarding Canvas's ease of use. On virtually all items, our survey results categorically identify Canvas as either good or very good, and faculty overwhelmingly recommend the adoption of the Canvas Learning Management System at the University of Idaho. Representative of the positive experiences of our faculty, in responses to the question "What else would you like us to know about your experiences with Canvas?", pilots indicated:

- *The interface was so intuitive! After my brief exposure to Canvas, I am already more confident using it than Blackboard.*
- *I think most of my struggles were just getting used to button placement.*
- *Canvas is so, so, so, so superior to Blackboard.*
- *I've just started teaching with Canvas, so I'm still neutral on discussion/tests, although setting up both types of activities was easy. I recommend going forward with Canvas...*
- *Having used Blackboard and Canvas, I believe Canvas to be a superior product, more robust, and much easier to use.*
- *I feel like it will clean up the courses that have too many items in them. Canvas provides an easier to use interface over Blackboard with drag-and-drop and native responsive design. The modules create an organized space for content, engagement, and collaboration without constricting the advanced course designer or providing "too many options" for the novice designer getting started.*

Testimonial Responses

Across departments and colleges, the faculty pilots agree that Canvas provides superior functionality, ease of use, and a more logical interface for faculty and student engagement. As CETL was asked to focus on the experiences of the faculty in their own words, included here are select and representative testimonial responses from faculty, organized by college:

COLLEGE OF AGRICULTURE AND LIFE SCIENCES PILOT PARTICIPANT RESPONSES

- *Canvas is relatively easy to use and troubleshoot. It easily integrates several different systems for online learning. The flow of the Canvas modules seems to be more appealing on the users end. It is easier for me as an instructor to know what it looks like. The discussion tool seems more like a social media wall, which is nice for being able to follow the student responses and where I've responded.*
- **Do you advise the UI to transition to Canvas?** *Yes. This should reduce the number systems for students to learn. In my opinion it is also very user friendly on the instructor side. I find using the instructions to work really well with Canvas where I don't find that with Blackboard. Essentially, I think people need to know they can reach out to a hotline or set up a Zoom freely for advice and troubleshooting.*
- **My advice to other faculty?** *Not to be afraid of the new system. It is easier to pick up than Blackboard.*

COLLEGE OF BUSINESS AND ECONOMICS PILOT PARTICIPANT RESPONSES

- *Positive experience, so far. The interface is certainly easier to use than I remember the first time I used Canvas. I like the drag and drop. GREAT user-interface. Very intuitive.*

COLLEGE OF EDUCATION, HEALTH AND HUMAN SCIENCES PILOT PARTICIPANT RESPONSES

- *I have been both an instructor and a student in Blackboard since 2006 and I have to say, I think Canvas is far a superior platform from the student perspective.*
- *With Canvas, I'm able to easily connect and present a variety of media and resources to my students. Whether it's a page I created, video clip, selected reading, Flipgrid reflection, or some other web resource, the Modules help me organize and facilitate an engaging learning experience.*
- *Canvas is much more intuitive to use than Blackboard and offers a lot of flexibility if one wants to personalize their course interfaces.*
- *I feel good about Canvas. The tyranny of the "newness" is diminishing. Feeling almost ready for prime-time. No significant issues in the use of modules and pages. Clear help documents. The discussion tool works well. No concerns. I found setting up assignments to be generally intuitive. No problems appeared.*
- *Overall, pretty positive experience with Canvas -- intuitive interface, lots of help available and YouTube for video talk-throughs. Pages and modules seem very simple to make. There isn't a lot of easy/obvious ways to personalize or "jazz up" the interface, but those options DO exist, which is fantastic.*
- *I have been using Canvas for almost a year now, first as a parent helping my 3rd grader who is a student in the Moscow School District and now a doctoral student in a Canvas pilot course this summer. I appreciate the user-friendliness of Canvas. It's clean, easy to navigate, and the modules are easy to keep track of. The best part of Canvas so far is when I submitted my first assignment, I got a burst of virtual confetti, just like my 3rd grader did when he submitted his assignments. It was an instant little burst of encouragement.*
- *I like the way the icons MOVE — the interface just feels smooth.*
- *Porting a class over to Canvas was very easy. Making a quiz was pretty straightforward. I like the drag and drop feel of the interface in general.*
- *Do you advise the UI to transition to Canvas? Yes. Everyone is making the shift. We need to join the rest of higher education in this change.*
My advice to other faculty? You will be glad you made the change to Canvas (after overcoming the shock of "new").

COLLEGE OF ENGINEERING PILOT PARTICIPANT RESPONSES

- *I'm very happy with Canvas. I think it's more intuitive to use than Blackboard and will be an easier transition for most of our students coming from K-12.*
- *So far, Canvas is very intuitive and easy to get started.*
- *Very impressed so far. Has taken everything I've tried in Blackboard and imported with nearly 100% success. I like that most of my students used it in K-12, so it will make the transition to college a little smoother.*

COLLEGE OF LETTERS, ARTS AND SOCIAL SCIENCES PILOT PARTICIPANT RESPONSES

- *One thing I absolutely love is that everything in Canvas can be accessed from a single module page --- no need for folders because the inline viewing feature allows the user to open files inline and then minimize the view, so scrolling down the page can be easily controlled. And users can also control the size of the inline view by adjusting the size of the window. All good.*
- *Very positive experience with Canvas. This LMS saves me considerable time in maintaining and updating the curriculum for our professional writing courses. Canvas is extremely easy to use. I think in comparison to Blackboard, it was so much easier for me to set my course up and I love the inline viewing feature. Setting up assignments was easy to do and went smoothly. When setting up peer review assignments, Canvas offers easier options to implement than Blackboard.*
- *I'm finding that the Canvas learning curve is not as steep as I had thought it might be at the outset.*
- *I find the interface so much more modern and appealing, and I'm sure students will like it.*
- *If you need an ambassador to sing the praises of Canvas, count me in. I'm going to be seriously bummed out if UI does not adopt Canvas.*
- *Canvas is a game-changer when it comes to online delivery.*
- *My advice to other faculty? Using Canvas compared to Blackboard is like using a land line dialup phone compared to a smartphone.*

COLLEGE OF NATURAL RESOURCES PILOT PARTICIPANT RESPONSES

- *Overall, my experience with Canvas has been good.*
- *Canvas is more intuitive than Blackboard and you can pick it up quickly.*
- *So far, I have found Canvas to be straightforward and intuitive. At times, it is challenging to retro-fit my experiences with Blackboard into Canvas, but it has not been difficult.*

Additional Evidence of Support for Canvas

CETL elicited responses from faculty during the midpoint and the endpoint of the Spring Pilot check-in meetings. These were not focus groups per se as several faculty participated in multiple check-in meetings. Nevertheless, CETL personnel used the opportunity to elicit faculty impressions of Canvas. Based on this process, all faculty members who volunteered an opinion did so favorably towards Canvas, emphasizing that it was both intuitive and easy to use. No faculty members recommended staying with Blackboard.

APRIL 1 MEETING FEEDBACK

Faculty members in attendance reported positive experiences with Canvas. Several reported that Canvas was an intuitive system, with one commenting that they liked:

*"...how intuitive it is. I was able to get lots of the types of things I put in for my classes
VERY quickly."*

Another faculty member stated they liked:

"... drag and drop. GREAT user-interface. Very intuitive."

Faculty at the meeting also reported that it was rather easy to migrate material from Blackboard to Canvas with one stating they were:

*"... very impressed so far. Has taken everything I've tried in Blackboard and imported
with nearly 100% success."*

APRIL 28 MEETING FEEDBACK

Faculty members in attendance reported positive experiences with Canvas in general and the specific Canvas tools highlighted in the Canvas Pilot program. When asked, all responded that they would recommend the University of Idaho switch to Canvas.

The faculty at this meeting volunteered the following advice to fellow faculty members:

- *“It is more intuitive than Blackboard and you can pick it up quickly.”*
- *“Not to be afraid of the new system. It is easier to pick up than Blackboard.”*
- *“You will be glad you made the change to Canvas after overcoming the shock of “new”.*
- *“It is much more intuitive to use than Blackboard and offers a lot of flexibility if one wants to personalize their course interfaces.”*
- *“1) Don't be afraid, 2) Play in the sandbox early! and, 3) Change is inevitable.”*

Summary and Conclusion of Pilot

Overwhelmingly, faculty members participating in the pilots recommend that the University of Idaho switch from Blackboard to Canvas. U of I faculty pilots have found Canvas easy to learn, easy to use, and an overall better system for hosting and delivering classes. Our results are also consistent with national trends in LMS adoption and, importantly, have added value when considering the relatively seamless transition most students will experience when entering the University of Idaho. The consistently positive responses and remarks from faculty (and students) clearly indicate not only that Canvas is a superior learning management system, but that its adoption may provide a better learning environment and experience for our students, thusly enhancing engagement, retention, satisfaction, and degree completion.

Recommendation Cost & Cost/Risks of Alternative

Cost & Savings of Recommendation

Amounts listed were current as of July 1, 2021.

LMS Costs if Proceeding with Canvas	FY 22	FY 23	FY 24	FY 25	FY 26
Canvas Cloud Subscription	\$ -	\$ -	\$ 144,156	\$ 151,364	\$ 158,932
Canvas Tier 1 chat/phone support	\$ 36,228	\$ 38,040	\$ 39,942	\$ 41,939	\$ 44,036
Canvas implementation	\$ -	\$ -	\$ -	\$ -	\$ -
Canvas additional storage	\$ -	\$ -	\$ -	\$ -	\$ -
Course content transferred into Canvas	\$ 6,000	\$ -	\$ -	\$ -	\$ -
Canvas Training Session for Instructors	\$ 500	\$ -	\$ -	\$ -	\$ -
Plagiarism detection software	\$ 27,270	\$ 28,634	\$ 30,065	\$ 31,568	\$ 33,147
Ally accessibility software	\$ -	\$ 31,500	\$ 33,075	\$ 34,729	\$ 36,465
Ally integration with Canvas	\$ 3,500	\$ -	\$ -	\$ -	\$ -
Blackboard archive server		TBD	TBD	TBD	TBD
Additional personnel to support Canvas	\$ -	\$ -	\$ -	\$ -	\$ -
Blackboard software/managed hosting	\$ 273,592	\$ -	\$ -	\$ -	\$ -
Total Cost for Proceed with Canvas	\$ 347,090	\$ 98,173	\$ 247,238	\$ 259,600	\$ 272,580
Current/planned central budget for LMS	\$ 273,592	\$ 287,272	\$ 301,635	\$ 316,717	\$ 332,553
Above/below planned budget	\$ (73,498)	\$ 189,099	\$ 54,397	\$ 57,117	\$ 59,973
Cumulative savings with Canvas (vs. staying with Blackboard)	\$ (73,498)	\$ 115,600	\$ 169,998	\$ 227,115	\$ 287,088

Cost savings of proceeding with Canvas instead of Blackboard is estimated at \$287,088 by Fiscal Year 2026. Savings will be realized starting in Fiscal Year 2023 and continue to increase year-over-year. Total known 5-year costs to proceed with Canvas is \$951,089. The cost of a Blackboard archive server is not currently known, but SBOE has agreed to cover partial costs.

Alternative & Risks of Alternative

The only alternative identified is the continued use of Blackboard LMS. The anticipated annual cost for Blackboard is \$273,592 and greater, as listed in the above table.

The University of Idaho is obligated to transition to Blackboard SaaS in 2022. The risks of continuing with Blackboard and transitioning to Blackboard SaaS are as follows:

- University would not reap financial benefit outlined above, nor the benefits of improved alignment with other state institutions (e.g. simplified collaboration by using same LMS, student familiarity with the LMS as more schools use Canvas).
- Many Blackboard customers have faced unexpected costs and difficult contract negotiations.
- Additional implementation costs to move to Blackboard SaaS (required).
- Continued and possibly increasing overage costs with Blackboard.



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 6100 – Title IX Sexual Harassment**

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

Policy Sponsor, if different from Originator:

Reviewed by General Counsel Yes ___ No Name & Date: Jim Craig, 8/25/2021

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

On July 28, 2021, a federal district court in Massachusetts issued a decision in Victim Rights Law Center et al. v. Cardona, No. 1:20-cv-11104, 2021 WL 3185743 (D. Mass. July 28, 2021). The court vacated the part of 34 C.F.R. § 106.45(b)(6)(i) that prohibits a decision-maker from relying on statements that are not subject to cross-examination during the hearing and noted in its order that the decision applies nationwide. This ruling and OCR’s subsequent announcement to cease enforcement does not make this change mandatory. Rather, the request for change is to reflect a logical, fair, and common practice that permits past statements to be included and considered as part of the hearing panel’s decision making process. This serves to improve fairness for all parties so that scheduling conflicts do not negate any party or witness’s crucial narrative/testimony.

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

None anticipated.

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 anticipated.

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

Preamble: In order to comply with U.S. Department of Education regulations amending 34 C.F.R. 106, FSH 6100 was adopted as a temporary emergency policy in August 2020, and as a permanent policy effective January 1, 2021.

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;

Commented [AE(1): On July 28, 2021, a federal district court in Massachusetts issued a decision in *Victim Rights Law Center et al. v. Cardona*, No. 1:20-cv-11104, 2021 WL 3185743 (D. Mass. July 28, 2021). The court vacated the part of 34 C.F.R. § 106.45(b)(6)(i) that prohibits a decision-maker from relying on statements that are not subject to cross-examination during the hearing and noted in its order that the decision applies nationwide.

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;

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- 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.

Version History

Adopted 2021. In order to comply with U.S. Department of Education regulations amending 34 C.F.R. 106, FSH 6100 was adopted as a temporary emergency policy in August 2020, and as a permanent policy effective January 1, 2021.

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Idaho State Board of Education

GOVERNING POLICIES AND PROCEDURES

SECTION: III. POSTSECONDARY AFFAIRS

Subsection: B. Academic Freedom and Academic Responsibility December 2021

1. Purpose

Public postsecondary education exists as a common good for citizens, states, nations, and humanity. As Idaho's public colleges and universities create environments where civil discourse and academic inquiry may occur free from discrimination, intimidation, and retaliation, postsecondary learning experiences—both inside and beyond the classroom—are protected under the academic freedom and academic responsibility of every student, faculty member, and institution.

The academic freedom to explore significant and controversial theories is essential to the development of conscientious lifelong learners. Academic freedom in research and teaching is fundamental to advancing access to knowledge and ensuring its quality. The freedom of an institution to pursue its academic mission without interference is essential for protecting the rights of a student to learn and conduct research, a faculty member to teach and conduct research, and an institution to facilitate learning, teaching, and research. Accordingly, students, faculty, and institutions hold a common responsibility to respect diverse worldviews and should not elevate the ideas or beliefs of an individual, an institution as a whole, or a specific political agenda at the expense of others' interests.

The State Board of Education affirms that academic freedom should neither be abridged nor abused.

2. Definitions

- a. Academic Freedom is a long-standing philosophical, legal, and constitutional principle that advances the right of postsecondary students, faculty, and institutions to pursue educational opportunities that seek, examine, apply, discuss, and build knowledge, theories, values, concepts, or ideas without fear of censorship, retaliation, or threat to institutional status.
- b. Academic Responsibility is the commitment by students, faculty, and institutions to protect the academic freedom of others by appreciating their special position in the community, performing academic obligations with accuracy, promoting the free

exchange of ideas, and showing respect toward those with whom they both agree and disagree.

- c. Coercion is the attempt by an individual or group to modify human behavior via the actual or implied use of force, threats, or other disciplinary actions.
- d. Faculty are employed to forward the academic mission of a college or university through teaching, research, service, and other scholarly contributions. More information about faculty contracts and appointments may be found in Board Policy II.G. Students may assume similar employment with institutions as graduate teaching or research assistants. Further, post-docs may assume similar employment with institutions.
- e. Student means any person duly admitted and enrolled at an institution under governance of the Board as defined in Board Policy III.P.

3. Students

This policy confers academic freedom and responsibility to individuals with the status of student.

a. Academic Freedom of Students

In addition to constitutionally protected freedoms of speech, assembly, and religion, students have the right to engage in free inquiry, intellectual debate, and freedom of scholarship both on and off campus. Students shall not be subject to retaliation, disciplinary actions, or censorship in response to their beliefs, opinions, research, publications, creative activity, participation in institutional governance, and all other official aspects of their enrollment, subject to the responsibilities outlined in paragraph 3.b. of this policy. This academic freedom includes but is not limited to:

i. Courses

- 1. Students have the right to express personal opinions about concepts and theories presented in their courses and to disagree with opinions expressed by faculty and fellow students, even as they continue to be responsible for the assigned course content.

2. Students are entitled to fair and even treatment in all aspects of student-faculty relationships. Students must not be forced by the authority inherent in the instructional role to make personal or political choices.
3. Students are evaluated solely on an academic basis, not on opinions or conduct in matters unrelated to academic standards.
4. Students have the right to privacy and discretion in their professional discussions with faculty and fellow students.

ii. Research, Publication, & Creative Activity

1. Students have the right to investigate topics of their choosing and draw evidence-based conclusions consistent with their research.
2. Students have the right to publish and present their research as well as engage in the production and exhibition of creative works.
3. Students are entitled to credit for discoveries and original research conducted independently or as part of a course.

iii. Participation in Institutional Governance

1. Students have the right to participate in institutional governance through appropriate institutional processes.
2. Students have the right to express opinions and provide feedback concerning institutional governance and administration without fear of censorship or retaliation.
3. In matters of disciplinary action, students have the right to due process and to be held accountable using academic standards and institutional procedures.

iv. Community & Campus Involvement

1. Students have the right of free expression on and off campus.
2. Students have the right to organize student associations.
3. Students have the right to be free from coercion in making personal or political choices.

b. Academic Responsibility of Students

Academic freedom carries certain responsibilities which broadly include civil contributions to the academic community, acknowledgement of the validity of a diverse range of perspectives, commitment to learning relevant information, and good stewardship of the academic community. Students assume, at minimum, the following responsibilities in relation to academic freedom:

- i. Membership in an academic community imposes on students an obligation to respect the dignity of others, to acknowledge the right of others to express differing opinions, and to foster and defend intellectual honesty, freedom of inquiry and instruction, and free expression on and off campus. Expression of dissent and attempts to produce change shall not be carried out in ways which injure individuals, damage institutional facilities, disrupt classes, or interfere with institutional activities. Students who seek to call attention to grievances must do so in accordance with institutional policies and procedures, and in ways that do not significantly impede the academic functions of the institution.
- ii. Students have a responsibility to acknowledge that faculty will expose students to a broad range of diverse perspectives. Students are expected to engage in scholarship, learn material that is relevant to course outcomes, and adhere to course syllabi, institutional student codes of conduct, and other institutional policies related to research and publication.
- iii. Students are expected to achieve competence in their area(s) of study and in the course material of their program(s), including specializations, certificates, majors, or minors. Students should prepare for each class and meet their course expectations.
- iv. Students are responsible for not interfering with the facilitation of critical thinking skills in the classroom. A student's critical thinking skills may be exercised through a variety of means.
- v. Students are responsible for the academic integrity of their coursework, including, but not limited to, producing original works for assignments, completing assessments, and activities using their own knowledge and experience.
- vi. Students are responsible for conducting and reporting research in an ethical manner. The design, conduct, and presentation of research may exist

beyond the contexts of a specific course, but a student is still subject to an institution's expectations for scholarly inquiry and academic integrity.

- vii. Students shall not threaten the rights or the safety of others while exercising academic freedom. Students have the responsibility to acknowledge context and support pluralistic learning environments where individuals are not coerced to make personal or political choices against their beliefs or values.

4. Faculty

This policy confers academic freedom and responsibility to individuals with the status of faculty.

a. Academic Freedom of Faculty

In addition to constitutionally protected freedoms of speech, assembly, and religion, faculty have the right to engage in free inquiry, intellectual debate, and freedom of scholarship both on and off campus. Faculty shall not be subject to retaliation, disciplinary actions, or censorship in response to their research, publications, creative activity, pedagogy, participation in institutional governance, and all other official aspects of their job description, subject to the responsibilities outlined in paragraph 4.b. of this policy. This academic freedom includes but is not limited to:

i. Pedagogy & Curriculum Development

1. Faculty have the right to determine course content, including the use of relevant materials.
2. Faculty have the right to determine the instructional processes used to engage learners in the course content.
3. Faculty have the right to determine the instructional activities, artifacts, and products used during the course.
4. Faculty have the right to determine the manner of assessment used to evaluate competency and completion of the course.

ii. Research, Publication, & Creative Activity

1. Faculty have the right to investigate the topics of their choosing and draw evidence-based conclusions consistent with their research.
2. Faculty have the right to publish and present their research as well as engage in the production and exhibition of creative works.
3. Faculty are entitled to credit for discoveries and original research.

iii. Participation in Institutional Governance

1. Faculty have the right to participate in institutional governance.
2. Faculty have the right to express opinions and provide feedback concerning institutional governance and administration without fear of censorship or retaliation.
3. In matters of promotion, tenure, and disciplinary action, faculty have the right to due process and to be judged by their peers using established academic standards and institutional procedures.
4. Faculty have the right to participate in institutional processes that determine who may teach, what may be taught, how it shall be taught, and what methods will be used for student admission.

b. Academic Responsibility of Faculty

Academic freedom carries with it certain responsibilities which broadly include maintaining competence in scholarship, exposing students to a diverse range of perspectives, ensuring that students are taught relevant information, and being good stewards of the academic community. Faculty assume, at minimum, the following responsibilities in relation to academic freedom:

- i. Membership in an academic community imposes on faculty an obligation to respect the dignity of others, to acknowledge the right of others to express differing opinions, and to foster and defend intellectual honesty, freedom of inquiry and instruction, and free expression on and off campus. Expression of dissent and attempts to produce change shall not be carried out in ways which injure individuals, damage institutional facilities, disrupt classes, or interfere with institutional activities. Faculty who seek to call attention to grievances must do so in accordance with institutional policies and procedures, and in ways that do not significantly impede the academic functions of the institution.
- ii. Faculty have an uncompromising professional responsibility to discover, teach, and research what they find to be intellectually important. Faculty members are

expected to maintain professional competence in their field(s) of specialization, congruent with their teaching, service, and scholarly expectations.

- iii. A primary responsibility of faculty is to expose students to the intellectual diversity of scholarly and creative views related to the faculty member's discipline and/or specific field of study. It is the responsibility of the faculty members to present the subject matter in their courses in a way that is consistent with the collective goals of the department/program.
- iv. Faculty shall meet their workload expectations. This may include the expectation that the faculty member conducts class, meets with and mentors students, provides clear learning outcomes, and/or participates in group deliberations to develop instructional programs. Faculty have the responsibility to create opportunities that foster critical thinking skills of students.
- v. Faculty are responsible for establishing goals for student learning, for designing and implementing general programs of education and specialized study that intentionally cultivate intended learning, and for assessing students' achievement. In these matters, faculty must work collaboratively with their colleagues in their departments, schools, and institutions as well as with relevant administrators.
- vi. Faculty shall not threaten the rights or the safety of students, other faculty, and administrators, while exercising academic freedom. Faculty may not refuse to enroll or teach a student because of the student's beliefs, interpretations, or applications of knowledge. Faculty have the responsibility to provide context and facilitate pluralistic learning and work environments where individuals are not coerced to make personal or political choices against their beliefs or values.

5. Institutions

This policy confers academic freedom and responsibility to institutions.

a. Academic Freedom of Institutions

Institutional rights to academic freedom are in concert with the academic freedom of students and faculty. A college or university has the autonomy to create and maintain an atmosphere which is most conducive to diverse scholarship. Institutions have the right to develop processes that determine who may teach, what may be taught, how it shall be taught, and what methods will be used for student admission.

Coercive influence on the academic freedom of teaching, learning, and scholarly inquiry by third parties is an affront to the institution's autonomous advancement of its academic mission. Institutions perform functions, such as the selection of faculty and admission of students, that are intertwined with the exercise of academic freedom. The academic freedom of an institution is necessary to protect and support the academic freedom of those who comprise an institutional community.

b. Academic Responsibility of Institutions

Academic freedom carries with it certain responsibilities which broadly include the educational functions of an institution, the ethical administration of academic affairs, and the protection of student and faculty academic freedom. Institutions assume, at minimum, the following responsibilities in relation to academic freedom:

- i. Institutions have a responsibility to set, maintain, and enforce policies that protect the academic freedom and promote the academic responsibility of faculty and students.
- ii. Institutions shall adopt appropriate procedures for transparently evaluating the members and activities of the academic community that are consistent with and respectful of the ideals of academic freedom.
- iii. Institutions shall also dedicate adequate resources, space, and programming toward the advancement of academic freedom among its greater community.
- iv. Institutions have a responsibility to create and deliver academic programs and shall develop appropriate policies and processes to aid content and curriculum delivery that are consistent with the ideals of academic freedom.
- v. Institutions must create admissions and selection policies, procedures, and practices for students that are in harmony with the academic mission of the institution and that are consistent with the ideals of academic freedom.
- vi. Institutions have the responsibility to facilitate pluralistic learning environments where individuals are not coerced into making personal or political choices against their beliefs or values.

6. Limitations

The following limitations exist to the academic freedom and academic responsibility of students, faculty, and institutions:

- a. Academic freedom does not permit members of an institutional community to harass, threaten, intimidate, ridicule, or impose their views on others.
- b. Student academic freedom does not grant students the right to refuse to complete assigned requirements without consequence.
- c. Academic freedom does not protect faculty members from colleague or student challenges to, or disagreement with, their instructional processes, activities, and/or manner of assessment.
- d. Academic freedom does not protect faculty or students from non-institutional penalties for violating the law.
- e. Academic freedom does not confer the right to faculty or students to violate institutional policies; though academic freedom does confer the right of faculty and students to criticize such policies.
- f. Academic freedom does not protect faculty or students from disciplinary action consistent with established institutional policies.
- g. Academic freedom does not protect faculty or students from sanctions or dismissal for professional misconduct or poor performance consistent with established institutional policies.
- h. Academic freedom does not protect faculty or students from investigations into allegations of scientific misconduct or other violations of institutional policy.

Idaho State Board of Education
GOVERNING POLICIES AND PROCEDURES

SECTION: III. POSTSECONDARY AFFAIRS

SUBSECTION: K. Diversity, Educational Equity, and Inclusion

August 2021

1. Purpose

This policy embodies the charge and expectation of each public four-year postsecondary institution in Idaho (hereafter “institution”) to promote and advance the principles of diversity, educational equity, and inclusion set forth herein. Diversity, educational equity, and inclusion are necessary components of educational experiences that challenge individuals to grow, improve critical thinking, refine skills, build character, develop awareness, and engage in freedom of thought and expression. Through adherence to and implementation of the principles of this policy, each institution will more fully safeguard the right of every individual to participate in meaningful experiences that foster belonging and promote awareness of differing viewpoints. The Board affirms that encouraging and supporting diversity, educational equity, and inclusion is central to academic success, to engendering innovation and creativity, and to fully preparing students to thrive in an increasingly diverse and global workforce.

2. Definitions

- a. Diversity accounts for differences in human characteristics such as race, color, national origin, sex, mental or physical disability, religious or ethical value systems, age, socioeconomic status, and ideological or political beliefs.
- b. Educational Equity is the assurance that each member of an educational community has equitable opportunities, including individualized access to the resources, support, and tools needed to succeed.
- c. Inclusion is the fostering of an environment in which the inherent worth and dignity of all individuals are recognized and valued, and where individuals have equitable opportunities to be included, engaged, and accepted with a sense of belonging.

3. Standards

- a. Each institution shall recognize and appreciate that every member of its community harbors unique values, beliefs, and ideologies, and that these characteristics reflect an individual’s life experiences, shape aspirations, and constitute ways of life.
- b. Consistent with its unique identity and mission, each institution shall take proactive measures to ensure educational equity in all facets of its operations.
- c. Consistent with the Board’s commitment to freedom of expression as well as academic freedom and responsibility as defined in Board Policy III.B., each institution shall strive to create environments in which diversity and inclusion are

INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
JUNE 28, 2021

ATTACHMENT 1

valued, promoted, and embraced, in alignment with the goal of achieving educational equity.

- d. Each institution shall promote and facilitate civility and strive to diminish incivility among its community members. No student or employee of an institution shall oppress or unlawfully discriminate against any individual or group of individuals on the basis of traits, values, or beliefs.
- e. Each institution shall comply with current accreditation standards related to diversity, educational equity, and inclusion in order to promote student achievement, remove barriers to academic excellence, and close student achievement gaps.

4. Implementation

- a. Nothing contained in this policy should be construed to infringe upon or otherwise diminish the rights of individuals affiliated with any institution to speak as private citizens on matters of public concern, nor should it be interpreted to infringe upon the well-established confines of academic freedom and responsibility.
- b. Enforcement of this policy shall be accomplished through institution-level policies related to diversity, educational equity, and inclusion, in accordance with the unique Board-approved missions and purposes of each institution. Each institution shall develop and maintain policies that describe and make transparent a process for addressing claims of oppression and unlawful discrimination. All such policies must align with Board governing policies and procedures related to employee and student complaints.



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: **APM 05.08 UNIVERSITY OWNED, RENTED OR LEASED VEHICLE COVERAGE AND USE**

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: Carry Salonen, UI Risk

Policy Sponsor, if different from Originator: Brian Foisy, VPFA

Reviewed by General Counsel Yes No Name & Date: Kent Nelson,

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

APM 05.08 has been revised to comply with a recommendation from Internal Audit to “revise the title and content of APM 05.08 so readers clearly understand rental cars are included in the drivers qualifications for university vehicles.” Other edits for brevity and clarity have been made as well, and much of the deleted information will now be available on the UI Risk website.

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

This revision will mitigate financial risk to the institution.

- 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.

05.08 – University Owned, Rented or Leased Vehicle Coverage and use Use

March 24, 2014 February 08, 2020 - (rewrite in 2010 incorporated APM 5.09 and 5.10)

Contents:

- A. Definitions
- BA. Definitions
- B. Overview Policy
- CC. Insurance Coverage for University Vehicles
- D. Privately Owned Vehicle Insurance
- E. Rental Vehicles
- F. Motor Pools
- G. Annual Renewal, Additions, or Deletions of State RMP Coverage
- H. Passengers
- I. Drivers
- J. Vehicle Accidents and Claims
- K. Process
- Contact Information
- L. Forms and Examples
- D. Information

A. Definitions.

A-1. Auto Accident Kit. An ~~university~~ ~~Auto~~ ~~Accident Kit~~ includes a State of Idaho auto accident report guide, a citizen's claim procedure form, and a State of Idaho certificate of financial responsibility.

A-2. Certificate of Financial Responsibility. A document provided by the State of Idaho Risk Management Program that provides proof of ~~university~~ ~~University~~ coverage for liability, property, or auto.

A-3. Coach Courtesy Vehicle. Vehicles ~~that are~~ provided by donors or dealerships to coaches (see section J).

A-4. Collision Insurance. Collision insurance covers damage to the operator's vehicle through impact with another object when the operator's vehicle is in motion or is struck while parked, and (1) when the impact is the fault of the operator; (2) when the other driver is at fault, but is uninsured; or (3) as a result of a hit-and-run accident.

A-5. Comprehensive Insurance. Comprehensive insurance covers damage to the operator's vehicle that occurs from causes other than a collision with another vehicle or a stationary object. Examples include fire and vandalism.

A-6. Contracted Rental Agency. Accounts Payable, through the State of Idaho Purchasing, has contracted with rental vehicle companies to provide consistent pricing, insurance coverage provisions, and other benefits. See UI Accounts Payable's website for details.

A-76. Driving Performance. Actions of a driver while in control of a motor vehicle. Unsatisfactory driving-related performance is action or inaction that could cause harm to the driver, the passengers, the vehicle, or other vehicles and their passengers.

A-87. Idaho Tort Claims Act. The Idaho Tort Claims Act (Idaho Code 6-901 through 6-929), in addition to other provisions, established the State of Idaho Risk Management Program and charged that agency with the management of a retained-risk fund.

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A-9. Large Trucks and Moving Vans. Vehicles larger in size that in some cases require special operator training and licensing through the State of Idaho.

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A-10. Liability Insurance. Liability insurance covers damages to the person or property of another through the fault of the operator of a vehicle.

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~~A-8. Idaho Tort Claims Act. The Idaho Tort Claims Act (Idaho Code 6-901 through 6-929), in addition to other provisions, established the State of Idaho Risk Management Program and charged that agency with the management of a retained-risk fund.~~

A-119. Medical Payments Coverage. Medical payments coverage covers the medical, hospital, and funeral expenses of an insured, others in the vehicles, and pedestrians struck by the insured. It provides a limited amount (usually \$5,000) of first-dollar insurance for medical expenses for injuries to passengers. Payments are available regardless of fault.

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A-120. Motor Pool. University units that own a University vehicle may wish to rent the vehicle to other university units (see section H).

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A-134. Non-Owned and Hired Auto Liability. Non-owned and hired auto liability coverage will pay for damages to a third party, on behalf of the University, when a university driver causes an accident or an injury to someone while driving a rented vehicle or non-owned vehicle for university business.

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A-142. Rental Vehicle. A passenger vehicle, pickup, or SOHV rented in the name of the university for official university purposes (see section H).

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~~A-13. Contracted Rental Agency- Accounts Payable. through the State of Idaho Purchasing, has contracted with rental vehicle companies to provide consistent pricing, insurance coverage provisions, and other benefits. See UI Accounts Payable's website for details.~~

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A-154. Specialty Off-Highway Vehicles. A specialty off-highway vehicle (SOHV) includes but is not limited to All Terrain Vehicles (ATV), golf carts, or similar vehicles (see section K).

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A-165. State RMP. State of Idaho Risk Management program of risk and insurance, administered by State of Idaho.

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A-176. Texting. Reading from or entering data into any handheld or other electronic device, including for the purpose of SMS texting, social media communications, e-mailing, instant messaging, obtaining navigational information, or engaging in any other form of electronic data retrieval or electronic data communication. Texting includes use of voice-operated or hands-free devices that allow the user to review, prepare and transmit a text message without the use of either hand except to activate, deactivate or initiate a feature or function.

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~~A-17. Large Trucks and Moving Vans. Vehicles larger in size that in some cases require special operator training and licensing through the State of Idaho (see section H-4.e)~~

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A-188. University Vehicle. Any licensed vehicle or SOHV, including University-Owned, rented, or leased by UI for official University purposes, and any SOHV or Coach Courtesy vehicle (when the coach courtesy vehicle is not used for personal business used for official University purposes).

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A-199. University-Owned Vehicle. A vehicle (including SOHV) licensed and titled in the name of the university.

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A-2020. Volunteer. Authorized volunteers are persons who are not employees of the ~~university~~University but who have been asked to perform a specific function on a volunteer basis (see Standards for Departments Using Volunteer Services). **A. Definitions.**

A-1. Accident Claims Kit. A vehicle accident claim kit includes a State of Idaho Auto Accident Report Guide, a Citizen's Claim Procedure Form, and a State of Idaho Certificate of Financial Responsibility.

A-2. Certificate of Financial Responsibility. A document provided by the State of Idaho Risk Management Program that provides proof of coverage for liability, property, or auto.

A-3. Collision Insurance. Collision insurance covers damage to the operator's vehicle through impact with another object when the operator's vehicle is in motion or is struck while parked, and (1) when the impact is the fault of the operator; (2) when the other driver is at fault, but is uninsured; or (3) as a result of a hit-and-run accident.

A-4. Comprehensive Insurance. Comprehensive insurance covers damage to the operator's vehicle that occurs from causes other than a collision with another vehicle or a stationary object. Examples include fire and vandalism.

A-5. Driving Related Conduct. Actions of a driver while in control of a motor vehicle. Unsatisfactory driving-related conduct is action or inaction that could cause harm to the driver, the passengers, the vehicle, or other vehicles and their passengers.

A-6. Liability Insurance. Liability insurance covers damages to the person or property of another through the fault of the operator of a vehicle.

A-7. Idaho Tort Claims Act. The Idaho Tort Claims Act (Idaho Code 6-901 through 6-929), in addition to other provisions, established the State of Idaho Risk Management Program and charged that agency with the management of a retained-risk fund.

A-8. Medical Payments Coverage. Medical payments coverage covers the medical, hospital, and funeral expenses of an insured, others in the vehicles, and pedestrians struck by the insured. It provides a limited amount (usually \$5,000) of first-dollar insurance for medical expenses for injuries to passengers. Payments are available regardless of fault. Medical payments coverage is not carried on University Vehicles (see section C-3).

A-9. Motor Pool. The College of Natural Resources has a number of University Vehicles that are available on a rental basis.

A-10. Non-Own and Hired Auto Liability. Hired auto liability coverage will pay for damages to a third party, on behalf of the University, if you cause an accident or an injury to someone while you are driving a rented car or non-owned vehicle for university business. *[add. 3-14]*

A-11. Passenger Vehicle. A sedan, light truck, or sport utility vehicle. *[ren. 3-14]*

A-12. Rental Vehicle. A passenger vehicle or pickup rented in the name of the university for official university purposes.

A-13. Texting. Reading from or entering data into any handheld or other electronic device, including for the purpose of SMS texting, e-mailing, instant messaging, obtaining navigational information, or engaging in any other form of electronic data retrieval or electronic data communication. Texting includes use of voice-operated or hands free

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devices that allow the user to review, prepare and transmit a text message without the use of either hand except to activate, deactivate or initiate a feature or function. *[add. 5-13]*

A-14. Trucks and Moving Vans. Vehicles larger in size that in some cases require special operator training and licensing through the State of Idaho (State). *[ren. 5-13]*

A-15. University Vehicle. Any licensed vehicle owned, rented or leased by the university for official university purposes. *[ren. 5-13]*

A-16. University-Owned Vehicle. A vehicle licensed and titled in the name of the university. All university-owned vehicles must be reported annually to the Office of Risk Management (Risk). *[ren. 5-13]*

A-17. Volunteer. Authorized volunteers are persons who are not employees of the university but who have been asked to perform a specific function on a volunteer basis. Volunteers must be recruited and authorized by a university employee who has hiring authority (see APM 5.11). *[ren. 5-13]*

BB. Overview Policy.

B-1. In General. University vehicles, which are any licensed vehicle or SOHV owned, rented or leased or coach courtesy vehicle (when the vehicle is not used for personal business), are provided to further the educational mission of the university, and may only be used only for official university business. Units possessing and individuals operating a university vehicle will adhere to this policy and the Standards for University Owned, Rented or Leased Vehicle Use and Coverage.

The use of University Vehicles for personal or other non-official business is strictly prohibited. Operators of University Vehicles are expected to be good stewards of this important asset. The president and certain other university employees designated by the president (e.g., persons who are subject to emergency call) are authorized to drive university vehicles between the campus and their homes and to keep the vehicles at their residences. All vehicles, except as described above, are to be kept in assigned parking areas when not in use.

The title of a vehicle determines which party responds to auto losses. Vehicles titled to the university must be enrolled in liability coverage, and if five years old or newer, physical damage coverage. Coverage is through the State of Idaho Risk Management Program (State RMP).

B-2. B-1. University Vehicles which include University-Owned Vehicles, Specialty Off Highway Vehicles (SOHV), Motor Pools, Rentals and Coach Courtesy Vehicles Insurance Coverage for University Vehicles. Coverage for University Vehicles is through the State of Idaho Risk Management Program (State RMP). Units are responsible for deductibles and damage not covered through the State RMP. Vehicles titled to the university and vehicles provided by dealerships to coaches (when the coach courtesy vehicle is not used for personal business) University Vehicles must be enrolled in full coverage if 20 years or newer and liability coverage if 21 years or older. See Standards for University Owned, Rented or Leased Vehicle Use and Coverage for coverage process and exceptions.

B-3. Restriction on Passengers. Medical payments coverage is not carried on university vehicles. For this reason, university policy restricts passengers in university vehicles to only the following persons: UI employees, persons cooperating in UI projects or programs, and students participating in authorized travel. *[rev. 3-14]*

B-4. Coach Courtesy Vehicles. Coach courtesy vehicles used solely for university business purposes must be covered by the university for liability and physical damages with the dealership being listed as loss payee, and the coach must qualify to operate the vehicle per requirements for use of a UI owned, rented or leased vehicle. Coach courtesy vehicles used for both personal business and business purposes must be covered by the coach's personal automobile policy; in this

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case, and the coach does not need to qualify to operate the coach courtesy vehicle per requirements for use of a UI owned, rented or leased vehicle.

B-5. Purchasing Vehicles. Units acquiring vehicles, equipment, SOHVs or trailers that involve a title for ownership must:

- a) Process purchase through Purchasing Services.
- b) Ensure that each vehicle has an auto accident kit.
- c) Post cautionary, safe-use guideline signs provided by Environmental Health and Safety (EHS) in conspicuous locations in all 8-12 passenger vans and SOHVs.
- d) Immediately report all accidents to Risk.
- e) Assist Risk in any accident investigation.
- f) Maintain vehicles, as per EHS requirements.
- g) Have each vehicle inspected by a qualified inspector annually.
- h) Ensure that each university-owned vehicle is equipped with a first aid kit and a fire extinguisher; and
- i) Adhere to the Standards for University Owned, Rented or Leased Vehicle Use and Coverage.

B-6. 15-Passenger Vans. The university does not allow the purchase, rental, or use of any 15-passenger vans, whether new or used.

B-7. Motor Pool Requirements. A motor pool's requirements for use of its vehicles may be more restrictive than university requirements but may not be less restrictive. Units wishing to rent vehicles to other university units must consult with Risk before the rental occurs. [ed. 3-14]

B-8. Rentals. Rental vehicle drivers must meet driver qualifications as set forth in B-10. Whenever possible, rentals must be arranged for by visiting Accounts Payable's Travel Services website, which provides for rentals through contracted rental companies. Renters may only purchase rental car agency insurance (liability and physical damage) only; if the unit is unwilling to pay the comprehensive and collision deductibles charged by the State RMP; the vehicle is rented outside the United States; the rented vehicle is a large truck or moving van; and/or if any passenger is not covered by student insurance or by worker's compensation insurance. Contact Risk for assistance if rental through contracted rental companies is not available in area or when renting a large truck or moving van.

B-9. B-2. Privately Owned Vehicles. In order to ensure safe operation of University Vehicles, drivers must qualify to use the vehicles. Before operating a University Vehicle, a university employee must have on file with his/her unit: (i) an Authorization to Travel form signed by the appropriate authority for the unit; (ii) verification of completed driver training; (iii) a satisfactory driver's record check; and (iv) a signed Vehicle Use Agreement (VUA). If an accident occurs, drivers (see section I) of University Vehicles must report claims promptly.

Vehicles titled to individuals, or privately-owned vehicles, even if used for university business, are not part of, and are not covered by, the State RMP's comprehensive or collision coverage. Passengers in a privately owned vehicle may be covered through the insurance of that vehicle, depending on the insurance coverage maintained by the owner of the private vehicle. The non-university vehicle's insurance is primary. Up to the limit of the Idaho Tort Claims Act (\$500,000), the university's liability coverage is excess covering the university for non-owned and hired auto liability. The university's liability coverage would not cover the driver's personal liability. [rev. 3-14] Drivers of a non-university vehicle for official university business, are responsible for compliance with all federal, state, and local laws and regulations applicable to vehicle operation and are not to shall not use mobile phones or other electronic devices while operating a vehicle, including but not limited to using such devices for texting.

B-10. Units that own vehicles must: (i) ensure that each vehicle has an accident claim kit; (ii) post cautionary, safe-use guideline signs provided by Environmental Health and Safety (EHS) in

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conspicuous locations in all 8-12 passenger vans; (iii) immediately report all accidents to Risk; (iv) assist Risk in any accident investigation; (v) maintain vehicles, including update maintenance records and inspect vehicles on a regular basis; (vi) have each vehicle inspected by a qualified inspector annually; and (vii) ensure that each university-owned vehicle is equipped with a first aid kit and a fire extinguisher.

The College of Natural Resources requirements for use of its vehicles may be more restrictive than university requirements, but may not be less restrictive. Information on procedures and charges for these vehicles can be obtained by contacting the College of Natural Resources. If a unit wishes to rent vehicles to other university units, it must consult with Risk before the rental occurs. *[ed. 3-14]*

The president and certain other university employees designated by the president (e.g., persons who are subject to emergency call) are authorized to drive University Vehicles between the campus and their homes and to keep the vehicles at their residences. All vehicles, except as described above, are to be kept in assigned parking areas when not in use.

Units are responsible for notifying Risk and Asset Accounting of newly acquired vehicles, regardless of vehicle age or value, and notifying Risk annually thereafter. Units are responsible for putting an accident claim kit in University Vehicles and for making sure the forms are updated or replaced as needed. *[ed. 3-14]*

The university does not allow the purchase or rental of any 15 passenger vans, whether new or used. Effective 7/1/2010, 15 passenger vans may not be purchased, rented, borrowed or used by any university units. For alternatives to 15 passenger vans, contact Risk (see section K).

C. Insurance Coverage for University Vehicles.

C-1. Liability Coverage for University Vehicles. Through the Idaho Tort Claims Act (Idaho Code 6-901 through 6-929), State RMP is charged with management of auto liability and auto physical damage (comprehensive and collision) coverage. The university participates in the State RMP coverage, and all University Vehicles are covered (see section G). *[ed. 3-14]*

C-2. Physical Damage Coverage for University Vehicles. (Comprehensive and Collision Coverage). The university maintains physical damage coverage on its owned vehicles of the five most recent model years, as determined July 1 each year, and on specific other vehicles at the request of a unit, with a deductible of \$500 per loss. Units must have physical damage coverage on vehicles that are five years old or newer. Physical damage coverage for vehicles older than five years is acquired by unit request (see section G). Units are responsible for deductibles and damage not covered through the State RMP. *[ed. 3-14]*

C-3. Medical Payments Coverage for University Vehicles. Medical payments coverage is not carried on University Vehicles. For this reason, university policy restricts passengers (see section H) in University Vehicles.

D. Use of and Insurance for non-University Vehicles. When a university employee or student uses any non-University Vehicle for official university business, (i) such drivers are responsible for compliance with all federal, state, and local laws and regulations applicable to vehicle operation; (ii) drivers are not to use mobile phones or other electronic devices while operating a vehicle, including but not limited to using such devices for texting; and (iii) the non-University vehicle's insurance is primary. Up to the limit of the Idaho Tort Claims Act (\$500,000), the university's liability coverage is excess, but only Non-Owned and Hired Auto Liability and not Personal Liability. The university's comprehensive collision coverage will not extend to a non-University Vehicle driven on university business by its owner or by another driver. The private vehicle's comprehensive collision insurance (if available) will provide the only coverage (see section H for passengers). Employees should check with their personal insurance company to determine coverage on their privately owned vehicle when used for business purposes. *[rev. 5-13, 3-14]*

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E. Rental Vehicles.

E-1. Rental vehicles are only to be used for official university business. The driver must have on file with his/her unit an Authorization to Travel form signed by the appropriate authority for the unit.

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The driver must sign the rental agreement in his/her name, followed by the initials "UI", to indicate to Risk and State RMP that the vehicle is being rented for official university business. The driver is responsible for ensuring that he/she has met the requirements of the university's driver policies and any specific requirements of the rental agency or loaning organization (e.g., age requirements, credit card, etc.). When traveling, the driver must carry an accident claim kit, available by contacting Risk.

E-2. Purchasing Services has entered into contracts with rental agencies that will give UI employees special rental rates and/or benefits. Contact Purchasing Services at 885-6116 for details on contract specials or cost savings. Visit Accounts Payable's website at <http://www.uidaho.edu/controller/accountspay> regarding reduction of the deductible and the benefits of using the UI Purchasing Card to pay for a rental. [ed. 11-10]

E-3. Inspect the vehicle before operating and immediately bring any damage to the attention of the rental agency. When returning the vehicle, inform the rental agency (before leaving the lot) of all obvious damage or defects.

E-4. Collision Damage Waiver and Liability Insurance from the rental agency. Within the United States, State RMP coverage (liability and physical damage) automatically extends to a vehicle rented by a university employee for official university business. **Only purchase rental car agency insurance (liability and physical damage), if:**

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a. the unit is unwilling to pay the \$500 comprehensive and collision deductibles charged by the State RMP;

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b. the vehicle is rented outside the United States;

c. the rented vehicle is a truck or moving van. (State RMP does not provide coverage for truck rentals or moving vans. When an employee rents a truck for official university business, the employee must purchase the liability and physical damage insurance offered by the rental agency because the university cannot provide the coverage required in the agency's rental agreement. Units are responsible for any deductible for the insurance.);

B-3. d. see section H for information regarding passengers.

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F. Motor Pools. The College of Natural Resources has vehicles available for rent by other units. Any unit wanting to rent vehicles to other university units must consult with Risk before the rental occurs and must ensure the following requirements are met before releasing a vehicle:

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F-1. Obtain verification that a signed VUA form is on file in the driver's unit;

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F-2. Ensure that each vehicle has an accident claim kit. To request an accident claim kit, contact Risk (see section K);

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F-3. Post cautionary, safe use guideline signs provided by EHS in conspicuous locations in all 8-12 passenger vans (see section B for van details);

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F-4. Immediately report all accidents to Risk, and when appropriate, assist Risk in any accident investigation or information gathering activity;

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F-5. Maintain vehicles, update maintenance records, and inspect vehicles on a regular basis. All University Vehicles must pass inspection by a qualified inspector annually. An Annual Vehicle Inspection

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Checklist must be used to document a University Vehicle has passed an annual inspection in order for it to remain in service. It is recommended that checklists that are at least as comprehensive as those provided in the Idaho Office of Insurance Management's Statewide Safety and Loss Control Program Model, are used to perform weekly, monthly and quarterly inspections; approved checklists may be found and downloaded from the EHS website at www.uiweb.uidaho.edu/safety;

F-6. Ensure that each university-owned vehicle is equipped with a first aid kit and a fire extinguisher.

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G. Annual Renewal, Additions, or Deletions of State RMP Auto Coverage. In return for the low auto coverage premiums enjoyed by the university, it is necessary to provide timely and accurate information about University Vehicles to State RMP. Units can easily manage their schedule of vehicles by deleting a vehicle from coverage when sold or surplus by completing a Vehicle Coverage Add/Change/Delete Worksheet. Procedures can be found on Risk's website (see section K). [ed. 3-14]

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G-1. Annual Renewal. Each spring, State RMP requires the university to verify that the list of vehicles reported to the State RMP is an accurate listing of all University Vehicles. Units must verify the vehicle spreadsheet received from Risk for the annual renewal. Changes to the spreadsheet should be reported to Risk using a Vehicle Coverage Worksheet. If there are no changes to report, Units must send an email to Risk stating that no change is needed. Units can optimally manage their annual renewal by ensuring they have put Risk on notice of any changes to the unit's contact, and of newly acquired or divested vehicles. Units can make this notification by completing a Vehicle Coverage Worksheet. [ed. 3-14]

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G-2. Additions or Deletions of University Vehicles to Liability Coverage. Units that own vehicles are responsible for adding each new vehicle to liability coverage when it is acquired. There is no cost to the unit for liability coverage. [ed. 3-14]

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G-3. Additions or Deletions of University-Owned Vehicles to Comprehensive and Collision (Physical Damage) Coverage. Units that own vehicles are responsible for adding each new vehicle to comprehensive and collision coverage when the vehicle is acquired. Units must have comprehensive and collision coverage on vehicles that are five years old or newer, and can request coverage on older vehicles. The charges will be processed annually when the billings are received from the State RMP. Premiums are not prorated. [ed. 3-14]

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H. Passengers.

H-1. Passengers Allowed. Only the following persons may ride in University Vehicles: (i) UI employees, (ii) persons cooperating in UI projects or programs, and (iii) students participating in authorized travel. [rev. 3-14]

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H-2. Medical Payment Coverage. Medical payments coverage is not carried on University Vehicles. [add. 3-14]

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H-3. Rental Car Agency Insurance for Passengers in Rental Cars. Rental car agency insurance for liability and physical damage may be purchased if any passenger is not covered by student insurance or by worker's compensation insurance. [add. 3-14]

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H-4. Insurance Coverage for Passengers in Privately Owned Vehicles. Passengers in a privately owned vehicle may be covered through the insurance of that vehicle, depending on the insurance coverage maintained by the owner of the private vehicle. There is no insurance coverage through State RMP for passengers. [rev. 3-14]

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I. DDriver Qualifications. Driving a University Vehicle is a serious responsibility reserved for university employees and select other persons. Units assist the university in controlling risks

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(i) by making sure that drivers are qualified by meeting the requirements contained in section I-3, and (ii) by reporting the observation of any unsafe practices to Risk. [rev. 3-14]

~~_____ All drivers, including vVolunteers, are expected to must comply with the Standards for University Owned, Rented or Leased Vehicle Use and Coverage and all policies regarding qualification to operate Uuniversity Vvehicles, including rental vehicles, which are university owned vehicles, SOHVs, rentals, leased vehicles, and coach courtesy vehicles (when used only for business purposes)._____ A driver may be disqualified based on their dDriving pPerformance. I-1. ASUI Student Drivers. Students may be authorized to drive ASUI vehicles by procedures approved by the ASUI. Names of students authorized to drive ASUI vehicles must be filed in writing, in advance, with Risk. Student drivers must meet the UI driver qualifications listed in section I-3.~~

~~_____ I-2. Non-Employee Drivers. The president, or designee, provost, a vice president, dean or director may authorize a non-employee to drive a University Vehicle, excluding 8-12 passenger vans, if the purpose is for official university business and the individual holds a valid driver's license. All such authorizations must be approved in writing in advance and signed by one of the above officials. A UI Authorization of Approved Driver of University Owned Vehicle(s) form must be completed. Examples of situations that may be approved under this section include use of University Vehicles by members of boards or councils performing services for the university. Persons authorized to drive vehicles under this section are considered to be authorized volunteers for purposes of financial responsibility and for purposes of the Idaho Tort Claims Act, Idaho Code §§6-901 through 6-929.~~

I-3. Qualifications for Driving University-Owned Vehicles. A driver must meet the following qualifications before being permitted to drive a University Vehicle on official university business or officially sanctioned student activity: (i) satisfactory driving performance, (ii) a signed VUA, and (iii) proof that he/she has taken the UI driver's training course.

a. Satisfactory driving performance. Employee drivers must provide proof of a satisfactory driver's record check and must maintain satisfactory driving-related conduct. In addition to the conditions listed in I-3, a driver's privileges may be suspended or revoked under the provisions of paragraph (ii) below based on reports of unsatisfactory driving-related conduct. [rev. 12-11]

(i) Driver's record check. Employee drivers are responsible for providing a three-year driver's record when first hired or before the employee's initial use of a University Vehicle. The record check must be repeated at least every three years. Drivers licensed in the State of Idaho may have the check made by designated unit personnel using the Idaho Department of Transportation's website at no charge to the unit. For a list of unit personnel designated to obtain Idaho driver's records, visit the Risk website (see section K). Out-of-state or international license holders are responsible for providing a current copy of their three-year driver's record and any legend, key or other documentation necessary to interpret the record. [ed. 12-11, 3-14]

Unit personnel interested in gaining access to check an employee driver's record from the Idaho Department of Transportation should contact Risk.

(ii) Disqualification. Any of the following conditions listed on a driver's record or disclosed by the driver will disqualify an employee from driving a University Vehicle. [rev. 12-11, ed. 3-14]

a. Accumulation on the employee's Idaho driver's license record of 9 or more points within the past 36 months [see IDAPA §39.02.71]; [rev. & ren. 12-11]

Accumulation on the employee's out-of-state or international driver's license record of one-half the point total that would trigger suspension or revocation of the driver's license;

b. Suspension or revocation of the employee's driver's license within the past 3 years for any driving-related conduct whether or not involving a University Vehicle, subject to the provisions of (iii)(b), below, [rev. & ren. 12-11]

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c. A conviction, plea of guilty, withheld judgment, or other determination of fault ("Conviction") for an alcohol or drug-related offense while driving whether or not involving a University Vehicle.

A second Conviction will result in permanent revocation of driving privileges. ~~[rev. & ren. 12-11]~~ Employee drivers who become disqualified a second time may be subject to permanent revocation of driving privileges and disciplinary action, up to and including dismissal. See the [Standards for University Owned, Rented or Leased Vehicle Use and Coverage](#) for details on qualifications.

d. Any infraction for use of a mobile phone or other electronic device in texting while driving, when the employee or authorized non-employee is performing official university business in support of a federal grant or contract. ~~[add. 5-13]~~

The university's ability to suspend or revoke an employee's driving privileges for the reasons stated above shall not limit the university's ability to dismiss the employee for cause under the provisions of FSH 3910, FSH 3920, and FSH 3930. ~~[add. 12-11]~~

(iii) Reinstatement. ~~[add. 12-11]~~

a. An employee who accumulates excessive points on his/her record will be prohibited from driving a University Vehicle until he/she successfully completes an approved safe driving course, and the responsible Vice President, Director, or Dean, in his or her sole discretion, thereafter authorizes resumption of driving privileges. ~~[add. 12-11]~~

b. An employee whose license has been suspended will be prohibited from driving a University Vehicle until the license is reinstated. The university may, however, suspend university driving privileges for a longer period, up to one year, for serious offenses, and may require driver training. In making this determination, the university will decide in its sole discretion whether the offense is serious enough to warrant a longer suspension, and may consider aggravating and mitigating circumstances, such as previous driving record, level of impact on the employee, and past work performance, and may permit limited driving with restrictions. An employee's driving privileges may be reinstated only by the responsible Vice President, Director or Dean, in consultation with General Counsel and the Risk Management Officer. ~~[add. 12-11]~~

c. An employee who receives a Conviction for an alcohol or drug-related offense while driving will be prohibited from driving a University Vehicle until the Conviction is reviewed by the responsible Vice President, Director, or Dean in consultation with General Counsel and the Risk Management Officer. Driving privileges may be reinstated only if the following two conditions are met: 1) the employee successfully completes, at the employee's expense, an approved drug and alcohol awareness class; and 2) the employee is authorized to resume driving by the responsible Vice President, Director or Dean, in consultation with General Counsel and the Risk Management Officer. In making this determination, the university will decide in its sole discretion the appropriate length of time of the suspension, and may consider aggravating and mitigating circumstances, such as previous driving record, past work performance, and whether driving is a minimum qualification of the employee's position. The university may permit limited driving with restrictions. ~~[add. 12-11]~~

The employee will be subject to random alcohol and drug testing at the direction of the university for one year from the date of Conviction. Failure of an alcohol or drug test, or failure to submit to required testing, by an employee whose job description requires him/her to drive, will be grounds for immediate dismissal from employment. ~~[add. 12-11]~~

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~~(iv) Grievances. An employee aggrieved by the suspension or revocation of driving privileges may file a timely grievance under the provisions of FSH 3840, 3860, 3880, or 3890. [rev. & ren. 12-11]~~

~~**b. Satisfactory driving-related conduct.** To retain university driving privileges, all employees must maintain a satisfactory driver's record throughout their employment, and have satisfactory driving-related conduct.~~

~~(i) Employee drivers are expected to self-report driving occurrences that may cause disqualification under section 1-3.a.i., and to comply with all university driving policies. Employee drivers who become disqualified a second time will be subject to disciplinary action, up to and including dismissal. Supervisors are expected to report second disqualifications to Risk within 24 hours of being aware of the driving-related conduct. [rev. 3-14]~~

~~(ii) Employee drivers must report all accidents to their supervisor and to the unit to which the vehicle is permanently assigned; obtain a police report, as necessary; file an accident report with Risk; and when appropriate, assist Risk in any accident investigation or information-gathering activity. The driver must also make required reports to law enforcement agencies.~~

~~(iii) At the discretion of Risk, or if any university employee is found at fault for an accident while driving a University Vehicle, the employee's unit will be required to provide Risk with a copy of the driver's record and VUA, and proof of driver's training. At-fault drivers may be required to repeat driver training.~~

~~**c. Drivers Training.** All employees and authorized volunteers who wish to drive a University Vehicle must successfully complete an approved defensive driving course upon initial employment, unless they already possess a valid Commercial Drivers License (CDL). Defensive driving courses are offered and/or approved by EHS. Unit supervisors must ensure that employees have completed required training before they are allowed to drive a University Vehicle. [ed. 3-14]~~

~~(i) Departmental responsibility for monitoring driver training. Units must ensure that their employees, authorized volunteers, or approved ASUI student drivers complete the appropriate training before driving a University Vehicle for official university business or officially sanctioned student activity.~~

~~**d. Driver and Safety Requirements.** Responsibilities and/or driver restrictions: [ren. 12-11]~~

~~(i) Drivers of University Vehicles must be at least 18 years old. Drivers of vehicles that carry 8 or more passengers must be at least 21 years old.~~

~~(ii) Drivers must have and maintain satisfactory driving performance (see section 1-3-a). [ed. 3-14]~~

~~(iii) As required, drivers must have successfully completed the appropriate driver training, or have a valid CDL.~~

~~(iv) A VUA must be signed and approved. Drivers must adhere to all conditions listed in the VUA, which can be obtained from Risk.~~

~~(v) State and local traffic laws, and university regulations must be obeyed at all times. A UI employee or authorized volunteer who violates such laws or regulations may, under~~

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certain circumstances, be personally responsible for any consequent damages or fines and may be subject to disciplinary action.

(vi) Driving time per driver is limited to a maximum total of 8 hours per day. It is recommended that uninterrupted driving times not exceed 2 hours, separated by a minimum 15 minute break.

(vii) Mobile phone or other electronic device use, including but not limited to texting, is prohibited while driving. [rev. 5-13]

(viii) Smoking is not permitted in a University Vehicle.

(ix) Open containers of alcohol are not permitted in a University Vehicle. Drivers may not drive while under the influence of drugs or alcohol. Medications that do not impair the driver's ability or cause drowsiness are permitted. [ed. 3-14]

(x) Drivers and passengers must wear seat belts and/or shoulder belts at all times while driving or riding in all vehicles.

J. Vehicle Accidents and Claims.

J-1. University-Owned Vehicles. In the event of an accident involving a university-owned vehicle, notify Risk immediately and submit an Auto Accident Report Guide to Risk within 72 hours. If a loss arises from the vehicle accident, Risk will work with the driver and the driver's unit to submit a claim to State RMP (see section K). [ed. 3-14]

J-2. Rental Vehicles. In the event of an accident in a rental vehicle, inspect the vehicle with a representative of the rental agency to establish a mutual understanding as to the amount of damage. If you did not purchase collision insurance from the rental agency, inform the representative that the vehicle was rented for business use, and ask the agent to submit a claim to the State RMP. Give the rental agency the green "Citizen's Claim Procedure" form from the accident claim kit, and provide Risk's main number (208) 885-7177. If the rental agency demands immediate payment for a damaged vehicle, contact Risk.

J-3. When Injuries are Involved. In the event of injury to a university employee or authorized volunteer, inform the medical provider that the individual's workers compensation insurance is provided through the State Insurance Fund. Supervisors must promptly notify EHS of the accident so a workers compensation claim can be initiated in a timely manner. In the event of injury to any other individuals, notify Risk immediately. In the event of a serious or life-threatening injury, notify your supervisor immediately and ask the supervisor to escalate the report to Risk immediately.

C. Process. See the [Standards for University Owned, Rented or Leased Vehicle Use and Coverage found on Risk's website by clicking Insurance, then Vehicle Use and Coverage for step by step instruction for policy compliance, processes and the completion of applicable forms.](#)

KD. Contact Information. Information and forms for [For any questions regarding the use of University Vehicles/vehicles, driver requirements, or vehicle insurance coverage are available on the Risk Management and Insurance website. Risk's website. https://www.uidaho.edu/dfa/administrative-operations/business-services/risk-management, then click Vehicle Use and Coverage. Any questions regarding vehicles should be referred to Risk by emailing, please contact Risk at \(208\) 885-7177, risk@uidaho.edu or by fax at \(208\) 885-9490.](#)

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L. Forms and Examples. For all forms, examples and further instructions on procedures, visit www.uidaho.edu/risk/insurance/vehicles.

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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 70.02 Travel

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

Originator:

Policy Sponsor, if different from Originator: Linda Campos lcampos@uidaho.edu 208-885-6530

Reviewed by General Counsel X_Yes_ ___No Name & Date: Kent Nelson, 05/21/21

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

With the implementation of the Chrome River Travel and Expense Program, the Travel Chapter 70 was outdated and not consistent with the new process. The Section was removed from the APM and redesigned to provide the UI and State travel policies in the APM and include the processing information on the Accounts Payable/Chrome River websites. Instead of single APM sections, one narrative or summary for the travel policies was developed.

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

None, it provides a clearer guideline for business related travel.

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

Risk Management section 05.08 has been referenced during the APM update to provide the travelers a clear understanding of the Risk to both the University and the traveler and their responsibilities.

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.

The current section has been removed from the APM. We would like the section to be available on the first possible date after it has been approved.

~~11. Unrestricted Air Travel—Airline travel for which there are no restrictions on ticket purchase (e.g., seven- or fourteen-day advance purchase, Saturday night stay or non-refundable provisions):~~

C. ~~Persons Eligible~~ Eligibility for Travel Expense Reimbursement

- ~~1.~~ **1. Employees.**—UI employees are eligible for travel reimbursement for expenses incurred in connection with official travel.
- ~~2.~~ **2. Employees on Leave.**—Reimbursement for travel expenses incurred during sabbatical or other types of leave is warranted only in exceptional circumstances.
- ~~3.~~ **3. Unpaid Members of Advisory Committees.**—Unpaid members of advisory committees may be reimbursed for actual and reasonable expenses.
- ~~4.~~ **4. Recruitment for Employment.**—Reimbursement is limited to travel expenses for personal interview and must be approved in advance by authorized campus personnel. Prior approval is required if reimbursement includes travel expenses for other members of the candidate’s family.
- ~~5.~~ **5. New Employees – Household Moves.**—New employees may be reimbursed for ~~household moving~~ travel and ~~household moving~~ expenses, subject to the provisions of APM 75.38 ~~New Employee Moving~~ Moving Expense Reimbursement for UI Personnel.
- ~~6.~~ **6. Students.**—Students who travel as employees or officially designated representatives of a campus may be reimbursed for travel expenses as defined above for employees or ~~unpaid members of a~~ Advisory c Committees.
- ~~7.~~ **7. Non-Employees and Volunteer Workers.**—Non-employees and volunteer workers may ~~only~~ be reimbursed only for travel expenses incurred in conjunction with providing a service to the institution through a formal or informal contractual relationship.

D. ~~Pre-Travel Approval~~ Travel and Expense Reimbursement Authorization

- 1. ~~Pre-travel Authorization Required.~~** Travel expenses will be reimbursed provided the trip is approved in advance by authorized campus personnel. ~~The definition of A~~ authorized personnel will may vary somewhat by unit but will usually include ~~approval by~~ a supervisor ~~and/or~~ department financial positions ~~prior to the commitment being made~~. Requests should be submitted by travelers or staff who are knowledgeable of the State of Idaho ~~p~~ Policies and University ~~p~~ Procedures. ~~These individuals~~ submitting requests will be held accountable for compliance with these rules.
- 2. ~~Blanket Travel Authorization.~~** ~~Employee Pre-Travel authorizations must be submitted and approved prior to travel.~~ Blanket travel authorization may be approved for a series of trips that relate to the employee’s official job requirements and duties ~~when they require, which requires~~ frequent or continuous travel. ~~Blanket authorizations provide advance approval when travel is within the usual limits of their duties.~~
- 3. ~~Advances.~~** Travel advances for per diem and incidentals or travel expenses related to students ~~paid by either direct deposit or check payments will may~~ be issued ~~by either direct deposit or check payment~~ no more than two weeks prior to the traveler’s departure date.
- 4. ~~International Travel.~~** International ~~t~~ ravel ~~p~~ re-approval requires additional steps in the approval process. For information concerning ~~i~~ nternational t ravel, please see APM 70.23.

E. ~~Travel Expense Reporting~~

~~The university provides the UI Purchasing Card Program as an efficient method of paying for travel expenses. Travel expenses not included on the purchasing cards may be reimbursed to the traveler.~~

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When employees travel together, it may be expedient for one employee to pay and report specific expenses of other employees. Reimbursement for multiple employees is only allowed when actual expenses are being reimbursed and are supported by receipts. For business-related group meals, deductions are made from the per diem amounts for employees involved. Travel expenses must be submitted through approved University procedures, along with receipts and other required information.

Any changes to the duration of the approved travel resulting from unusual circumstances, such as severe weather, road conditions, airline delays, illness, or other situations beyond the traveler's control must be fully documented and approved to support the increase or decrease of allowable costs and time resulting from the unusual circumstances.

An employee may be permitted to take a period of leave, with or without pay, while on a trip authorized for official business. In this situation, the traveler must document the actual costs incurred with a detailed comparison to the amounts that would have been incurred had the trip included only the authorized and required duration, destinations. When submitting the Expense Report, the employee should must document the date and time of the beginning and the ending of the included period of leave. Travel expenses (airfare, lodging, car rental, etc.) for travel costs relating to the personal leave may not be charged to the UI Purchasing Card.

EF. Purchasing Card Travel Expenses

1. General. The University of Idaho provides a corporate purchasing card for small-dollar purchases and for the use of pre-approved business travel expenses, ~~see See~~ APM 75.37. To the extent practical, all costs for travel should be incurred using the purchasing card or travel advances to minimize the need for the traveler to incur costs ~~prior to being reimbursed~~ requiring reimbursement.

~~1-~~ **2. Eligibility.** ~~y~~ Any current employee who ~~may~~ travels or purchases small-dollar items relating to their ~~responsibilities outlined on their official job description~~ official duties is eligible for use of a purchasing card.

~~2-~~ **3. Card-Acceptable Usage.** ~~Employees' use of the pA purchasing card may be used only is limited for~~ business travel and other business expenses. ~~Business travel expenses including~~ lodging, meals, car rental and miscellaneous expenses incurred while traveling for business purposes. Expenses not allowed on the purchasing card are costs covered by per diem, mileage or fuel for personal vehicles, ~~and~~ personal travel expenses, ~~and~~ ~~Travel expenses that involve the combination of both business travel and personal travel are also excluded from the use of the purchasing cards.~~

4. Responsibilities

a. ~~-~~ The employee or cardholder is responsible for charges placed on their purchasing card. Consequences of misuse may include disciplinary action up to and including dismissal, personal liability, repayment of all costs for personal expenses, prosecution, and any legal costs incurred by the state in the investigation and prosecution for any misuse of the purchasing card.

~~3-~~ b.

The ~~c~~Cardholder or the ~~c~~Cardholder's financial unit is responsible for reconciling the purchasing cards in a timely manner and ensuring that the expenses are submitted within 30 days after the traveler has concluded travel. The unit is responsible ~~effor~~ notifying the Purchasing Card Administrator when an employee terminates their employment.

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F. Travel Expense Reporting

- 1. General.** Travel expenses not paid for via purchasing card or travel advance may be reimbursed to the traveler.
- 2. Group Expenses.** When employees travel together, it may be expedient for one employee to pay and report specific expenses of other employees. Reimbursement for multiple employees is allowed only when actual expenses are being reimbursed and are supported by receipts. For business-related group meals, deductions are made from the per diem amounts for employees involved. Travel expenses must be submitted through approved University procedures, along with receipts and other required information.
- 3. Unusual Circumstances.** Any changes to the duration of the approved travel resulting from unusual circumstances, such as severe weather, road conditions, airline delays, illness, or other situations beyond the traveler's control, must be fully documented and approved to support the increase or decrease of allowable costs and time resulting from the unusual circumstances.
- 4. Leave Period during Official Travel.** An employee may be permitted to take a period of leave while on a trip authorized for official business. In this situation, the traveler must document the actual costs incurred with a detailed comparison to the amounts that would have been incurred had the trip included only the authorized and required duration and destinations. When submitting the expense report, the employee must document the date and time of the beginning and the ending of the included period of leave. Travel expenses (airfare, lodging, car rental, etc.) related to the personal leave may not be charged to the UI Purchasing Card.

G. Travel Agency Services. A unit may use the services of a travel agency. Use of a travel agency must comply with FSH 6421 Nepotism.

~~Departments may purchase tickets from a variety of sources. Price, service, and administrative cost are major factors in the purchasing decision. However, in no case shall arrangements be made with businesses owned or operated by family members.~~

H. Student and Team Travel

- 1. Student Travel General.** —Student travel related to either the student's employment or educational experiences is eligible for expense reimbursement. Travel authorizations and reimbursements follow the same travel procedures and policies as those for current University employees. Student travel procedures provided in H-2 through H-4.
- 2.**

~~**Athletic Teams and Student Group Payments.** —Group leaders who pay all or part of the group's expenses may be reimbursed by submitting a Travel Expense Claim/Report for the actual expenses incurred. When one UI employee, such as a coach, athletic director, or group leader, pays for the travel expenses of the team or group members.~~

- 3. Student Travel with Employee.** UI Purchasing Cards may be used to charge travel costs for student employees who are traveling with another employee. Non-employee students may need to pay for their own travel costs and request reimbursement. If a student travels with a non-employee faculty/staff member, the non-student employee faculty/staff member may pay for the student's travel expenses, except meals, on a purchasing card. All student travel charges will need to be reconciled and included on the employee's travel expense report.

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4. Student Travel without Employee. If a student is traveling without a faculty/staff representative/non-student employee, the department may pay for student travel expenses, except meals, on a purchasing card.

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Travel - I. Meals and Incidental Expenses, Lodging, and Miscellaneous Expenses

A. Meal and Incidental Expenses

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1. General.

Generally, meals and incidental expenses are reimbursed at a per diem rate. The per diem allowance is a fixed amount for a full day of official travel and is not a reimbursement for actual costs incurred. No receipt is required.

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2. Per Diem for Partial Days of Travel. Proration of per diem for partial days is required when travel does not involve an overnight stay, or when meals are furnished by others or when meals are furnished as part of a business-related meeting or conference.

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The following percentages shall be applied when prorated per diem is required. The meal allowance is based on the federal per diem for out of state destinations and for the maximum amount allowed within the state of Idaho.

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- On the day the trip begins, the traveler is eligible for 100% of the per diem if the trip begins before 12 p.m. (noon).
- On the day the trip begins, the traveler is eligible for 50% if the trip begins after 12 p.m. (noon).
- On the day the trip concludes, the traveler is eligible for 100% of the per diem if the trip concludes after 6 p.m.
- On the day the trip concludes, the traveler is eligible for 50% if the trip concludes before 6 p.m.

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For the departure day, the per diem rate is based upon the location of overnight lodging. For the day the traveler returns from a trip, the per diem rate is based upon the last location of overnight lodging. For more information view the Accounts Payable Website. <https://www.uidaho.edu/finance/controller/accounts-payable/travel-services>

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3. Actual Meal Expense Reimbursement.

a. General. Reimbursement for meals at actual expense is only allowed only when hosting official guests and groups, for athletic team and student group meal expenses, and for unpaid members of advisory committees. When actual meal expenses are claimed, an itemized receipt is required. A reasonable gratuity not to exceed 20% of the cost for each meal expense may also be claimed.

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b. Required Documentation. When actual meal expenses are claimed, an itemized receipt is required. The receipt must separate the meal cost and the gratuity paid. When the receipt shows only the total charge, the traveler should write in the meal and gratuity amounts. When one employee claims reimbursement for meals of multiple employees, all employees' names should be identified on the receipt.

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e. Foreign Rates for Meals and Incidental Expenses and Lodging

If any foreign travel is reimbursed at actual cost, a credit card statement with conversion to U.S. dollars may be presented. Otherwise, expenses may be converted from foreign currencies to US dollars using the conversion rate in the "Foreign Exchange column of the most recent conversion rate." Travelers are responsible for ensuring that proper exchange rates are used.

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The Federal Foreign Per Diem rates are available on the U.S. State Department web site:

<http://www.state.gov/m/a/als/prdm/> and are updated monthly. From this web site you can select the

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month in which travel occurred, which will take you to the list of rates in effect at that time. The U.S. State Department site lists foreign localities and corresponding per diem rates in U.S. Dollars. The first number following the locality is the per diem lodging rate for commercial travel, the second is the per diem rate for meals and incidental expenses, and the third number is the total per diem rate.

~~c. 3.~~ **Meals on One-Day Trips.** —When a traveler departs and returns the same day, meal expenses are reimbursed only in the following cases:

~~a. [a]~~ When traveling as an unpaid member of an advisory committee

~~b. [b]~~ When a meal at a convention, conference or meeting is part of the agenda and the cost of the meal has not previously been paid with the registration fee

~~c. [c]~~ When directed or required to attend mealtime business meetings, including community or public relations meetings

~~d. [d]~~ Trips by athletic teams and student groups

~~e. [e]~~ Business-~~r~~ Related ~~a~~ Activities ~~may~~ that ~~may~~ require the traveler to be away their work station for a one-day trip may qualify for expense reimbursement in the following circumstances:

~~i.~~ When an employee leaves their official station two or more hours before their regular work shift, they will receive the breakfast allowance

~~ii.~~ When an employee returns to their official station two or more hours after their regular work shift, they will receive the dinner allowance

4. Incidental Expenses.

Incidental ~~e~~ Expenses are included in the per diem allowance. The term "incidental expenses" includes, but is not limited to, expenses for laundry, cleaning and pressing of clothing, and fees and gratuities for services, such as for waiters and baggage handlers. The term does not include taxicab fares, airport shuttle or bus fares.

- ~~Communications—Telephone.~~ The cost of a personal telephone calls within the US while on official travel status is allowed. The call is limited to one phone call for each full or partial day of official travel through commercial telephone services, not to exceed ten (10) minutes per call.
- ~~Internet Access.~~ —The cost to ~~gain~~ access ~~to~~ the internet at the temporary work location or lodging vendor for official business is allowable. The cost to access the internet aboard airplanes, or other locations may be allowable, provided that a justification is attached to the travel expense report that such access at the time and location is essential in the performance of university business and is not predominant~~ly~~ for personal convenience or entertainment.
- ~~Tips and Gratuities.~~ ~~Tips and gratuities~~ ~~y~~ are included in the per diem allowance ~~amount~~ and cannot be claimed separately, even if the gratuity is unrelated to a meal expense. This includes all amounts related ~~to~~ baggage handling, hotel services, or for which gratuities are usual and customary for the services provided.
- ~~Laundry and Dry-Cleaning Sservices.~~ ~~T~~—the cost for laundry and dry-cleaning services ~~are is~~ allowable if the duration of the official travel exceeds five (5) calendar days, and if incurred while in travel status.
- ~~Entertainment.~~ ~~T~~—the costs for entertainment such as in-room movies, video games, pay-per-view television programs or similar items~~;~~ are not allowable.

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- **Travelers with Disabilities** — ~~Travelers with disabilities~~ are allowed payments of additional travel expense to accommodate their disabilities, ~~such as including~~ but not limited to per diem and transportation of an attendant, cost of specialized transportation, increased cost of specialized services for public carriers, or special baggage handling fees.
- **Other** — Expenses not specifically described in these policies but which are necessary in the performance of ~~o~~Official university business, ~~when and~~ properly authorized and documented, are allowable.

BJ. Lodging

1. General. Lodging expenses are normally reimbursed when authorized campus personnel determine that the traveler would not reasonably be expected to return to his or her residence between work shifts. Generally, lodging is reimbursed at actual and reasonable cost with appropriate documentation.

2. Selection of Vendor. When selecting a lodging vendor, traveler should consider the proximity to the travel destination, room type, and daily rate. Other amenities or premiums offered by lodging vendors can be considered in the selection process, such as on-site restaurants, internet access availability, free breakfasts and beverages, or other services, but the proximity and daily rate should be the primary consideration. At the time a reservation is made or when registering on-site, travelers should request the “government rate” if available and if it is less than the group or conference rate. University of Idaho Policy requires pre-approvals for all lodging expenses.

3. Lodging Receipt Requirements/Required Documentation.

Lodging receipts are required and must show the following:

- Traveler's name (or names)
- Date(s) occupied
- Room number
- Number of persons occupying the room
- Single room rate
- Actual amount paid

If the single room rate is not shown, a note on the receipt stating the single room rate and signed by the traveler or authorized campus personnel is acceptable.

4. Non-Commercial Lodging Per Diem.

~~The intent of the non-commercial lodging per diem is to reimburse travelers using non-commercial facilities lodging (e.g., travel trailer or motor home) and should result in an economic benefit for the university.~~ Whether for short- or long-term travel, in or outside of Idaho, the daily per diem is \$25 or the actual expense, whichever is less. ~~It is intended that the~~The non-commercial lodging rate ~~per diem applies~~apply for any overnight stay away from home that does not take place in a commercial lodging establishment and which is provided ~~for~~ by the employee.

Lodging provided by relatives or other individuals is not an allowable expense unless they are in the business of providing such services which are publicly advertised, and a formal invoice is provided.

K. Foreign Travel Rates for Meals and Incidental Expenses and Lodging. ~~If any foreign travel is reimbursed at actual cost, a credit card statement with conversion to U.S. dollars may be presented. Otherwise, expenses may be converted from foreign currencies to US dollars using the currency converter on the Travel Services web site. Travelers are responsible for ensuring that proper exchange rates are used. Federal Foreign Per Diem rates are available on the U.S. State Department web site.~~

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1. General:

~~If any foreign travel is reimbursed at actual cost, a credit card statement with conversion to U.S. dollars may be presented. Otherwise, expenses may be converted from foreign currencies to US dollars using the conversion rate in the "Foreign Exchange column of the most recent conversion rate." Travelers are responsible for ensuring that proper exchange rates are used. The Federal Foreign Per Diem rates are available on the U.S. State Department web site: https://aoprals.state.gov/content.asp?content_id=184&menu_id=78, and are updated monthly. From this web site you can view Foreign Per Diem Rates by Location, and download the Excel Version of Foreign Per Diem Rates for the month in which travel occurred, which will take you to the list of rates in effect at that time. The U.S. State Department site lists foreign localities and corresponding per diem rates in U.S. Dollars. The first number following the locality is the per diem lodging rate for commercial travel, the second is the per diem rate for meals and incidental expenses, and the third number is the total per diem rate.~~

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LK.C. Miscellaneous Expenses, §

Necessary business-related travel expenses are normally reimbursed. Personal expenses are not reimbursed. All expenses require an itemized receipt, unless an exception below applies. Commercial ground transportation requires receipts if over \$75 per item; all other miscellaneous expenses require receipts if over \$25 per item.

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1. Expenses Normally Reimbursed

a. 1-Commercial Ground Transportation, R-Normally Reimbursed (receipts required if over \$75 per item, + item)

- Taxicab
- Airport Shuttle

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b. 2-Other Business-Related Expenses, R-Normally Reimbursed (receipts required if over \$25 per item.)

- Fax
- Internet
- Postage
- Materials and supplies purchased to meet an immediate business need
- Visa and passport expenses – Foreign Travel justification for business related purpose
- Parking
- Tolls

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2. 3-Expenses Not Reimbursed.

In general, expenses are not reimbursed unless specifically identified as reimbursable. The following are some expenses not normally reimbursed:

- Home-to-office travel
- Deviations from the most direct and usually traveled route
- Expenses incurred because the employee is accompanied by a spouse or family members

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D. Rates for Meal and Incidental Expenses – In the State and Out of State

1- Meals and Incidental Expenses

~~1. — Per diem is based on the Federal Per Diem rates. No receipts are required. For more information visit [Accounts Payable Web page](#).~~

~~<https://www.uidaho.edu/finance/controller/accounts-payable/travel-services>~~

~~F. Foreign Rates for Meals and Incidental Expenses and Lodging~~

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Foreign travel comprises travel in foreign countries. It does not include travel in Alaska, Hawaii, Puerto Rico, and U.S. Possessions. If any foreign travel is reimbursed at actual cost, a credit card statement with conversion to U.S. dollars may be presented. Otherwise, expenses may be converted from foreign currencies to US dollars using the conversion rate in the Foreign Exchange column of the most recent conversion rate." Travelers are responsible for ensuring that proper exchange rates are used.

1 Meals and Incidental Expenses

Per diem is determined using the Federal Maximum Travel Per Diem Allowances for Foreign Areas Federal Foreign Per Diem rates. No receipts are required.

The Federal Maximum Travel Per Diem Allowances for Foreign areas are Foreign Per Diem rates are available on the U.S. State Department web site: <http://www.state.gov/m/a/als/prdm/> and are updated monthly. From this web site you can select the month in which travel occurred, which will take you to the list of rates in effect at that time. The U.S. State Department site lists foreign localities and corresponding per diem rates in U.S. Dollars. The first number following the locality is the per diem lodging rate for commercial travel, the second is the per diem rate for meals and incidental expenses, and the third number is the total per diem rate.

ME Travel: Mode of Transportation

1.A. General

a. Selection of Mode of Transportation. Travelers shall use the most cost-effective and efficient mode of travel. Exceptions to this requirement may be allowed due to unusual or unforeseen circumstances that are properly documented and authorized by the approving authority. Any costs associated with excess travel time resulting from the use of other modes of travel for personal reasons shall not be allowed. Travelers must use the most direct or efficient route of travel that considers actual costs and travel time. Additional factors can be considered when selecting the route of travel, such as weather conditions or other issues which could increase travel time or hazards to the traveler.

b. Duration of Travel. The duration of the travel should not exceed the maximum time necessary to conduct UI business for the approved purpose of the travel. Travel time begins when the traveler departs their home on work location and may include arrival at an airport or other point of public transit by the recommended pre-departure time. Actual time while in travel status must be documented on expense reports.

c. Reimbursable Expenses. Transportation expenses incurred while traveling on official business may be reimbursed. Personal expenses, such as private vehicle repair and maintenance, may not. The following expenses may be reimbursed or, excluding private vehicle mileage or private vehicle expenses, can be charged to the purchasing card:

- Private-vehicle mileage allowance
- Common carrier fare
- Necessary fees for a taxi, limousine, airport bus or rental vehicle
- Parking and garage fees

2B. Private or Employee-Owned Vehicles

a. Authorization to Use Private Vehicle. Travel including business trips in the vicinity of the official station may be authorized in advance. A pre-approval trip authorization must be on file.

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~~3. b. Passengers in Use of Privately Owned Vehicles.~~ —An employee carrying passengers while using of a private vehicle for business travel must comply with UI Risk Management Policies. For additional information, see APM 05.08, 8-B-9

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~~4. c. Institution Insurance on Private or Employee Owned Vehicles~~ —Employees and agents authorized to use their privately owned vehicles for official business are required to have personal automobile liability insurance to provide the primary coverage for any accidents involving that vehicle. For additional information, see APM 05.08

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~~5. Highway- and Local-Mileage Reimbursement.~~ —Mileage for Business-related travel using a private vehicle used for business-related travel should use the most direct and usually traveled route.

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- ~~Highway mileage.~~ —Mileage may be based on actual odometer reading or by using online map features to calculate. Travelers are required to explain deviations from standard distances or usual routes. When a trip starts, or ends, at the employee's residence, travelers must use the shorter of the residence-to-destination or official-station-to-destination distances.

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- ~~Local mileage.~~ —Travel between workplaces and travel between lodging and restaurants for a traveler's sustenance, if necessary, for health and comfort, may be reimbursed. Travel for personal reasons or entertainment may shall not be reimbursed.

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- ~~Vicinity Mileage.~~ —Mileage incurred for official University business within the traveler's official primary work station area or other locations is are allowable and may be consolidated on a daily basis and reported as "vicinity travel" on the travel expense voucher and reimbursed at the allowed rate. Mileage incurred within the traveler's official primary workstation area or other locations is allowable and may be consolidated daily and reported as vicinity travel.

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~~6. d. Private Vehicle Mileage Allowance Rate.~~ —The University shall apply the mileage allowance rate as established at least annually by the State of Idaho for authorized use of a private vehicle on official business. Under no circumstances is the purchase of gasoline dispensed into a private vehicle an allowable expense in lieu of mileage reimbursement. For a listing of the current mileage allowance rate please review Accounts Payable Web page. <https://www.uidaho.edu/finance/controller/accounts-payable/travel-services> (under Resource Files)

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~~7. e. Traffic Violations.~~ —Traffic and parking tickets are an infraction of state or local traffic laws and are not reimbursable regardless of whether the traveler is in a personal or university vehicle.

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~~3C. Common Carrier Fares.~~

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Transportation by common carrier is recommended when it is more efficient and economical than travel by state or private vehicle. Actual business-related expenses for pre-approved travel may be paid using the purchasing card or reimbursed to employees if paid with personal funds, subject to the following restrictions.

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~~1. a. Railroads.~~ —Maximum fares on trains are regular first-class fares. A roomette is allowed when Pullman accommodations are needed. A bedroom is allowed if no roomette is available or if special accommodations are approved because of the trip's nature or the traveler's health.

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~~2. b. Bus Lines.~~ —Scheduled or charter buses may be used.

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3. c. Taxi, Limousines and Airport Buses. —Taxi service, airport shuttles, or other public transit is authorized between terminals, lodgings and workstations. Limousine and airport bus service to and from terminals is authorized if reasonable and justified.

d. Airlines

i. Selection of Fare. —The traveler must select the lowest cost fare after considering all cost factors such as “coach” or similar classification. Airfare for other classes and seat selection or other upgrade fees are not allowed unless properly documented that the seat selection, upgrade fees, or class of passage at a higher rate was necessary due to availability, physical limitation, or other factors, and that the ticket was purchased at the earliest opportunity.

ii. Method of Purchase. All business-related airline tickets should be purchased using the purchasing card. However, personal travel or indirect routes for personal reasons must be paid by the traveler and submitted for reimbursement rather than charged to the purchasing card.

4. iii. Additional Fees.

Baggage fees are allowable not to exceed one checked bag and one carry-on bag per departure, unless additional baggage is approved prior to the trip. Any additional costs, such as in-flight services, internet access or entertainment, are not allowable and are the responsibility of the traveler, unless a valid business purpose is identified and approved in advance.

5. e. Airfare Contract Agreements. —The State of Idaho maintains airfare contracts that the UI may utilize when available. These airfare contracts should be used unless it can be documented that a ticket can be purchased for a lesser amount from another airlines.

6. f. Travel Awards and Frequent Flyer Mileage. —All employees are required to travel using routes, schedules and airlines that provide the lowest rates and most efficient travel. Because the cost of record-keeping outweighs any monetary benefit, UI will not recapture airline points awarded employees for frequent flyer miles. Frequent flyer points may be used by employees as they choose unless the terms of a grant or contract require otherwise.

7. g. Payment in Lieu of Air Travel. —When air travel is appropriate for travel, an employee may request in advance to travel by private vehicle in order to provide a more efficient business-related travel plan or combine vacation with official travel. In such a case, an employee may be reimbursed for the following costs associated with ~~air~~ alternate travel mode between ~~his or her~~their official station and destination:

- Mileage to destination is limited to the cost of round-trip commercial air fare that would have been incurred based on a quote from a travel agency or online booking service based on 14-day advance purchase.
- Private vehicle mileage to and from the air terminal that would normally be used for departure. Limited to the trip mileage where the employee is present in the vehicle.
- Lodging, meal per diem and incidental expenses that the employee would normally incur with air travel.

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8. h. Split Billings.—When the University is paying only a portion of an airline ticket, the travel agency splits the bill. This can occur when the employee is combining business and personal travel, because of budgetary constraints, or when a third party is paying a portion of the cost. The University is charged its appropriate portion and the traveler, or third party is billed the balance. In this case, the business-related portion cannot be charged to the purchasing card and must be paid by the traveler and submitted for reimbursement.

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5D. Vehicle and Transportation Rentals Risk management

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1. Authorized Use. Rental vehicles are to be used exclusively for official university business, and are covered through State Risk Management program of risk and insurance (within the US and its territories). You must use Account Payable's travel services website to rent a vehicle. If you cannot rent through a state contract, consult with UI Risk. The use of a rental vehicle for personal or other non-official business is strictly prohibited. If you are mixing a traveler wishes to mix personal and business travel, they must conduct university your business in a UI-university-rented vehicle, return the UI-rented vehicle, and check out a rental vehicle for personal use. Personal use rental is not reimbursable, and not covered by university auto coverage.

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2. Selection of Vehicle or Other Rental.

Travelers must use Account Payable's travel services website to rent a vehicle. State of Idaho contracts provide a contracted rental rate and include liability insurance for the vehicle. If the traveler cannot rent through a state contract, they should consult with UI Risk. Cars, boats, aircraft or other vehicles may be rented when it is determined to be the most effective and cost-efficient means of transportation for performing official business. The size and style of the rental vehicle shall be consistent with travel needs. The selection of a rental vehicle vendor shall consider the overall cost, location, convenience, vehicle type, and the availability of vendors enrolled in statewide contracts. Links to state contracts are available at Transportation - Travel Services | University of Idaho (uidaho.edu).

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3. Insurance. The University provides coverage through the State of Idaho for rental vehicles if they are to be used exclusively for official business. If the traveler is unable to use State of Idaho insurance, they should contact UI Risk for advice in obtaining additional insurance. Neither the state nor the purchasing card provides coverage for personal use and a certificate of insurance will not be issued; the employee's or agent's coverage applies. The employee or agent should check with their insurance agent to ensure that their coverage extends to mixed business and personal usage. For additional information, see APM 05.08. The UI purchasing card provides vehicle liability insurance for the rental regardless of which leasing company is employed. Employees are encouraged to use their purchasing cards when renting vehicles because of the primary Collision Damage Waiver (CDW) coverage provided.

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3. Reimbursement. A vehicle rental will be reimbursed only if it meets the requirements of APM 05.08. Vehicle rental expenses may be reimbursed. Cars, boats, aircraft or other vehicles may be rented when it is determined to be the most effective and cost-efficient means of transportation for performing official business. The size and style of the rental vehicle shall be consistent with travel needs. The selection of a rental vehicle vendor

~~shall consider the overall cost, location, convenience, vehicle type, and the availability of vendors enrolled in statewide contracts. Additional insurance should not be purchased when using a vendor enrolled in statewide contracts or when a University purchasing card is used. Insurance coverage is included in the statewide contract and the purchasing card provides similar coverage.~~

Receipts are required for ~~vehicle rentals~~ reimbursement. Rental cars may be used in conjunction with travel by common carrier when use is reasonable and authorized in advance. UI personnel are restricted to compact or economy vehicles unless there is a business-related reason approved in the pre-authorization of the trip.

~~Vehicle Rental Process — Rentals will only be reimbursed if meets the requirements of 05.08. The UI policies provides two preferable methods of obtaining a vehicle rental. Links to state contacts are available at https://www.uidaho.edu/finance/controller/accounts_payable/travel-services/transportation~~

~~a) — N. The State of Idaho Contracts and Price Agreements. The agreements provide a contracted rental rate and include liability insurance for the vehicle. When renting under the state's contract. See ap web site).~~

~~b) — The UI Visa Purchasing Card provides a vehicle liability insurance for the rental regardless of which Leasing Company is employed. Employees are encouraged to use their purchasing cards when renting vehicles because of the primary Collision Damage Waiver (CDW) coverage provided.~~

~~Insurance on Rented Vehicles — The University provides coverage through the State of Idaho for rental vehicles if they are to be used exclusively for official business. If you are unable to use state contact UI Risk for information and advice for additional insurance. If a rental vehicle is to be used for a mix of personal and business purposes, you must return the vehicle and rent a second for the time used for personal travel. neither the state nor the purchasing card provides coverage and a certificate of insurance will not be issued. The employee's or agent's coverage applies. The employee or agent should to check with their insurance agent to ensure that their coverage extends to mixed business and personal usage. For additional information, see APM 05.08~~

~~Responsibilities After an Accident — The renter of a vehicle involved in an accident is responsible for immediately reporting the accident. For additional information, see APM 05.08~~

~~E. Loaned Vehicles~~

~~Use of loaned vehicles may be authorized when it benefits the campus. Expense reimbursement is for use of the vehicle regardless of the number of passengers. Some companies may lend vehicles to campuses, departments or individuals for specified purposes. The operator is reimbursed for actual out-of-pocket expenses arising from using the vehicle for official business.~~

~~1. University Insurance on Loaned Vehicles~~

~~The state provides coverage for loaned vehicles if the UI has agreed in writing prior to the usage of the vehicle and accepts responsibility for any liability or damage to the vehicle. The loaned vehicle must be used for official business. For additional information, see APM 05.08~~

~~F. University Owned Vehicles, including Motor Pool Vehicles~~

~~Campus and state motor pool vehicles may be used for official state business only. Use of a state vehicle is not authorized except for use by campus personnel or for other legitimate UI business purposes as~~

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~~approved by authorized campus personnel. The department that authorizes a state vehicle's use is financially accountable for damages and all costs resulting from violations of policies relating to state vehicle use. Using an institution-owned vehicle for private purposes or allowing another person to do so is prohibited and punishable, upon conviction, by a fine.~~

~~-Vehicle Safety Including Authorized Drivers— For additional information, see APM 05-08~~

~~-Overnight Parking at Employee's Residence— An institution vehicle may be kept overnight at an employee's residence when doing so is approved in advance by authorized campus personnel.~~

For information concerning travel and expense the reporting procedures ~~of travel and expense process—~~ see <https://www.uidaho.edu/finance/controller/accounts-payable/travel-services/chrome-river>

2021 – 2022 Faculty Senate
Meeting # 4

Approved at Mtg #5 09.14.2021

Tuesday, September 7, 2021, 3:30 pm – 5:00 pm
Zoom only

Present: Ahmadzadeh, Becker, Bridges, Chapman, Fairley, Gauthier, Hickman, Hoffmann, Torrey Lawrence (w/o vote), Lee-Painter, McIntosh, Meeuf (Chair), Mittelstaedt, Ogborn, Paul, Quinnett, Rashed, Rinker, Roberson, Sammarruca (w/o vote), Schiele, Schwarzlaender, A. Smith (Vice Chair), R. Smith, Stroebel, Tenuto, Thorne, Wargo

Absent: Dahlquist, Rose

Guest Presenters: Diane Kelly-Riley, Blaine Eckles

Call to Order: Chair Meeuf called the meeting to order at 3:31pm.

Approval of Minutes (vote):

- Minutes of the 2021-22 Meeting #3 – Attach. #1.
The minutes of the 2021-22 Meeting #3 were approved with the correction of a typographical error.

Chair's Report:

- Alumni Award for Excellence.
The Office of Alumni Relations is accepting nominations for the Alumni Award for Excellence. Nominations are open until Friday, Sept. 17. The Alumni Award for Excellence program recognizes U of I's distinguished scholars. Each year, faculty, staff and administrators from colleges and departments nominate seniors at the undergraduate level, third-year College of Law students and graduate students who have outstanding academic and campus activity records. A committee, composed of faculty, staff and alumni, reviews the nominations and selects the final recipients based on academic achievements and campus citizenship. Contact [Sandy Larsen](#) with questions. [Submit a nomination](#)
- The Dean of Students Office is seeking donations from Faculty and Staff for Joe's Closet, a free resource for students that provides professional clothing for job interviews or headshot photo sessions. If you have any clothing that you would like to donate, please take them to the Dean of Students office starting September 13th between 8 a.m. and 4 p.m. <https://www.uidaho.edu/student-affairs/dean-of-students/services/joes-closet>
- Reminders:
 - The first University Faculty Meeting of the 2021-22 academic year will be held tomorrow, Wednesday September 8th, from 2:30-4:00 pm, in the Pitman Center International Ballroom. Zoom option will also be available. The meeting will be followed by a reception outside of the Pitman Center.
 - Tomorrow is also the Athena Welcome Back Kickoff from 5-6:30 p.m. pm Sept. 8, at the Moscow Brewing Co., so there is time to attend that after the UFM!
Please help us spread the word about upcoming deadlines by sharing with your colleagues.

Provost's Report:

- COVID update: The status of the mask mandate will be re-evaluated around September 20.

- The Provost reminded Senators to submit recommendations of people interested in serving on the committee for the search of a permanent Vice Provost for Academic Initiatives.
- Academic Impressions: The Provost has been impressed by this company. It is an organization rich in resources for faculty, staff, and students. They offer career support, webinars, in-person conferences, and more. All faculty, staff and students have access through an institutional membership. (<https://www.academicimpressions.com/uidaho/>)

Discussion:

In response to a request of clarification, the Provost said that the mask mandate will be re-evaluated – not automatically removed – on September 20. The decision will depend on how the circumstances evolve.

A Senator asked whether COVID conditions in the surrounding areas, particularly the “hot spots” both in the south and the north of Moscow, will also be taken into account when making a decision. Provost Lawrence said that the University is communicating with the Health District, of which Lewiston – one of the hot spots – is a part. Hospitalization rates and hospital resource crises – one was declared today by the Idaho Department of Health and Welfare throughout northern Idaho – will be carefully considered, in consultation with public health officials.

Chair Meeuf inquired about the cost of testing for students. Typically, a \$25 co-pay is charged to have a test ordered. The Provost responded that it depends on the insurance provider. He added that some people reported having been diverted out of town. This may be due to the fact that Gritman is only open for COVID testing only in the morning, so people were probably given options rather than diverted.

Dean of Students Blaine Eckles was invited by Chair Meeuf to join the conversation. He said that students who cannot afford the co-pay should reach out to the Dean of Students (DOS) Office for financial assistance (askjoe@uidaho.edu)

Chair Meeuf noted that other institutions of higher education have been able to offer free testing to students. Can any helpful process come from them? Dean Eckles replied that the money other institutions have invested in testing may come from centralized funds.

A Senator expressed concern that having COVID-related discussions with students is difficult, and yet very important. Dean Eckles encouraged faculty to direct students to DOS, if they think that’s the best way to help them, or file a CARE report at www.uidaho.edu/vandalcare.

A Senator was disappointed by the lack of a process for quick turnaround of test results. Students shouldn’t be charged a co-pay and potentially another co-pay for the appointment to obtain a doctor’s order. Dean Eckles did indicate that students can reach out to the Bruce and Kathy Pitman Fund for financial support if they are experiencing a financial hardship.

Chair Meeuf asked whether there is any update concerning classroom contact tracing. Blaine Eckles said that the university is in touch with the Public Health District and follows their lead and guidance. He will reach out to the Public Health District for more information to share.

Announcements and Communications:

- SBOE Academic Freedom and Diversity Policy discussion – Russ Meeuf. Attach. #2

Chair Meeuf, a member of the taskforce that worked on this project, explained that the draft policies in the attachment will be submitted to SBOE for their approval. They are being presented to Senate at this time for feedback and discussion and, potentially, a vote.

Discussion:

A Senator was concerned about the absence of representation or any mention of staff. It is understandable that these are faculty- and student-centric policies, but staff should not be completely omitted. Dean Eckles said that he did raise this aspect. However, SBOE did not see inclusion of staff as germane to this document, which is mostly about faculty and students in the instructional setting.

Vice Chair Smith inquired whether instructors and lecturers are included in these policies, to which Chair Meeuf and Provost Lawrence replied that anyone involved in classroom instruction is included – the definition of “faculty” is very broad, and embraces temporary instructors and lecturers, extension educators, and research faculty. U of I definitions of different faculty types can be found at <https://www.uidaho.edu/governance/policy/policies/fsh/1/1565>.

Chair Meeuf summarized the meaning and relevance of the attached document: it was crafted to be more detailed and specific about faculty and student freedom and responsibilities, and the areas where those are applicable.

Moving on to the diversity part of the policies, a Senator raised the question of whether the word “inclusion” conveys the right message – or, does it sound like being accepted/invited into a “pre-accepted” group? Another Senator proposed “equal representation” in place of “inclusion.” Dean Eckles encouraged the Senators to suggest alternative expressions. He also noted that the State Board is using federal terminology, but we can be additive and forward thinking. The draft policy defines inclusion as: *Inclusion is the fostering of an environment in which the inherent worth and dignity of all individuals are recognized and valued, and where individuals have equitable opportunities to be included, engaged, and accepted with a sense of belonging.*

A Senator asked whether the President’s Council on Diversity and Inclusion (PCDI) is aware of this work. Chair Meeuf was not sure, but he will be happy to forward it to PCDI.

A Senator was not yet comfortable supporting these policies, partially because of the current political climate. What is the motivation for doing this now, and how do these policies differ from existing (U of I and SBOE) policies? Chair Meeuf reiterated that this document was essentially developed from scratch, as a detailed, point-by-point, description. To put the project in a broader context: SBOE wants to be ready to respond to potential pressure to interfere with curriculum issues. This is a good-faith effort from SBOE to have a faculty-led process.

Senator Thorne, also a member of the Taskforce, described her very positive experience. The process was thorough, and thus challenging, with many people coming together. In the end, the committee was able to reach a consensus, in a climate full of energy, integrity, and mutual respect.

Dean Eckles agreed with Senator Thorne’s comments. It was impressive to see how everybody came together. Back to the earlier question about timing and motivations, he said that the purpose is to have a proactive process.

Provost Lawrence confirmed that the process was inspiring and the outcome by far better than what the committee started with.

As some Senators had indicated that they may need more time, Chair Meeuf proposed an informal vote to gauge the level of Senate support. The result of the straw poll was as follows:

- Academic freedom policy: 88% in favor, 4% against, 8% expressed no opinion.
- Diversity policy: 86% in favor, 9% against, 5% expressed no opinion.

There was a seconded motion (Thorne/Schwarzlaender) to take an official vote.

The result of the vote was as follows:

- 92% in favor, 0 against, 8% expressed no opinion.

Chair Meeuf will communicate with other institutions in the state and let them know that our Senate strongly supports the policies.

- Student complaint process – Diane Kelly-Riley and Blaine Eckles
Vice Provost Kelly-Riley provided some background. People became concerned about this issue after House Bill 377 passed (which prohibits instructors from compelling students to adhere to certain ideas or beliefs (<https://legislature.idaho.gov/wp-content/uploads/sessioninfo/2021/legislation/H0377.pdf>)). While we have no general policy in place at U of I, this presentation is meant to inform people of practices at U of I. As a guiding principle, we always try to resolve the complaint at the closest, most local level – typically the faculty or unit chair. Sometime it becomes necessary to involve the college dean or the dean of students. There are several university-level resources to address student complaints. The Vandal CARE Group receives Vandal CARE reports, which are routed to specific individuals who will try to resolve the situation. The Vandal Climate Education and Support Team, (former Bias Response Team), handles reports of bias, intolerance, or prejudice. The Threat Assessment Team addresses concerns which rise to the level of a threat. Finally, the Ombuds offers impartial and confidential support to help with conflict resolution.

Dean Eckles added that his office encourages students not to go from “top down” but rather take the opposite direction. The DOS Office can help to ensure that students feel heard. All concerns brought to DOS are taken seriously and handled in a balanced way.

Discussion

The Vice Chair had a question about the course content side of the matter. Say, a faculty member presents outdated material. What is the best avenue for handling this kind of situations? Vice Provost Kelly-Riley replied that there are several portals. Typically, the starting point is the unit chair – or the faculty member direct supervisor – and action is taken within the unit. The college dean may be involved, if necessary.

Following up on the previous exchange, another Senator emphasized that professional training for faculty to stay updated in their field should be mandatory, and more resources should be available to that end. Vice Provost Kelly-Riley noted that training sessions for unit chairs are being provided to help them navigate the process, including understanding of the relevant confidentiality issues.

The Secretary moved the conversation to a different aspect – namely, what is the best channel for a student complaint about parts of a course content which are relevant to the class, but they find offensive to their beliefs? The Vice Provost responded that, while we cannot “force”

students to believe or think in a certain way, it is not forbidden to teach controversial subject matters. Dean Eckles made clear that his office does not interfere with the content of a course. They can help getting people together and direct students to a place where they are comfortable having a discussion.

A Senator inquired about the role of the syllabus in this process. Dean Eckles stressed the importance of the syllabus as a “contract” between the faculty and the class. Student complaints are often due to the instructor deviating from what is announced in the syllabus (most frequently, assignments, due dates, etc..). Vice Provost Kelly-Riley agreed that the syllabus is an important outline of the course, through which students are made aware of expectations. Most complaints are about the instructor deviating from the expectations set forth in the syllabus. Faculty are encouraged to reach out to CETL for help with syllabi and other available resources.

- APM 05.08 University vehicle use policy – Attach. #3
 - APM 70.02 University vehicle use policy – Attach. #4
- These are informational items. Please check out the respective attachments and let us know if you have any questions or comments.

Adjournment:

The agenda being completed, Chair Meeuf adjourned the meeting at 4:57.

Respectfully Submitted,

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

University of Idaho
2021 – 2022 Faculty Senate Agenda

Meeting # 4

Tuesday, September 7, 2021 at 3:30 pm
Zoom Only

- I. Call to Order
- II. Approval of Minutes (Vote)
 - Minutes of the 2020-2021 Faculty Senate Meeting #3 (August 30, 2021) **Attach. #1**
- III. Consent Agenda (Vote)
- IV. Chair's Report
- V. Provost's Report
- VI. Committee Reports
 - Faculty Affairs (Vote)
 - Sabbatical Committee (Vote)
 - University Curriculum Committee (Vote)
 - Committee on Committees (Vote)
- VII. Other Announcements and Communications
 - SBOE Academic freedom and diversity policy discussion – (Russ Meeuf) Poll 1/2 and **Attach #2**
 - Student Complaint Process (Diane Kelly-Riley and Blaine Eckles)
 - *APM 05.08 University vehicle use policy **Attach. #3**
 - *APM 70.02 Travel policy **Attach. #4**
- VIII. Special Orders
- IX. New Business
- X. Adjournment

Attachments:

- **Attach. #1:** Minutes of the 2020-2021 Faculty Senate Meeting #3
- **Attach. #2:** Discuss: SBOE Academic freedom and diversity policy
- **Attach. #3:** APM 05.08 University vehicle use policy
- **Attach. #4:** APM 70.02 Travel policy

* Changes to the Administrative Procedures Manual (APM): Please forward any questions or comments directly to both the policy coordinator at ui-policy@uidaho.edu and to the policy originator (listed on the cover sheet) within five working days of the senate meeting at which the APM item is presented.

2021 – 2022 Faculty Senate – Pending Approval

Meeting # 3

Tuesday, August 31, 2021, 3:30 pm – 5:00 pm

Zoom only

Present: Ahmadzadeh, Becker, Bridges, Chapman, Dahlquist, Fairley, Gauthier, Hickman, Hoffmann, Torrey Lawrence (w/o vote), Lee-Painter, McIntosh, Meeuf (Chair), Mittelstaedt, Ogborn, Paul, Quinnett, Rashed, Rinker, Roberson, Sammarruca (w/o vote), Schiele, Schwarzlaender, A. Smith (Vice Chair), R. Smith, Stroebel, Tenuto, Thorne, Wargo

Absent: Rose

Guest Presenters: Brian Smentkowski, Erin Agidius

Call to Order: Chair Meeuf called the meeting to order at 3:31 pm.

Approval of Minutes (vote):

- Minutes of the 2021-22 Meeting #2 – Attach. #1.
The minutes of the 2021-22 Meeting #2 were approved as distributed.
- Minutes of the 2020-21 Meeting #29 – Attach. #2.
The minutes of the 2020-21 Meeting #29 were approved as distributed, except for the correction of a typographical error.

Chair's Report:

- Faculty Senate Leadership has discussed the formation of a Senate Subcommittee to evaluate our current teaching evaluation system and make possible recommendations for changes. This was one of the top issues identified by Senate at our recent retreat. Chair Meeuf has spoken to some Senators already to gauge interest in their participation in this subcommittee, but if anyone is particularly interested in serving, they should let him know, either right now or via email.
- Reminders:
 - The first University Faculty Meeting of the 2021-22 academic year will be held on Wednesday September 8th, from 2:30-4:00 pm, in the Pitman Center Ballroom. Zoom option will also be available. The meeting will be followed by a reception outside of the Pitman Center.
 - Nominations for the Alumni Award for Excellence are open until Friday, September 17.
 - If you haven't yet completed the required workplace training modules, which are required annually, please do so. They can be accessed on Bblearn.

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

Provost's Report:

- Vandal Ideas Project (VIP): 33 excellent proposals were submitted. Thanks to UBFC for reviewing and ranking the proposals quickly, during the final week of Spring 2021. Originally, \$50K were committed to the project, but all ideas had great potential to generate revenue or increase enrollment. We were able to fund nine proposals, for a total of \$107K. For each funded proposal, we will publish a short narrative and the amount awarded. The information will be

available behind a “fire wall” accessible only to U of I people. Proposals came from groups of faculty, groups of staff, groups of faculty and staff, and teams across colleges and units.

- Enrollment update: numbers are slightly up, by 0.2%, compared to this time last year. For some colleges, enrollment went up, for others it went down. New student enrollment is clearly up while returning students are the biggest concern. Enrollment of out-of-state, foreign, and WUE students is definitely up, contrary to the number of in-state students. Provost Lawrence thanked everybody for their recruitment and retention efforts.
- Update on finances: We will know more in a couple of weeks, when we get our audited financial statements for the end of this fiscal year. Finances are looking good. Of course, they are largely related to enrollment, which shows an upward trend.
- COVID update: the latest news are in the memo from President Green and Provost Lawrence of August 30. The status of the mask mandate will be re-evaluated around September 20. The situation is made more complicated by the intervention of the state, which requires that we work with the State Board on implementation of plans. So far, we had only a few incidents related to mask wearing. The Provost reported that many students are registering for the vaccination incentive.

A Senator inquired about the number of vaccinated students. Provost Lawrence responded that 2,256 students so far have turned in their vaccination card, as detailed in the communication of August 30.

- Updates on searches: Searches are moving forward for the Dean of the College of Engineering and the Dean of the College of Education, Health, and Human Sciences. We are also launching a search for a permanent Vice Provost for Academic Initiatives. The Provost asked for Senate recommendations of people interested in serving on the search committee. A search is also in progress for the position of Director of Dual Credits, a role with across-campus elements. We expect to have finalists on campus in September. We will soon launch a search for the replacement of Center Executive for Coeur d’Alene, Charles Buck, who is moving to the east coast after a long service at the U of I.
- We received preliminary results of the “Great Colleges to Work for” survey. Final results will be available and presented on Friday. A work group is being assembled with the task to look at this survey and those from the past few years and come up with a plan and recommendations to address some of the weaknesses and strengthen those aspects which have improved. Senate is asked to recommend a couple of faculty to join this group. There will also be representation from staff, as well as individuals engaged with the climate and culture realm, such as the Ombuds. We want to be as inclusive as possible.

Discussion:

A Senator asked about specific plans to improve retention. The Provost noted that this is a very broad issue, which varies a lot across colleges and units. Retention problems indicate that students are disengaged, not just with a particular class but with the whole student experience. In addition to supporting them academically, it is important to keep them engaged with living groups and social activities. At the orientation, they seemed engaged and excited to come back. Unfortunately, the pandemic has made full engagement more difficult.

As a follow-up to the first question, the Senator inquired whether the flexibility to take classes online might help with retention. The Provost noted that we have a number of classes (about 60) that are offered simultaneously both in person and online. It's different than Hyflex in that students have to choose one way or the other – we are open to flexible models.

The next question was about COVID. With the removal of social distancing and testing, what can we do or say to help our colleagues feel more comfortable? Are there set benchmarks we can switch to, if needed? Provost Lawrence responded that we planned this semester with normal classroom capacity and, as things started to change quickly, we spoke with Public Health officials. They were supportive of us continuing with the current plan, primarily because no case of transmission was traced to the classrooms last year. Nearly all cases of transmission within our campus were traced to living groups or social situations. Public Health was comfortable with the plan we had in place and mask wearing. We allow no flexibility with face covering. As for benchmarks for what would make us shift back to limited capacity or online instruction: we are looking at local infection and hospitalization rates, recommendations from Public Health, or any action the state may take. The Director of Public Health said very clearly that the college-age population is one of the highest priorities when it comes to tracing where spreading might be happening. The issue of testing is complicated. We are focusing on vaccine incentive, making vaccine easily available, and on promoting a culture of mask wearing. Medical resources are stretched thin, and so are the health care workers who helped us last year. We will be testing unvaccinated people.

While acknowledging the problems with resources, a Senator argued that requiring regular testing may prompt students to get vaccinated instead. Provost Lawrence noted that, for this plan to be effective, we would have to do mandatory testing on people multiple times per week. With unlimited resources, it might be a successful strategy, but we are not in that situation.

Following up on the previous comment, Vice Chair Smith reported that, at LCSC, students can opt for vaccination or weakly COVID testing. Also, vaccinated students get \$100 in their student accounts. These incentive are being effective in increasing vaccination rates. Provost Lawrence responded that a \$100 dollar incentive is too costly for us – the \$50 incentive is already costing hundreds of thousands of dollars. LCSC has a smaller budget and a smaller student body. As for testing, they were given a finite number of vaccine doses from the state. They test at the beginning of the week and the results come in about a week later – with this delay, we question how effective testing is, although it may encourage students to get vaccinated to avoid being tested multiple times, as suggested earlier by a Senator.

Another Senator reported that it takes time to get an appointment and usually a few days to get the results. Provost Lawrence will follow up with Student Health.

There was a brief discussion about whether or not the vaccine is free to students. Our plan – Provost Lawrence responded – covers the vaccine. With other plans, there could be a small fee.

The discussion moved on to assessment. A Senator reported that some faculty encountered technical problems when trying to access the system. Vice Provost Panttaja was recognized by Chair Meeuf for the purpose of addressing assessment questions. Vice Provost Panttaja said that some faculty took the training in the spring and did not encounter problems, whereas others had to take “option 2” and did have issues with access. Sarah is available and happy to help. We were interested – Vice Provost Panttaja continued – in aggregated data, such as percentages of students who met or did not meet

expectations, not individual student data. A campus-wide pilot was meant to help us identify problems. The process will be vastly simplified.

What if one cannot enter data for a given class? Vice Provost Panttaja said that such scenario should not happen. If it does, the faculty should contact Sarah. The same Senator had another question: given the current confusion, how hard is the September 3 deadline? Vice Provost Panttaja said that the work of program administrators, who have to meet their October 1 deadline, would be delayed if faculty do not meet their deadline.

The Senator asked when Anthology training started. Reply from Vice Provost Panttaja: The first in-person training was offered on May 7. The sessions were recorded.

A Senator inquired about guidance for unit chairs. Vice Provost Panttaja announced that a communication will come out on September 7 with additional information. Unit administrators can determine what their faculty should respond to in order to ensure a full breath of learning. The Senator noted that one cannot say much looking at one assignment. How to decide what is a successful outcome? Furthermore – another Senator argued – outcomes are very different from program to program. Can one make a meaningful comparison? The merit scores that come out depend on the thresholds that one sets. Should we have uniform standards?

Vice Provost Panttaja reiterated that this exercise is about the academic side, to determine if faculty are the Senator aspirational and determine what the benchmarks should be. Provost Lawrence added that there will be an accreditation visit in the spring. This process is to ensure that we are improving – it is in no way a tool to evaluate a particular unit or faculty.

Chair Meeuf reminded Senators that last spring Senate established the University Assessment and Accreditation Committee, chaired by Barb Kirchmeier, so these conversations will continue. In the meantime, confused faculty should check with their unit administrators.

Announcements and Communications:

- FSH 3500 – Update on lapse of emergency actions – Russ Meeuf
The emergency policies regarding FSH 3500 Promotion and Tenure supported by Senate and approved by the President last May will expire November 7, 2021 – 180 days after implementation. For those faculty who submitted their P&T packets under the emergency policies, the process will proceed under those rules. We do expect the temporary revisions to FSH 3500 to come back to Senate for a regular vote.
- Learning Management System discussion – Led by Torrey Lawrence. Attach. #3
Chair Meeuf gave a brief introduction on the topic. He hopes Senators have engaged with their constituents. The survey results have been shared with Senators. Provost Lawrence asked the deans for their recommendations, and the responses received so far indicate support for Canvas. ASUI will be contacted as well.

A Senator pointed out that some faculty have taught courses online *via* Bblearn for years. They do not oppose the change *per se*, but find the timeline to be inconsiderate to them. On p.1 of the Executive Summary (attached), the mentioned deadline for transfer of relevant course content into Canvas is September 13, which the Senator finds to be unreasonable. Referring to

p.9 of the Executive Summary, the cost to retain an archive (static) version of Bblearn should be included so that faculty don't have to migrate all courses at once.

Vice President Dan Ewart was recognized for the purpose of addressing these questions. The September 13 deadline – he clarified – is not an expectation that faculty would be ready to teach courses on Canvas by September 13. Bblearn will be kept until September 2022, with limited access.

A Senator wondered why access will be limited, if we have a contract until September 2022. Dan Ewart and Torrey Lawrence responded that it is best not to have two fully functioning systems at the same time. It is best to just move to Canvas, rather than first learning the updated Bblearn and then switch to Canvas, amounting to two transitions instead of one.

Brian Smentkowski joined the conversation. He said that his team will facilitate course development. In a way, Canvas itself will take care of the migration of courses from Bblearn to Canvas. Over the summer, they developed three levels of support for faculty: 1. Work one-on-one with faculty; 2. Highly focused and systematic workshops; 3. Self-paced series of modules to use anytime and from anywhere.

A Senator asked what the process will be moving forward. Will there be need for specialized staff? Brian Smentkowski said that their highly skilled team will provide one-on-one support.

In response to a question, it was clarified that we need to be up and running by January 2022. Brian Smentkowski's team will work to get the transition done before the winter holidays. They need help from faculty to identify problems. Fall courses do not need to be migrated until they are taught, but classes for spring 2022 must be ready in January.

Chair Meeuf moved to the question of whether we should transition to Canvas. His constituents are very supportive of the move. Other Senators reported equally positive feedback from their colleges.

A Senator raised the question of how the saved money will be used. Dan Ewart responded that a central budget system for institutional software pays for this kind of expenses. What is saved goes back into that budget. Provost Lawrence added that we may free some money, but additional, unanticipated expenses may come up.

A straw poll was launched: 92% (24 of 26) of the Senators supported the move to Canvas, and 8% (2 of 26) expressed no opinion. These conversations will continue.

- FSH 6100, Title IX Sexual Harassment (vote) – Erin Agidius. Attach. #4
On July 28, 2021, a federal district court in Massachusetts issued a decision in Victim Rights Law Center et al. v. Cardona, No. 1:20-cv-11104, 2021 WL 3185743 (D. Mass. July 28, 2021). The court vacated the part of 34 C.F.R. § 106.45(b)(6)(i) that prohibits a decision-maker from relying on statements that are not subject to cross-examination during the hearing and noted that the decision applies nationwide. This change is not mandatory. Rather, the request for change is to reflect a logical, fair, and common practice that permits past statements to be included and considered as part of the hearing panel's decision making process. This serves to improve

fairness for all parties so that scheduling conflicts do not negate any party or witness's crucial narrative/testimony.

Discussion:

In response to Chair Meeuf's question as to whether we can expect further changes in FSH 6100, Erin Agidius replied that it's likely to happen.

A Senator asked if this ruling is final or will be challenged in the courts. Erin Agidius replied that it is not sure at this time. The Office of Civil Rights will not enforce it.

In response to the question whether this decision is more protective of the alleged victim than the alleged perpetrator, Erin Agidius explained that it can go both ways.

Chair Meeuf called for a motion to support the changes. Moved and seconded (Alistair Smith/Ahmadzadeh).

The votes were as follows: 91.7% (22 of 24) positive votes, and 8.3% (2 of 24) abstentions.

Adjournment:

As the agenda was not completed, Chair Meeuf called for a motion to adjourn. Moved and seconded (Fairley/Quinnett). The meeting was adjourned at 5:00.

Respectfully Submitted,

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

Idaho State Board of Education

GOVERNING POLICIES AND PROCEDURES

SECTION: III. POSTSECONDARY AFFAIRS

Subsection: B. Academic Freedom and Academic Responsibility December 2021

1. Purpose

Public postsecondary education exists as a common good for citizens, states, nations, and humanity. As Idaho's public colleges and universities create environments where civil discourse and academic inquiry may occur free from discrimination, intimidation, and retaliation, postsecondary learning experiences—both inside and beyond the classroom—are protected under the academic freedom and academic responsibility of every student, faculty member, and institution.

The academic freedom to explore significant and controversial theories is essential to the development of conscientious lifelong learners. Academic freedom in research and teaching is fundamental to advancing access to knowledge and ensuring its quality. The freedom of an institution to pursue its academic mission without interference is essential for protecting the rights of a student to learn and conduct research, a faculty member to teach and conduct research, and an institution to facilitate learning, teaching, and research. Accordingly, students, faculty, and institutions hold a common responsibility to respect diverse worldviews and should not elevate the ideas or beliefs of an individual, an institution as a whole, or a specific political agenda at the expense of others' interests.

The State Board of Education affirms that academic freedom should neither be abridged nor abused.

2. Definitions

- a. Academic Freedom is a long-standing philosophical, legal, and constitutional principle that advances the right of postsecondary students, faculty, and institutions to pursue educational opportunities that seek, examine, apply, discuss, and build knowledge, theories, values, concepts, or ideas without fear of censorship, retaliation, or threat to institutional status.
- b. Academic Responsibility is the commitment by students, faculty, and institutions to protect the academic freedom of others by appreciating their special position in the community, performing academic obligations with accuracy, promoting the free

exchange of ideas, and showing respect toward those with whom they both agree and disagree.

- c. Coercion is the attempt by an individual or group to modify human behavior via the actual or implied use of force, threats, or other disciplinary actions.
- d. Faculty are employed to forward the academic mission of a college or university through teaching, research, service, and other scholarly contributions. More information about faculty contracts and appointments may be found in Board Policy II.G. Students may assume similar employment with institutions as graduate teaching or research assistants. Further, post-docs may assume similar employment with institutions.
- e. Student means any person duly admitted and enrolled at an institution under governance of the Board as defined in Board Policy III.P.

3. Students

This policy confers academic freedom and responsibility to individuals with the status of student.

a. Academic Freedom of Students

In addition to constitutionally protected freedoms of speech, assembly, and religion, students have the right to engage in free inquiry, intellectual debate, and freedom of scholarship both on and off campus. Students shall not be subject to retaliation, disciplinary actions, or censorship in response to their beliefs, opinions, research, publications, creative activity, participation in institutional governance, and all other official aspects of their enrollment, subject to the responsibilities outlined in paragraph 3.b. of this policy. This academic freedom includes but is not limited to:

i. Courses

- 1. Students have the right to express personal opinions about concepts and theories presented in their courses and to disagree with opinions expressed by faculty and fellow students, even as they continue to be responsible for the assigned course content.

2. Students are entitled to fair and even treatment in all aspects of student-faculty relationships. Students must not be forced by the authority inherent in the instructional role to make personal or political choices.
3. Students are evaluated solely on an academic basis, not on opinions or conduct in matters unrelated to academic standards.
4. Students have the right to privacy and discretion in their professional discussions with faculty and fellow students.

ii. Research, Publication, & Creative Activity

1. Students have the right to investigate topics of their choosing and draw evidence-based conclusions consistent with their research.
2. Students have the right to publish and present their research as well as engage in the production and exhibition of creative works.
3. Students are entitled to credit for discoveries and original research conducted independently or as part of a course.

iii. Participation in Institutional Governance

1. Students have the right to participate in institutional governance through appropriate institutional processes.
2. Students have the right to express opinions and provide feedback concerning institutional governance and administration without fear of censorship or retaliation.
3. In matters of disciplinary action, students have the right to due process and to be held accountable using academic standards and institutional procedures.

iv. Community & Campus Involvement

1. Students have the right of free expression on and off campus.
2. Students have the right to organize student associations.
3. Students have the right to be free from coercion in making personal or political choices.

b. Academic Responsibility of Students

Academic freedom carries certain responsibilities which broadly include civil contributions to the academic community, acknowledgement of the validity of a diverse range of perspectives, commitment to learning relevant information, and good stewardship of the academic community. Students assume, at minimum, the following responsibilities in relation to academic freedom:

- i. Membership in an academic community imposes on students an obligation to respect the dignity of others, to acknowledge the right of others to express differing opinions, and to foster and defend intellectual honesty, freedom of inquiry and instruction, and free expression on and off campus. Expression of dissent and attempts to produce change shall not be carried out in ways which injure individuals, damage institutional facilities, disrupt classes, or interfere with institutional activities. Students who seek to call attention to grievances must do so in accordance with institutional policies and procedures, and in ways that do not significantly impede the academic functions of the institution.
- ii. Students have a responsibility to acknowledge that faculty will expose students to a broad range of diverse perspectives. Students are expected to engage in scholarship, learn material that is relevant to course outcomes, and adhere to course syllabi, institutional student codes of conduct, and other institutional policies related to research and publication.
- iii. Students are expected to achieve competence in their area(s) of study and in the course material of their program(s), including specializations, certificates, majors, or minors. Students should prepare for each class and meet their course expectations.
- iv. Students are responsible for not interfering with the facilitation of critical thinking skills in the classroom. A student's critical thinking skills may be exercised through a variety of means.
- v. Students are responsible for the academic integrity of their coursework, including, but not limited to, producing original works for assignments, completing assessments, and activities using their own knowledge and experience.
- vi. Students are responsible for conducting and reporting research in an ethical manner. The design, conduct, and presentation of research may exist

beyond the contexts of a specific course, but a student is still subject to an institution's expectations for scholarly inquiry and academic integrity.

- vii. Students shall not threaten the rights or the safety of others while exercising academic freedom. Students have the responsibility to acknowledge context and support pluralistic learning environments where individuals are not coerced to make personal or political choices against their beliefs or values.

4. Faculty

This policy confers academic freedom and responsibility to individuals with the status of faculty.

a. Academic Freedom of Faculty

In addition to constitutionally protected freedoms of speech, assembly, and religion, faculty have the right to engage in free inquiry, intellectual debate, and freedom of scholarship both on and off campus. Faculty shall not be subject to retaliation, disciplinary actions, or censorship in response to their research, publications, creative activity, pedagogy, participation in institutional governance, and all other official aspects of their job description, subject to the responsibilities outlined in paragraph 4.b. of this policy. This academic freedom includes but is not limited to:

i. Pedagogy & Curriculum Development

1. Faculty have the right to determine course content, including the use of relevant materials.
2. Faculty have the right to determine the instructional processes used to engage learners in the course content.
3. Faculty have the right to determine the instructional activities, artifacts, and products used during the course.
4. Faculty have the right to determine the manner of assessment used to evaluate competency and completion of the course.

ii. Research, Publication, & Creative Activity

1. Faculty have the right to investigate the topics of their choosing and draw evidence-based conclusions consistent with their research.
2. Faculty have the right to publish and present their research as well as engage in the production and exhibition of creative works.
3. Faculty are entitled to credit for discoveries and original research.

iii. Participation in Institutional Governance

1. Faculty have the right to participate in institutional governance.
2. Faculty have the right to express opinions and provide feedback concerning institutional governance and administration without fear of censorship or retaliation.
3. In matters of promotion, tenure, and disciplinary action, faculty have the right to due process and to be judged by their peers using established academic standards and institutional procedures.
4. Faculty have the right to participate in institutional processes that determine who may teach, what may be taught, how it shall be taught, and what methods will be used for student admission.

b. Academic Responsibility of Faculty

Academic freedom carries with it certain responsibilities which broadly include maintaining competence in scholarship, exposing students to a diverse range of perspectives, ensuring that students are taught relevant information, and being good stewards of the academic community. Faculty assume, at minimum, the following responsibilities in relation to academic freedom:

- i. Membership in an academic community imposes on faculty an obligation to respect the dignity of others, to acknowledge the right of others to express differing opinions, and to foster and defend intellectual honesty, freedom of inquiry and instruction, and free expression on and off campus. Expression of dissent and attempts to produce change shall not be carried out in ways which injure individuals, damage institutional facilities, disrupt classes, or interfere with institutional activities. Faculty who seek to call attention to grievances must do so in accordance with institutional policies and procedures, and in ways that do not significantly impede the academic functions of the institution.
- ii. Faculty have an uncompromising professional responsibility to discover, teach, and research what they find to be intellectually important. Faculty members are

expected to maintain professional competence in their field(s) of specialization, congruent with their teaching, service, and scholarly expectations.

- iii. A primary responsibility of faculty is to expose students to the intellectual diversity of scholarly and creative views related to the faculty member's discipline and/or specific field of study. It is the responsibility of the faculty members to present the subject matter in their courses in a way that is consistent with the collective goals of the department/program.
- iv. Faculty shall meet their workload expectations. This may include the expectation that the faculty member conducts class, meets with and mentors students, provides clear learning outcomes, and/or participates in group deliberations to develop instructional programs. Faculty have the responsibility to create opportunities that foster critical thinking skills of students.
- v. Faculty are responsible for establishing goals for student learning, for designing and implementing general programs of education and specialized study that intentionally cultivate intended learning, and for assessing students' achievement. In these matters, faculty must work collaboratively with their colleagues in their departments, schools, and institutions as well as with relevant administrators.
- vi. Faculty shall not threaten the rights or the safety of students, other faculty, and administrators, while exercising academic freedom. Faculty may not refuse to enroll or teach a student because of the student's beliefs, interpretations, or applications of knowledge. Faculty have the responsibility to provide context and facilitate pluralistic learning and work environments where individuals are not coerced to make personal or political choices against their beliefs or values.

5. Institutions

This policy confers academic freedom and responsibility to institutions.

a. Academic Freedom of Institutions

Institutional rights to academic freedom are in concert with the academic freedom of students and faculty. A college or university has the autonomy to create and maintain an atmosphere which is most conducive to diverse scholarship. Institutions have the right to develop processes that determine who may teach, what may be taught, how it shall be taught, and what methods will be used for student admission.

Coercive influence on the academic freedom of teaching, learning, and scholarly inquiry by third parties is an affront to the institution's autonomous advancement of its academic mission. Institutions perform functions, such as the selection of faculty and admission of students, that are intertwined with the exercise of academic freedom. The academic freedom of an institution is necessary to protect and support the academic freedom of those who comprise an institutional community.

b. Academic Responsibility of Institutions

Academic freedom carries with it certain responsibilities which broadly include the educational functions of an institution, the ethical administration of academic affairs, and the protection of student and faculty academic freedom. Institutions assume, at minimum, the following responsibilities in relation to academic freedom:

- i. Institutions have a responsibility to set, maintain, and enforce policies that protect the academic freedom and promote the academic responsibility of faculty and students.
- ii. Institutions shall adopt appropriate procedures for transparently evaluating the members and activities of the academic community that are consistent with and respectful of the ideals of academic freedom.
- iii. Institutions shall also dedicate adequate resources, space, and programming toward the advancement of academic freedom among its greater community.
- iv. Institutions have a responsibility to create and deliver academic programs and shall develop appropriate policies and processes to aid content and curriculum delivery that are consistent with the ideals of academic freedom.
- v. Institutions must create admissions and selection policies, procedures, and practices for students that are in harmony with the academic mission of the institution and that are consistent with the ideals of academic freedom.
- vi. Institutions have the responsibility to facilitate pluralistic learning environments where individuals are not coerced into making personal or political choices against their beliefs or values.

6. Limitations

The following limitations exist to the academic freedom and academic responsibility of students, faculty, and institutions:

- a. Academic freedom does not permit members of an institutional community to harass, threaten, intimidate, ridicule, or impose their views on others.
- b. Student academic freedom does not grant students the right to refuse to complete assigned requirements without consequence.
- c. Academic freedom does not protect faculty members from colleague or student challenges to, or disagreement with, their instructional processes, activities, and/or manner of assessment.
- d. Academic freedom does not protect faculty or students from non-institutional penalties for violating the law.
- e. Academic freedom does not confer the right to faculty or students to violate institutional policies; though academic freedom does confer the right of faculty and students to criticize such policies.
- f. Academic freedom does not protect faculty or students from disciplinary action consistent with established institutional policies.
- g. Academic freedom does not protect faculty or students from sanctions or dismissal for professional misconduct or poor performance consistent with established institutional policies.
- h. Academic freedom does not protect faculty or students from investigations into allegations of scientific misconduct or other violations of institutional policy.

**Idaho State Board of Education
GOVERNING POLICIES AND PROCEDURES**

SECTION: III. POSTSECONDARY AFFAIRS

SUBSECTION: K. Diversity, Educational Equity, and Inclusion

August 2021

1. Purpose

This policy embodies the charge and expectation of each public four-year postsecondary institution in Idaho (hereafter “institution”) to promote and advance the principles of diversity, educational equity, and inclusion set forth herein. Diversity, educational equity, and inclusion are necessary components of educational experiences that challenge individuals to grow, improve critical thinking, refine skills, build character, develop awareness, and engage in freedom of thought and expression. Through adherence to and implementation of the principles of this policy, each institution will more fully safeguard the right of every individual to participate in meaningful experiences that foster belonging and promote awareness of differing viewpoints. The Board affirms that encouraging and supporting diversity, educational equity, and inclusion is central to academic success, to engendering innovation and creativity, and to fully preparing students to thrive in an increasingly diverse and global workforce.

2. Definitions

- a. Diversity accounts for differences in human characteristics such as race, color, national origin, sex, mental or physical disability, religious or ethical value systems, age, socioeconomic status, and ideological or political beliefs.
- b. Educational Equity is the assurance that each member of an educational community has equitable opportunities, including individualized access to the resources, support, and tools needed to succeed.
- c. Inclusion is the fostering of an environment in which the inherent worth and dignity of all individuals are recognized and valued, and where individuals have equitable opportunities to be included, engaged, and accepted with a sense of belonging.

3. Standards

- a. Each institution shall recognize and appreciate that every member of its community harbors unique values, beliefs, and ideologies, and that these characteristics reflect an individual’s life experiences, shape aspirations, and constitute ways of life.
- b. Consistent with its unique identity and mission, each institution shall take proactive measures to ensure educational equity in all facets of its operations.
- c. Consistent with the Board’s commitment to freedom of expression as well as academic freedom and responsibility as defined in Board Policy III.B., each institution shall strive to create environments in which diversity and inclusion are

INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
JUNE 28, 2021

ATTACHMENT 1

valued, promoted, and embraced, in alignment with the goal of achieving educational equity.

- d. Each institution shall promote and facilitate civility and strive to diminish incivility among its community members. No student or employee of an institution shall oppress or unlawfully discriminate against any individual or group of individuals on the basis of traits, values, or beliefs.
- e. Each institution shall comply with current accreditation standards related to diversity, educational equity, and inclusion in order to promote student achievement, remove barriers to academic excellence, and close student achievement gaps.

4. Implementation

- a. Nothing contained in this policy should be construed to infringe upon or otherwise diminish the rights of individuals affiliated with any institution to speak as private citizens on matters of public concern, nor should it be interpreted to infringe upon the well-established confines of academic freedom and responsibility.
- b. Enforcement of this policy shall be accomplished through institution-level policies related to diversity, educational equity, and inclusion, in accordance with the unique Board-approved missions and purposes of each institution. Each institution shall develop and maintain policies that describe and make transparent a process for addressing claims of oppression and unlawful discrimination. All such policies must align with Board governing policies and procedures related to employee and student complaints.



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: **APM 05.08 UNIVERSITY OWNED, RENTED OR LEASED VEHICLE COVERAGE AND USE**

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: Carry Salonen, UI Risk

Policy Sponsor, if different from Originator: Brian Foisy, VPFA

Reviewed by General Counsel Yes No Name & Date: Kent Nelson,

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

APM 05.08 has been revised to comply with a recommendation from Internal Audit to "revise the title and content of APM 05.08 so readers clearly understand rental cars are included in the drivers qualifications for university vehicles." Other edits for brevity and clarity have been made as well, and much of the deleted information will now be available on the UI Risk website.

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

This revision will mitigate financial risk to the institution.

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.

05.08 – University Owned, Rented or Leased Vehicle Coverage and use Use

March 24, 2014 February 08, 2020 - (rewrite in 2010 incorporated APM 5.09 and 5.10)

Contents:

- A. Definitions
- BA. Definitions
- B. Overview Policy
- CC. Insurance Coverage for University Vehicles
- D. Privately Owned Vehicle Insurance
- E. Rental Vehicles
- F. Motor Pools
- G. Annual Renewal, Additions, or Deletions of State RMP Coverage
- H. Passengers
- I. Drivers
- J. Vehicle Accidents and Claims
- K. Process
- Contact Information
- L. Forms and Examples
- D. Information

A. Definitions.

A-1. Auto Accident Kit. An ~~university~~ ~~Auto~~ ~~Accident Kit~~ includes a State of Idaho auto accident report guide, a citizen's claim procedure form, and a State of Idaho certificate of financial responsibility.

A-2. Certificate of Financial Responsibility. A document provided by the State of Idaho Risk Management Program that provides proof of ~~university~~ ~~University~~ coverage for liability, property, or auto.

A-3. Coach Courtesy Vehicle. Vehicles ~~that are~~ provided by donors or dealerships to coaches (see section J).

A-4. Collision Insurance. Collision insurance covers damage to the operator's vehicle through impact with another object when the operator's vehicle is in motion or is struck while parked, and (1) when the impact is the fault of the operator; (2) when the other driver is at fault, but is uninsured; or (3) as a result of a hit-and-run accident.

A-5. Comprehensive Insurance. Comprehensive insurance covers damage to the operator's vehicle that occurs from causes other than a collision with another vehicle or a stationary object. Examples include fire and vandalism.

A-6. Contracted Rental Agency. Accounts Payable, through the State of Idaho Purchasing, has contracted with rental vehicle companies to provide consistent pricing, insurance coverage provisions, and other benefits. See UI Accounts Payable's website for details.

A-76. Driving Performance. Actions of a driver while in control of a motor vehicle. Unsatisfactory driving-related performance is action or inaction that could cause harm to the driver, the passengers, the vehicle, or other vehicles and their passengers.

A-87. Idaho Tort Claims Act. The Idaho Tort Claims Act (Idaho Code 6-901 through 6-929), in addition to other provisions, established the State of Idaho Risk Management Program and charged that agency with the management of a retained-risk fund.

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A-9. Large Trucks and Moving Vans. Vehicles larger in size that in some cases require special operator training and licensing through the State of Idaho.

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A-10. Liability Insurance. Liability insurance covers damages to the person or property of another through the fault of the operator of a vehicle.

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~~A-8. Idaho Tort Claims Act. The Idaho Tort Claims Act (Idaho Code 6-901 through 6-929), in addition to other provisions, established the State of Idaho Risk Management Program and charged that agency with the management of a retained-risk fund.~~

A-119. Medical Payments Coverage. Medical payments coverage covers the medical, hospital, and funeral expenses of an insured, others in the vehicles, and pedestrians struck by the insured. It provides a limited amount (usually \$5,000) of first-dollar insurance for medical expenses for injuries to passengers. Payments are available regardless of fault.

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A-120. Motor Pool. University units that own a University vehicle may wish to rent the vehicle to other university units (see section H).

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A-134. Non-Owned and Hired Auto Liability. Non-owned and hired auto liability coverage will pay for damages to a third party, on behalf of the University, when a university driver causes an accident or an injury to someone while driving a rented vehicle or non-owned vehicle for university business.

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A-142. Rental Vehicle. A passenger vehicle, pickup, or SOHV rented in the name of the university for official university purposes (see section H).

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~~A-13. Contracted Rental Agency- Accounts Payable. through the State of Idaho Purchasing, has contracted with rental vehicle companies to provide consistent pricing, insurance coverage provisions, and other benefits. See UI Accounts Payable's website for details.~~

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A-154. Specialty Off-Highway Vehicles. A specialty off-highway vehicle (SOHV) includes but is not limited to All Terrain Vehicles (ATV), golf carts, or similar vehicles (see section K).

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A-165. State RMP. State of Idaho Risk Management program of risk and insurance, administered by State of Idaho.

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A-176. Texting. Reading from or entering data into any handheld or other electronic device, including for the purpose of SMS texting, social media communications, e-mailing, instant messaging, obtaining navigational information, or engaging in any other form of electronic data retrieval or electronic data communication. Texting includes use of voice-operated or hands-free devices that allow the user to review, prepare and transmit a text message without the use of either hand except to activate, deactivate or initiate a feature or function.

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~~A-17. Large Trucks and Moving Vans. Vehicles larger in size that in some cases require special operator training and licensing through the State of Idaho (see section H-4.e)~~

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A-188. University Vehicle. Any licensed vehicle or SOHV, including University-Owned, rented, or leased by UI for official University purposes, and any SOHV or Coach/Courtesy vehicle (when the coach/courtesy vehicle is not used for personal business used for official University purposes).

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A-199. University-Owned Vehicle. A vehicle (including SOHV) licensed and titled in the name of the university.

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A-2020. Volunteer. Authorized volunteers are persons who are not employees of the ~~university~~University but who have been asked to perform a specific function on a volunteer basis (see Standards for Departments Using Volunteer Services). **A. Definitions.**

A-1. Accident Claims Kit. A vehicle accident claim kit includes a State of Idaho Auto Accident Report Guide, a Citizen's Claim Procedure Form, and a State of Idaho Certificate of Financial Responsibility.

A-2. Certificate of Financial Responsibility. A document provided by the State of Idaho Risk Management Program that provides proof of coverage for liability, property, or auto.

A-3. Collision Insurance. Collision insurance covers damage to the operator's vehicle through impact with another object when the operator's vehicle is in motion or is struck while parked, and (1) when the impact is the fault of the operator; (2) when the other driver is at fault, but is uninsured; or (3) as a result of a hit-and-run accident.

A-4. Comprehensive Insurance. Comprehensive insurance covers damage to the operator's vehicle that occurs from causes other than a collision with another vehicle or a stationary object. Examples include fire and vandalism.

A-5. Driving Related Conduct. Actions of a driver while in control of a motor vehicle. Unsatisfactory driving-related conduct is action or inaction that could cause harm to the driver, the passengers, the vehicle, or other vehicles and their passengers.

A-6. Liability Insurance. Liability insurance covers damages to the person or property of another through the fault of the operator of a vehicle.

A-7. Idaho Tort Claims Act. The Idaho Tort Claims Act (Idaho Code 6-901 through 6-929), in addition to other provisions, established the State of Idaho Risk Management Program and charged that agency with the management of a retained-risk fund.

A-8. Medical Payments Coverage. Medical payments coverage covers the medical, hospital, and funeral expenses of an insured, others in the vehicles, and pedestrians struck by the insured. It provides a limited amount (usually \$5,000) of first-dollar insurance for medical expenses for injuries to passengers. Payments are available regardless of fault. Medical payments coverage is not carried on University Vehicles (see section C-3).

A-9. Motor Pool. The College of Natural Resources has a number of University Vehicles that are available on a rental basis.

A-10. Non-Own and Hired Auto Liability. Hired auto liability coverage will pay for damages to a third party, on behalf of the University, if you cause an accident or an injury to someone while you are driving a rented car or non-owned vehicle for university business. *[add. 3-14]*

A-11. Passenger Vehicle. A sedan, light truck, or sport utility vehicle. *[ren. 3-14]*

A-12. Rental Vehicle. A passenger vehicle or pickup rented in the name of the university for official university purposes.

A-13. Texting. Reading from or entering data into any handheld or other electronic device, including for the purpose of SMS texting, e-mailing, instant messaging, obtaining navigational information, or engaging in any other form of electronic data retrieval or electronic data communication. Texting includes use of voice-operated or hands free

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devices that allow the user to review, prepare and transmit a text message without the use of either hand except to activate, deactivate or initiate a feature or function. *[add. 5-13]*

A-14. Trucks and Moving Vans. Vehicles larger in size that in some cases require special operator training and licensing through the State of Idaho (State). *[ren. 5-13]*

A-15. University Vehicle. Any licensed vehicle owned, rented or leased by the university for official university purposes. *[ren. 5-13]*

A-16. University-Owned Vehicle. A vehicle licensed and titled in the name of the university. All university-owned vehicles must be reported annually to the Office of Risk Management (Risk). *[ren. 5-13]*

A-17. Volunteer. Authorized volunteers are persons who are not employees of the university but who have been asked to perform a specific function on a volunteer basis. Volunteers must be recruited and authorized by a university employee who has hiring authority (see APM 5.11). *[ren. 5-13]*

BB. Overview Policy.

B-1. In General. University vehicles, which are any licensed vehicle or SOHV owned, rented or leased or coach courtesy vehicle (when the vehicle is not used for personal business), are provided to further the educational mission of the university, and may only be used only for official university business. Units possessing and individuals operating a university vehicle will adhere to this policy and the Standards for University Owned, Rented or Leased Vehicle Use and Coverage.

The use of University Vehicles for personal or other non-official business is strictly prohibited. Operators of University Vehicles are expected to be good stewards of this important asset. The president and certain other university employees designated by the president (e.g., persons who are subject to emergency call) are authorized to drive university vehicles between the campus and their homes and to keep the vehicles at their residences. All vehicles, except as described above, are to be kept in assigned parking areas when not in use.

The title of a vehicle determines which party responds to auto losses. Vehicles titled to the university must be enrolled in liability coverage, and if five years old or newer, physical damage coverage. Coverage is through the State of Idaho Risk Management Program (State RMP).

B-2. B-1. University Vehicles which include University-Owned Vehicles, Specialty Off Highway Vehicles (SOHV), Motor Pools, Rentals and Coach Courtesy Vehicles Insurance Coverage for University Vehicles. Coverage for University Vehicles is through the State of Idaho Risk Management Program (State RMP). Units are responsible for deductibles and damage not covered through the State RMP. Vehicles titled to the university and vehicles provided by dealerships to coaches (when the coach courtesy vehicle is not used for personal business) University Vehicles must be enrolled in full coverage if 20 years or newer and liability coverage if 21 years or older. See Standards for University Owned, Rented or Leased Vehicle Use and Coverage for coverage process and exceptions.

B-3. Restriction on Passengers. Medical payments coverage is not carried on university vehicles. For this reason, university policy restricts passengers in university vehicles to only the following persons: UI employees, persons cooperating in UI projects or programs, and students participating in authorized travel. *[rev. 3-14]*

B-4. Coach Courtesy Vehicles. Coach courtesy vehicles used solely for university business purposes must be covered by the university for liability and physical damages with the dealership being listed as loss payee, and the coach must qualify to operate the vehicle per requirements for use of a UI owned, rented or leased vehicle. Coach courtesy vehicles used for both personal business and business purposes must be covered by the coach's personal automobile policy; in this

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case, and the coach does not need to qualify to operate the coach courtesy vehicle per requirements for use of a UI owned, rented or leased vehicle.

B-5. Purchasing Vehicles. Units acquiring vehicles, equipment, SOHVs or trailers that involve a title for ownership must:

- a) Process purchase through Purchasing Services.
- b) Ensure that each vehicle has an auto accident kit.
- c) Post cautionary, safe-use guideline signs provided by Environmental Health and Safety (EHS) in conspicuous locations in all 8-12 passenger vans and SOHVs.
- d) Immediately report all accidents to Risk.
- e) Assist Risk in any accident investigation.
- f) Maintain vehicles, as per EHS requirements.
- g) Have each vehicle inspected by a qualified inspector annually.
- h) Ensure that each university-owned vehicle is equipped with a first aid kit and a fire extinguisher; and
- i) Adhere to the Standards for University Owned, Rented or Leased Vehicle Use and Coverage.

B-6. 15-Passenger Vans. The university does not allow the purchase, rental, or use of any 15-passenger vans, whether new or used.

B-7. Motor Pool Requirements. A motor pool's requirements for use of its vehicles may be more restrictive than university requirements but may not be less restrictive. Units wishing to rent vehicles to other university units must consult with Risk before the rental occurs. [ed. 3-14]

B-8. Rentals. Rental vehicle drivers must meet driver qualifications as set forth in B-10. Whenever possible, rentals must be arranged for by visiting Accounts Payable's Travel Services website, which provides for rentals through contracted rental companies. Renters may only purchase rental car agency insurance (liability and physical damage) only; if the unit is unwilling to pay the comprehensive and collision deductibles charged by the State RMP; the vehicle is rented outside the United States; the rented vehicle is a large truck or moving van; and/or if any passenger is not covered by student insurance or by worker's compensation insurance. Contact Risk for assistance if rental through contracted rental companies is not available in area or when renting a large truck or moving van.

B-9. B-2. Privately Owned Vehicles. In order to ensure safe operation of University Vehicles, drivers must qualify to use the vehicles. Before operating a University Vehicle, a university employee must have on file with his/her unit: (i) an Authorization to Travel form signed by the appropriate authority for the unit; (ii) verification of completed driver training; (iii) a satisfactory driver's record check; and (iv) a signed Vehicle Use Agreement (VUA). If an accident occurs, drivers (see section I) of University Vehicles must report claims promptly.

Vehicles titled to individuals, or privately-owned vehicles, even if used for university business, are not part of, and are not covered by, the State RMP's comprehensive or collision coverage. Passengers in a privately owned vehicle may be covered through the insurance of that vehicle, depending on the insurance coverage maintained by the owner of the private vehicle. The non-university vehicle's insurance is primary. Up to the limit of the Idaho Tort Claims Act (\$500,000), the university's liability coverage is excess covering the university for non-owned and hired auto liability. The university's liability coverage would not cover the driver's personal liability. [rev. 3-14] Drivers of a non-university vehicle for official university business, are responsible for compliance with all federal, state, and local laws and regulations applicable to vehicle operation and are not to shall not use mobile phones or other electronic devices while operating a vehicle, including but not limited to using such devices for texting.

B-10. Units that own vehicles must: (i) ensure that each vehicle has an accident claim kit; (ii) post cautionary, safe-use guideline signs provided by Environmental Health and Safety (EHS) in

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conspicuous locations in all 8-12 passenger vans; (iii) immediately report all accidents to Risk; (iv) assist Risk in any accident investigation; (v) maintain vehicles, including update maintenance records and inspect vehicles on a regular basis; (vi) have each vehicle inspected by a qualified inspector annually; and (vii) ensure that each university-owned vehicle is equipped with a first aid kit and a fire extinguisher.

The College of Natural Resources requirements for use of its vehicles may be more restrictive than university requirements, but may not be less restrictive. Information on procedures and charges for these vehicles can be obtained by contacting the College of Natural Resources. If a unit wishes to rent vehicles to other university units, it must consult with Risk before the rental occurs. *[ed. 3-14]*

The president and certain other university employees designated by the president (e.g., persons who are subject to emergency call) are authorized to drive University Vehicles between the campus and their homes and to keep the vehicles at their residences. All vehicles, except as described above, are to be kept in assigned parking areas when not in use.

Units are responsible for notifying Risk and Asset Accounting of newly acquired vehicles, regardless of vehicle age or value, and notifying Risk annually thereafter. Units are responsible for putting an accident claim kit in University Vehicles and for making sure the forms are updated or replaced as needed. *[ed. 3-14]*

The university does not allow the purchase or rental of any 15 passenger vans, whether new or used. Effective 7/1/2010, 15 passenger vans may not be purchased, rented, borrowed or used by any university units. For alternatives to 15 passenger vans, contact Risk (see section K).

C. Insurance Coverage for University Vehicles.

C-1. Liability Coverage for University Vehicles. Through the Idaho Tort Claims Act (Idaho Code 6-901 through 6-929), State RMP is charged with management of auto liability and auto physical damage (comprehensive and collision) coverage. The university participates in the State RMP coverage, and all University Vehicles are covered (see section G). *[ed. 3-14]*

C-2. Physical Damage Coverage for University Vehicles. (Comprehensive and Collision Coverage). The university maintains physical damage coverage on its owned vehicles of the five most recent model years, as determined July 1 each year, and on specific other vehicles at the request of a unit, with a deductible of \$500 per loss. Units must have physical damage coverage on vehicles that are five years old or newer. Physical damage coverage for vehicles older than five years is acquired by unit request (see section G). Units are responsible for deductibles and damage not covered through the State RMP. *[ed. 3-14]*

C-3. Medical Payments Coverage for University Vehicles. Medical payments coverage is not carried on University Vehicles. For this reason, university policy restricts passengers (see section H) in University Vehicles.

D. Use of and Insurance for non-University Vehicles. When a university employee or student uses any non-University Vehicle for official university business, (i) such drivers are responsible for compliance with all federal, state, and local laws and regulations applicable to vehicle operation; (ii) drivers are not to use mobile phones or other electronic devices while operating a vehicle, including but not limited to using such devices for texting; and (iii) the non-University vehicle's insurance is primary. Up to the limit of the Idaho Tort Claims Act (\$500,000), the university's liability coverage is excess, but only Non-Owned and Hired Auto Liability and not Personal Liability. The university's comprehensive collision coverage will not extend to a non-University Vehicle driven on university business by its owner or by another driver. The private vehicle's comprehensive collision insurance (if available) will provide the only coverage (see section H for passengers). Employees should check with their personal insurance company to determine coverage on their privately owned vehicle when used for business purposes. *[rev. 5-13, 3-14]*

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E. Rental Vehicles.

E-1. Rental vehicles are only to be used for official university business. The driver must have on file with his/her unit an Authorization to Travel form signed by the appropriate authority for the unit.

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The driver must sign the rental agreement in his/her name, followed by the initials "UI", to indicate to Risk and State RMP that the vehicle is being rented for official university business. The driver is responsible for ensuring that he/she has met the requirements of the university's driver policies and any specific requirements of the rental agency or loaning organization (e.g., age requirements, credit card, etc.). When traveling, the driver must carry an accident claim kit, available by contacting Risk.

E-2. Purchasing Services has entered into contracts with rental agencies that will give UI employees special rental rates and/or benefits. Contact Purchasing Services at 885-6116 for details on contract specials or cost savings. Visit Accounts Payable's website at <http://www.uidaho.edu/controller/accountspay> regarding reduction of the deductible and the benefits of using the UI Purchasing Card to pay for a rental. [ed. 11-10]

E-3. Inspect the vehicle before operating and immediately bring any damage to the attention of the rental agency. When returning the vehicle, inform the rental agency (before leaving the lot) of all obvious damage or defects.

E-4. Collision Damage Waiver and Liability Insurance from the rental agency. Within the United States, State RMP coverage (liability and physical damage) automatically extends to a vehicle rented by a university employee for official university business. **Only purchase rental car agency insurance (liability and physical damage), if:**

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a. the unit is unwilling to pay the \$500 comprehensive and collision deductibles charged by the State RMP;

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b. the vehicle is rented outside the United States;

c. the rented vehicle is a truck or moving van. (State RMP does not provide coverage for truck rentals or moving vans. When an employee rents a truck for official university business, the employee must purchase the liability and physical damage insurance offered by the rental agency because the university cannot provide the coverage required in the agency's rental agreement. Units are responsible for any deductible for the insurance.);

B-3. d. see section H for information regarding passengers.

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F. Motor Pools. The College of Natural Resources has vehicles available for rent by other units. Any unit wanting to rent vehicles to other university units must consult with Risk before the rental occurs and must ensure the following requirements are met before releasing a vehicle:

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F-1. Obtain verification that a signed VUA form is on file in the driver's unit;

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F-2. Ensure that each vehicle has an accident claim kit. To request an accident claim kit, contact Risk (see section K);

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F-3. Post cautionary, safe use guideline signs provided by EHS in conspicuous locations in all 8-12 passenger vans (see section B for van details);

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F-4. Immediately report all accidents to Risk, and when appropriate, assist Risk in any accident investigation or information gathering activity;

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F-5. Maintain vehicles, update maintenance records, and inspect vehicles on a regular basis. All University Vehicles must pass inspection by a qualified inspector annually. An Annual Vehicle Inspection

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Checklist must be used to document a University Vehicle has passed an annual inspection in order for it to remain in service. It is recommended that checklists that are at least as comprehensive as those provided in the Idaho Office of Insurance Management's Statewide Safety and Loss Control Program Model, are used to perform weekly, monthly and quarterly inspections; approved checklists may be found and downloaded from the EHS website at www.uiweb.uidaho.edu/safety;

F-6. Ensure that each university-owned vehicle is equipped with a first aid kit and a fire extinguisher.

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G. Annual Renewal, Additions, or Deletions of State RMP Auto Coverage. In return for the low auto coverage premiums enjoyed by the university, it is necessary to provide timely and accurate information about University Vehicles to State RMP. Units can easily manage their schedule of vehicles by deleting a vehicle from coverage when sold or surplus by completing a Vehicle Coverage Add/Change/Delete Worksheet. Procedures can be found on Risk's website (see section K). [ed. 3-14]

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G-1. Annual Renewal. Each spring, State RMP requires the university to verify that the list of vehicles reported to the State RMP is an accurate listing of all University Vehicles. Units must verify the vehicle spreadsheet received from Risk for the annual renewal. Changes to the spreadsheet should be reported to Risk using a Vehicle Coverage Worksheet. If there are no changes to report, Units must send an email to Risk stating that no change is needed. Units can optimally manage their annual renewal by ensuring they have put Risk on notice of any changes to the unit's contact, and of newly acquired or divested vehicles. Units can make this notification by completing a Vehicle Coverage Worksheet. [ed. 3-14]

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G-2. Additions or Deletions of University Vehicles to Liability Coverage. Units that own vehicles are responsible for adding each new vehicle to liability coverage when it is acquired. There is no cost to the unit for liability coverage. [ed. 3-14]

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G-3. Additions or Deletions of University-Owned Vehicles to Comprehensive and Collision (Physical Damage) Coverage. Units that own vehicles are responsible for adding each new vehicle to comprehensive and collision coverage when the vehicle is acquired. Units must have comprehensive and collision coverage on vehicles that are five years old or newer, and can request coverage on older vehicles. The charges will be processed annually when the billings are received from the State RMP. Premiums are not prorated. [ed. 3-14]

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H. Passengers.

H-1. Passengers Allowed. Only the following persons may ride in University Vehicles: (i) UI employees, (ii) persons cooperating in UI projects or programs, and (iii) students participating in authorized travel. [rev. 3-14]

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H-2. Medical Payment Coverage. Medical payments coverage is not carried on University Vehicles. [add. 3-14]

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H-3. Rental Car Agency Insurance for Passengers in Rental Cars. Rental car agency insurance for liability and physical damage may be purchased if any passenger is not covered by student insurance or by worker's compensation insurance. [add. 3-14]

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H-4. Insurance Coverage for Passengers in Privately Owned Vehicles. Passengers in a privately owned vehicle may be covered through the insurance of that vehicle, depending on the insurance coverage maintained by the owner of the private vehicle. There is no insurance coverage through State RMP for passengers. [rev. 3-14]

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I. DDriver Qualifications. Driving a University Vehicle is a serious responsibility reserved for university employees and select other persons. Units assist the university in controlling risks

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(i) by making sure that drivers are qualified by meeting the requirements contained in section I-3, and (ii) by reporting the observation of any unsafe practices to Risk. [rev. 3-14]

~~_____ All drivers, including vVolunteers, are expected to must comply with the Standards for University Owned, Rented or Leased Vehicle Use and Coverage and all policies regarding qualification to operate Uuniversity Vvehicles, including rental vehicles, which are university owned vehicles, SOHVs, rentals, leased vehicles, and coach courtesy vehicles (when used only for business purposes)._____ A driver may be disqualified based on their dDriving pPerformance. I-1. ASUI Student Drivers. Students may be authorized to drive ASUI vehicles by procedures approved by the ASUI. Names of students authorized to drive ASUI vehicles must be filed in writing, in advance, with Risk. Student drivers must meet the UI driver qualifications listed in section I-3.~~

~~_____ I-2. Non-Employee Drivers. The president, or designee, provost, a vice president, dean or director may authorize a non-employee to drive a University Vehicle, excluding 8-12 passenger vans, if the purpose is for official university business and the individual holds a valid driver's license. All such authorizations must be approved in writing in advance and signed by one of the above officials. A UI Authorization of Approved Driver of University Owned Vehicle(s) form must be completed. Examples of situations that may be approved under this section include use of University Vehicles by members of boards or councils performing services for the university. Persons authorized to drive vehicles under this section are considered to be authorized volunteers for purposes of financial responsibility and for purposes of the Idaho Tort Claims Act, Idaho Code §§6-901 through 6-929.~~

I-3. Qualifications for Driving University-Owned Vehicles. A driver must meet the following qualifications before being permitted to drive a University Vehicle on official university business or officially sanctioned student activity: (i) satisfactory driving performance, (ii) a signed VUA, and (iii) proof that he/she has taken the UI driver's training course.

a. Satisfactory driving performance. Employee drivers must provide proof of a satisfactory driver's record check and must maintain satisfactory driving-related conduct. In addition to the conditions listed in I-3, a driver's privileges may be suspended or revoked under the provisions of paragraph (ii) below based on reports of unsatisfactory driving-related conduct. [rev. 12-11]

(i) Driver's record check. Employee drivers are responsible for providing a three-year driver's record when first hired or before the employee's initial use of a University Vehicle. The record check must be repeated at least every three years. Drivers licensed in the State of Idaho may have the check made by designated unit personnel using the Idaho Department of Transportation's website at no charge to the unit. For a list of unit personnel designated to obtain Idaho driver's records, visit the Risk website (see section K). Out-of-state or international license holders are responsible for providing a current copy of their three-year driver's record and any legend, key or other documentation necessary to interpret the record. [ed. 12-11, 3-14]

Unit personnel interested in gaining access to check an employee driver's record from the Idaho Department of Transportation should contact Risk.

(ii) Disqualification. Any of the following conditions listed on a driver's record or disclosed by the driver will disqualify an employee from driving a University Vehicle. [rev. 12-11, ed. 3-14]

a. Accumulation on the employee's Idaho driver's license record of 9 or more points within the past 36 months [see IDAPA §39.02.71]; [rev. & ren. 12-11]

Accumulation on the employee's out-of-state or international driver's license record of one-half the point total that would trigger suspension or revocation of the driver's license;

b. Suspension or revocation of the employee's driver's license within the past 3 years for any driving-related conduct whether or not involving a University Vehicle, subject to the provisions of (iii)(b), below, [rev. & ren. 12-11]

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c. A conviction, plea of guilty, withheld judgment, or other determination of fault ("Conviction") for an alcohol or drug-related offense while driving whether or not involving a University Vehicle.

A second Conviction will result in permanent revocation of driving privileges. ~~[rev. & ren. 12-11]~~ Employee drivers who become disqualified a second time may be subject to permanent revocation of driving privileges and disciplinary action, up to and including dismissal. See the [Standards for University Owned, Rented or Leased Vehicle Use and Coverage](#) for details on qualifications.

d. Any infraction for use of a mobile phone or other electronic device in texting while driving, when the employee or authorized non-employee is performing official university business in support of a federal grant or contract. ~~[add. 5-13]~~

The university's ability to suspend or revoke an employee's driving privileges for the reasons stated above shall not limit the university's ability to dismiss the employee for cause under the provisions of FSH 3910, FSH 3920, and FSH 3930. ~~[add. 12-11]~~

(iii) Reinstatement. ~~[add. 12-11]~~

a. An employee who accumulates excessive points on his/her record will be prohibited from driving a University Vehicle until he/she successfully completes an approved safe driving course, and the responsible Vice President, Director, or Dean, in his or her sole discretion, thereafter authorizes resumption of driving privileges. ~~[add. 12-11]~~

b. An employee whose license has been suspended will be prohibited from driving a University Vehicle until the license is reinstated. The university may, however, suspend university driving privileges for a longer period, up to one year, for serious offenses, and may require driver training. In making this determination, the university will decide in its sole discretion whether the offense is serious enough to warrant a longer suspension, and may consider aggravating and mitigating circumstances, such as previous driving record, level of impact on the employee, and past work performance, and may permit limited driving with restrictions. An employee's driving privileges may be reinstated only by the responsible Vice President, Director or Dean, in consultation with General Counsel and the Risk Management Officer. ~~[add. 12-11]~~

c. An employee who receives a Conviction for an alcohol or drug-related offense while driving will be prohibited from driving a University Vehicle until the Conviction is reviewed by the responsible Vice President, Director, or Dean in consultation with General Counsel and the Risk Management Officer. Driving privileges may be reinstated only if the following two conditions are met: 1) the employee successfully completes, at the employee's expense, an approved drug and alcohol awareness class; and 2) the employee is authorized to resume driving by the responsible Vice President, Director or Dean, in consultation with General Counsel and the Risk Management Officer. In making this determination, the university will decide in its sole discretion the appropriate length of time of the suspension, and may consider aggravating and mitigating circumstances, such as previous driving record, past work performance, and whether driving is a minimum qualification of the employee's position. The university may permit limited driving with restrictions. ~~[add. 12-11]~~

The employee will be subject to random alcohol and drug testing at the direction of the university for one year from the date of Conviction. Failure of an alcohol or drug test, or failure to submit to required testing, by an employee whose job description requires him/her to drive, will be grounds for immediate dismissal from employment. ~~[add. 12-11]~~

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~~(iv) **Grievances.** An employee aggrieved by the suspension or revocation of driving privileges may file a timely grievance under the provisions of FSH 3840, 3860, 3880, or 3890. [rev. & ren. 12-11]~~

~~**b. Satisfactory driving-related conduct.** To retain university driving privileges, all employees must maintain a satisfactory driver's record throughout their employment, and have satisfactory driving-related conduct.~~

~~(i) Employee drivers are expected to self-report driving occurrences that may cause disqualification under section 1-3.a.i., and to comply with all university driving policies. Employee drivers who become disqualified a second time will be subject to disciplinary action, up to and including dismissal. Supervisors are expected to report second disqualifications to Risk within 24 hours of being aware of the driving-related conduct. [rev. 3-14]~~

~~(ii) Employee drivers must report all accidents to their supervisor and to the unit to which the vehicle is permanently assigned; obtain a police report, as necessary; file an accident report with Risk; and when appropriate, assist Risk in any accident investigation or information-gathering activity. The driver must also make required reports to law enforcement agencies.~~

~~(iii) At the discretion of Risk, or if any university employee is found at fault for an accident while driving a University Vehicle, the employee's unit will be required to provide Risk with a copy of the driver's record and VUA, and proof of driver's training. At-fault drivers may be required to repeat driver training.~~

~~**c. Drivers Training.** All employees and authorized volunteers who wish to drive a University Vehicle must successfully complete an approved defensive driving course upon initial employment, unless they already possess a valid Commercial Drivers License (CDL). Defensive driving courses are offered and/or approved by EHS. Unit supervisors must ensure that employees have completed required training before they are allowed to drive a University Vehicle. [ed. 3-14]~~

~~(i) **Departmental responsibility for monitoring driver training.** Units must ensure that their employees, authorized volunteers, or approved ASUI student drivers complete the appropriate training before driving a University Vehicle for official university business or officially sanctioned student activity.~~

~~**d. Driver and Safety Requirements.** Responsibilities and/or driver restrictions: [ren. 12-11]~~

~~(i) Drivers of University Vehicles must be at least 18 years old. Drivers of vehicles that carry 8 or more passengers must be at least 21 years old.~~

~~(ii) Drivers must have and maintain satisfactory driving performance (see section 1-3-a). [ed. 3-14]~~

~~(iii) As required, drivers must have successfully completed the appropriate driver training, or have a valid CDL.~~

~~(iv) A VUA must be signed and approved. Drivers must adhere to all conditions listed in the VUA, which can be obtained from Risk.~~

~~(v) State and local traffic laws, and university regulations must be obeyed at all times. A UI employee or authorized volunteer who violates such laws or regulations may, under~~

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certain circumstances, be personally responsible for any consequent damages or fines and may be subject to disciplinary action.

(vi) Driving time per driver is limited to a maximum total of 8 hours per day. It is recommended that uninterrupted driving times not exceed 2 hours, separated by a minimum 15 minute break.

(vii) Mobile phone or other electronic device use, including but not limited to texting, is prohibited while driving. [rev. 5-13]

(viii) Smoking is not permitted in a University Vehicle.

(ix) Open containers of alcohol are not permitted in a University Vehicle. Drivers may not drive while under the influence of drugs or alcohol. Medications that do not impair the driver's ability or cause drowsiness are permitted. [ed. 3-14]

(x) Drivers and passengers must wear seat belts and/or shoulder belts at all times while driving or riding in all vehicles.

J. Vehicle Accidents and Claims.

J-1. University-Owned Vehicles. In the event of an accident involving a university-owned vehicle, notify Risk immediately and submit an Auto Accident Report Guide to Risk within 72 hours. If a loss arises from the vehicle accident, Risk will work with the driver and the driver's unit to submit a claim to State RMP (see section K). [ed. 3-14]

J-2. Rental Vehicles. In the event of an accident in a rental vehicle, inspect the vehicle with a representative of the rental agency to establish a mutual understanding as to the amount of damage. If you did not purchase collision insurance from the rental agency, inform the representative that the vehicle was rented for business use, and ask the agent to submit a claim to the State RMP. Give the rental agency the green "Citizen's Claim Procedure" form from the accident claim kit, and provide Risk's main number (208) 885-7177. If the rental agency demands immediate payment for a damaged vehicle, contact Risk.

J-3. When Injuries are Involved. In the event of injury to a university employee or authorized volunteer, inform the medical provider that the individual's workers compensation insurance is provided through the State Insurance Fund. Supervisors must promptly notify EHS of the accident so a workers compensation claim can be initiated in a timely manner. In the event of injury to any other individuals, notify Risk immediately. In the event of a serious or life-threatening injury, notify your supervisor immediately and ask the supervisor to escalate the report to Risk immediately.

C. Process. See the [Standards for University Owned, Rented or Leased Vehicle Use and Coverage found on Risk's website by clicking Insurance, then Vehicle Use and Coverage for step by step instruction for policy compliance, processes and the completion of applicable forms.](#)

KD. Contact Information. Information and forms for [For any questions regarding the use of University Vehicles/vehicles, driver requirements, or vehicle insurance coverage are available on the Risk Management and Insurance website. Risk's website. https://www.uidaho.edu/dfa/administrative-operations/business-services/risk-management, then click Vehicle Use and Coverage. Any questions regarding vehicles should be referred to Risk by emailing, please contact Risk at \(208\) 885-7177, risk@uidaho.edu or by fax at \(208\) 885-9490.](#)

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L. Forms and Examples. For all forms, examples and further instructions on procedures, visit www.uidaho.edu/risk/insurance/vehicles.

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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 70.02 Travel

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

Originator:

Policy Sponsor, if different from Originator: Linda Campos lcampos@uidaho.edu 208-885-6530

Reviewed by General Counsel X_Yes_ ___No Name & Date: Kent Nelson, 05/21/21

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

With the implementation of the Chrome River Travel and Expense Program, the Travel Chapter 70 was outdated and not consistent with the new process. The Section was removed from the APM and redesigned to provide the UI and State travel policies in the APM and include the processing information on the Accounts Payable/Chrome River websites. Instead of single APM sections, one narrative or summary for the travel policies was developed.

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

None, it provides a clearer guideline for business related travel.

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

Risk Management section 05.08 has been referenced during the APM update to provide the travelers a clear understanding of the Risk to both the University and the traveler and their responsibilities.

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.

The current section has been removed from the APM. We would like the section to be available on the first possible date after it has been approved.

A. General

It is UI policy to reimburse employees for expenses incurred while traveling on official UI business. Such reimbursement is subject to all applicable statutes, regulations, contracts, policies, procedures and budget availability.

1. Departmental administrators, along with the Division of Finance and Administration, are responsible for ensuring that travel expenditures comply with the State of Idaho Travel policies. Employees are responsible for compliance with all UI policy and procedure relating to travel, including APM 05.08 Vehicle Coverage and Use. Employees are expected to be prudent in making travel arrangements and selecting the lowest cost options available. Any questions regarding this policy should be directed to the Accounts Payable Travel team at travel@uidaho.edu.

~~In addition to making sure travel expenditures are compliant, units are also responsible for implementing policy and procedures related to the use of UI owned and rented vehicles, including but not limited to vehicle coverage, vehicle rentals, and driver qualification. For more information see the Risk Management website at <https://www.uidaho.edu/dfa/administrative-operations/business-services/risk-management/insurance>, then click Vehicle Use and Coverage.~~

2. ~~Employees are expected to be prudent in making travel arrangements and selecting the lowest cost options available.~~

B. Definitions:

1. **1. Official Travel Status.** —Traveler is physically away from their official work location station by a distance of 50 miles or more, or their travel includes an overnight stay.

2. **2. Traveler.** —Any person traveling on behalf of the University of Idaho for the purpose of Official University business.

3. **3. In-State Travel.** —Travel between locations in Idaho.

4. **4. Out-of-State Travel.** —Travel from within Idaho to a destination outside of Idaho, but within the continental United States, and U.S Territories return there from.

5. **5. Foreign Travel.** —Foreign travel comprises travel in foreign countries. ~~It does not include travel in Alaska, Hawaii, Puerto Rico or U.S. Possession territories.~~

6. **6. Commercial Lodging.** —Lodging such as a hotel, motel, or apartment provided to the public for pay during Travel requiring overnight absence from an employee's Official Station, during which expenses arising from the use of commercial lodging are expected.

7. **7. Non-Commercial Lodging.** —Lodging during Travel requiring overnight absence from an employee's official station during which non-commercial lodging is used for which the traveler does not provide payment (e.g., camping equipment, recreational vehicle or private home).

8. **8. Official Station.** —The city, town or other location to which an employee is assigned.

9. **9. Daily Per Diem.** —Reimbursement for lodging, meal and incidental expenses for a 24-hour period.

10. ~~Charter Services —Airlines that do not participate in franchised airline reservation systems.~~

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~~11. Unrestricted Air Travel—Airline travel for which there are no restrictions on ticket purchase (e.g., seven- or fourteen-day advance purchase, Saturday night stay or non-refundable provisions):~~

C. ~~Persons Eligible~~ Eligibility for Travel Expense Reimbursement

- ~~1.~~ **1. Employees.**—UI employees are eligible for travel reimbursement for expenses incurred in connection with official travel.
- ~~2.~~ **2. Employees on Leave.**—Reimbursement for travel expenses incurred during sabbatical or other types of leave is warranted only in exceptional circumstances.
- ~~3.~~ **3. Unpaid Members of Advisory Committees.**—Unpaid members of advisory committees may be reimbursed for actual and reasonable expenses.
- ~~4.~~ **4. Recruitment for Employment.**—Reimbursement is limited to travel expenses for personal interview and must be approved in advance by authorized campus personnel. Prior approval is required if reimbursement includes travel expenses for other members of the candidate’s family.
- ~~5.~~ **5. New Employees – Household Moves.**—New employees may be reimbursed for ~~household moving~~ travel and ~~household moving~~ expenses, subject to the provisions of APM 75.38 ~~New Employee Moving~~ Moving Expense Reimbursement for UI Personnel.
- ~~6.~~ **6. Students.**—Students who travel as employees or officially designated representatives of a campus may be reimbursed for travel expenses as defined above for employees or ~~unpaid members of a~~ Advisory c Committees.
- ~~7.~~ **7. Non-Employees and Volunteer Workers.**—Non-employees and volunteer workers may ~~only~~ be reimbursed only for travel expenses incurred in conjunction with providing a service to the institution through a formal or informal contractual relationship.

D. ~~Pre-Travel Approval~~ Travel and Expense Reimbursement Authorization

- 1. ~~Pre-travel Authorization Required.~~** Travel expenses will be reimbursed provided the trip is approved in advance by authorized campus personnel. ~~The definition of A~~ authorized personnel will may vary somewhat by unit but will usually include ~~approval by~~ a supervisor ~~and/or~~ department financial positions ~~prior to the commitment being made~~. Requests should be submitted by travelers or staff who are knowledgeable of the State of Idaho ~~p~~ Policies and University ~~p~~ Procedures. ~~These individuals~~ submitting requests will be held accountable for compliance with these rules.
- 2. ~~Blanket Travel Authorization.~~** ~~Employee Pre-Travel authorizations must be submitted and approved prior to travel.~~ Blanket travel authorization may be approved for a series of trips that relate to the employee’s official job requirements and duties ~~when they require, which requires~~ frequent or continuous travel. ~~Blanket authorizations provide advance approval when travel is within the usual limits of their duties.~~
- 3. ~~Advances.~~** Travel advances for per diem and incidentals or travel expenses related to students ~~paid by either direct deposit or check payments will may~~ be issued ~~by either direct deposit or check payment~~ no more than two weeks prior to the traveler’s departure date.
- 4. ~~International Travel.~~** International ~~t~~ ravel ~~p~~ re-approval requires additional steps in the approval process. For information concerning ~~i~~ nternational t ravel, please see APM 70.23.

E. ~~Travel Expense Reporting~~

~~The university provides the UI Purchasing Card Program as an efficient method of paying for travel expenses. Travel expenses not included on the purchasing cards may be reimbursed to the traveler.~~

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When employees travel together, it may be expedient for one employee to pay and report specific expenses of other employees. Reimbursement for multiple employees is only allowed when actual expenses are being reimbursed and are supported by receipts. For business-related group meals, deductions are made from the per diem amounts for employees involved. Travel expenses must be submitted through approved University procedures, along with receipts and other required information.

Any changes to the duration of the approved travel resulting from unusual circumstances, such as severe weather, road conditions, airline delays, illness, or other situations beyond the traveler's control must be fully documented and approved to support the increase or decrease of allowable costs and time resulting from the unusual circumstances.

An employee may be permitted to take a period of leave, with or without pay, while on a trip authorized for official business. In this situation, the traveler must document the actual costs incurred with a detailed comparison to the amounts that would have been incurred had the trip included only the authorized and required duration, destinations. When submitting the Expense Report, the employee should must document the date and time of the beginning and the ending of the included period of leave. Travel expenses (airfare, lodging, car rental, etc.) for travel costs relating to the personal leave may not be charged to the UI Purchasing Card.

EF. Purchasing Card Travel Expenses

1. General. The University of Idaho provides a corporate purchasing card for small-dollar purchases and for the use of pre-approved business travel expenses, ~~see~~ See APM 75.37. To the extent practical, all costs for travel should be incurred using the purchasing card or travel advances to minimize the need for the traveler to incur costs ~~prior to being reimbursed~~ requiring reimbursement.

2. Eligibility. ~~Any current employee who may travels or purchases small-dollar items relating to their responsibilities outlined on their official job description~~ official duties is eligible for use of a purchasing card.

3. Card-Acceptable Usage. ~~Employees' use of the pA purchasing card may be used only is limited for~~ to business travel and other business expenses. ~~Business travel expenses including~~ lodging, meals, car rental and miscellaneous expenses incurred while traveling for business purposes. Expenses not allowed on the purchasing card are costs covered by per diem, mileage or fuel for personal vehicles, and personal travel expenses, and. ~~Travel expenses that involve the combination of both business travel and personal travel are also excluded from the use of the purchasing cards.~~

4. Responsibilities

a. ~~The employee or cardholder is responsible for charges placed on their purchasing card. Consequences of misuse may include disciplinary action up to and including dismissal, personal liability, repayment of all costs for personal expenses, prosecution, and any legal costs incurred by the state in the investigation and prosecution for any misuse of the purchasing card.~~

b.

The ~~c~~Cardholder or the ~~c~~Cardholder's financial unit is responsible for reconciling the purchasing cards in a timely manner and ensuring that the expenses are submitted within 30 days after the traveler has concluded travel. The unit is responsible ~~effor~~ for notifying the Purchasing Card Administrator when an employee terminates their employment.

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F. Travel Expense Reporting

- 1. General.** Travel expenses not paid for via purchasing card or travel advance may be reimbursed to the traveler.
- 2. Group Expenses.** When employees travel together, it may be expedient for one employee to pay and report specific expenses of other employees. Reimbursement for multiple employees is allowed only when actual expenses are being reimbursed and are supported by receipts. For business-related group meals, deductions are made from the per diem amounts for employees involved. Travel expenses must be submitted through approved University procedures, along with receipts and other required information.
- 3. Unusual Circumstances.** Any changes to the duration of the approved travel resulting from unusual circumstances, such as severe weather, road conditions, airline delays, illness, or other situations beyond the traveler's control, must be fully documented and approved to support the increase or decrease of allowable costs and time resulting from the unusual circumstances.
- 4. Leave Period during Official Travel.** An employee may be permitted to take a period of leave while on a trip authorized for official business. In this situation, the traveler must document the actual costs incurred with a detailed comparison to the amounts that would have been incurred had the trip included only the authorized and required duration and destinations. When submitting the expense report, the employee must document the date and time of the beginning and the ending of the included period of leave. Travel expenses (airfare, lodging, car rental, etc.) related to the personal leave may not be charged to the UI Purchasing Card.

G. Travel Agency Services. A unit may use the services of a travel agency. Use of a travel agency must comply with FSH 6421 Nepotism.

~~Departments may purchase tickets from a variety of sources. Price, service, and administrative cost are major factors in the purchasing decision. However, in no case shall arrangements be made with businesses owned or operated by family members.~~

H. Student and Team Travel

- 1. Student Travel General.** —Student travel related to either the student's employment or educational experiences is eligible for expense reimbursement. Travel authorizations and reimbursements follow the same travel procedures and policies as those for current University employees. Student travel procedures provided in H-2 through H-4.
- 2.**

~~Athletic Teams and Student Group Payments. —Group leaders who pay all or part of the group's expenses may be reimbursed by submitting a Travel Expense Claim/Report for the actual expenses incurred. When one UI employee, such as a coach, athletic director, or group leader, pays for the travel expenses of the team or group members.~~

- 3. Student Travel with Employee.** UI Purchasing Cards may be used to charge travel costs for student employees who are traveling with another employee. Non-employee students may need to pay for their own travel costs and request reimbursement. If a student travels with a non-employee faculty/staff member, the non-student employee faculty/staff member may pay for the student's travel expenses, except meals, on a purchasing card. All student travel charges will need to be reconciled and included on the employee's travel expense report.

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4. Student Travel without Employee. If a student is traveling without a faculty/staff representative/non-student employee, the department may pay for student travel expenses, except meals, on a purchasing card.

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Travel - I. Meals and Incidental Expenses, Lodging, and Miscellaneous Expenses

A. Meal and Incidental Expenses

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1. General.

Generally, meals and incidental expenses are reimbursed at a per diem rate. The per diem allowance is a fixed amount for a full day of official travel and is not a reimbursement for actual costs incurred. No receipt is required.

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2. Per Diem for Partial Days of Travel. Proration of per diem for partial days is required when travel does not involve an overnight stay, or when meals are furnished by others or when meals are furnished as part of a business-related meeting or conference.

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The following percentages shall be applied when prorated per diem is required. The meal allowance is based on the federal per diem for out of state destinations and for the maximum amount allowed within the state of Idaho.

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- On the day the trip begins, the traveler is eligible for 100% of the per diem if the trip begins before 12 p.m. (noon).
- On the day the trip begins, the traveler is eligible for 50% if the trip begins after 12 p.m. (noon).
- On the day the trip concludes, the traveler is eligible for 100% of the per diem if the trip concludes after 6 p.m.
- On the day the trip concludes, the traveler is eligible for 50% if the trip concludes before 6 p.m.

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For the departure day, the per diem rate is based upon the location of overnight lodging.

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For the day the traveler returns from a trip, the per diem rate is based upon the last location of overnight lodging. For more information view the Accounts Payable Website.

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<https://www.uidaho.edu/finance/controller/accounts-payable/travel-services>

3. Actual Meal Expense Reimbursement.

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a. General. Reimbursement for meals at actual expense is only allowed only when hosting official guests and groups, for athletic team and student group meal expenses, and for unpaid members of advisory committees. When actual meal expenses are claimed, an itemized receipt is required. A reasonable gratuity not to exceed 20% of the cost for each meal expense may also be claimed.

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b. Required Documentation. When actual meal expenses are claimed, an itemized receipt is required. The receipt must separate the meal cost and the gratuity paid. When the receipt shows only the total charge, the traveler should write in the meal and gratuity amounts. When one employee claims reimbursement for meals of multiple employees, all employees' names should be identified on the receipt.

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e. Foreign Rates for Meals and Incidental Expenses and Lodging

If any foreign travel is reimbursed at actual cost, a credit card statement with conversion to U.S. dollars may be presented. Otherwise, expenses may be converted from foreign currencies to US dollars using the conversion rate in the "Foreign Exchange column of the most recent conversion rate." Travelers are responsible for ensuring that proper exchange rates are used.

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The Federal Foreign Per Diem rates are available on the U.S. State Department web site:

<http://www.state.gov/m/a/als/prdm/> and are updated monthly. From this web site you can select the

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month in which travel occurred, which will take you to the list of rates in effect at that time. The U.S. State Department site lists foreign localities and corresponding per diem rates in U.S. Dollars. The first number following the locality is the per diem lodging rate for commercial travel, the second is the per diem rate for meals and incidental expenses, and the third number is the total per diem rate.

~~c. 3.~~ **Meals on One-Day Trips.** —When a traveler departs and returns the same day, meal expenses are reimbursed only in the following cases:

~~a. [a]~~ When traveling as an unpaid member of an advisory committee

~~b. [b]~~ When a meal at a convention, conference or meeting is part of the agenda and the cost of the meal has not previously been paid with the registration fee

~~c. [c]~~ When directed or required to attend mealtime business meetings, including community or public relations meetings

~~d. [d]~~ Trips by athletic teams and student groups

~~e. [e]~~ Business-~~r~~ Related ~~a~~ Activities ~~may~~ that ~~may~~ require the traveler to be away their work station for a one-day trip may qualify for expense reimbursement in the following circumstances:

~~i.~~ When an employee leaves their official station two or more hours before their regular work shift, they will receive the breakfast allowance

~~ii.~~ When an employee returns to their official station two or more hours after their regular work shift, they will receive the dinner allowance

4. Incidental Expenses.

Incidental ~~e~~ Expenses are included in the per diem allowance. The term "incidental expenses" includes, but is not limited to, expenses for laundry, cleaning and pressing of clothing, and fees and gratuities for services, such as for waiters and baggage handlers. The term does not include taxicab fares, airport shuttle or bus fares.

- ~~Communications—Telephone.~~ The cost of a personal telephone calls within the US while on official travel status is allowed. The call is limited to one phone call for each full or partial day of official travel through commercial telephone services, not to exceed ten (10) minutes per call.
- ~~Internet Access.~~ —The cost to ~~gain~~ access ~~to~~ the internet at the temporary work location or lodging vendor for official business is allowable. The cost to access the internet aboard airplanes, or other locations may be allowable, provided that a justification is attached to the travel expense report that such access at the time and location is essential in the performance of university business and is not predominant~~ly~~ for personal convenience or entertainment.
- ~~Tips and Gratuities.~~ ~~Tips and gratuities~~ ~~y~~ are included in the per diem allowance ~~amount~~ and cannot be claimed separately, even if the gratuity is unrelated to a meal expense. This includes all amounts related ~~to~~ baggage handling, hotel services, or for which gratuities are usual and customary for the services provided.
- ~~Laundry and Dry-Cleaning Sservices.~~ ~~T~~—the cost for laundry and dry-cleaning services ~~are~~ ~~is~~ allowable if the duration of the official travel exceeds five (5) calendar days, and if incurred while in travel status.
- ~~Entertainment.~~ ~~T~~—the costs for entertainment such as in-room movies, video games, pay-per-view television programs or similar items; ~~r~~ are not allowable.

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- **Travelers with Disabilities** — ~~Travelers with disabilities~~ are allowed payments of additional travel expense to accommodate their disabilities, ~~such as including~~ but not limited to per diem and transportation of an attendant, cost of specialized transportation, increased cost of specialized services for public carriers, or special baggage handling fees.
- **Other** — Expenses not specifically described in these policies but which are necessary in the performance of ~~o~~Official university business, ~~when and~~ properly authorized and documented, are allowable.

BJ. Lodging

1. General. Lodging expenses are normally reimbursed when authorized campus personnel determine that the traveler would not reasonably be expected to return to his or her residence between work shifts. Generally, lodging is reimbursed at actual and reasonable cost with appropriate documentation.

2. Selection of Vendor. When selecting a lodging vendor, traveler should consider the proximity to the travel destination, room type, and daily rate. Other amenities or premiums offered by lodging vendors can be considered in the selection process, such as on-site restaurants, internet access availability, free breakfasts and beverages, or other services, but the proximity and daily rate should be the primary consideration. At the time a reservation is made or when registering on-site, travelers should request the “government rate” if available and if it is less than the group or conference rate. University of Idaho Policy requires pre-approvals for all lodging expenses.

3. Lodging Receipt Requirements/Required Documentation.

Lodging receipts are required and must show the following:

- Traveler's name (or names)
- Date(s) occupied
- Room number
- Number of persons occupying the room
- Single room rate
- Actual amount paid

If the single room rate is not shown, a note on the receipt stating the single room rate and signed by the traveler or authorized campus personnel is acceptable.

4. Non-Commercial Lodging Per Diem.

~~The intent of the non-commercial lodging per diem is to reimburse travelers using non-commercial facilities lodging (e.g., travel trailer or motor home) and should result in an economic benefit for the university.~~ Whether for short- or long-term travel, in or outside of Idaho, the daily per diem is \$25 or the actual expense, whichever is less. ~~It is intended that the~~The non-commercial lodging rate ~~per diem applies~~apply for any overnight stay away from home that does not take place in a commercial lodging establishment and which is provided ~~for~~ by the employee.

Lodging provided by relatives or other individuals is not an allowable expense unless they are in the business of providing such services which are publicly advertised, and a formal invoice is provided.

K. Foreign Travel Rates for Meals and Incidental Expenses and Lodging. ~~If any foreign travel is reimbursed at actual cost, a credit card statement with conversion to U.S. dollars may be presented. Otherwise, expenses may be converted from foreign currencies to US dollars using the currency converter on the Travel Services web site. Travelers are responsible for ensuring that proper exchange rates are used. Federal Foreign Per Diem rates are available on the U.S. State Department web site.~~

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1. General:

~~If any foreign travel is reimbursed at actual cost, a credit card statement with conversion to U.S. dollars may be presented. Otherwise, expenses may be converted from foreign currencies to US dollars using the conversion rate in the "Foreign Exchange column of the most recent conversion rate." Travelers are responsible for ensuring that proper exchange rates are used. The Federal Foreign Per Diem rates are available on the U.S. State Department web site: https://aoprals.state.gov/content.asp?content_id=184&menu_id=78, and are updated monthly. From this web site you can view Foreign Per Diem Rates by Location, and download the Excel Version of Foreign Per Diem Rates for the month in which travel occurred, which will take you to the list of rates in effect at that time. The U.S. State Department site lists foreign localities and corresponding per diem rates in U.S. Dollars. The first number following the locality is the per diem lodging rate for commercial travel, the second is the per diem rate for meals and incidental expenses, and the third number is the total per diem rate.~~

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LK.C. Miscellaneous Expenses, §

Necessary business-related travel expenses are normally reimbursed. Personal expenses are not reimbursed. All expenses require an itemized receipt, unless an exception below applies. Commercial ground transportation requires receipts if over \$75 per item; all other miscellaneous expenses require receipts if over \$25 per item.

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1. Expenses Normally Reimbursed

a. 1-Commercial Ground Transportation, R-Normally Reimbursed (receipts required if over \$75 per item, + item)

- Taxicab
- Airport Shuttle

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b. 2-Other Business-Related Expenses, R-Normally Reimbursed (receipts required if over \$25 per item.)

- Fax
- Internet
- Postage
- Materials and supplies purchased to meet an immediate business need
- Visa and passport expenses – Foreign Travel justification for business related purpose
- Parking
- Tolls

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2. 3-Expenses Not Reimbursed.

In general, expenses are not reimbursed unless specifically identified as reimbursable. The following are some expenses not normally reimbursed:

- Home-to-office travel
- Deviations from the most direct and usually traveled route
- Expenses incurred because the employee is accompanied by a spouse or family members

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D. Rates for Meal and Incidental Expenses – In the State and Out of State

1- Meals and Incidental Expenses

~~1. — Per diem is based on the Federal Per Diem rates. No receipts are required. For more information visit [Accounts Payable Web page](#).~~

~~<https://www.uidaho.edu/finance/controller/accounts-payable/travel-services>~~

~~F. Foreign Rates for Meals and Incidental Expenses and Lodging~~

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Foreign travel comprises travel in foreign countries. It does not include travel in Alaska, Hawaii, Puerto Rico, and U.S. Possessions. If any foreign travel is reimbursed at actual cost, a credit card statement with conversion to U.S. dollars may be presented. Otherwise, expenses may be converted from foreign currencies to US dollars using the conversion rate in the Foreign Exchange column of the most recent conversion rate." Travelers are responsible for ensuring that proper exchange rates are used.

1 Meals and Incidental Expenses

Per diem is determined using the Federal Maximum Travel Per Diem Allowances for Foreign Areas Federal Foreign Per Diem rates. No receipts are required.

The Federal Maximum Travel Per Diem Allowances for Foreign areas are Foreign Per Diem rates are available on the U.S. State Department web site: <http://www.state.gov/m/a/als/prdm/> and are updated monthly. From this web site you can select the month in which travel occurred, which will take you to the list of rates in effect at that time. The U.S. State Department site lists foreign localities and corresponding per diem rates in U.S. Dollars. The first number following the locality is the per diem lodging rate for commercial travel, the second is the per diem rate for meals and incidental expenses, and the third number is the total per diem rate.

ME Travel: Mode of Transportation

1A. General

a. Selection of Mode of Transportation. Travelers shall use the most cost-effective and efficient mode of travel. Exceptions to this requirement may be allowed due to unusual or unforeseen circumstances that are properly documented and authorized by the approving authority. Any costs associated with excess travel time resulting from the use of other modes of travel for personal reasons shall not be allowed. Travelers must use the most direct or efficient route of travel that considers actual costs and travel time. Additional factors can be considered when selecting the route of travel, such as weather conditions or other issues which could increase travel time or hazards to the traveler.

b. Duration of Travel. The duration of the travel should not exceed the maximum time necessary to conduct UI business for the approved purpose of the travel. Travel time begins when the traveler departs their home on work location and may include arrival at an airport or other point of public transit by the recommended pre-departure time. Actual time while in travel status must be documented on expense reports.

c. Reimbursable Expenses. Transportation expenses incurred while traveling on official business may be reimbursed. Personal expenses, such as private vehicle repair and maintenance, may not. The following expenses may be reimbursed or, excluding private vehicle mileage or private vehicle expenses, can be charged to the purchasing card:

- Private-vehicle mileage allowance
- Common carrier fare
- Necessary fees for a taxi, limousine, airport bus or rental vehicle
- Parking and garage fees

2B. Private or Employee-Owned Vehicles

a. Authorization to Use Private Vehicle. Travel including business trips in the vicinity of the official station may be authorized in advance. A pre-approval trip authorization must be on file.

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~~3. b. Passengers in Use of Privately Owned Vehicles.~~ —An employee carrying passengers while using of a private vehicle for business travel must comply with UI Risk Management Policies. For additional information, see APM 05.08, 8-B-9

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~~4. c. Institution Insurance on Private or Employee Owned Vehicles~~ —Employees and agents authorized to use their privately owned vehicles for official business are required to have personal automobile liability insurance to provide the primary coverage for any accidents involving that vehicle. For additional information, see APM 05.08

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~~5. Highway- and Local-Mileage Reimbursement.~~ —Mileage for Business-related travel using a private vehicle used for business-related travel should use the most direct and usually traveled route.

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- ~~Highway mileage.~~ —Mileage may be based on actual odometer reading or by using online map features to calculate. Travelers are required to explain deviations from standard distances or usual routes. When a trip starts, or ends, at the employee's residence, travelers must use the shorter of the residence-to-destination or official-station-to-destination distances.

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- ~~Local mileage.~~ —Travel between workplaces and travel between lodging and restaurants for a traveler's sustenance, if necessary, for health and comfort, may be reimbursed. Travel for personal reasons or entertainment may shall not be reimbursed.

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- ~~Vicinity Mileage.~~ —Mileage incurred for official University business within the traveler's official primary work station area or other locations is are allowable and may be consolidated on a daily basis and reported as "vicinity travel" on the travel expense voucher and reimbursed at the allowed rate. Mileage incurred within the traveler's official primary workstation area or other locations is allowable and may be consolidated daily and reported as vicinity travel.

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~~6. d. Private Vehicle Mileage Allowance Rate.~~ —The University shall apply the mileage allowance rate as established at least annually by the State of Idaho for authorized use of a private vehicle on official business. Under no circumstances is the purchase of gasoline dispensed into a private vehicle an allowable expense in lieu of mileage reimbursement. For a listing of the current mileage allowance rate please review Accounts Payable Web page. <https://www.uidaho.edu/finance/controller/accounts-payable/travel-services> (under Resource Files)

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~~7. e. Traffic Violations.~~ —Traffic and parking tickets are an infraction of state or local traffic laws and are not reimbursable regardless of whether the traveler is in a personal or university vehicle.

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~~3C. Common Carrier Fares.~~

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Transportation by common carrier is recommended when it is more efficient and economical than travel by state or private vehicle. Actual business-related expenses for pre-approved travel may be paid using the purchasing card or reimbursed to employees if paid with personal funds, subject to the following restrictions.

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~~1. a. Railroads.~~ —Maximum fares on trains are regular first-class fares. A roomette is allowed when Pullman accommodations are needed. A bedroom is allowed if no roomette is available or if special accommodations are approved because of the trip's nature or the traveler's health.

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~~2. b. Bus Lines.~~ —Scheduled or charter buses may be used.

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3. c. Taxi, Limousines and Airport Buses. —Taxi service, airport shuttles, or other public transit is authorized between terminals, lodgings and workstations. Limousine and airport bus service to and from terminals is authorized if reasonable and justified.

d. Airlines

i. Selection of Fare. —The traveler must select the lowest cost fare after considering all cost factors such as “coach” or similar classification. Airfare for other classes and seat selection or other upgrade fees are not allowed unless properly documented that the seat selection, upgrade fees, or class of passage at a higher rate was necessary due to availability, physical limitation, or other factors, and that the ticket was purchased at the earliest opportunity.

ii. Method of Purchase. All business-related airline tickets should be purchased using the purchasing card. However, personal travel or indirect routes for personal reasons must be paid by the traveler and submitted for reimbursement rather than charged to the purchasing card.

4. iii. Additional Fees.

Baggage fees are allowable not to exceed one checked bag and one carry-on bag per departure, unless additional baggage is approved prior to the trip. Any additional costs, such as in-flight services, internet access or entertainment, are not allowable and are the responsibility of the traveler, unless a valid business purpose is identified and approved in advance.

5. e. Airfare Contract Agreements. —The State of Idaho maintains airfare contracts that the UI may utilize when available. These airfare contracts should be used unless it can be documented that a ticket can be purchased for a lesser amount from another airlines.

6. f. Travel Awards and Frequent Flyer Mileage. —All employees are required to travel using routes, schedules and airlines that provide the lowest rates and most efficient travel. Because the cost of record-keeping outweighs any monetary benefit, UI will not recapture airline points awarded employees for frequent flyer miles. Frequent flyer points may be used by employees as they choose unless the terms of a grant or contract require otherwise.

7. g. Payment in Lieu of Air Travel. —When air travel is appropriate for travel, an employee may request in advance to travel by private vehicle in order to provide a more efficient business-related travel plan or combine vacation with official travel. In such a case, an employee may be reimbursed for the following costs associated with ~~air~~ alternate travel mode between ~~his or her~~their official station and destination:

- Mileage to destination is limited to the cost of round-trip commercial air fare that would have been incurred based on a quote from a travel agency or online booking service based on 14-day advance purchase.
- Private vehicle mileage to and from the air terminal that would normally be used for departure. Limited to the trip mileage where the employee is present in the vehicle.
- Lodging, meal per diem and incidental expenses that the employee would normally incur with air travel.

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8. h. Split Billings. —When the University is paying only a portion of an airline ticket, the travel agency splits the bill. This can occur when the employee is combining business and personal travel, because of budgetary constraints, or when a third party is paying a portion of the cost. The University is charged its appropriate portion and the traveler, or third party is billed the balance. In this case, the business-related portion cannot be charged to the purchasing card and must be paid by the traveler and submitted for reimbursement.

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5D. Vehicle and Transportation Rentals Risk management

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1. Authorized Use. Rental vehicles are to be used exclusively for official university business, and are covered through State Risk Management program of risk and insurance (within the US and its territories). You must use Account Payable's travel services website to rent a vehicle. If you cannot rent through a state contract, consult with UI Risk. The use of a rental vehicle for personal or other non-official business is strictly prohibited. If you are mixing a traveler wishes to mix personal and business travel, they must conduct university your business in a UI-university-rented vehicle, return the UI-rented vehicle, and check out a rental vehicle for personal use. Personal use rental is not reimbursable, and not covered by university auto coverage.

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2. Selection of Vehicle or Other Rental.

Travelers must use Account Payable's travel services website to rent a vehicle. State of Idaho contracts provide a contracted rental rate and include liability insurance for the vehicle. If the traveler cannot rent through a state contract, they should consult with UI Risk. Cars, boats, aircraft or other vehicles may be rented when it is determined to be the most effective and cost-efficient means of transportation for performing official business. The size and style of the rental vehicle shall be consistent with travel needs. The selection of a rental vehicle vendor shall consider the overall cost, location, convenience, vehicle type, and the availability of vendors enrolled in statewide contracts. Links to state contracts are available at Transportation - Travel Services | University of Idaho (uidaho.edu).

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3. Insurance. The University provides coverage through the State of Idaho for rental vehicles if they are to be used exclusively for official business. If the traveler is unable to use State of Idaho insurance, they should contact UI Risk for advice in obtaining additional insurance. Neither the state nor the purchasing card provides coverage for personal use and a certificate of insurance will not be issued; the employee's or agent's coverage applies. The employee or agent should check with their insurance agent to ensure that their coverage extends to mixed business and personal usage. For additional information, see APM 05.08. The UI purchasing card provides vehicle liability insurance for the rental regardless of which leasing company is employed. Employees are encouraged to use their purchasing cards when renting vehicles because of the primary Collision Damage Waiver (CDW) coverage provided.

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3. Reimbursement. A vehicle rental will be reimbursed only if it meets the requirements of APM 05.08. Vehicle rental expenses may be reimbursed. Cars, boats, aircraft or other vehicles may be rented when it is determined to be the most effective and cost-efficient means of transportation for performing official business. The size and style of the rental vehicle shall be consistent with travel needs. The selection of a rental vehicle vendor

~~shall consider the overall cost, location, convenience, vehicle type, and the availability of vendors enrolled in statewide contracts. Additional insurance should not be purchased when using a vendor enrolled in statewide contracts or when a University purchasing card is used. Insurance coverage is included in the statewide contract and the purchasing card provides similar coverage.~~

Receipts are required for ~~vehicle rentals~~ reimbursement. Rental cars may be used in conjunction with travel by common carrier when use is reasonable and authorized in advance. UI personnel are restricted to compact or economy vehicles unless there is a business-related reason approved in the pre-authorization of the trip.

~~Vehicle Rental Process — Rentals will only be reimbursed if meets the requirements of 05.08. The UI policies provides two preferable methods of obtaining a vehicle rental. Links to state contacts are available at https://www.uidaho.edu/finance/controller/accounts_payable/travel-services/transportation~~

~~a) — N. The State of Idaho Contracts and Price Agreements. The agreements provide a contracted rental rate and include liability insurance for the vehicle. When renting under the state's contract. See ap web site).~~

~~b) — The UI Visa Purchasing Card provides a vehicle liability insurance for the rental regardless of which Leasing Company is employed. Employees are encouraged to use their purchasing cards when renting vehicles because of the primary Collision Damage Waiver (CDW) coverage provided.~~

~~Insurance on Rented Vehicles — The University provides coverage through the State of Idaho for rental vehicles if they are to be used exclusively for official business. If you are unable to use state contact UI Risk for information and advice for additional insurance. If a rental vehicle is to be used for a mix of personal and business purposes, you must return the vehicle and rent a second for the time used for personal travel. neither the state nor the purchasing card provides coverage and a certificate of insurance will not be issued. The employee's or agent's coverage applies. The employee or agent should to check with their insurance agent to ensure that their coverage extends to mixed business and personal usage. For additional information, see APM 05.08~~

~~Responsibilities After an Accident — The renter of a vehicle involved in an accident is responsible for immediately reporting the accident. For additional information, see APM 05.08~~

~~E. Loaned Vehicles~~

~~Use of loaned vehicles may be authorized when it benefits the campus. Expense reimbursement is for use of the vehicle regardless of the number of passengers. Some companies may lend vehicles to campuses, departments or individuals for specified purposes. The operator is reimbursed for actual out-of-pocket expenses arising from using the vehicle for official business.~~

~~1. University Insurance on Loaned Vehicles~~

~~The state provides coverage for loaned vehicles if the UI has agreed in writing prior to the usage of the vehicle and accepts responsibility for any liability or damage to the vehicle. The loaned vehicle must be used for official business. For additional information, see APM 05.08~~

~~F. University Owned Vehicles, including Motor Pool Vehicles~~

~~Campus and state motor pool vehicles may be used for official state business only. Use of a state vehicle is not authorized except for use by campus personnel or for other legitimate UI business purposes as~~

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~~approved by authorized campus personnel. The department that authorizes a state vehicle's use is financially accountable for damages and all costs resulting from violations of policies relating to state vehicle use. Using an institution owned vehicle for private purposes or allowing another person to do so is prohibited and punishable, upon conviction, by a fine.~~

~~-Vehicle Safety Including Authorized Drivers— For additional information, see APM 05-08~~

~~-Overnight Parking at Employee's Residence— An institution vehicle may be kept overnight at an employee's residence when doing so is approved in advance by authorized campus personnel.~~

For information concerning travel and expense the reporting procedures ~~of travel and expense process—~~ see <https://www.uidaho.edu/finance/controller/accounts-payable/travel-services/chrome-river>

2021 – 2022 Faculty Senate**Meeting # 5**

Approved at Mtg #6 09.21.2021

Tuesday, September 14, 2021, 3:30 pm – 5:00
pm Zoom only

Present: Ahmadzadeh, Becker, Bridges, Chapman, Dahlquist, Fairley, Gauthier, Hickman, Hoffmann, Torrey Lawrence (w/o vote), McIntosh, Meeuf (Chair), Mittelstaedt, Ogborn, Paul, Quinnett, Rashed, Rinker, Roberson, Rose, Sammarruca (w/o vote), Schiele, Schwarzlaender, A. Smith (Vice Chair), R. Smith, Stroebel, Tenuto, Thorne, Wargo

Absent: Lee-Painter

Guest/Presenters: Scott Green, Torrey Lawrence, Chandra Ford, Mary Kay McFadden.

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

Approval of Minutes (vote):

- Minutes of the 2021-22 Meeting #4 – Attach. #1.
The minutes of the 2021-22 Meeting #4 were approved as distributed.

Chair's Report:

- Faculty Senate Leadership is forming two subcommittees to help navigate our policy priorities this year. These Senate Subcommittees will work with our existing committee structure to guide new ideas and proposed policies through our systems.
 - First, we are establishing a Senate Subcommittee on Teaching Evaluations, chaired by Senate Vice-Chair Alistair Smith, that will develop new ideas and proposals for our teaching evaluation systems. This includes coordinating with the University Teaching Committee on a review of current practices. Senators Deb Thorne, Dakota Roberson, and Erin Chapman have agreed to serve on this subcommittee alongside ASUI President Kallyn Mai and other student representatives. We are looking forward to a report later in the year from this subcommittee on ideas for improving our teaching evaluation process.
 - Second, we are recognizing an *ad hoc* task force on parental leave policies as an official Senate Subcommittee, chaired by Senator Erin Chapman. This group, which includes both faculty and staff, has been working on a proposal to make the University's parental leave policy more competitive compared to the policies offered at Boise State and Idaho State Universities as well as other regional employers. By transitioning this group into a Senate Subcommittee, we hope to give it more official standing as it works with existing committees such as Faculty Affairs and Staff Council. Moreover, as both faculty and staff are deeply concerned with this issue, we wanted to create a diverse subcommittee with both faculty and staff representation rather than passing the policy back and forth between a faculty-led committee and a staff-led committee. Other members of the Subcommittee include: Rebecca Scofield, Jessica Martinez, Kathryn Schiffelbein, Jessica Stanley, and Laurel Meyer. If any Senators are interested in supporting this committee, please let me know.
- Alumni Award for Excellence – Last call!

The Office of Alumni Relations is accepting nominations for the Alumni Award for Excellence. Nominations are open until Friday, Sept. 17. The Alumni Award for Excellence program recognizes U of I's distinguished scholars. Each year, faculty, staff and administrators from colleges and departments nominate seniors at the undergraduate level, third-year College of Law students and graduate students who have outstanding academic and campus activity records. A committee, composed of faculty, staff and alumni, reviews the nominations and selects the final recipients based on academic achievements and campus citizenship. Contact [Sandy Larsen](#) with questions. [Submit a nomination](#)

Discussion:

In response to a question, Chair Meeuf clarified that Senators can support the task force on parental leave policies in many ways, such as sharing their stories, or providing ideas and opinions, even if they are not able to serve on the committee. Senator Chapman, chair of the task force, added that a white paper is being prepared. She would be happy to collect stories and include them in the white paper.

President Green recommended to reach out to Brian Foisy, as his office looked at this issue twice in the past two years. In fact – Chair Meeuf added -- the subcommittee has started conversations with the Vice President for Finance and Administration.

A Senator asked about the authority of these subcommittees. Vice Chair Meeuf replied that anyone at U of I can propose a policy and submit it through our channels. Senate committees (FSH 1640) work on policies within their scope and, when their proposals come before Senate, they can be submitted as a seconded motion. If a project spans the purview of more than one committee, a subcommittee or task force is a centralized and more efficient way to coordinate all the interested parties. For instance, UTC is clearly involved with student evaluations, but FAC and the new University Assessment and Accreditation Committee (UAAC) are also invested. Vice Chair Smith reiterated that the issue of student evaluations was raised multiple times in the past at several committees, but did not gain much traction. A subcommittee working specifically on student evaluations may help build bridges among “silos,” while, at the same time, speeding the process – typically, Senate committees have other tasks to work on.

Provost's Report:

- Nominations for Honorary Degrees are due November 15 and should be submitted to provost@uidaho.edu. The honorary degree policy is in FSH 4930.

Discussion:

A Senator asked whether there is any update about the mask mandate. The Provost confirmed that September 20 is the three-week point after our last evaluation. We will consider many aspects and announce a decision by Monday, September 20.

How many Covid cases do we have among our students? President Green said that we have currently three students in isolation. The actual percentage from last week is on the Covid website. The Provost reported that over 3,000 students have submitted vaccination records and are participating in the incentive program. The number is going up.

A Senator asked if students become ill (regardless the cause) and must miss multiple classes, can we accommodate them via Zoom? Are there any fees? Provost Lawrence confirmed that faculty are encouraged to do whatever they can to help sick students catch up (such as allowing participation via Zoom or recording lectures). There are no fees associated with Zoom – it's free for everyone at the U of I. Some courses require fees, and those are the same as originally communicated to the students in the course schedule.

A Senator inquired about the status of the searches for upper administrators, particularly the dean of the College of Engineering and the CDA Center Executive Director. Provost Lawrence said that the search for the dean of COE is moving forward. The names of the search committee members will be announced shortly and the position description is nearly done and ready to go out. Regarding the CDA Center Executive Director, he is working on identifying an interim person – it is a unique position, not easy to replace.

The discussion moved to Covid testing. Students are not getting timely access to testing. For instance, a student who had been exposed was not given a test at Gritman because they were not very symptomatic. Provost Lawrence said that, although the university continues to communicate with Gritman, their testing process/protocols are not under our control. The limited testing hours (mornings only) may be part of the problem. Students would be better served if they go to the Student Health Clinic or their regular physician for a testing referral, as directed.

A Senator thought this is a risk management issue. Because Gritman does not have sufficient testing capability, the community will be impacted negatively. Is there any way U of I can partner with some other entity to make testing more readily available? President Green responded that public health officials were very clear about testing being of limited effect with the Delta variant. This virus is so infectious that, even if we ran our testing facility and were able to turn results around in 48 hours, the damage would be already done. We can expect a very steep increase in infection rate among the unvaccinated, followed by a very steep decline. There are shortages all over the country, and yet, if it wasn't for the Delta variant, we might have resumed testing. As things are, we would be spending a lot of money for little benefit. It is not a financial issue – we spent \$2M last year and we would do it again, if we thought it would help the community. The best course of action is to get as many people vaccinated as possible and to wear a mask in the classroom. We are doing our best to give students incentive to get vaccinated.

A Senator suggested that communicating these facts to the university community might help people better understand why testing is not readily available.

Announcements and Communications:

- Campaign working group presentations – Scott Green, Torrey Lawrence, Chandra Ford, Mary Kay McFadden. Attach. #2
Chandra Ford provided some background and reviewed the process. President Green assembled a diverse group of internal folks (faculty, staff, students) as well as external experts to address different areas his high priorities and strategic initiatives. To date, white papers have been produced for: Sustainable Financial Model, R1/Research, Online Education, and, currently, Strategic Enrollment Management. Next, a sustainability working group will be launched. Today, the presentation is about the Comprehensive Capital Campaign working group.
President Green said that he was impressed with the white paper and its well thought-out strategies. The plans are organized in different phases, starting with “Brave and Bold,” which is about student success. In October 2021, alumni and donors will be invited to invest in scholarships, fellowships, and more to benefit Idaho students. Throughout this academic year, the university will continue to build relationships with the Idaho industry. The U of I has already engaged in a series of virtual Industry Summits with executive-level representatives of industries through Idaho. The CEOs were excited and happy that we reached out to them. Building relations with potential employers and asking them what we should be investing in is important.

Our plan to support the state hiring needs, including soft skills (not only high-tech skills) was very well received. This is the largest campaign in Idaho history, with the goal to raise \$500M. President Green thanked everyone for the great work they do, which will become known throughout the state as we tell our story. We want to support our faculty by advertising their success.

Mary Kay McFadden joined the presentation to talk about campaign strategy. During the “silent” phase of the campaign (2015 to present), we raised \$276M – a number that grows every day. This is a very comprehensive campaign, where all gifts are counted. On October 8, we will launch the public phase at the new ICCU Arena. This will be a phased rollout. The first phase, “Brave and Bold,” focuses on student success with three high-level initiatives: 1. Access for all, with both need- and merit-based scholarships; 2. Experiential learning, such as studies abroad or UG research; 3. A career support center. With these initiatives, we can support student from the time they enter U of I to graduation. Mary Kay added that donors are usually more inclined to invest in initiatives that support students.

One year from now, we will launch the second phase, “Unstoppable.” For that, we will be working with colleges, deans, faculty, to define our academic priorities from now to 2025, when the campaign will wrap up. In closing, Mary Kay noted that initiatives such as the Arena, CAFÉ, and the Vandal Promise Scholarship give momentum to the campaign.

Discussion:

A Senator asked about the primary goal of the campaign. Do we hope to become less dependent from state funds? President Green replied that, while the state should continue to fund education, private support will allow us to lower the cost of education for our students.

The Secretary asked about academic priorities mentioned in the context of Phase 2. Who sets those priorities? Provost Lawrence responded that it will be a discussion among the colleges. Of course, not everything can be a priority – we will also go in the direction of interdisciplinary programs that are growing, or cutting-edge programs. Mary Kay added that we must identify the state needs and find solutions.

The discussion moved to health care as one of the areas where specialized workforce is needed in the state. The power of meeting a state’s need is likely to lead to large gifts. WWAMI is a medical school program – students are dual enrolled at the U of I and the University of Washington School of Medicine. While WWAMI does not meet the only health care needs of the state, opportunities can be found there. Mary Kay mentioned, as an example, a very large gift recently received by Montana State to support nursing in rural Montana.

A Senator from the Theater Department was excited about the emphasis on soft skills. Her students would love to contribute to the campaign through the healing arts of theatre, dance and music. President Green suggested the Senator to get in touch with Teresa Koeppel, our new Marketing and Communication director.

In response to a Senator’s concern that investing in a medical school may end up draining a large amount of resources, President Green clarified that we are not planning to establish a four-year medical school, but we see opportunities in bridging, for instance, the College of Education and WWAMI.

Some Senators thought that we should do better at marketing ourselves. A lot has changed since last year, with new opportunities such as virtual internships. We need to advertise those unique aspects that make us especially interesting and valuable.

Chair Meeuf had positive comments for the campaign emphasis on the question: what does the state need? He noted that the quality of equipment/facilities we offer to our students is closely related to successful experiential learning. Will fund raising for facilities be part of the campaign? Mary Kay replied that, although facility fund raising is more difficult, our donors step up when they see that their gift will help meet state needs.

Following up on the previous point, Vice Chair Smith underlined the importance of new instructional material and equipment for successful experiential learning. Departments can't afford to pay for those, nor can research dollars be used for such purposes. Could some of the funds raised towards experiential learning be used to update our instructional material? Mary Kay said that there is opportunity there. President Green reiterated the importance of letting potential donors know what we do and why it is important.

A Senator inquired about the "major gift officers" mentioned in the white paper. What is their role and are they hired specifically for the campaign? Mary Kay responded that they are development officers assigned to colleges with potential for large gifts. A data-driven analysis has shown the need for 24 major gift officers for a campaign of this size.

Mary Kay concluded with suggestions of what faculty can do to help, such as: strengthen connections with students, think about their own networks of potential donors and help the campaign access those networks. Deans will reach out with opportunities for interdisciplinary initiatives. And of course everyone's philanthropy is appreciated.

New Business:

Chair Meeuf opened the floor to ideas for future conversations.

- U.S. News & World Reports ranked U of I second best-value university. This is a great marketing tool!
- Volunteers are needed for the search committee for the Vice Provost for Academic Initiatives.
- More information on course fee structure.
- The "Affinity Groups" policy created last spring by the Faculty & Staff Policy Group with the help of Barb Kirchmeier is currently in legal review.

Adjournment:

The agenda being completed, Chair Meeuf adjourned the meeting at 5:00.

Respectfully Submitted,

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

University of Idaho
2021 – 2022 Faculty Senate Agenda

Meeting # 5

Tuesday, September 14, 2021, at 3:30 pm
Zoom Only

- I. Call to Order
- II. Approval of Minutes (Vote)
 - Minutes of the 2020-2021 Faculty Senate Meeting #4 (September 7, 2021) **Attach. #1**
- III. Consent Agenda (Vote)
- IV. Chair's Report
- V. Provost's Report
- VI. Committee Reports
 - Faculty Affairs (Vote)
 - Sabbatical Committee (Vote)
 - University Curriculum Committee (Vote)
 - Committee on Committees (Vote)
- VII. Other Announcements and Communications
 - Campaign working group presentations (Scott Green, Torrey Lawrence, Chandra Ford, Mary Kay McFadden) **Attach #2**
- VIII. Special Orders
- IX. New Business
- X. Adjournment

Attachments:

- **Attach. #1:** Minutes of the 2020-2021 Faculty Senate Meeting #4
- **Attach. #2:** Campaign working group presentations, Whitepaper
- **Attach. #3:**
- **Attach. #4:**

2021 – 2022 Faculty Senate – Pending Approval

Meeting # 4

Tuesday, September 7, 2021, 3:30 pm – 5:00 pm

Zoom only

Present: Ahmadzadeh, Becker, Bridges, Chapman, Fairley, Gauthier, Hickman, Hoffmann, Torrey Lawrence (w/o vote), Lee-Painter, McIntosh, Meeuf (Chair), Mittelstaedt, Ogborn, Paul, Quinnett, Rashed, Rinker, Roberson, Sammaruca (w/o vote), Schiele, Schwarzlaender, A. Smith (Vice Chair), R. Smith, Stroebel, Tenuto, Thorne, Wargo

Absent: Dahlquist, Rose

Guest Presenters: Diane Kelly-Riley, Blaine Eckles

Call to Order: Chair Meeuf called the meeting to order at 3:31pm.

Approval of Minutes (vote):

- Minutes of the 2021-22 Meeting #3 – Attach. #1.
The minutes of the 2021-22 Meeting #3 were approved with the correction of a typographical error.

Chair's Report:

- Alumni Award for Excellence.
The Office of Alumni Relations is accepting nominations for the Alumni Award for Excellence. Nominations are open until Friday, Sept. 17. The Alumni Award for Excellence program recognizes U of I's distinguished scholars. Each year, faculty, staff and administrators from colleges and departments nominate seniors at the undergraduate level, third-year College of Law students and graduate students who have outstanding academic and campus activity records. A committee, composed of faculty, staff and alumni, reviews the nominations and selects the final recipients based on academic achievements and campus citizenship. Contact [Sandy Larsen](#) with questions. [Submit a nomination](#)
- The Dean of Students Office is seeking donations from Faculty and Staff for Joe's Closet, a free resource for students that provides professional clothing for job interviews or headshot photo sessions. If you have any clothing that you would like to donate, please take them to the Dean of Students office starting September 13th between 8 a.m. and 4 p.m. <https://www.uidaho.edu/student-affairs/dean-of-students/services/joes-closet>
- Reminders:
 - The first University Faculty Meeting of the 2021-22 academic year will be held tomorrow, Wednesday September 8th, from 2:30-4:00 pm, in the Pitman Center International Ballroom. Zoom option will also be available. The meeting will be followed by a reception outside of the Pitman Center.
 - Tomorrow is also the Athena Welcome Back Kickoff from 5-6:30 p.m. pm Sept. 8, at the Moscow Brewing Co., so there is time to attend that after the UFM!
Please help us spread the word about upcoming deadlines by sharing with your colleagues.

Provost's Report:

- COVID update: The status of the mask mandate will be re-evaluated around September 20.

- The Provost reminded Senators to submit recommendations of people interested in serving on the committee for the search of a permanent Vice Provost for Academic Initiatives.
- Academic Impressions: The Provost has been impressed by this company. It is an organization rich in resources for faculty, staff, and students. They offer career support, webinars, in-person conferences, and more. All faculty, staff and students have access through an institutional membership. (<https://www.academicimpressions.com/uidaho/>)

Discussion:

In response to a request of clarification, the Provost said that the mask mandate will be re-evaluated – not automatically removed – on September 20. The decision will depend on how the circumstances evolve.

A Senator asked whether COVID conditions in the surrounding areas, particularly the “hot spots” both in the south and the north of Moscow, will also be taken into account when making a decision. Provost Lawrence said that the University is communicating with the Health District, of which Lewiston – one of the hot spots – is a part. Hospitalization rates and hospital resource crises – one was declared today by the Idaho Department of Health and Welfare throughout northern Idaho – will be carefully considered, in consultation with public health officials.

Chair Meeuf inquired about the cost of testing for students. Typically, a \$25 co-pay is charged to have a test ordered. The Provost responded that it depends on the insurance provider. He added that some people reported having been diverted out of town. This may be due to the fact that Gritman is only open for COVID testing only in the morning, so people were probably given options rather than diverted.

Dean of Students Blaine Eckles was invited by Chair Meeuf to join the conversation. He said that students who cannot afford the co-pay should reach out to the Dean of Students (DOS) Office for financial assistance (askjoe@uidaho.edu)

Chair Meeuf noted that other institutions of higher education have been able to offer free testing to students. Can any helpful process come from them? Dean Eckles replied that the money other institutions have invested in testing may come from centralized funds.

A Senator expressed concern that having COVID-related discussions with students is difficult, and yet very important. Dean Eckles encouraged faculty to direct students to DOS, if they think that’s the best way to help them, or file a CARE report at www.uidaho.edu/vandalcare.

A Senator was disappointed by the lack of a process for quick turnaround of test results. Students shouldn’t be charged a co-pay and potentially another co-pay for the appointment to obtain a doctor’s order. Dean Eckles did indicate that students can reach out to the Bruce and Kathy Pitman Fund for financial support if they are experiencing a financial hardship.

Chair Meeuf asked whether there is any update concerning classroom contact tracing. Blaine Eckles said that the university is in touch with the Public Health District and follows their lead and guidance. He will reach out to the Public Health District for more information to share.

Announcements and Communications:

- SBOE Academic Freedom and Diversity Policy discussion – Russ Meeuf. Attach. #2

Chair Meeuf, a member of the taskforce that worked on this project, explained that the draft policies in the attachment will be submitted to SBOE for their approval. They are being presented to Senate at this time for feedback and discussion and, potentially, a vote.

Discussion:

A Senator was concerned about the absence of representation or any mention of staff. It is understandable that these are faculty- and student-centric policies, but staff should not be completely omitted. Dean Eckles said that he did raise this aspect. However, SBOE did not see inclusion of staff as germane to this document, which is mostly about faculty and students in the instructional setting.

Vice Chair Smith inquired whether instructors and lecturers are included in these policies, to which Chair Meeuf and Provost Lawrence replied that anyone involved in classroom instruction is included – the definition of “faculty” is very broad, and embraces temporary instructors and lecturers, extension educators, and research faculty. U of I definitions of different faculty types can be found at <https://www.uidaho.edu/governance/policy/policies/fsh/1/1565>.

Chair Meeuf summarized the meaning and relevance of the attached document: it was crafted to be more detailed and specific about faculty and student freedom and responsibilities, and the areas where those are applicable.

Moving on to the diversity part of the policies, a Senator raised the question of whether the word “inclusion” conveys the right message – or, does it sound like being accepted/invited into a “pre-accepted” group? Another Senator proposed “equal representation” in place of “inclusion.” Dean Eckles encouraged the Senators to suggest alternative expressions. He also noted that the State Board is using federal terminology, but we can be additive and forward thinking. The draft policy defines inclusion as: *Inclusion is the fostering of an environment in which the inherent worth and dignity of all individuals are recognized and valued, and where individuals have equitable opportunities to be included, engaged, and accepted with a sense of belonging.*

A Senator asked whether the President’s Council on Diversity and Inclusion (PCDI) is aware of this work. Chair Meeuf was not sure, but he will be happy to forward it to PCDI.

A Senator was not yet comfortable supporting these policies, partially because of the current political climate. What is the motivation for doing this now, and how do these policies differ from existing (U of I and SBOE) policies? Chair Meeuf reiterated that this document was essentially developed from scratch, as a detailed, point-by-point, description. To put the project in a broader context: SBOE wants to be ready to respond to potential pressure to interfere with curriculum issues. This is a good-faith effort from SBOE to have a faculty-led process.

Senator Thorne, also a member of the Taskforce, described her very positive experience. The process was thorough, and thus challenging, with many people coming together. In the end, the committee was able to reach a consensus, in a climate full of energy, integrity, and mutual respect.

Dean Eckles agreed with Senator Thorne’s comments. It was impressive to see how everybody came together. Back to the earlier question about timing and motivations, he said that the purpose is to have a proactive process.

Provost Lawrence confirmed that the process was inspiring and the outcome by far better than what the committee started with.

As some Senators had indicated that they may need more time, Chair Meeuf proposed an informal vote to gauge the level of Senate support. The result of the straw poll was as follows:

- Academic freedom policy: 88% in favor, 4% against, 8% expressed no opinion.
- Diversity policy: 86% in favor, 9% against, 5% expressed no opinion.

There was a seconded motion (Thorne/Schwarzlaender) to take an official vote.

The result of the vote was as follows:

- 92% in favor, 0 against, 8% expressed no opinion.

Chair Meeuf will communicate with other institutions in the state and let them know that our Senate strongly supports the policies.

- Student complaint process – Diane Kelly-Riley and Blaine Eckles
Vice Provost Kelly-Riley provided some background. People became concerned about this issue after House Bill 377 passed (which prohibits instructors from compelling students to adhere to certain ideas or beliefs (<https://legislature.idaho.gov/wp-content/uploads/sessioninfo/2021/legislation/H0377.pdf>)). While we have no general policy in place at U of I, this presentation is meant to inform people of practices at U of I. As a guiding principle, we always try to resolve the complaint at the closest, most local level – typically the faculty or unit chair. Sometime it becomes necessary to involve the college dean or the dean of students. There are several university-level resources to address student complaints. The Vandal CARE Group receives Vandal CARE reports, which are routed to specific individuals who will try to resolve the situation. The Vandal Climate Education and Support Team, (former Bias Response Team), handles reports of bias, intolerance, or prejudice. The Threat Assessment Team addresses concerns which rise to the level of a threat. Finally, the Ombuds offers impartial and confidential support to help with conflict resolution.

Dean Eckles added that his office encourages students not to go from “top down” but rather take the opposite direction. The DOS Office can help to ensure that students feel heard. All concerns brought to DOS are taken seriously and handled in a balanced way.

Discussion

The Vice Chair had a question about the course content side of the matter. Say, a faculty member presents outdated material. What is the best avenue for handling this kind of situations? Vice Provost Kelly-Riley replied that there are several portals. Typically, the starting point is the unit chair – or the faculty member direct supervisor – and action is taken within the unit. The college dean may be involved, if necessary.

Following up on the previous exchange, another Senator emphasized that professional training for faculty to stay updated in their field should be mandatory, and more resources should be available to that end. Vice Provost Kelly-Riley noted that training sessions for unit chairs are being provided to help them navigate the process, including understanding of the relevant confidentiality issues.

The Secretary moved the conversation to a different aspect – namely, what is the best channel for a student complaint about parts of a course content which are relevant to the class, but they find offensive to their beliefs? The Vice Provost responded that, while we cannot “force”

students to believe or think in a certain way, it is not forbidden to teach controversial subject matters. Dean Eckles made clear that his office does not interfere with the content of a course. They can help getting people together and direct students to a place where they are comfortable having a discussion.

A Senator inquired about the role of the syllabus in this process. Dean Eckles stressed the importance of the syllabus as a “contract” between the faculty and the class. Student complaints are often due to the instructor deviating from what is announced in the syllabus (most frequently, assignments, due dates, etc..). Vice Provost Kelly-Riley agreed that the syllabus is an important outline of the course, through which students are made aware of expectations. Most complaints are about the instructor deviating from the expectations set forth in the syllabus. Faculty are encouraged to reach out to CETL for help with syllabi and other available resources.

- APM 05.08 University vehicle use policy – Attach. #3
 - APM 70.02 University vehicle use policy – Attach. #4
- These are informational items. Please check out the respective attachments and let us know if you have any questions or comments.

Adjournment:

The agenda being completed, Chair Meeuf adjourned the meeting at 4:57.

Respectfully Submitted,

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



University
of Idaho

Campaign Working Group

EXECUTIVE SUMMARY

Idaho is one of the top two fastest-growing states in the nation. That growth brings with it opportunities to improve the lives of Idahoans, particularly through increased economic activity and job growth. A growing population also brings its fair share of challenges in resource sustainability, agricultural output, information integrity, infrastructure and healthcare, among others.

Perhaps now more than ever, Idaho needs the meaningful insights, transformational solutions and well-educated workforce produced by its foremost research land-grant university.

The University of Idaho's mission is to prepare students for careers and life; conduct research that benefits discovery, business and industry in Idaho and beyond; and engage in outreach that strengthens communities – rural and urban – and spurs economic prosperity. With strong leadership and key strategic projects already underway, U of I has established a firm foundation for future success. Now is the time to focus and amplify this forward momentum for the benefit of the state, nation and world.

Charge from President Green

President Scott Green formed the Campaign Working Group to develop and recommend a strategic approach for embarking on a successful comprehensive fundraising campaign. The components of the working group's output include 1) the case for why a comprehensive campaign is strategically important now and how it will help shape and implement the long-term vision of the institution, 2) a description of the academic and communications processes required to develop and articulate that long-term vision and

3) support for the additional staffing and operations resources needed to plan and execute a successful campaign.

In addition, this whitepaper includes a recommendation for a phased approach to the public launch of the campaign, which reflects the unique opportunities available at this point in Idaho's and U of I's history.

A formal campaign plan – designed primarily for internal audiences – will be developed upon approval of the white paper and will include more detail about budget, staffing, timeline, etc. A formal campaign case statement – designed primarily for external audiences – will be developed in time for the public phase of the campaign.

Working Group Members and More

Comprised of dedicated alumni leaders (see Appendix A), donors and university leaders, the Campaign Working Group met several times to discuss the recommendations in this white paper, which is intended to serve as a road map for completion of a successful campaign that fuels a bold new vision for the University of Idaho.

In March 2021, the Campaign Working Group broke into subcommittees to tackle each component of the whitepaper listed above.

In parallel to the business of the Campaign Working Group, U of I embarked on a series of virtual Industry Summits with executive-level leaders from industries throughout Idaho. These leaders discussed their challenges, successes and aspirations for Idaho's future, and how they might partner with the university to address them. Key components are incorporated in the white paper.

SECTION 1: THE CASE FOR A COMPREHENSIVE FUNDRAISING CAMPAIGN

What does a comprehensive fundraising campaign mean for the University of Idaho? A campaign is not simply a means for raising money; it is a tool for identifying and accomplishing bold, strategic goals that, as a result, serve all of U of I's constituencies even better. A successful campaign engages a broader group of alumni and partners and inspires their support in all forms for decades yet to come.

The members of this subcommittee affirm that a successful campaign will result in rejuvenated audiences, deeper connections to and pride in U of I; renewed confidence in our mission; and expanded partnerships and greater brand awareness. In short, a campaign builds capacity for the institution to achieve its long-term goals, always focused on best serving the state that it calls home.

With unprecedented population growth, rapid economic growth and the many issues that accompany them, Idaho needs what its foremost research land-grant university can provide to meet today's needs and solve tomorrow's most complex problems.

For example, the lack of educated, workforce-ready employees – especially in the fields of cybersecurity, healthcare, software development, agriculture and engineering – stands to threaten Idaho's robust economy. Across Idaho's predominant industry sectors, there aren't enough people locally to meet the demand for various skilled positions. In the Industry Summits conducted by U of I, leaders said they struggle to find and afford the workforce they need to conduct business. Some are even considering moving out of Idaho to places with a larger qualified workforce.

The lack of an educated workforce isn't surprising, considering Idaho's "go-on" rate (the rate at which high school graduates go on to

pursue additional education and/or training) is the lowest in the country and still declining. From 2016 to 2019, the go-on rate declined from 49% to 45%¹. 2020 rates were even lower due to factors related to the pandemic.

Cost of higher education in the state is a primary factor. Families in Idaho continue to struggle to afford a college education for themselves and/or their children, due at least in part to the shift in support for higher education from the state to the student. In 1980, the state covered nearly 90% of an Idaho family's cost of higher education. Today, the state covers only 50%², leaving families to pick up the rest. Adjusted for inflation, U of I tuition and fees increased from \$1,441 to \$8,304 during that time. Overall, today only one-third of U of I's total budget comes from the state.

Making higher education accessible for all qualified Idaho students is a priority shared by the state and the University of Idaho for the many lifelong benefits of a college education. Statistics show college graduates are more likely to be involved in their communities, tend to live nine years longer and earn \$1.2 million more on average over their lifetimes than those with only a high school diploma³.

Clearly, Idaho benefits from having more college graduates in general, but our state also needs more college graduates with *durable and specialized skills* to advance the health of our industries and our communities.

Healthcare is just one area where the need for a specialized workforce is dire. Idaho ranks among the lowest in the U.S. in physicians per capita with an aging workforce of healthcare professionals. Just as cost is a barrier for those seeking a bachelor's degree, Idaho's aspiring doctors struggle to afford a medical education. Considering many medical school graduates have six-figure loan debts and the average pay for Idaho physicians is \$60,000 less than other states, many Idaho-trained physicians leave Idaho to practice in neighboring states that pay higher wages.

Current and incoming students at all levels need more financial aid support than ever – a reality that can be mitigated by a successful comprehensive fundraising campaign.

Advantages of a Public Launch Now

No matter the conditions, U of I continues to demonstrate unwavering support for its students. A fall 2021 campaign launch focused on U of I's commitment to student success will build on its current momentum. Further, in the silent phase of the campaign (2015 to present), the university has raised over \$259 million toward the overall goal of \$500 million. This momentum demonstrates to potential donors that U of I, its students and its service to Idaho are a worthwhile investment.

As businesses and communities are opening back up, post-pandemic and economic activity is increasing and Idahoans are feeling a sense of renewal and hope. U of I is in an ideal position to pursue emerging opportunities and engage with its stakeholders in new ways. Consider:

- Alumni and industry confidence in President Scott Green
- Progress on strategic projects such as CAFE, Vandal Promise Scholarship initiative and expansion of the Parma Research and Extension Center
- Record-setting fundraising over the past four years
- Excitement for the Idaho Central Credit Union Arena grand opening in October 2021
- New one-on-one partnerships between U of I and industry stakeholders developing as a result of the Industry Summits with the potential for larger-scale partnerships on the horizon
- New university leaders' enthusiasm and expertise
- U of I's increasing financial health
- A return to in-person events and "normalcy" post-pandemic

At a time when other universities have delayed publicly launching their campaigns, the University of Idaho is ready to boldly announce what our impact will be on Idaho and the world. A comprehensive fundraising campaign of the magnitude proposed here – with an initial focus on student support – will give U of I significant resources to attract, retain and graduate more students who can meet industry demand for educated workers and make a difference in their communities.

Through discussions of current events, conditions and attitudes, the subcommittee feels strongly that launching the public phase of the campaign in fall 2021 offers opportunities and advantages that might not be available in a year or more. In addition, the campaign propels the university into processes that define, refine and articulate its long-term vision and set its strategic priorities.

The Campaign Working Group supports and recommends launching the public phase of a comprehensive campaign in fall 2021.

See "Section 4: Phased Public Launch" for additional details.

SECTION 2: ARTICULATING A BRAVE AND BOLD VISION FOR THE FUTURE

What can we do through this campaign that, at its conclusion, will define what it means to be a land-grant university in the 21st century? How can we best meet the education and research needs of our growing and prosperous state? What will generate new and increased interest in U of I across broad audiences? How will we inspire greater engagement with and support of U of I through messaging and telling the stories of its impact?

These are the questions the subcommittee responsible for this section considered in making recommendations for developing and articulating a new, brave and bold vision for U of I. Established by the academic side of the house and articulated with clear, compelling communications and marketing, the vision will become the North Star for the campaign and for U of I well into the future.

Developing a Vision for the 21st Century

The university's academic community is engaging in conversations about the possibilities and opportunities a campaign will afford individual faculty members, colleges and other units to combine forces to better serve the state. Discussion topics include:

- How does U of I leverage its traditional institutional strengths in new ways to address Idaho's emerging issues and needs, such as water, energy, environmental resilience, health science and cybersecurity?
- How does U of I continue to deliver and enhance a transformational experience for students that produces the highly skilled, critical thinking, problem-solving workforce the state needs to prosper?

- How does U of I take maximum advantage of its statewide campus featuring some of the most unique outdoor "classrooms" in the world?

These ongoing conversations will help inform programmatic decisions as part of a rigorous process for defining those few strategic priorities that represent the intersection of the institution's strengths, its potential and opportunities present in the larger world. Clear, focused priority setting is imperative to ensure the goals of the campaign are strategic, ambitious and achievable.

The Campaign Working Group supports and recommends:

- *Continuing focused conversations with academic leaders to surface programmatic strengths and opportunities.*
- *Completing a rigorous vetting process to establish strategic priorities for the campaign and beyond.*

Articulating the Vision, Telling our Story

The Campaign Vision subcommittee emphasized that campaign communications are a critical piece of campaign success and, in fact, U of I's future success. They agreed that despite this University of Idaho's distinguished history and proven areas of impact, too few stakeholders are aware of its profound influence on the state and region. With strong academic direction and vision, unified communications and a clear brand platform as a base, the campaign provides an excellent opportunity to increase the visibility of U of I's message and inspire its communities to partner in striving toward an aspirational vision of the future on behalf of those the university serves.

President Green has made “telling our story” one of his top three priorities since assuming his position. He hired a chief marketing officer who already has taken steps to strengthen U of I’s communications and marketing capabilities and to maximize the impact of all communications and marketing. Given the timeline for public launch of the campaign, the new CMO and team will develop a robust campaign marketing and communications plan that advances strategic priorities toward an aspirational vision of the future.

The Campaign Working Group supports and recommends:

- *Engaging a visionary partner to help articulate an aspirational vision and pillars as part of the university’s brand framework.*
- *Developing message frameworks based on established college-level priorities.*
- *Defining a clear, organized process for announcing major gifts and leveraging fundraising successes to advance the university’s brand.*

SECTION 3: CAMPAIGN OPERATIONS: INVESTING FOR SUCCESS

The University of Idaho’s comprehensive campaign is the most ambitious in the institution’s history and, as recommended by this Working Group, will launch publicly October 2021. The university has a working goal to raise \$500 million for the students, faculty, programs, facilities and research that serve as the University of Idaho’s foundation for excellence. This subcommittee evaluated the university’s prospective donor base and reviewed industry best practices to make prioritized recommendations for staffing and other resources needed to conduct a successful campaign.

The Opportunity by the Numbers

The University of Idaho has approximately 111,000 living alumni. The university’s statewide role with service to all 44 counties, plus the number of engaged individuals, corporations and private foundations, expands the database to include nearly 500,000 records – each with some connection to U of I. To establish a strong, lasting culture of philanthropy, the campaign will focus on:

- Expanding systemic qualification, discovery, cultivation and solicitation efforts to build a robust pipeline for major, planned and principal gifts.
- Improving and expanding data analytics to personalize the donor experience and focus integrated marketing, communications and engagement resources for fundraising success.
- Growing an actively involved Vandal community through strategic engagement activities with faculty, staff, alumni, friends and corporate partners.
- Creating an excellent donor experience by enhancing timely stewardship and recognition and demonstrating the impact of philanthropic investments.

Growing the Donor Base and Gift Pipeline

The success of any multi-million-dollar campaign depends on qualifying, cultivating and securing major gifts (defined as \$25,000 or more) from a pool of donors that grows smaller as the size of potential gifts increase. (See Appendix B.)

At present, 2,700 prospects are assigned to our 22 FTE frontline fundraisers. (That’s 123 assigned prospects per fundraiser portfolio.) However, the University of Idaho has 33,000 prospective donors rated to have the means to give a major gift, but who are currently not assigned to a development officer for engagement and cultivation.

Of those 33,000, more than 8,500 have a medium to high affinity for U of I with strong records of giving and engagement. A priority for the campaign will be strengthening relationships with these medium- and high-affinity individuals and organizations.

University Advancement has begun implementing cost-neutral strategies to optimize its workforce to focus on those relationships. These strategies are creating a solid foundation on which to grow fundraising capacity before and throughout the campaign.

To qualify, cultivate and solicit those additional 8,500 potential donors – while also advancing the 2,700 assigned prospective donors towards major planned and principal gifts – the university needs to invest additional resources in its fundraising program. (See Appendix C.)

By implementing a prioritized series of investments over time, U of I will significantly expand its capacity to reach many more prospective donors and secure many more resources for the university. These recommended investments will be described in the formal campaign plan.

These investments will produce a bold return on investment for U of I in terms of increased fundraising activity during the campaign and well after, providing the resources to meet university priorities and building an enduring culture of philanthropy throughout the Vandal Family.

The Campaign Working Group supports and recommends phasing in additional investments in fundraising and support functions before the public launch and during the campaign.

SECTION 4: PHASED PUBLIC LAUNCH

The traditional approach in higher education comprehensive campaigns is to launch the entire campaign at once, regardless of an institution's unique challenges and opportunities. This “big bang” approach creates excitement initially, but typically results in a lull in activity and giving the following year.

Further, many institutions wait until the tail end of their campaigns to roll out student-success-focused messaging and fundraising priorities.

At the University of Idaho, students come first, always. With this perspective and relevant strategies from the private sector, leaders in Advancement and University Communications & Marketing have explored a strategic, smart and customized approach to launching U of I's most ambitious, transformation campaign to date.

A Purposeful, Phased Launch

The University of Idaho is in a unique position to strengthen our commitment to students and the unparalleled experiences available to them.

A phased public rollout of the campaign (see Appendix D), beginning with a focus on students, will be a strategic advantage by ensuring opportunities for the next generation – something our donors and alumni tell us they are passionate about. A phased rollout will also enable the university to maintain momentum after the initial launch and take advantage of evolving reopening plans and increased travel activity, among other benefits.

The “Brave. Bold.” Campaign Phase 1

In October 2021, a student-focused campaign will launch, inviting alumni and donors to invest in scholarships, fellowships, experiential learning and more to benefit students in Idaho today and for generations to come.

This phase is designed to expand access to all of Idaho’s capable students who seek a college education. Expanded scholarships will attract and retain qualified students for whom a college education would otherwise be unaffordable.

It will also provide the resources to further enrich the student experience in areas such as undergraduate research and study abroad opportunities, which set the University of Idaho apart from its competitors and make our graduates highly sought-after in the workforce.

Throughout 2021-22, the university will continue to build up its industry relationships, galvanize campaign volunteers, define and refine a long-term shared vision and build anticipation for the next phase.

The “Unstoppable” Campaign Phase

In October 2022, the university will launch its vision – steeped in its land-grant roots and expanded to include emerging areas such as sustainability, information integrity, health and more. The vision statement will be crystal clear, helping to surface stories and opportunities to rally a variety of stakeholders around the difference U of I will make in Idaho and in the world as a result of the campaign.

Priorities for this phase will be established through focused conversations with academic leaders and a rigorous vetting process to ensure priorities are strategic, ambitious and achievable.

Both the “Brave and Bold” phase and the “Unstoppable” phase will run concurrently until the campaign goal of \$500 million is reached, or possibly beyond.

The Campaign Working Group supports and recommends launching the campaign in two phases beginning with a focus on students, followed by a focus on academic priorities.

CONCLUSION

The University of Idaho is charged with a mission that is critical to the health and prosperity of the state: Enable students to confidently explore their dreams and reshape what's possible, unlock the discoveries needed to make a difference for our state and world, and partner with statewide communities to improve the health, well-being and economic prosperity of all Idahoans.

By publicly launching a comprehensive fundraising campaign this fall, the University of Idaho will acquire the resources, partnerships and prominence necessary to achieve its long-term vision. In the process, U of I will create a lasting culture of philanthropy that generates ongoing financial resources for the university.

At the successful conclusion of the campaign, U of I will have redefined what it means to be a land-grant university in the 21st century, advancing our work in service to the citizens and industries of Idaho.

Summary of Campaign Working Group Recommendations

1. Launch the public phase of a comprehensive campaign in fall 2021.
2. Continue focused conversations with academic leaders to surface programmatic strengths and opportunities.
3. Complete a rigorous vetting process of academic and research priorities to help focus the campaign, guide the case for support and establish strategic priorities for the campaign and beyond.
4. Engage a visionary partner to help articulate an aspiration vision and pillars as part of the university's brand framework.
5. Develop message frameworks based on established college-level priorities.
6. Define a clear, organized process for announcing major gifts and leverage fundraising successes to advance the university's brand.
7. Make additional investments in prioritized fundraising and support functions before the public launch and during the campaign.
8. Launch the campaign in two phases beginning with a focus on students, followed by a focus on academic priorities.

APPENDIX A

Campaign Working Group Members

Chandra Zenner Ford, sponsor
Office of the President

Teresa Koeppel, co-chair
CMO, University Communications & Marketing

Mary Kay McFadden, co-chair
VP Advancement

University Representatives

Dennis Becker
Dean, College of Natural Resources

Toni Broyles
Office of the President

Randi Croyle
Director, Student Financial Aid Services

Joy Fisher
Executive Director, U of I Foundation

Bobbi Hughes
College of Engineering Development

Torrey Lawrence
Provost and EVP

Ben McLuen
AVP Development

Chris Nomura
VP, Research & Economic Development

Sean Quinlan
Dean, College of Letters, Arts & Social Sciences

Jen Root
College of Agricultural & Life Sciences Development

Jeff Seegmiller
Regional Dean, Idaho WWAMI Medical Program

External Representatives

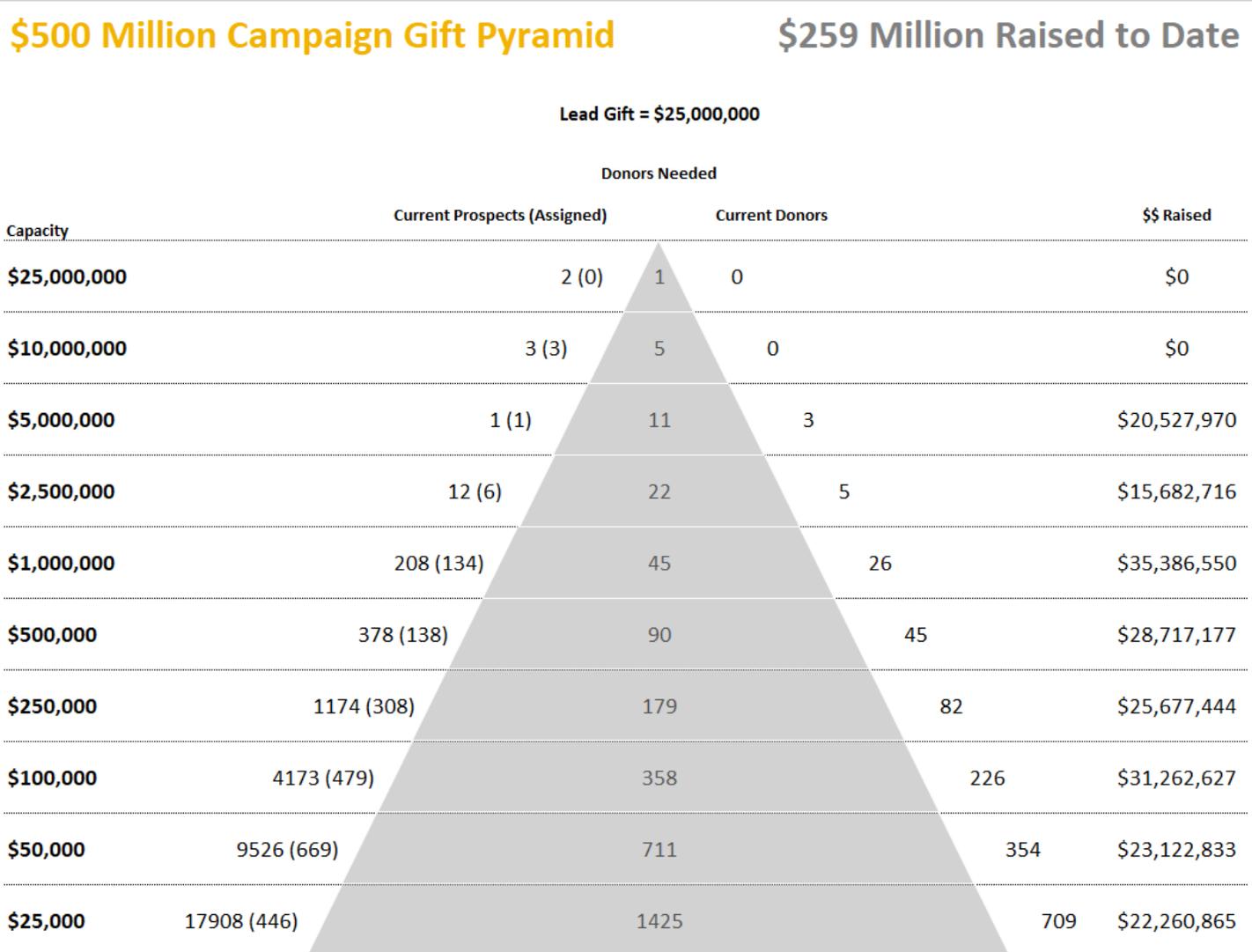
Linda Davidson '73
U of I Foundation Board Director

Robert Furgason '56, '58, '06
(HON)
Former Academic Vice President

Clint Marshall '97
Secretary, U of I Foundation Board

David Poe '70
Former U of I Foundation Board Director, Founding Member CLASS Advisory Board

Linda Copple Trout '73, '77
Vice Chair, U of I Foundation Board



Analysis Summary

- To the immediate left outside the pyramid is the number of current prospective donor by capacity. The bracketed number are currently under management. The middle pyramid is the donors needed at each individual gift level to successfully complete a \$500 million campaign. On the outside right of the pyramid is the number of donors by giving band that have already contributed to the campaign.
- The opportunity is on the left outside of this pyramid. We currently have approximately 1,850 prospective donors under management with a current development officer. From a data perspective, that means there are 6,127 donors rated over \$100,000 we know very little about. If you expand that down to those rated at our current major gift level of \$25,000, that number jumps 33,775.

APPENDIX C

University of Idaho Prospect Pyramid

Capacity	A&A	ATH	CALS	CBE	CLASS	CNR	EHHS	ENGR	LAW	Other	SCI	WWAMI	Grand Total
\$25,000,000 - \$50,000,000			2										2
\$10,000,000 - \$24,999,999					1					1	1		3
\$5,000,000 - \$9,999,999										1			1
\$2,500,000 - \$4,999,999			1		1	1	2			7			12
\$1,000,000 - \$2,499,999	3	27	18	20	19	7	5	8	6	72	15	8	208
\$500,000 - \$999,999	4	54	33	38	37	14	20	37	16	95	22	8	378
\$250,000 - \$499,999	17	158	100	85	123	38	56	158	47	295	73	24	1174
\$100,000 - \$249,999	111	564	407	340	428	173	262	540	162	872	229	85	4173
\$50,000 - \$99,999	289	1221	772	619	1062	466	954	1144	353	2065	456	125	9526
\$25,000 - \$49,999	499	2120	1472	1019	2111	994	2110	1833	574	4328	721	127	17908
Grand Total	923	4144	2805	2121	3782	1693	3409	3720	1158	7736	1517	377	33385

Capacity by College

Campaign Goal	\$12,191,825*	\$65,385,007*	\$90,649,419*	\$26,459,283*	\$41,669,017*	\$19,807,815*	\$23,257,665*	\$49,464,161*	\$13,408,745*	\$116,345,722*	\$26,417,181*	\$15,919,155*	\$507,512,500
Annual Goal	\$1,219,183	\$6,538,501	\$9,064,942	\$2,645,928	\$4,166,902	\$1,980,782	\$2,325,767	\$4,946,416	\$1,340,875	\$11,634,572	\$2,641,718	\$1,591,916	\$50,751,250
Development Officers	1	3	5	1	2	1	1	2	1	5	1	1	24

*College goals calculated via prospect base capacity in combination with historical fundraising total trends

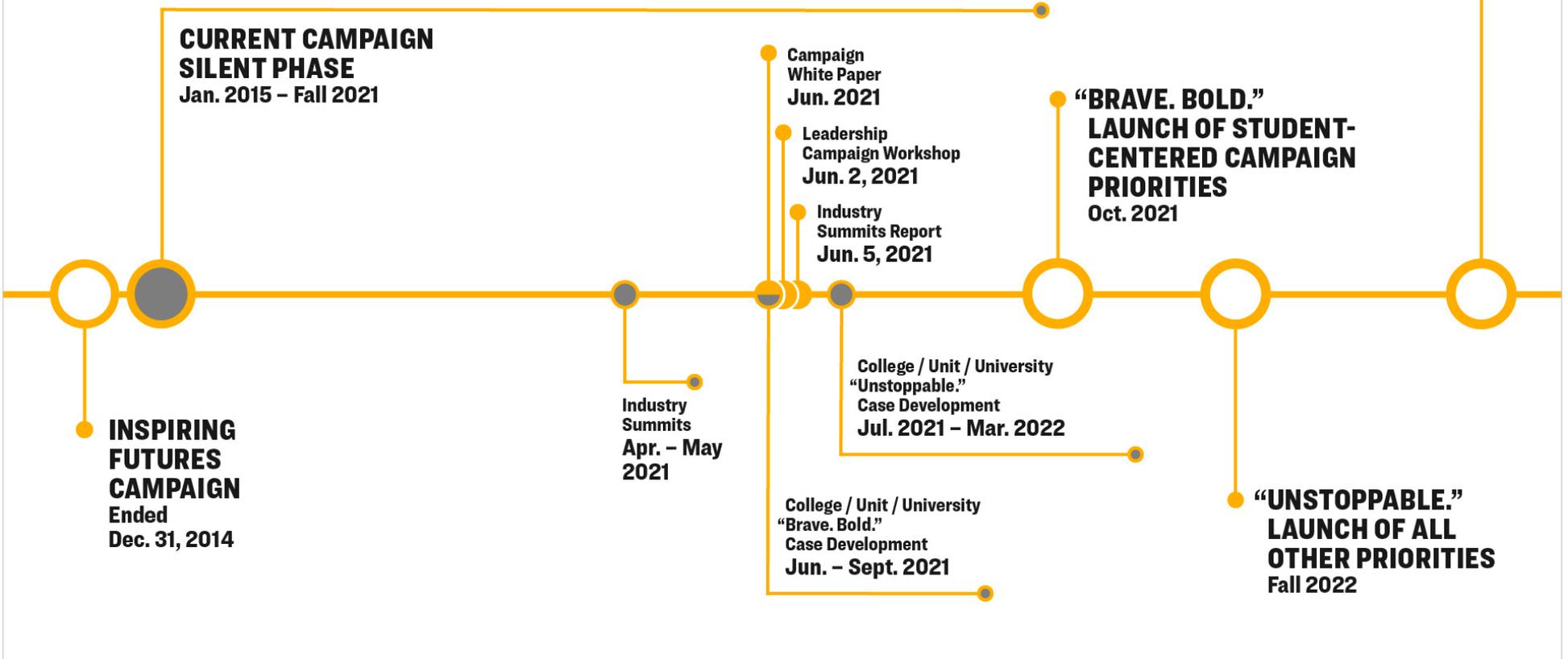
Analysis Summary:

- Advancement has 18 major gift officers currently. This data-driven analysis highlights the need for 24 major gift officers during a \$500 million campaign.
- Campaign-to-date: 7,382 unique prospects have been contacted by development officers out of a 33,385 total major gift prospect base.
- U of I major gifts officers raise on average \$1.2 million each year. Six additional major gift officers would fundraise an additional \$7.2 million annually.

CAMPAIGN TIMELINE

GOAL!
\$500M
PARTY!

TBD ~2025



References

¹ “Instead of going on, Idaho high school graduates stayed home” Idaho Ed News, Jan. 5, 2021.
www.idahoednews.org/higher-education/instead-of-going-on-idaho-high-school-graduates-stayed-home/

“Percentage of High School Graduates Enrolled in Postsecondary Education at Each Point After High School Graduation,” 2016-2020
[Idaho State Board of Education Fact Book – 2020](#)

² “Idaho Center for Fiscal Policy Brief: The Cost of College in Idaho,” Aug. 2019
[Idaho Center for Fiscal Policy](#)

³ “Education Pays 2019: The Benefits of Higher Education for Individuals and Society,” 2019
[College Board “Trends in Higher Education Series”](#)



University *of* Idaho

2021 – 2022 Faculty Senate**Meeting # 6**

Approved at Mtg #7 09.28.21

Tuesday, September 21, 2021, 3:30 pm – 5:00 pm

Zoom only

Present: Ahmadzadeh, Bridges, Chapman, Dahlquist, Gauthier, Hickman, Hoffmann, Torrey Lawrence (w/o vote), McIntosh, Meeuf (Chair), Paul, Quinnett, Rashed, Rinker, Roberson, Rose, Sammarruca (w/o vote), Schiele, Schwarzlaender, A. Smith (Vice Chair), R. Smith, , Tenuto, Thorne

Absent: Becker, Lee-Painter, Wargo (excused), Mittelstaedt (excused), Fairley (excused), Ogborn, Stroebel

Guests/Presenters: Chris Nomura, Dean Panttaja, Barb Kirchmeier

Call to Order: Chair Meeuf called the meeting to order at 3:31pm.

Approval of Minutes (vote):

- Minutes of the 2021-22 Meeting #5 – Attach. #1.
The minutes of the 2021-22 Meeting #5 were approved as distributed.

Chair's Report:

- The Dean of Students office is still collecting Donations for Joe's Closet, their project that provides professional clothing for students preparing for interviews or headshots. If you email Joana Espinoza, they can also arrange for items to be picked up at your office!
- Nominations are open for U of I honorary degrees to be recognized at the Spring 2022 Commencement Ceremony. Submit nominations to provost@uidaho.edu by Monday, Nov. 15. Nomination instructions can be found in [FSH 4930](#).
- Vandal Fest'21 is a combination of traditional Homecoming activities, the ICCU Arena Grand Opening and the announcement of "Brave. Bold. A promise to Idaho's Students," the university's launch into a focused fundraising campaign. Faculty, staff and students are invited and encouraged to [volunteer on Friday, Oct. 8, and Saturday, Oct. 9](#), to help us host our extended Vandal Family.

There were no questions for the Chair.

Provost's Report:

- 2021 VIP Grants: The PI names and the abstracts of the funded proposals are posted [here](#) for U of I personnel.
- Update on COVID-vaccine incentive program: The first \$1,000 and the first \$5,000 scholarships have been awarded. To date, over 3,400 students have submitted proof of vaccine and received \$50 gift cards. Our next \$1,000 drawing will be on Thursday.
- The mask mandate remains unchanged and will be re-evaluated by October 11.
- Katy Benoit Campus Safety Awareness Month: [Take Back the Night](#) is an event to increase awareness of interpersonal violence and to show support for those affected by it. This year's event features a keynote address and rally at the Theophilus Tower Lawn at 7:00 pm, followed by a candlelit march around campus at dusk.
- Larry Stauffer, former dean of the College of Engineering, has been named acting executive officer of the U of I Coeur d'Alene center. A national search for a permanent center executive

officer will be launched in the coming weeks. Search committee nominations (including self-nominations) may be [submitted online](#).

- This is Postdoc Appreciation Week. Let's show appreciation to our postdoctoral associates!

Discussion:

On behalf of his constituents, a Senator asked whether vaccinated employees will pay a lower health coverage premium. The Provost replied that U of I considered this briefly but decided not to go that route because potential problems with benefits.

Provost Lawrence noted that more questions can be asked at the first of three "Talks with Torrey," tomorrow, September 22, 11:30 a.m. to 12:30 p.m. <https://www.uidaho.edu/provost/talks-with-Torrey>

Announcements and Communications:

- Q&A with Chris Nomura.

Vice President for Research and Academic Development Chris Nomura presented an overview of the P3-R1 program and the U of I progress towards R1 status, starting with Carnegie classification. The next update is confirmed for December 2021. J. McMurtry, Wes McClintick, and Brad Ritts are preparing for the December-January review period. Chris Nomura noted that U of I metrics drawn from FY19, FY20, and Fall 2020 will reflect numbers prior to P3-R1 and budget reduction. The metrics are not fundamentally different from the 2018 analysis for U of I. Research expenditures grew from \$111M to \$113M – U of I was #151 in FY18 and #152 in FY19. The number of nonfaculty research staff with doctorates moved from 102 to 105. The number of faculty is down from 529 to 520, whereas doctoral degrees moved up from 39 to 80 – note that the R1 working group analysis shows that large increases in doctoral production and post-doctoral researchers are necessary to move the U of I position. Also, significant changes in other institutions provides opportunity to shift the R1-R2 line. For instance, the University of Oregon had a drop in research expenditures and ranking. Wyoming fell considerably in ranking. On the other hand, the University of Montana increased its expenditures from \$90M in FY18 to \$104M in FY19. University of Nevada, Las Vegas and Montana State also climbed up strongly.

In response to a Senator question, Chris Nomura clarified that research expenditures refer to total expenditures, from federal, state, foundations, and other sources. Research expenditures is one of the metrics to assess progress towards R1, along with postdoctoral researchers, research scientists, non-tenure-track faculty. There are additional metrics from the last Carnegie formula – which is not static. For instance, in FY20 people couldn't travel, and some universities shut down completely. We do not know how COVID impact is going to be taken into account. In 2018, we were approaching the R1 border and, had all other institutions remained static, we would be very close to the (ever changing) R1 mark.

Chris Nomura proceeded to show P3-R1 commitments by fiscal year (as of July 2021). From those data, one can see that we are essentially on track towards a \$3M annual program with current criteria. As of August 2021, 35 awards were funded. Chris Nomura said that his office will continue to compile data for the 2022 review.

In reference to the mechanism of matching competitive externally funded grants, the Secretary asked whether it may be possible to provide one RA for every RA – instead of every two – funded by a single new external award. Chris Nomura replied that it can be considered.

A Senator expressed concern about the lack of flexibility with regard to F&A rates – some funding entities are not willing to pay our rates, in which case the award is rejected by the university. Vice President Nomura explained that P3 funds are a long-term loan for the university – a 50-year contract where the company paid money upfront. Because of the escalating form of the return, F&A funds must be used to offset the increasing costs over time. Increased enrollment, for instance, could offset some of those charges.

Another Senator raised the issue of interdisciplinary research and/or collaborations with teams outside the university. These projects require a lot of effort and time and should be more appreciated, including at Promotion and Tenure. Chris Nomura agreed that interdisciplinary research is important. In fact, his office is working on establishing programs with the Idaho National Laboratory and the Center for Advanced Energy Studies (CAES). New avenues may also open up. For instance, partnership with Avista, the main supplier of power in our region, may provide the opportunity to address a broader range of issues. They are trying to foster relations with external partners with whom we have traditionally not partnered.

Are there any historical records from which we can see how much we have advanced, overall? Chris Nomura will check how far back our records go for R2 data.

- Accreditation presentation – Dean Panttaja and Barb Kirchmeier
Interim Vice Provost for Academic Initiatives Dean Panttaja started a presentation titled “Why We Accredite,” starting with the definition: “*Accreditation is a voluntary process of recognizing educational institutions for performance, integrity, and quality that entitles them to the confidence of the educational community and the public.*” Failure to maintain accreditation prevents the institution from utilizing federal funding for education. Basically, accreditation signifies that: the institution is committed to continuous improvement and to provide quality education consistent with its mission; meets identified standards; has established an internal system of self-evaluation and welcomes peer evaluation.

Dean Panttaja proceeded to introduce the newly formed University Assessment and Accreditation Committee (UACC), chaired by Barb Kirchmeier. He then elaborated on the meaning of an internal self-study process, based on data addressing Student Success and Achievement (Standard 1), and Institutional Compliance (Standard 2). The outcome of a self-study should be, among others, the development of a strategic action plan to address NWCCU recommendations. Dean Panttaja moved on to the steps involved in preparing for the accreditation visit – a team effort – and went over the timelines. He described the tasks of the External Review Team. From our side, we need to show that we are committed to continuous improvement – to ensure alignment with the institutional mission and the strategic plan – through an ongoing cycle of assessment. We understand that all components of the institution play a role in accreditation, assessment, and their importance for the future of our students and the institution. More information on assessment and accreditation can be found through the following resources:

Assessment & Accreditation Website:

<https://www.uidaho.edu/provost/ir/assessment-evaluation>

Anthology Links & Training Videos:

<https://www.uidaho.edu/provost/ir/assessment-evaluation/anthology>

Annual Program Review:

<https://www.uidaho.edu/provost/ir/assessment-evaluation/program-review>

Student Learning Outcomes Assessment:

<https://www.uidaho.edu/provost/ir/assessment-evaluation/assessment>

Sara Mahuron, Associate Director of Accreditation and Assessment: sara@uidaho.edu

Dean Panttaja, Director of General Education / IVPAl: panttaja@uidaho.edu

Barb Kirchmeier reported that UAAC is currently gathering questions from the university community and focusing on a broad communication plan.

Vice Chair Smith asked whether UAAC will provide clarification to Faculty Senate and, generally, faculty. Barb Kirchmeier responded that, in fact, they are in the process of gathering information and listening to concerns. She encouraged everyone to ask questions to and share concerns with the committee. Dean Panttaja added that they are seeking feedback to fine-tune the process and make it easier for faculty and administrators.

How about departments that have their own accreditation process? Dean Panttaja replied that they are not completely “off the hook,” but they will be assessed to a lesser degree.

Responding to Chair Meeuf, Dean Panttaja confirmed that the accreditation team actually approaches people and ask them what they know about accreditation – everybody should be part of the process of making the institution great.

Barb Kirchmeier encouraged Senators to let her know if they identify a group that may benefit from this presentation.

New Business:

Chair Meeuf brought up the topic of first- and second-year seminars. Dean Panttaja noted that this is an ongoing conversation at UCGE. We need conclusive data. The real issue is retention between the first two years and graduation: why are we losing students in those middle years? There may be multiple pathways to keep our students engaged.

A Senator and member of UCGE reported on recent discussions within the committee. It is not clear that we have the data to determine whether first-year experience courses are beneficial to students. Another Senator noted that some programs (for instance, in CNR) already have their first-year experience courses. On the other hand, a Senator reported that his department tried first-year experience courses for several years, but their experience was not good. Moreover, resources are thin. A Senator, whose team has been involved with research funded by Amazon Catalyst during the past years, pointed out the opportunity of receiving support for undergraduate education from Amazon, see link below:

https://www.google.com/search?q=Amazon+750+00+undergraduates&rlz=1C5CHFA_enUS954_US954&oq=Amazon+750+00+undergraduates&aqs=chrome..69i57.8687j0j7&sourceid=chrome&ie=UTF-8

Chair Meeuf asked to send him any additional information which he will forward to the appropriate individuals. Ideas and suggestions about first-year experience courses can be sent to Ann Abbott, chair of UCGE, cc Dean Panttaja.

Adjournment:

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

Respectfully Submitted,

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

University of Idaho
2021 – 2022 Faculty Senate Agenda

Meeting # 6

Tuesday, September 21, 2021, at 3:30 pm
Zoom Only

- I. Call to Order
- II. Approval of Minutes (Vote)
 - Minutes of the 2020-2021 Faculty Senate Meeting #5 (September 14, 2021) **Attach. #1**
- III. Consent Agenda (Vote)
- IV. Chair's Report
- V. Provost's Report
- VI. Committee Reports
- VII. Other Announcements and Communications
 - Q&A with Chris Nomura
 - Accreditation presentation with Dean Panttaja and Barb Kirchmeier
- VIII. Special Orders
- IX. New Business
- X. Adjournment

Attachments:

- **Attach. #1:** Minutes of the 2020-2021 Faculty Senate Meeting #5
- **Attach. #2:**
- **Attach. #3:**
- **Attach. #4:**

2021 – 2022 Faculty Senate – Pending Approval

Meeting # 5

Tuesday, September 14, 2021, 3:30 pm – 5:00 pm

Zoom only

Present: Ahmadzadeh, Becker, Bridges, Chapman, Dahlquist, Fairley, Gauthier, Hickman, Hoffmann, Torrey Lawrence (w/o vote), McIntosh, Meeuf (Chair), Mittelstaedt, Ogborn, Paul, Quinnett, Rashed, Rinker, Roberson, Rose, Sammaruca (w/o vote), Schiele, Schwarzlaender, A. Smith (Vice Chair), R. Smith, Stroebel, Tenuto, Thorne, Wargo

Absent: Lee-Painter

Guest/Presenters: Scott Green, Torrey Lawrence, Chandra Ford, Mary Kay McFadden.

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

Approval of Minutes (vote):

- Minutes of the 2021-22 Meeting #4 – Attach. #1.
The minutes of the 2021-22 Meeting #4 were approved as distributed.

Chair's Report:

- Faculty Senate Leadership is forming two subcommittees to help navigate our policy priorities this year. These Senate Subcommittees will work with our existing committee structure to guide new ideas and proposed policies through our systems.
 - First, we are establishing a Senate Subcommittee on Teaching Evaluations, chaired by Senate Vice-Chair Alistair Smith, that will develop new ideas and proposals for our teaching evaluation systems. This includes coordinating with the University Teaching Committee on a review of current practices. Senators Deb Thorne, Dakota Roberson, and Erin Chapman have agreed to serve on this subcommittee alongside ASUI President Kallyn Mai and other student representatives. We are looking forward to a report later in the year from this subcommittee on ideas for improving our teaching evaluation process.
 - Second, we are recognizing an *ad hoc* task force on parental leave policies as an official Senate Subcommittee, chaired by Senator Erin Chapman. This group, which includes both faculty and staff, has been working on a proposal to make the University's parental leave policy more competitive compared to the policies offered at Boise State and Idaho State Universities as well as other regional employers. By transitioning this group into a Senate Subcommittee, we hope to give it more official standing as it works with existing committees such as Faculty Affairs and Staff Council. Moreover, as both faculty and staff are deeply concerned with this issue, we wanted to create a diverse subcommittee with both faculty and staff representation rather than passing the policy back and forth between a faculty-led committee and a staff-led committee. Other members of the Subcommittee include: Rebecca Scofield, Jessica Martinez, Kathryn Schiffelbein, Jessica Stanley, and Laurel Meyer. If any Senators are interested in supporting this committee, please let me know.
- Alumni Award for Excellence – Last call!

The Office of Alumni Relations is accepting nominations for the Alumni Award for Excellence. Nominations are open until Friday, Sept. 17. The Alumni Award for Excellence program recognizes U of I's distinguished scholars. Each year, faculty, staff and administrators from colleges and departments nominate seniors at the undergraduate level, third-year College of Law students and graduate students who have outstanding academic and campus activity records. A committee, composed of faculty, staff and alumni, reviews the nominations and selects the final recipients based on academic achievements and campus citizenship. Contact [Sandy Larsen](#) with questions. [Submit a nomination](#)

Discussion:

In response to a question, Chair Meeuf clarified that Senators can support the task force on parental leave policies in many ways, such as sharing their stories, or providing ideas and opinions, even if they are not able to serve on the committee. Senator Chapman, chair of the task force, added that a white paper is being prepared. She would be happy to collect stories and include them in the white paper.

President Green recommended to reach out to Brian Foisy, as his office looked at this issue twice in the past two years. In fact – Chair Meeuf added -- the subcommittee has started conversations with the Vice President for Finance and Administration.

A Senator asked about the authority of these subcommittees. Vice Chair Meeuf replied that anyone at U of I can propose a policy and submit it through our channels. Senate committees (FSH 1640) work on policies within their scope and, when their proposals come before Senate, they can be submitted as a seconded motion. If a project spans the purview of more than one committee, a subcommittee or task force is a centralized and more efficient way to coordinate all the interested parties. For instance, UTC is clearly involved with student evaluations, but FAC and the new University Assessment and Accreditation Committee (UAAC) are also invested. Vice Chair Smith reiterated that the issue of student evaluations was raised multiple times in the past at several committees, but did not gain much traction. A subcommittee working specifically on student evaluations may help build bridges among “silos,” while, at the same time, speeding the process – typically, Senate committees have other tasks to work on.

Provost's Report:

- Nominations for Honorary Degrees are due November 15 and should be submitted to provost@uidaho.edu. The honorary degree policy is in FSH 4930.

Discussion:

A Senator asked whether there is any update about the mask mandate. The Provost confirmed that September 20 is the three-week point after our last evaluation. We will consider many aspects and announce a decision by Monday, September 20.

How many Covid cases do we have among our students? President Green said that we have currently three students in isolation. The actual percentage from last week is on the Covid website. The Provost reported that over 3,000 students have submitted vaccination records and are participating in the incentive program. The number is going up.

A Senator asked if students become ill (regardless the cause) and must miss multiple classes, can we accommodate them via Zoom? Are there any fees? Provost Lawrence confirmed that faculty are encouraged to do whatever they can to help sick students catch up (such as allowing participation via Zoom or recording lectures). There are no fees associated with Zoom – it's free for everyone at the U of I. Some courses require fees, and those are the same as originally communicated to the students in the course schedule.

A Senator inquired about the status of the searches for upper administrators, particularly the dean of the College of Engineering and the CDA Center Executive Director. Provost Lawrence said that the search for the dean of COE is moving forward. The names of the search committee members will be announced shortly and the position description is nearly done and ready to go out. Regarding the CDA Center Executive Director, he is working on identifying an interim person – it is a unique position, not easy to replace.

The discussion moved to Covid testing. Students are not getting timely access to testing. For instance, a student who had been exposed was not given a test at Gritman because they were not very symptomatic. Provost Lawrence said that, although the university continues to communicate with Gritman, their testing process/protocols are not under our control. The limited testing hours (mornings only) may be part of the problem. Students would be better served if they go to the Student Health Clinic or their regular physician for a testing referral, as directed.

A Senator thought this is a risk management issue. Because Gritman does not have sufficient testing capability, the community will be impacted negatively. Is there any way U of I can partner with some other entity to make testing more readily available? President Green responded that public health officials were very clear about testing being of limited effect with the Delta variant. This virus is so infectious that, even if we ran our testing facility and were able to turn results around in 48 hours, the damage would be already done. We can expect a very steep increase in infection rate among the unvaccinated, followed by a very steep decline. There are shortages all over the country, and yet, if it wasn't for the Delta variant, we might have resumed testing. As things are, we would be spending a lot of money for little benefit. It is not a financial issue – we spent \$2M last year and we would do it again, if we thought it would help the community. The best course of action is to get as many people vaccinated as possible and to wear a mask in the classroom. We are doing our best to give students incentive to get vaccinated.

A Senator suggested that communicating these facts to the university community might help people better understand why testing is not readily available.

Announcements and Communications:

- Campaign working group presentations – Scott Green, Torrey Lawrence, Chandra Ford, Mary Kay McFadden. Attach. #2
Chandra Ford provided some background and reviewed the process. President Green assembled a diverse group of internal folks (faculty, staff, students) as well as external experts to address different areas his high priorities and strategic initiatives. To date, white papers have been produced for: Sustainable Financial Model, R1/Research, Online Education, and, currently, Strategic Enrollment Management. Next, a sustainability working group will be launched. Today, the presentation is about the Comprehensive Capital Campaign working group.
President Green said that he was impressed with the white paper and its well thought-out strategies. The plans are organized in different phases, starting with “Brave and Bold,” which is about student success. In October 2021, alumni and donors will be invited to invest in scholarships, fellowships, and more to benefit Idaho students. Throughout this academic year, the university will continue to build relationships with the Idaho industry. The U of I has already engaged in a series of virtual Industry Summits with executive-level representatives of industries through Idaho. The CEOs were excited and happy that we reached out to them. Building relations with potential employers and asking them what we should be investing in is important.

Our plan to support the state hiring needs, including soft skills (not only high-tech skills) was very well received. This is the largest campaign in Idaho history, with the goal to raise \$500M. President Green thanked everyone for the great work they do, which will become known throughout the state as we tell our story. We want to support our faculty by advertising their success.

Mary Kay McFadden joined the presentation to talk about campaign strategy. During the “silent” phase of the campaign (2015 to present), we raised \$276M – a number that grows every day. This is a very comprehensive campaign, where all gifts are counted. On October 8, we will launch the public phase at the new ICCU Arena. This will be a phased rollout. The first phase, “Brave and Bold,” focuses on student success with three high-level initiatives: 1. Access for all, with both need- and merit-based scholarships; 2. Experiential learning, such as studies abroad or UG research; 3. A career support center. With these initiatives, we can support student from the time they enter U of I to graduation. Mary Kay added that donors are usually more inclined to invest in initiatives that support students.

One year from now, we will launch the second phase, “Unstoppable.” For that, we will be working with colleges, deans, faculty, to define our academic priorities from now to 2025, when the campaign will wrap up. In closing, Mary Kay noted that initiatives such as the Arena, CAFÉ, and the Vandal Promise Scholarship give momentum to the campaign.

Discussion:

A Senator asked about the primary goal of the campaign. Do we hope to become less dependent from state funds? President Green replied that, while the state should continue to fund education, private support will allow us to lower the cost of education for our students.

The Secretary asked about academic priorities mentioned in the context of Phase 2. Who sets those priorities? Provost Lawrence responded that it will be a discussion among the colleges. Of course, not everything can be a priority – we will also go in the direction of interdisciplinary programs that are growing, or cutting-edge programs. Mary Kay added that we must identify the state needs and find solutions.

The discussion moved to health care as one of the areas where specialized workforce is needed in the state. The power of meeting a state’s need is likely to lead to large gifts. WWAMI is a medical school program – students are dual enrolled at the U of I and the University of Washington School of Medicine. While WWAMI does not meet the only health care needs of the state, opportunities can be found there. Mary Kay mentioned, as an example, a very large gift recently received by Montana State to support nursing in rural Montana.

A Senator from the Theater Department was excited about the emphasis on soft skills. Her students would love to contribute to the campaign through the healing arts of theatre, dance and music. President Green suggested the Senator to get in touch with Teresa Koeppel, our new Marketing and Communication director.

In response to a Senator’s concern that investing in a medical school may end up draining a large amount of resources, President Green clarified that we are not planning to establish a four-year medical school, but we see opportunities in bridging, for instance, the College of Education and WWAMI.

Some Senators thought that we should do better at marketing ourselves. A lot has changed since last year, with new opportunities such as virtual internships. We need to advertise those unique aspects that make us especially interesting and valuable.

Chair Meeuf had positive comments for the campaign emphasis on the question: what does the state need? He noted that the quality of equipment/facilities we offer to our students is closely related to successful experiential learning. Will fund raising for facilities be part of the campaign? Mary Kay replied that, although facility fund raising is more difficult, our donors step up when they see that their gift will help meet state needs.

Following up on the previous point, Vice Chair Smith underlined the importance of new instructional material and equipment for successful experiential learning. Departments can't afford to pay for those, nor can research dollars be used for such purposes. Could some of the funds raised towards experiential learning be used to update our instructional material? Mary Kay said that there is opportunity there. President Green reiterated the importance of letting potential donors know what we do and why it is important.

A Senator inquired about the "major gift officers" mentioned in the white paper. What is their role and are they hired specifically for the campaign? Mary Kay responded that they are development officers assigned to colleges with potential for large gifts. A data-driven analysis has shown the need for 24 major gift officers for a campaign of this size.

Mary Kay concluded with suggestions of what faculty can do to help, such as: strengthen connections with students, think about their own networks of potential donors and help the campaign access those networks. Deans will reach out with opportunities for interdisciplinary initiatives. And of course everyone's philanthropy is appreciated.

New Business:

Chair Meeuf opened the floor to ideas for future conversations.

- U.S. News & World Reports ranked U of I second best-value university. This is a great marketing tool!
- Volunteers are needed for the search committee for the Vice Provost for Academic Initiatives.
- More information on course fee structure.
- The "Affinity Groups" policy created last spring by the Faculty & Staff Policy Group with the help of Barb Kirchmeier is currently in legal review.

Adjournment:

The agenda being completed, Chair Meeuf adjourned the meeting at 5:00.

Respectfully Submitted,

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

2021 – 2022 Faculty Senate Approved at Mtg #8 10.05.21Meeting # 7

Tuesday, September 27, 2021, 3:30 pm – 5:00 pm

Zoom only

Present: Ahmadzadeh, Bridges, Chapman, Dahlquist, Gauthier, Hickman, Hoffmann, Torrey Lawrence (w/o vote), Lee-Painter, McIntosh, Meeuf (Chair), Mittelstaedt, Ogborn, Paul, Quinnett, Rashed, Rinker, Roberson, Rose, Sammarruca (w/o vote), Schiele, Schwarzlaender, A. Smith (Vice Chair), Stroebel, Thorne, Wargo

Absent: Becker, Tenuto, R. Smith, Fairley

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

Approval of Minutes (vote):

- Minutes of the 2021-22 Meeting #6 – Attach. #1.
The minutes of the 2021-22 Meeting #6 were approved as distributed.

Chair's Report:

- After much work across campus, including the urging of Faculty Senate last year, preferred names are available in the University's systems. Please remind your students and colleagues of this opportunity. Many thanks to all those who helped make this change, including the Registrar's office, the folks in ITS, CETL, as well as our faculty-led committee, Ubuntu.
- Next week, our new Vice Provost for Digital Learning, Ken Udas, will pay Senate a visit both to get to know each other better but also to give us an opportunity to ask questions about this new position and the University's plans to expand online and distance learning. Please come prepared to ask some questions by reaching out to your constituents to see what issues or concerns they would want addressed.
- Vandal Fest'21 is a combination of traditional Homecoming activities, the ICCU Arena Grand Opening and the announcement of "Brave. Bold. A promise to Idaho's Students," the university's launch into a focused fundraising campaign. Faculty, staff and students are invited and encouraged to [volunteer on Friday, Oct. 8, and Saturday, Oct. 9](#), to help us host our extended Vandal Family.
- The Ombuds Annual Report for 2020-21 is available on [the Ombuds' website](#).

There were no questions for the Chair.

Provost's Report:

- The mask mandate remains unchanged and will be re-evaluated next on October 11.
- Open sessions to meet with the finalists for the Director of Dual Credit position are scheduled for Thursday, September 30, 2:30-3:30; Friday, October 1, 2:30-3:30; Monday, October 4, 2:30-3:30.
- Sabbatical leave applications are to be submitted to the provost office by October 31, but departments and colleges may have earlier internal deadlines.

Discussion:

A Senator asked whether feedback collected from students and staff *must* be part of the Promotion & Tenure (P&T) packet. Even if it is not explicitly required, the Senator argued that it is not a very useful feedback and we should consider removing it. Vice Provost Kelly-Riley added that the intent of FSH 3500

E-1.b “*The review shall be based on the dossier as well as feedback collected by the committee from faculty, staff, and students in the unit*” is to collect and summarize general trends, and applies at the unit level only. Other Senators expressed concern that staff members are not familiar with teaching and research, and student feedback may be bias or discriminatory – as seen in some student evaluations of teaching – with no means to verify the validity of the feedback. A Senator noted that there are problems with either choice (collecting or not collecting this input). A general consensus emerged that this part of the policy should be revisited by the Faculty Affairs Committee (FAC). Chair Meeuf will communicate with the chair of FAC.

Provost Lawrence recalled that we used to have student representation at the unit’s P&T committee, which sometimes placed student members in a difficult situation. For that reason, a survey-type feedback tool was introduced instead.

The focus moved to a different aspect, namely, frequent transitions in administrative staff, which disrupt a unit’s functions due to the loss of institutional knowledge following the departure of experienced employees. Administrative positions are complex and require well-qualified personnel. The Senator wonders whether better pay may alleviate the problem. The Provost agreed that retention (of both staff and students) is a serious concern. The “Best Colleges to Work for” survey results will be available in one or two weeks. We look forward to having guidance from those data on how to improve our workplace. We have a market-based compensation system, but some salaries are not competitive – possibly one of the causes for the problems with both retention and attraction of staff. This is a nation-wide concern, exacerbated by the fact that COVID has changed the workplace. At the roots of the retention problem there could be salary and/or benefits, such as parental leave, or an even bigger picture. We are aware of this issue and trying to address it, and so is HR.

A Senator heard “rumors” that U of I may go fully online after Thanksgiving break. Is there any substance to it? The Provost responded that there are no current plans to do so. There is probably some confusion caused by webpage information, perhaps our own webpage from last Fall.

There were no more questions or comments.

Announcements and Communications:

- FSH 1470 University Archives – Francesca Sammaruca
Brief background: In the summer, the Secretary was contacted by the library’s Archives and Special Collections department about a records management taskforce on campus that would work with University Archives at various points in the records management cycle. If such a group exists, University Archives would like to have a representative at their meetings. They are concerned that vital, irreplaceable documents may not be preserved.
In fact, such taskforce was assembled in 2006 and current policy FSH 1470 University Archives (added in 2008) is the product of their work, but no similar group is presently active.

Discussion:

A Senator noted that the possible loss of university records is related to the point raised earlier about transition and loss of institutional knowledge. After a brief discussion on the matter, there was a general agreement that the Library Affairs committee should be consulted. They may be willing to be the point of contact between University Archives and a unit who is unsure whether some records have historical relevance.

New Business:

The Chair moved to the new business part of the agenda. New items previously raised by Senators include: the policy on “Affinity Groups,” which should come before Senate soon; more clarity on course fees (FSL is currently looking into this); and mental health on campus. Are there additional concerns that Senators wish to discuss?

- A Senator reported on her negative experience when she called HR with some questions and was connected with the outsourced company in Pittsburg. A brief discussion followed, with Senators sharing both negative and positive experiences in similar situations. A Senator was very dissatisfied with the U of I health care plan. Provost Lawrence said that our plan provides options (such as the high-deductible or the low-deductible options). The Benefit Advisory Committee works with HR in shaping our own benefits, and employees should contact the committee with questions and concerns. The Provost will pass on to the Benefit Advisory Committee the question of whether we can invest in more benefits. A conversation with the HR director about benefits and health care will be scheduled for the near future.
- A broader conversation which combines findings from the Ombuds report and the upcoming survey results, both closely related to campus climate. After a careful analysis of the data, we should make concrete suggestions at the policy level to improve the workplace.

Adjournment:

The agenda being completed, Chair Meeuf adjourned the meeting at 4:27pm.

Respectfully Submitted,

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

University of Idaho
2021 – 2022 Faculty Senate Agenda

Meeting # 7

Tuesday, September 28, 2021, at 3:30 pm
Zoom Only

- I. Call to Order
- II. Approval of Minutes (Vote)
 - Minutes of the 2020-2021 Faculty Senate Meeting #6 (September 21, 2021) **Attach. #1**
- III. Consent Agenda (Vote)
- IV. Chair's Report
- V. Provost's Report
- VI. Committee Reports
- VII. Other Announcements and Communications
 - [FSH 1470](#) University Archives – Francesca Sammarruca
- VIII. Special Orders
- IX. New Business
- X. Adjournment

Attachments:

- **Attach. #1:** Minutes of the 2020-2021 Faculty Senate Meeting #6
- **Attach. #2:**
- **Attach. #3:**
- **Attach. #4:**

2021 – 2022 Faculty Senate – Pending Approval

Meeting # 6

Tuesday, September 21, 2021, 3:30 pm – 5:00 pm

Zoom only

Present: Ahmadzadeh, Bridges, Chapman, Dahlquist, Gauthier, Hickman, Hoffmann, Torrey Lawrence (w/o vote), McIntosh, Meeuf (Chair), Paul, Quinnett, Rashed, Rinker, Roberson, Rose, Sammarruca (w/o vote), Schiele, Schwarzlaender, A. Smith (Vice Chair), R. Smith, , Tenuto, Thorne

Absent: Becker, Lee-Painter, Wargo (excused), Mittelstaedt (excused), Fairley (excused), Ogborn, Stroebel

Guests/Presenters: Chris Nomura, Dean Panttaja, Barb Kirchmeier

Call to Order: Chair Meeuf called the meeting to order at 3:31pm.

Approval of Minutes (vote):

- Minutes of the 2021-22 Meeting #5 – Attach. #1.
The minutes of the 2021-22 Meeting #5 were approved as distributed.

Chair's Report:

- The Dean of Students office is still collecting Donations for Joe's Closet, their project that provides professional clothing for students preparing for interviews or headshots. If you email Joana Espinoza, they can also arrange for items to be picked up at your office!
- Nominations are open for U of I honorary degrees to be recognized at the Spring 2022 Commencement Ceremony. Submit nominations to provost@uidaho.edu by Monday, Nov. 15. Nomination instructions can be found in [FSH 4930](#).
- Vandal Fest'21 is a combination of traditional Homecoming activities, the ICCU Arena Grand Opening and the announcement of "Brave. Bold. A promise to Idaho's Students," the university's launch into a focused fundraising campaign. Faculty, staff and students are invited and encouraged to [volunteer on Friday, Oct. 8, and Saturday, Oct. 9](#), to help us host our extended Vandal Family.

There were no questions for the Chair.

Provost's Report:

- 2021 VIP Grants: The PI names and the abstracts of the funded proposals are posted [here](#) for U of I personnel.
- Update on COVID-vaccine incentive program: The first \$1,000 and the first \$5,000 scholarships have been awarded. To date, over 3,400 students have submitted proof of vaccine and received \$50 gift cards. Our next \$1,000 drawing will be on Thursday.
- The mask mandate remains unchanged and will be re-evaluated by October 11.
- Katy Benoit Campus Safety Awareness Month: [Take Back the Night](#) is an event to increase awareness of interpersonal violence and to show support for those affected by it. This year's event features a keynote address and rally at the Theophilus Tower Lawn at 7:00 pm, followed by a candlelit march around campus at dusk.
- Larry Stauffer, former dean of the College of Engineering, has been named acting executive officer of the U of I Coeur d'Alene center. A national search for a permanent center executive

officer will be launched in the coming weeks. Search committee nominations (including self-nominations) may be [submitted online](#).

- This is Postdoc Appreciation Week. Let's show appreciation to our postdoctoral associates!

Discussion:

On behalf of his constituents, a Senator asked whether vaccinated employees will pay a lower health coverage premium. The Provost replied that U of I considered this briefly but decided not to go that route because potential problems with benefits.

Provost Lawrence noted that more questions can be asked at the first of three "Talks with Torrey," tomorrow, September 22, 11:30 a.m. to 12:30 p.m. <https://www.uidaho.edu/provost/talks-with-Torrey>

Announcements and Communications:

- Q&A with Chris Nomura.
Vice President for Research and Academic Development Chris Nomura presented an overview of the P3-R1 program and the U of I progress towards R1 status, starting with Carnegie classification. The next update is confirmed for December 2021. J. McMurtry, Wes McClintick, and Brad Ritts are preparing for the December-January review period. Chris Nomura noted that U of I metrics drawn from FY19, FY20, and Fall 2020 will reflect numbers prior to P3-R1 and budget reduction. The metrics are not fundamentally different from the 2018 analysis for U of I. Research expenditures grew from \$111M to \$113M – U of I was #151 in FY18 and #152 in FY19. The number of nonfaculty research staff with doctorates moved from 102 to 105. The number of faculty is down from 529 to 520, whereas doctoral degrees moved up from 39 to 80 – note that the R1 working group analysis shows that large increases in doctoral production and post-doctoral researchers are necessary to move the U of I position. Also, significant changes in other institutions provides opportunity to shift the R1-R2 line. For instance, the University of Oregon had a drop in research expenditures and ranking. Wyoming fell considerably in ranking. On the other hand, the University of Montana increased its expenditures from \$90M in FY18 to \$104M in FY19. University of Nevada, Las Vegas and Montana State also climbed up strongly.

In response to a Senator question, Chris Nomura clarified that research expenditures refer to total expenditures, from federal, state, foundations, and other sources. Research expenditures is one of the metrics to assess progress towards R1, along with postdoctoral researchers, research scientists, non-tenure-track faculty. There are additional metrics from the last Carnegie formula – which is not static. For instance, in FY20 people couldn't travel, and some universities shut down completely. We do not know how COVID impact is going to be taken into account. In 2018, we were approaching the R1 border and, had all other institutions remained static, we would be very close to the (ever changing) R1 mark.

Chris Nomura proceeded to show P3-R1 commitments by fiscal year (as of July 2021). From those data, one can see that we are essentially on track towards a \$3M annual program with current criteria. As of August 2021, 35 awards were funded. Chris Nomura said that his office will continue to compile data for the 2022 review.

In reference to the mechanism of matching competitive externally funded grants, the Secretary asked whether it may be possible to provide one RA for every RA – instead of every two – funded by a single new external award. Chris Nomura replied that it can be considered.

A Senator expressed concern about the lack of flexibility with regard to F&A rates – some funding entities are not willing to pay our rates, in which case the award is rejected by the university. Vice President Nomura explained that P3 funds are a long-term loan for the university – a 50-year contract where the company paid money upfront. Because of the escalating form of the return, F&A funds must be used to offset the increasing costs over time. Increased enrollment, for instance, could offset some of those charges.

Another Senator raised the issue of interdisciplinary research and/or collaborations with teams outside the university. These projects require a lot of effort and time and should be more appreciated, including at Promotion and Tenure. Chris Nomura agreed that interdisciplinary research is important. In fact, his office is working on establishing programs with the Idaho National Laboratory and the Center for Advanced Energy Studies (CAES). New avenues may also open up. For instance, partnership with Avista, the main supplier of power in our region, may provide the opportunity to address a broader range of issues. They are trying to foster relations with external partners with whom we have traditionally not partnered.

Are there any historical records from which we can see how much we have advanced, overall? Chris Nomura will check how far back our records go for R2 data.

- Accreditation presentation – Dean Panttaja and Barb Kirchmeier
Interim Vice Provost for Academic Initiatives Dean Panttaja started a presentation titled “Why We Accredited,” starting with the definition: “*Accreditation is a voluntary process of recognizing educational institutions for performance, integrity, and quality that entitles them to the confidence of the educational community and the public.*” Failure to maintain accreditation prevents the institution from utilizing federal funding for education. Basically, accreditation signifies that: the institution is committed to continuous improvement and to provide quality education consistent with its mission; meets identified standards; has established an internal system of self-evaluation and welcomes peer evaluation.

Dean Panttaja proceeded to introduce the newly formed University Assessment and Accreditation Committee (UACC), chaired by Barb Kirchmeier. He then elaborated on the meaning of an internal self-study process, based on data addressing Student Success and Achievement (Standard 1), and Institutional Compliance (Standard 2). The outcome of a self-study should be, among others, the development of a strategic action plan to address NWCCU recommendations. Dean Panttaja moved on to the steps involved in preparing for the accreditation visit – a team effort – and went over the timelines. He described the tasks of the External Review Team. From our side, we need to show that we are committed to continuous improvement – to ensure alignment with the institutional mission and the strategic plan – through an ongoing cycle of assessment. We understand that all components of the institution play a role in accreditation, assessment, and their importance for the future of our students and the institution. More information on assessment and accreditation can be found through the following resources:

Assessment & Accreditation Website:

<https://www.uidaho.edu/provost/ir/assessment-evaluation>

Anthology Links & Training Videos:

<https://www.uidaho.edu/provost/ir/assessment-evaluation/anthology>

Annual Program Review:

<https://www.uidaho.edu/provost/ir/assessment-evaluation/program-review>

Student Learning Outcomes Assessment:

<https://www.uidaho.edu/provost/ir/assessment-evaluation/assessment>

Sara Mahuron, Associate Director of Accreditation and Assessment: sara@uidaho.edu

Dean Panttaja, Director of General Education / IVPAl: panttaja@uidaho.edu

Barb Kirchmeier reported that UAAC is currently gathering questions from the university community and focusing on a broad communication plan.

Vice Chair Smith asked whether UAAC will provide clarification to Faculty Senate and, generally, faculty. Barb Kirchmeier responded that, in fact, they are in the process of gathering information and listening to concerns. She encouraged everyone to ask questions to and share concerns with the committee. Dean Panttaja added that they are seeking feedback to fine-tune the process and make it easier for faculty and administrators.

How about departments that have their own accreditation process? Dean Panttaja replied that they are not completely “off the hook,” but they will be assessed to a lesser degree.

Responding to Chair Meeuf, Dean Panttaja confirmed that the accreditation team actually approaches people and ask them what they know about accreditation – everybody should be part of the process of making the institution great.

Barb Kirchmeier encouraged Senators to let her know if they identify a group that may benefit from this presentation.

New Business:

Chair Meeuf brought up the topic of first- and second-year seminars. Dean Panttaja noted that this is an ongoing conversation at UCGE. We need conclusive data. The real issue is retention between the first two years and graduation: why are we losing students in those middle years? There may be multiple pathways to keep our students engaged.

A Senator and member of UCGE reported on recent discussions within the committee. It is not clear that we have the data to determine whether first-year experience courses are beneficial to students. Another Senator noted that some programs (for instance, in CNR) already have their first-year experience courses. On the other hand, a Senator reported that his department tried first-year experience courses for several years, but their experience was not good. Moreover, resources are thin. A Senator, whose team has been involved with research funded by Amazon Catalyst during the past years, pointed out the opportunity of receiving support for undergraduate education from Amazon, see link below:

https://www.google.com/search?q=Amazon+750+00+undergraduates&rlz=1C5CHFA_enUS954US954&oq=Amazon+750+00+undergraduates&aqs=chrome..69i57.8687j0j7&sourceid=chrome&ie=UTF-8



Chair Meeuf asked to send him any additional information which he will forward to the appropriate individuals. Ideas and suggestions about first-year experience courses can be sent to Ann Abbott, chair of UCGE, cc Dean Panttaja.

Commented [K(1)]: I believe folks should contact Ann Abbott for ideas/suggestions related to FYE classes.

People should email me or Dean if they have suggestions about groups who should see the presentation Dean shared.

Commented [S(2R1)]: That's right! Thanks!!

Adjournment:

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

Respectfully Submitted,

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

2021 – 2022 Faculty Senate

Approved at Mtg #9 10.12.2021

Meeting # 8

Tuesday, October 5, 2021, 3:30 pm – 5:00 pm

Zoom only

Present: Ahmadzadeh, Bridges, Chapman, Dahlquist, Fairley, Gauthier, Hickman, Hoffmann, Torrey Lawrence (w/o vote), Lee-Painter, McIntosh, Meeuf (Chair), Mittelstaedt, Ogborn, Paul, Rashed, Rinker, Roberson, Rose, Sammaruca (w/o vote), Schiele, Schwarzlaender, A. Smith (Vice Chair), R. Smith, Stroebel, Tenuto, Thorne, Wargo

Absent: Becker (excused), Quinnett (excused)

Guests/Presenters: Jerry McMurtry, Ken Udas

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

Approval of Minutes (vote):

- Minutes of the 2021-22 Meeting #7 – Attach. #1.
The minutes of the 2021-22 Meeting #7 were approved as distributed.

Chair's Report:

- Our colleague Dr. Shirley Luckhart is continuing a research project on malaria and ways to combat the transmission of malaria, which kills over 400,000 people per year. If you have type O+ blood, please consider volunteering as a blood donor to help support this important research on campus. If you are interested, you can contact Dr. Luckhart directly over email (sluckhart@uidaho.edu). You can also request a flyer.
- Athena Mentorship Program call for applications. Athena announces the call for participation in the 2022 Athena Mentorship Program. If you are interested in participating in the Athena Mentorship Program as either a mentee or a mentor, complete the survey application by Friday, Oct. 15. We encourage faculty and staff from any U of I college, office and campus and of any background to apply. The program runs on a calendar year from January through December. Cohort four will be announced by Friday, Dec. 17. [Find more details](#) and [apply online](#)

There were no questions for the Chair.

Provost's Report:

- The mask mandate will be re-evaluated next by October 11.
- This week we celebrate Homecoming, the ICCU Arena Grand Opening, and the announcement of "Brave. Bold. A promise to Idaho's Students," the university's launch into a focused fundraising campaign.
- Next week is midterm week. Submitting midterm grades is important for student success and retention – they are due October 18.
- A reminder to all employees to complete the required training by October 31.

Discussion:

A Senator asked when the results of the "Great Colleges to Work for" survey will be accessible to faculty. The provost responded that they are not yet available. The survey organization manages the information carefully so as to protect the anonymity of the participants. Our team has received general

results and is combining them with results from the past few years for comparison. Hopefully, everything will be available to us in October.

Regarding the mask mandate, a Senator wondered why we do not extend the mandate to the end of the semester instead of re-evaluating every three weeks. Provost Lawrence replied that this 3-week evaluation practice was approved by the State Board and started in August, in line with other schools. Although it seems unlikely that the situation would take a sharp turn for the best, we continue with this practice to keep more flexibility. In response to the second part of the Senator's question – if the state decides to remove mask requirements, will the university go along with the state? The Provost said that the university does have some independence from state decisions.

Reconnecting to a question from last week about the university potentially moving to fully online instruction after Thanksgiving break, the provost reiterated that there are currently no plans to do. Should the impact of the Delta variant continue to grow, options will be considered. Any decision will be communicated well before the break.

The conversation moved to vaccination. A Senator reported that the number of students who miss her classes grows larger every week. Can we make vaccination available on campus for students, as often as five times per week? The Provost noted that the vaccine has been readily available for some time. Presently, the university is working with pharmacies. Medical professionals are needed, but they may not be available several times per week. The same Senator suggested to require proof of vaccination at ball games – she is concerned about the impact of Homecoming on the spreading of the virus. Another Senator suggested to hire traveling nurses for both testing and vaccination, which may not be easy because they are in high demand across the country. The Provost noted that the university spent \$8K, and will spend \$12K more in the coming weeks, in vaccination-incentive scholarships. It was confirmed that, to date, approximately 33% of the students have provided proof of vaccination. Vice Chair Smith moved back to the possibility of requiring proof of vaccination or of a negative COVID test at football games, as BSU is doing. Provost Lawrence noted that BSU is no longer doing it. He added that we cannot deny access to educational activities based on vaccination status, but things may be different with ball games. Vice Chair Smith followed up noting that BSU checked with the Governor before taking that route, and they obtained approval because ball games are not part of education and because they offered the option of providing vaccination proof or a negative test. Other ideas were tossed around, such as shuttle rides to vaccination sites. On the other hand, that may not help much as vaccines are already readily available. The Provost will follow up with the Dean of Students.

Referring to an earlier comment about students missing classes, the Provost reminded everyone that strong support is available to those students who test positive for COVID and report their status. Vice Chair Smith suggested sending a survey to all current instructors about attendance in their classes. In his class, the attendance is between 33% and 50%.

A Senator expressed frustration with the fact that non-vaccinated students expect accommodations, support and additional faculty time, while the situation could be resolved, or at least substantially improved, were they vaccinated. Faculty are becoming tired of accommodating. The Provost said he understands the frustration and appreciates the extra work done by the faculty. People in the medical profession experience similar frustration about unvaccinated patients. On the other hand, we need to cope with the reality around us and the fact that we are limited in what we can do.

Chair Meeuf moved to the next agenda item.

Committee Reports:

- FSH 1640.55 Information Technology – Alistair Smith. Attach. #2
The Committee on Committees proposes revisions in the structure and membership of the Information Technology Committee, FSH 1640-55. First, they propose to replace the Vice President for Infrastructure (a position that no longer exists) with the Vice President for Finance and Administration, as a non-voting member. Second, they propose to include the Vice Provost for Digital Learning Initiatives as a non-voting member, which is appropriate because the committee functions include *“To advise and recommend university policies regarding the planning, implementation, and maintenance of information technology in the areas of teaching, research, outreach, and management.”*

Discussion:

There was a question about the absence of the Vice President of Information Technology (IT) on the committee. Vice Chair Smith explained that the Committee on Committees felt strongly about not including the Vice President for IT to keep the focus on *“teaching, research,...”* as prescribed in policy. On the other hand, the Vice President for Finance and Administration is included because Infrastructure presently reports to him.

Another Senator agreed that it would be best to have regular communications with the Vice President of IT. Many questions may come up that are best answered by the Vice President for IT. When the original policy was introduced, Infrastructure and ITS were the same.

It was moved and seconded (Schwarzlaender/Fairley) to include the Vice President for IT as a non-voting member of the Information Technology Committee. Chair Meeuf noted that the title of *Director of the Center for Teaching Innovation* must be replaced by the updated title of *Director of the Center for Excellence in Teaching and Learning*. This was considered a friendly amendment to include in the main motion.

Vote: Motion carries with 19 votes in favor and 3 against.

- FSH 1565 Graduate Council – Jerry McMurtry. Attach. #3
Jerry McMurtry provided a short summary. They are adjusting the handbook language to align with and provide clarity on previously approved policies.
Discussion:
The Secretary inquired about the part of the policy concerning graduate assistants having to be full-time students. A Teaching Assistantship (TA) comes with (in-state) tuition paid by the department. On the other hand, to pay a Research Assistantship (RA) from a grant, that grant must cover tuition, but some awards do not. Vice Chair Smith agreed that requiring RAs to enroll as full-time students poses problems when a grant does not cover tuition.

It was noted that new language added by Graduate Council in section H-2 of FSH 1565 was not marked in the attachment received by the Senators. Because Senators did not have the opportunity to read the marked-up document – due to an error, they received the wrong file – Chair Meeuf decided to postpone this item until next week.

- UCC 27 Name Change from Geography and Geological Sciences to Earth and Spatial Sciences – Jerry Fairley. Attach. #4

Brief background: the merger of Geography and Geology was challenging. Although we are two different departments, they wanted to find a shared identity.

Discussion:

Some discussion followed about how an external audience might perceive the new name. Jerry Fairley clarified that planetary science is part of what they do, although “spatial” refers, more generally, to spatial distributions rather than “space” science. This change does not impact the degree or the courses which they offer. At this time, there are no plans to make additional changes. A Senator asked whether this may create identity problems. Jerry Fairley noted that, although a more holistic approach may be something to think about, there are other issues to consider. For instance, in geology, there is professional registration, and they need to continue offering degrees that allow for professional registration.

Vote: Motion from UCC passes with 19 votes in favor and 1 against.

Announcements and Communications:

- FSH 6100 Temporary Emergency Policy – Russ Meeuf
This change has already been submitted and approved by Faculty Senate and is slated for approval as a permanent policy through the normal procedures. However, there is a need to expedite its implementation before October 7, 2021 because a Title IX hearing is scheduled on this date and failure to make this change to policy will prejudice the interests of the parties.
- Digital Learning Discussion – Ken Udas
After some introductory remarks by Vice Provost Udas, Chair Meeuf opened the Q&A and raised an issue that many faculty are concerned about: as digital learning requires increased workload from the faculty, are there any plans to provide incentives? Ken Udas said that efforts are in progress to define a workflow. He will have more concrete information in a couple of weeks.

A Senator asked Vice Provost Udas to comment on the changes made during the pandemic. Vice Provost Udas recognized that the pandemic has forced people to extend teaching practices way beyond what they used to do. Of course, institutions that offer mainly online instruction were not impacted as much, although the new circumstances provided the opportunity for an extended dialogue and to reach out to resources they would normally not reach out to, for example, the need to design a remote laboratory experience. On the other hand – a Senator observed – the pandemic meant radical changes for U of I.

In response to a question, Ken Udas addressed academic and non-academic support. The area of academic teaching and learning is the one that faculty are most familiar with. But with a large online component of instruction, the student population becomes more non-traditional, which requires additional services for both faculty and students. Also, support is needed with learning design and development.

The next question was about the level of infrastructure needed for a successful online experience. Ken Udas responded that a fast-growing online program may need some investments, such as in-course design and production support. For a real commitment to all of our students, residential or not, we will need a strong support system.

Vice Provost Udas was asked whether he expects faculty to transition smoothly to online teaching, as opposed to having a separate set of people specifically trained for online teaching. Ken Udas said that this is a question to be discussed within colleges and academic units. For

some faculty there will be a fluid transition, while others may prefer not to participate in online instruction.

Chair Meeuf asked whether P3 funds will be used to pay for additional workload of faculty who teach online. Ken Udas noted that the P3 money allocated to this is limited and not permanent – it's seed funding and will not cover permanent hires.

A Senator encouraged Vice Provost Udas and his team to reach out to those faculty who already have large experience with online learning.

Adjournment:

Due to the late hour, it was not possible to address new business. The agenda not being completed, Chair Meeuf called for a motion to adjourn. Moved and seconded (Fairley/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
2021 – 2022 Faculty Senate Agenda

Meeting # 8

Tuesday, October 5, 2021, at 3:30 pm
Zoom Only

- I. Call to Order
- II. Approval of Minutes (Vote)
 - Minutes of the 2021-2022 Faculty Senate Meeting #7 (September 28, 2021) **Attach. #1**
- III. Consent Agenda (Vote)
- IV. Chair's Report
- V. Provost's Report
- VI. Committee Reports
 - FSH 1640.55 Information Technology - Alistair Smith **Attach. #2**
 - FSH 1565 Grad Counsel Jerry McMurtry **Attach. #3**
 - UCC 27 name change from Geography and Geological Sciences to Earth and Spatial Sciences Jerry Fairley **Attach. #4**
- VII. Other Announcements and Communications
 - FSH 6100 Temporary Emergency Policy - Russ Meeuf
 - Digital Learning Discussion – Ken Udas
- VIII. Special Orders
- IX. New Business
- X. Adjournment

Attachments:

- **Attach. #1:** Minutes of the 2021-2022 Faculty Senate Meeting #7
- **Attach. #2:** FSH 1640.55 Information Technology
- **Attach. #3:** FSH 1565 Grad Course
- **Attach. #4:** UCC 27 name change Geography and Geological Sciences

2021 – 2022 Faculty Senate – Pending Approval

Meeting # 7

Tuesday, September 27, 2021, 3:30 pm – 5:00 pm

Zoom only

Present: Ahmadzadeh, Bridges, Chapman, Dahlquist, Gauthier, Hickman, Hoffmann, Torrey Lawrence (w/o vote), Lee-Painter, McIntosh, Meeuf (Chair), Mittelstaedt, Ogborn, Paul, Quinnett, Rashed, Rinker, Roberson, Rose, Sammarruca (w/o vote), Schiele, Schwarzlaender, A. Smith (Vice Chair), Stroebel, Thorne, Wargo

Absent: Becker, Tenuto, R. Smith, Fairley

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

Approval of Minutes (vote):

- Minutes of the 2021-22 Meeting #6 – Attach. #1.
The minutes of the 2021-22 Meeting #6 were approved as distributed.

Chair's Report:

- After much work across campus, including the urging of Faculty Senate last year, preferred names are available in the University's systems. Please remind your students and colleagues of this opportunity. Many thanks to all those who helped make this change, including the Registrar's office, the folks in ITS, CETL, as well as our faculty-led committee, Ubuntu.
- Next week, our new Vice Provost for Digital Learning, Ken Udas, will pay Senate a visit both to get to know each other better but also to give us an opportunity to ask questions about this new position and the University's plans to expand online and distance learning. Please come prepared to ask some questions by reaching out to your constituents to see what issues or concerns they would want addressed.
- Vandal Fest'21 is a combination of traditional Homecoming activities, the ICCU Arena Grand Opening and the announcement of "Brave. Bold. A promise to Idaho's Students," the university's launch into a focused fundraising campaign. Faculty, staff and students are invited and encouraged to [volunteer on Friday, Oct. 8, and Saturday, Oct. 9](#), to help us host our extended Vandal Family.
- The Ombuds Annual Report for 2020-21 is available on [the Ombuds' website](#).

There were no questions for the Chair.

Provost's Report:

- The mask mandate remains unchanged and will be re-evaluated next on October 11.
- Open sessions to meet with the finalists for the Director of Dual Credit position are scheduled for Thursday, September 30, 2:30-3:30; Friday, October 1, 2:30-3:30; Monday, October 4, 2:30-3:30.
- Sabbatical leave applications are to be submitted to the provost office by October 31, but departments and colleges may have earlier internal deadlines.

Discussion:

A Senator asked whether feedback collected from students and staff *must* be part of the Promotion & Tenure (P&T) packet. Even if it is not explicitly required, the Senator argued that it is not a very useful feedback and we should consider removing it. Vice Provost Kelly-Riley added that the intent of FSH 3500

E-1.b “*The review shall be based on the dossier as well as feedback collected by the committee from faculty, staff, and students in the unit*” is to collect and summarize general trends, and applies at the unit level only. Other Senators expressed concern that staff members are not familiar with teaching and research, and student feedback may be bias or discriminatory – as seen in some student evaluations of teaching – with no means to verify the validity of the feedback. A Senator noted that there are problems with either choice (collecting or not collecting this input). A general consensus emerged that this part of the policy should be revisited by the Faculty Affairs Committee (FAC). Chair Meeuf will communicate with the chair of FAC.

Provost Lawrence recalled that we used to have student representation at the unit’s P&T committee, which sometimes placed student members in a difficult situation. For that reason, a survey-type feedback tool was introduced instead.

The focus moved to a different aspect, namely, frequent transitions in administrative staff, which disrupt a unit’s functions due to the loss of institutional knowledge following the departure of experienced employees. Administrative positions are complex and require well-qualified personnel. The Senator wonders whether better pay may alleviate the problem. The Provost agreed that retention (of both staff and students) is a serious concern. The “Best Colleges to Work for” survey results will be available in one or two weeks. We look forward to having guidance from those data on how to improve our workplace. We have a market-based compensation system, but some salaries are not competitive – possibly one of the causes for the problems with both retention and attraction of staff. This is a nation-wide concern, exacerbated by the fact that COVID has changed the workplace. At the roots of the retention problem there could be salary and/or benefits, such as parental leave, or an even bigger picture. We are aware of this issue and trying to address it, and so is HR.

A Senator heard “rumors” that U of I may go fully online after Thanksgiving break. Is there any substance to it? The Provost responded that there are no current plans to do so. There is probably some confusion caused by webpage information, perhaps our own webpage from last Fall.

There were no more questions or comments.

Announcements and Communications:

- FSH 1470 University Archives – Francesca Sammaruca
Brief background: In the summer, the Secretary was contacted by the library’s Archives and Special Collections department about a records management taskforce on campus that would work with University Archives at various points in the records management cycle. If such a group exists, University Archives would like to have a representative at their meetings. They are concerned that vital, irreplaceable documents may not be preserved. In fact, such taskforce was assembled in 2006 and current policy FSH 1470 University Archives (added in 2008) is the product of their work, but no similar group is presently active.

Discussion:

A Senator noted that the possible loss of university records is related to the point raised earlier about transition and loss of institutional knowledge. After a brief discussion on the matter, there was a general agreement that the Library Affairs committee should be consulted. They may be willing to be the point of contact between University Archives and a unit who is unsure whether some records have historical relevance.

New Business:

The Chair moved to the new business part of the agenda. New items previously raised by Senators include: the policy on “Affinity Groups,” which should come before Senate soon; more clarity on course fees (FSL is currently looking into this); and mental health on campus. Are there additional concerns that Senators wish to discuss?

- A Senator reported on her negative experience when she called HR with some questions and was connected with the outsourced company in Pittsburg. A brief discussion followed, with Senators sharing both negative and positive experiences in similar situations. A Senator was very dissatisfied with the U of I health care plan. Provost Lawrence said that our plan provides options (such as the high-deductible or the low-deductible options). The Benefit Advisory Committee works with HR in shaping our own benefits, and employees should contact the committee with questions and concerns. The Provost will pass on to the Benefit Advisory Committee the question of whether we can invest in more benefits. A conversation with the HR director about benefits and health care will be scheduled for the near future.
- A broader conversation which combines findings from the Ombuds report and the upcoming survey results, both closely related to campus climate. After a careful analysis of the data, we should make concrete suggestions at the policy level to improve the workplace.

Adjournment:

The agenda being completed, Chair Meeuf adjourned the meeting at 4:27pm.

Respectfully Submitted,

Francesca Sammaruca
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: **1640.55**

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: Alistair Smith, Chair, Committee on Committees

Policy Sponsor, if different from Originator:

Reviewed by General Counsel Yes XNo Name & Date:

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

Revision of description to account for changes in relevant administration structure at the UI. Since the last revision of FSH 1640.55 the VP of Infrastructure no longer exists, and a new position of VP in Digital Learning Initiatives has been created. The proposed changes reflect these changes in terms of non-voting members of the committee.

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

None

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

None.

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

January 1

FSH 1640.55 Information Technology Committee

(created 7-00, replacing Instructional Media Services Advisory and University Computing Advisory Committees)

A. FUNCTION. To advise and recommend university policies regarding the planning, implementation, and maintenance of information technology in the areas of teaching, research, outreach, and management.

A-1. To make recommendations to the Faculty Senate, the president, the provost, and other appropriate administrators concerning policies and procedures affecting university-wide information technology. (ed. 7-09)

A-2. To solicit recommendations from the faculty, staff, students, and administration concerning present and proposed policies and procedures related to university-wide information technology.

A-3. To review, in an advisory capacity, short-term and long-term plans related to university-wide technology.

A-4. This committee traditionally meets on Mondays at 3:30 p.m. (add. 7-08)

B. STRUCTURE AND MEMBERSHIP. Six faculty members broadly representative of disciplines in the university including one from the library, the Vice-President for Research or designee (w/o vote), the Vice President for **Finance and Administration Infrastructure** or designee (w/o vote), **Vice Provost for Digital Learning Initiatives, or designee (w/o vote)**, the Registrar, or designee (w/o vote), the Director of the Center for Teaching Innovation, or designee, a representative of the off-campus faculty, the student chair of the Student Computing Advisory Committee, or designee. The voting members of the committee (including the committee chair but excluding the student member) are selected by the Committee on Committees, giving special attention to appointing faculty members who are active in and have a great interest in the general area of information technology and its application to teaching, research, outreach, and management. (ed. 7-05, 9-15, rev. 7-06)

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(created 7-00, replacing Instructional Media Services Advisory and University Computing Advisory Committees)

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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: Jerry McMurtry

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.
We are adjusting the handbook language to align with and provide clarity on previously approved policies.
- 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.
3080 may be impacted.
- 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

ACADEMIC RANKS AND RESPONSIBILITIES

PREAMBLE: This section defines the various academic ranks, both faculty and non-faculty (e.g. graduate student appointees and postdoctoral fellows), and their responsibilities. Subsections A, C, D, E, F, and I should be read in conjunction with the policy and procedures concerning granting of tenure and promotions in rank which are contained in 3520 and 3560 (subsection I only in conjunction with 3560). Most of the material assembled in this section was a part of the original 1979 Handbook. The material in section I was added July, 1987. The definitions of 'postdoctoral fellow' (J-5), 'graduate assistant' (K-3) and 'research fellow' (K-4) were revised in July 1996. Section J-1, voting rights for lecturers, was changed in July 2001. Section A was substantially revised in July 1994, so as to underline better the importance of both teaching and scholarship. At that time the so-called "Voxman Amendment" (the addition of "in the classroom and laboratory" to the list of possible venues wherein the evaluation of scholarship might take place) made its first appearance. Section A underwent additional substantial revision in July 1998 and July 2006, always with the hope of creating greater clarity in a complex subject. Extensive revisions along those same lines were made to B (entirely new and in 2008 B was moved to 3570), C, D, and E, in July 1998. Further, less extensive revisions were made to C-1, D-1, and E-1 in July 2000. In July 2008, this section was reorganized to better reflect classifications as stated in FSH 1520 Article II, no substantive changes were made to policy. In 2009 changes to the faculty position description and evaluation forms integrating faculty interdisciplinary activities into the evaluation processes were incorporated into this policy as of January 2010. Ranks for Associated Faculty in F were removed because the promotion process as detailed in 3560 for faculty ranks was deemed excessive for associated faculty. Those currently holding a specific rank in adjunct or affiliate will retain that privilege. In July 2010 the affiliate and adjunct terms were switched to conform to national norms and rank of Distinguished Professor was added. In July 2011 voting for associated faculty was clarified and Clinical Faculty under "G. Temporary Faculty" moved to "D. University Faculty" as D-9 and was revised. In July 2012 edits were made to the Distinguished Professor under D-8 and to the qualifications for Emeritus status and a search waiver under E. In July 2013 definitions for research and teaching assistants were more clearly defined. In January 2014 the time necessary to qualify for Emeritus status was redefined and in July 2014 the cap on non-tenure track faculty appointments in a unit was adjusted and promotion processes clarified and revised. In July 2018 a new category for graduate support assistants was added to address needs that are not covered under the role of a typical teaching or research assistant position. . In 2020 policy on office hours was moved from FSH 3240 to C-1.c. :changes were made to sections C-1 and C-3 to ensure that faculty efforts in the areas of teaching, advising, and outreach and extension are properly credited; policy on emeritus status was extensively revised to provide greater clarity, ensure conformity with labor law, and add the ability to revoke emeritus status in exceptional circumstances; and section D-5 Librarian was revised to provide more flexibility in recruiting efforts. Further information may be obtained from the Provost's Office (208-885-6448). [rev. 7-98, 7-00, 7-01, 7-06, 1-08, 7-08, 1-10, 7-10, 7-11, 7-12, 7-13, 7-14, 7-18, 7-20]

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- B. Definitions
- C. Responsibility Areas
- D. University Faculty
- E. Emeriti
- F. Associated Faculty
- G. Temporary Faculty
- H. Non-Faculty
- I. Qualification of Non-faculty Members for Teaching UI Courses

A. INTRODUCTION. [rev. 7-98]

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

In order to carry out its functions and to serve most effectively its students and the public, the university supports

UI FACULTY-STAFF HANDBOOK

Chapter I: HISTORY, MISSION, GENERAL ORGANIZATION, AND GOVERNANCE Section 1565: Academic Ranks and Responsibilities

the diversification of faculty roles. Such diversification ensures an optimal use of the university's faculty talents and resources. *[rev. 7-06]*

Diversification is achieved through developing a wide range of faculty position descriptions that allow the faculty to meet the varying responsibilities placed upon the institution, both internally and externally. No more than 25 percent, or a lower limit as defined by the department or similar unit's by-laws, of the faculty positions in any department or similar unit may be held by instructors, senior instructors, and lecturers who have voting privileges under FSH 1520 II, Section 1. While the capabilities and interests of the individual faculty members are to be taken into account, it is essential that individual faculty position descriptions are consonant with carrying out the roles and mission of the university, the college, and the unit. Annual position descriptions are developed by the unit head in consultation with the unit faculty and with the incumbent or new faculty member. In each college, all position descriptions are subject to the approval of the dean and must be signed by both unit head and faculty member. If the faculty member, unit head, and dean are unable to reach agreement on the position description, the faculty member may appeal the unit head's decision to the Faculty Appeals Hearing Board [FSH 3840]. *[ed. 1-10, rev. 7-14]*

As indicated in Section 3320 A-1, faculty performance evaluations that are used for yearly, third-year and periodic reviews as well as for promotion, tenure, and post-tenure decisions are to be based on faculty members' annual position descriptions (FSH 3050). Each unit will develop substantive criteria in its bylaws for promotion and review of its faculty (FSH 1520 II, Section 1). *[ed. 1-08, 7-10, 7-14]*

Faculty members shall conduct themselves in a civil and professional manner (see FSH 3160 and 3170). *[add. 1-10]*

B. DEFINITIONS: *[add. 1-10]*

B-1. Advancement: focuses on fostering relationships, building partnerships, creating awareness and generating support with alumni, donors, leaders, business partners, legislators and the community for the university's mission in academics, scholarship and outreach (see the office of University Advancement at <http://www.uidaho.edu/givetoidaho/meetourpeople/universityadvancementvpoffice.aspx>).

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

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

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

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

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

B-7. Professional Development: a learning process that expands the capacity of the faculty member to advance in

¹National Academy of Science

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the responsibilities as defined in his/her position description and aligns with the university's goals. Examples include but are not limited to participation in conferences, continuing professional education (including credit and noncredit courses) and other activities that enhance a faculty member's expertise and ability.

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

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

B-10. Unit Administration: includes assisting higher administration in the assignment [3240 A] and in the evaluation [3320 and 3340] of the services of each member of the unit's faculty and staff; promoting effective leadership of personnel and management of unit resources; providing leadership in the development and implementation of unit plans; providing for open communication with faculty and staff; fostering excellence in teaching, scholarship and outreach for faculty, students, and staff in the unit; effectively representing all constituents of the unit; and continuing personal professional development in areas of leadership.

C. RESPONSIBILITY AREAS: Faculty members are expected to contribute in each of the four major responsibility areas (C-1 through C-4 below). Expectations are more specifically defined in the individual position description and are consistent with unit by-laws. Each responsibility area may include activities in advancement, extramural professional service, interdisciplinary, and/or professional development. *[add. 1-10]*

C-1. TEACHING AND ADVISING: The university's goal is to engage students in a transformational experience of discovery, understanding and global citizenship. Faculty achieve this goal through effective instructing, advising and/or mentoring of students. *[add. 1-10]*

a. Teaching: Effective teaching is the foundation for both the advancement and transmission of knowledge. The educational function of the university requires the appointment of faculty members devoted to effective teaching. Teaching may take many different forms and any instruction must be judged according to its central purposes. Active participation in the assessment of learning outcomes is expected of all faculty at the course, program, and university-wide levels. Individual colleges and units have the responsibility to determine appropriate teaching loads for faculty position descriptions. Teaching appointments must be reflected by hours and level of effort spent in teaching activity, and justified in position descriptions. Any adjustments to a teaching appointment (e.g. teaching unusually large classes, team-teaching, teaching studios or laboratories, intensive graduate or undergraduate student mentoring, technology-enhanced teaching, and others) must be documented in the position description. *[rev. 7-06, 3-20, ed. 1-10]*

The validation of teaching may include Student Evaluations of Teaching (SETs), peer evaluations, self-assessment, documentation of effective or innovative teaching, teaching recognition and awards, and teaching loads. *[add. 1-10, rev. 3-20]*

b. Advising: For the purposes of this section, advising includes mentoring and student retention activities. These activities are an important faculty responsibility and a key function of academic citizenship, and may include: (1) overseeing course selection and scheduling; (2) seeking solutions to conflicts and academic problems; (3) working with students to develop career goals and identify employment opportunities; (4) making students aware of programs and sources for identifying employment opportunities, (5) facilitating undergraduate and graduate student participation in professional activities (e.g. conferences, workshops, demonstrations, applied research); and (6) serving as a faculty advisor to student organizations or clubs. Advising also includes attendance at sessions (e.g. workshops, training courses) sponsored by the university, college, unit, or professional organizations to enhance a faculty member's capacity to advise. *[add. 7-06, rev. 1-08, 3-20 ed. 1-10]*

Effective advising performance may be documented by: (1) the evaluation of peers or other professionals in the

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unit or college; (2) undergraduate or graduate student advisees' evaluations; (3) level of activity and accomplishment of the student organization advised; (4) evaluations of persons being mentored by the candidate; (5) number of undergraduate and graduate students guided to completion; and (6) receiving awards for advising, especially those involving peer evaluation. *[add. 7-06, ed. 1-10]*

C-2. SCHOLARSHIP AND CREATIVE ACTIVITIES: Scholarship is creative intellectual work that is communicated and validated. The creative function of a university requires the appointment of faculty members devoted to scholarship and creative activities. The university promotes an environment that increases faculty engagement in interdisciplinary scholarship. The university's Carnegie designation as "research university high" fosters an emphasis on scholarly and creative activities. *[rev. 1-10]*

Scholarship and creative activities take diverse forms and are characterized by originality and critical thought. Both must be validated through internal and external peer review or critique and disseminated in ways having a significant impact on the university community and/or publics beyond the university. Both are ongoing obligations of all members of the faculty. *[rev. 7-06, 1-10]*

The basic role of a faculty member at the University of Idaho is to demonstrate and validate continuing sound and effective scholarship in the areas of teaching and learning, artistic creativity, discovery, integration, and outreach/application/engagement. While these areas may overlap, these distinctions are made for purposes of defining position descriptions and for developing performance standards. Units and colleges shall adopt criteria for the evaluation of scholarship and creative activities. Demonstrated excellence that is focused in only one of these scholarship and creative activity areas is acceptable if it is validated and judged to be in the best interests of the institution and the individual faculty member. *[rev. 7-06, 1-10]*

a. Scholarship in Teaching and Learning: can involve classroom action research (site-specific pedagogy), qualitative or quantitative research, case studies, experimental design and other forms of teaching and learning research. It consists of the development, careful study, and validated communication of new teaching or curricular discoveries, observations, applications and integrated knowledge and continued scholarly growth. Evidence that demonstrates this form of scholarship might include: publications and/or professional presentations of a pedagogical nature; publication of textbooks, laboratory manuals, or educational software; advancing educational technology; presentation in workshops related to teaching and learning; development and dissemination of new curricula and other teaching materials to peers; and individual and/or collective efforts in securing and carrying out education grants. *[ed. 7-00, rev. 7-06]*

The validation of scholarship in the area of teaching and learning is based in large measure on evaluation by the faculty member's peers both at the University and at other institutions of higher learning. *[rev. 7-06]*

b. Scholarship in Artistic Creativity: involves validated communication and may be demonstrated by significant achievement in an art related to a faculty member's work, such as musical composition, artistic performance, creative writing, mass media activity, or original design. *[rev. 7-06, 1-10]*

The validation of scholarship in the area of artistic creativity is based in large part on the impact that the activity has on the discipline and/or related fields as determined by the peer review process. Many modes of dissemination are possible depending on the character of the art form or discipline. For example, a published novel or book chapter for an anthology or edited volume or similar creative work is regarded as scholarship. Each mode of dissemination has its own form of peer review that may include academic colleagues, practitioner or performance colleagues, editorial boards, and exhibition, performance, or competition juries. *[rev. 7-06]*

c. Scholarship in Discovery: involves the generation and interpretation of new knowledge through individual or collaborative research. It may include: novel and innovative discovery; analyzing and synthesizing new and existing knowledge and/or research to develop new interpretations and new understanding; research of a basic or applied nature; individual and collaborative effort in securing and carrying out grants and research projects; membership on boards and commissions devoted to inquiry; and scholarly activities that support the mission of university research centers. *[rev. 7-06]*

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Evidence of scholarship in this area may include: publication of papers in refereed and peer reviewed journals; published books and chapters; published law reviews; citation of a faculty member's work by other professionals in the field; published reviews and commentary about a faculty member's work; invited presentations at professional meetings; seminar, symposia, and professional meeting papers and presentations; direction and contribution to originality and novelty in graduate student theses and dissertations; direction and contribution to undergraduate student research; awards, scholarships, or fellowships recognizing an achievement, body of work, or career potential based on prior work; appointment to editorial boards; and significant scholarly contributions to university research centers. The validation of scholarship in the area of discovery is based on evaluation by other professionals in the faculty member's discipline or sub-discipline. [rev. 7-06]

d. Scholarship of Integration: often interdisciplinary and at the borders of converging fields, is the serious, disciplined work that seeks to synthesize, interpret, contextualize, critically review, and bring new insights into, the larger intellectual patterns of the original research. Similar to the scholarship of discovery, the scholarship of integration can also seek to investigate, consolidate, and synthesize new knowledge as it integrates the original work into a broader context. It often, but not necessarily, involves a team or teams of scholars from different backgrounds working together, and it can often be characterized by a multidisciplinary or interdisciplinary investigative approach. The consolidation of knowledge offered by the scholarship of integration has great value in advancing understanding and isolating unknowns. Beyond the differences, the scholarship of integration can include many of the activities of scholarship of discovery and thus may be rigorously demonstrated and validated in a similar manner. [add. 7-06]

e. Scholarship of Outreach/Application/Engagement: These activities apply faculty members' knowledge and expertise to issues that impact individuals, communities, businesses, government, or the environment. Examples may include economic development, environmental sustainability, stimulation of entrepreneurial activity, integration of arts and sciences into people's lives, enhancement of human well being, and resolution of societal problems. Like other forms of scholarship and creative activities, the scholarship of outreach/application/engagement involves active communication and validation. Examples of validation may include (but are not limited to): peer reviewed or refereed publications and presentations; patents, copyrights, or commercial licensing; adoption or citation of techniques as standards of practice; invited presentation at a seminar, symposium or professional meeting; and citations of the faculty member's work. [add. 7-06, rev. 1-10]

C-3. OUTREACH and EXTENSION: Outreach activities are originated by every unit on UI's Moscow campus and from each of the University's physical locations around the state. [add. 1-10]

Outreach includes a wide variety of activities including, but not limited to, (a) extension (see 1565 B); (b) teaching, training, certification, and other dissemination of information to the general public, practitioner, and specialty audiences; (c) volunteer development and establishment/maintenance of relationships with private and public organizations; (d) unpaid extramural consultation and other professional services to individuals, organizations, and communities; and (e) undergraduate and graduate student recruiting activities. Delivery mechanisms include distance education, service learning, cooperative education, technology transfer, noncredit courses, workshops, presentations, and publications. Most of the examples provided, such as distance education, are not exclusively outreach. Instead, they lie at the intersection of outreach and teaching or research. Likewise, professional services may be associated with teaching, scholarship, or university service and leadership. A faculty member's position description specifies where his or her activities will be counted. [rev. 1-10, 3-20]

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

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professional or scientific organization as an officer or other significant position; and (10) other evidence of professional service oriented projects/outputs. *[rev. 1-10]*

C-4. UNIVERSITY SERVICE AND LEADERSHIP: The university seeks to create formal and informal organizational structures, policies, and processes that enable the university community to be effective, while also fostering a climate of participatory decision making and mutual respect. *[add. 1-10]*

a. Intramural service is an essential component of the University of Idaho mission and is the responsibility of faculty members in all units. Service by members of the faculty to the university in their special capacities as scholars should be a part of both the position description and annual performance review. *[add. 7-06, rev. 1-08, ed. 1-10]*

Within the university, intramural service includes participation in unit, college, and university committees, and any involvement in aspects of university governance and academic citizenship. University, college, and unit committee leadership roles are seen as more demanding than those of a committee member or just regularly attending faculty meetings. Because faculty members play an important role in the governance of the university and in the formulation of its policies, recognition should be given to faculty members who participate effectively in faculty and university governance. Intramural service can include clinical service, routine support, and application of specialized skills or interpretations, and expert consultancies. The beneficiaries of these forms of service can be colleagues and co-workers. *[rev. 1-10]*

Effective performance in intramural service may be documented by a variety of means. Examples include: (1) letters of support from university clientele to whom your service was provided; (2) serving as a member or chairperson of university, college, or unit committees; and (3) receiving University service awards, especially those involving peer evaluation. *[rev. 1-10]*

b. Administration:

(1) Unit Administration (see FSH 1565 B): FSH 1420 E describes the responsibilities and the selection and review procedures for unit administrators. Unit administration is not normally considered in tenure and promotion deliberations; it is accounted for insofar as expectations are proportionally adjusted in the other sections of the position description. For faculty in nonacademic units (e.g. faculty at large), administration may be considered in tenure and promotion deliberations. *[add. 7-06, rev. 1-10]*

(2) Other: Effective conduct of university programs requires administrative activities that support scholarship, outreach and teaching. Program support activities are to be noted in position descriptions and performance reviews. The role of the principal or co-investigator of a university program or project may include the following administrative responsibilities: (1) budgetary and contract management; (2) compliance with University purchasing and accounting standards; (3) supervision and annual review of support personnel; (4) purchasing and inventory management of goods; (5) graduate student and program personnel recruitment, training in University procedures/policies, and annual review; (6) collaborator coordination and communication; (7) management of proper hazardous waste disposal; (8) laboratory safety management; (9) authorization and management of proper research animal care and use; (10) authorization and management of human subjects in research; (11) funding agency reporting; (12) intellectual property reporting; and (13) compliance with local, state, and federal regulation as well as University research policy. *[add. 7-06, rev. 1-10]*

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

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as objective measures of performance under the incumbent's leadership. [add. 7-06, rev. 1-10]

D. UNIVERSITY FACULTY (FSH 1520 Article II):

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

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

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

D-2. FACULTY:

a. Assistant Professor. Appointment to this rank normally requires the doctorate or appropriate terminal degree. In some situations, however, persons in the final stages of completing doctoral dissertations or with outstanding talents or experience may be appointed to this rank. Evidence of potential effective teaching and potential scholarship in teaching and learning, artistic creativity, discovery, and outreach/application/engagement is a prerequisite to appointment to the rank of assistant professor. Appointees in this rank have charge of instruction in assigned classes or laboratories and independent or shared responsibility in the determination of course objectives, methods of teaching, and the subject matter to be covered. Assistant professors are expected to demonstrate the ability to conduct and direct scholarly activities, and to provide intramural and extramural professional service. [1565 C] [rev. 7-98, 7-00, 1-10, ed. 7-12]

b. Associate Professor. Appointment or promotion to this rank normally requires the doctorate or appropriate terminal degree. In some situations, however, persons with outstanding talents or experience may be appointed or promoted to this rank. Associate professors must have demonstrated maturity and conclusive evidence of having fulfilled the requirements and expectations of the position description. An appointee to this rank will have demonstrated effective teaching or the potential for effective teaching, the ability to conduct and direct scholarly activities in his or her special field, and provide service to the university and/or his or her profession. Evidence of this ability includes quality publications or manuscripts of publishable merit; and/or unusually productive scholarship in teaching and learning; and/or significant artistic creativity; and/or major contributions to the scholarship of outreach/application/engagement. Associate professors generally have the same responsibilities as those of assistant professors, except that they are expected to play more significant roles in initiating, conducting, and directing scholarly activities, and in providing intramural and extramural professional service. [1565 C] [rev. 7-98, 1-10, rev. and ren. 7-00]

c. Professor. Appointment or promotion to this rank normally requires the doctorate or appropriate terminal degree. A professor should have intellectual and academic maturity, demonstrated effective teaching or the potential for effective teaching and the ability to organize, carry out, and direct significant scholarship in his or her major field. A professor will have made major scholarly contributions to his or her field as evidenced by

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several quality publications and/or highly productive scholarship in one or more of the areas of teaching and learning, discovery, artistic creativity, and outreach/application/ engagement. Professors have charge of courses and supervise research, and are expected to play a major role of leadership in the development of academic policy, and in providing intramural and extramural professional service. [1565 C] *[rev. 7-98, 1-10, rev. and ren. 7-00]*

D-3. RESEARCH FACULTY:

a. Assistant, Associate and Professor. Appointment to these ranks requires qualifications, except for teaching effectiveness, that correspond to their respective ranks as for faculty in D-2 above. *[ed. 7-12]*

D-4. EXTENSION FACULTY:

a. Extension Faculty with Rank of Instructor. Appointment to this rank requires: sound educational background and experience for the specific position; satisfactory standard of scholarship; personal qualities that will contribute to success in an extension role; evidence of a potential for leadership, informal instruction, and the development of harmonious relations with others. *[rev. 7-98]*

b. Extension Faculty with Rank of Assistant Professor. Appointment to this rank requires a master's degree along with the qualifications of extension faculty with rank of instructor and: demonstrated leadership ability in motivating people to analyze and solve their own problems and those of their communities; evidence of competence to plan and conduct an extension program; a record of effectiveness as an informal instructor and educational leader; proven ability in the field of responsibility; evidence of continued professional growth through study and participation in workshops or graduate training programs; acceptance of responsibility and participation in regional or national training conferences; membership in appropriate professional organizations, and scholarship in extension teaching or practical application of research; demonstrated ability to work in harmony with colleagues in the best interests of UI and of the people it serves. *[rev. 7-98]*

c. Extension Faculty with Rank of Associate Professor. In addition to the qualifications required of extension faculty with rank of assistant professor, appointment or promotion to this rank requires: achievement of a higher degree of influence and leadership in the field; continued professional improvement demonstrated by keeping up to date in subject matter, extension teaching methods, and organization procedures; progress toward an advanced degree if required in the position description; demonstrated further successful leadership in advancing extension educational programs; evidence of a high degree of insight into county and state problems of citizens and communities in which they live, and the contribution that education programs can make to their solution; an acceptance of greater responsibilities; a record of extension teaching or practical application of research resulting in publication or comparable productivity; a reputation among colleagues for stability, integrity, and capacity for further significant intellectual and professional achievement. These activities may occur in a domestic or international context. *[rev. 7-98, ed. 1-10]*

d. Extension Faculty with Rank of Professor. In addition to the qualifications required of extension faculty with rank of associate professor, appointment or promotion to this rank requires: regional or national recognition in the special professional field or area of responsibility; a record of successful organization and direction of county, state, or national programs; an outstanding record of creative extension teaching or practical application of research resulting in significant publications or comparable scholarship; active membership and effective participation in professional committee assignments and other professional organization activities; demonstrated outstanding competence in the field of responsibility; achievement of full maturity as an effective informal teacher, wise counselor, leader of extension educational programs, and representative of the university. These activities may occur in a domestic or international context. *[rev. 7-98, ed. 1-10]*

D-5. LIBRARIAN:

a. Librarian with Rank of Instructor. Appointment to this rank requires an advanced degree in library science from a library school accredited by the American Library Association or an equivalent terminal degree and relevant experience and: (a) evidence of potential for successful overall performance and for development

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as an academic librarian; (b) when required for specific positions (e.g., cataloger, assistant in a subject library), knowledge of one or more subject areas or pertinent successful experience in library work. {rev. 7-20}

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

c. Librarian with Rank of Associate Professor. Appointment or promotion to this rank requires the qualifications applicable to the lower ranks of librarians and: (a) acceptance of greater responsibilities, and conclusive evidence of success in the performance of them, e.g., bibliographical research performed in support of research activities of others; development of research collections; the preparation of internal administrative studies and reports; interpreting, and facilitating effective use of, the collections; effectively applying bibliographic techniques for organizing library collections; effective supervision of an administrative unit; (b) evidence of further professional growth, as demonstrated by keeping up to date in subject matter, methods, and procedures and by practical application of research resulting in significant improvement of library operations or in publication; effective participation in the work of appropriate professional organizations; and/or formal study, either in library science or in pertinent subject areas; (c) evaluation by colleagues as a person of demonstrated maturity, stability, and integrity, with the capacity for further significant intellectual and professional achievement. These activities may occur in a domestic or international context. [ed. 1-10]

d. Librarian with Rank of Professor. Appointment or promotion to this rank requires the qualifications applicable to the lower ranks of librarians and: (a) demonstrated outstanding competence in the area of responsibility; (b) achievement of an outstanding record of creative librarianship, of effective administration, or of practical application of research resulting in significant publications or comparable productivity; (c) an additional degree in library science or in a pertinent subject area or equivalent achievement; (d) regional or national recognition for contributions to the profession based on publications or active and effective participation in the activities of professional organizations; (e) evaluation by colleagues as an effective librarian who will continue to recognize that optimum productivity is a reasonable personal goal. These activities may occur in a domestic or international context. [ed. 1-10]

D-6. PSYCHOLOGIST OR LICENSED PSYCHOLOGIST:

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

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

c. Licensed Psychologist with Rank of Associate Professor. Appointment or promotion to this rank requires the qualifications applicable to the lower ranks of psychologists and: possession of a license as a psychologist in the state of Idaho; evidence of continued development of skills in counseling or therapy, as demonstrated by attendance at training workshops, personal study that leads to the presentation of workshops, classes, or

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seminars, or private study that leads to in-service training of personnel of the Counseling and Testing Center; evidence of continued professional development through service in professional organizations; evidence of effective teaching or training; completion of research that has resulted in quality publications or manuscripts of publishable merit, or the design and implementation of a continuing program in the Counseling and Testing Center that is of benefit to UI students and represents professional achievement of publishable merit; and continued service to the university and community through committee work or participation in community organizations. These activities may occur in a domestic or international context. *[ed. 1-10]*

d. Licensed Psychologist with Rank of Professor. Appointment or promotion to this rank requires the qualifications applicable to the lower ranks of psychologists and: demonstration of outstanding competence in counseling or therapy; establishment of an outstanding record in research and publication or in development of continuing programs that contribute to the betterment of university students; continued professional improvement through private study, directed study, or attendance at workshops, conventions, etc.; regional or national recognition for contributions to the profession through publication, presentation of workshops, or active and effective participation in the activities of professional organizations; and recognition by colleagues as an effective psychologist who realizes that optimum productivity is a reasonable personal goal. These activities may occur in a domestic or international context. *[ed. 1-10]*

D-7. OFFICER-EDUCATION: Appointment of persons to the faculties of the officer education programs was established for the purpose of ensuring the academic soundness of the programs. The dual role of these faculty members as military officers and academic instructors is recognized. The university expects the nominees to have demonstrated academic and intellectual capabilities and exemplary professional achievement. Specifically, UI expects: *[ed. 1-10]*

a. Academic Preparation. It is desirable for officer education faculty members to have at least a master's degree. In his or her most recent education, the officer should have a superior academic record as demonstrated by such measures as high grade-point average in graduate school, being in the upper half of the class in graduate school, or superior graduate-level ability as attested in letters of recommendation from graduate-school professors. *[ed. 1-10]*

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

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

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

e. Nominees who will pursue graduate studies at UI for one year before becoming an instructor will be given preliminary approval. In their last semester of full-time graduate enrollment, the service should submit the required information to the Officer Education Committee for regular, final approval. For preliminary approval, the officer should, in addition to the military requirement, show promise of being successful in graduate studies. This could be demonstrated by (a) a high score on the Graduate Record Examination, if taken, (b) full enrollment status as a graduate student at UI, (c) a high overall grade-point average in college (3.00 or above on a 4-point scale), (d) a high grade-point average in a major area, or (e) a good record in the final year of college and graduate-level ability as attested by letters of recommendation from college professors. *[rev. 1-10]*

f. Appointment:

1. The following information is submitted by the nominee's service: (1) transcripts from undergraduate and graduate academic institutions; (2) transcripts or appropriate records from military schools and staff

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colleges; (3) at least three letters of recommendation from appropriate sources, such as former professors, military instructors, and supervisors or commanders. These letters should be concerned with matters such as the officer's civilian academic performance, military record and leadership ability, and actual or potential performance as a teacher. (Former supervisors or commanders could give their opinion based on the officer's demonstration of leadership ability and his or her experience as a training officer.); (4) a summary of the officer's duty assignments and military and teaching positions held; (5) copies of favorable communications from the officer's file.

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

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

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

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

D-8. UNIVERSITY DISTINGUISHED PROFESSOR: Acknowledgment of outstanding academic contributions to the university is appropriate and desirable. The rank of University Distinguished Professor² is bestowed upon University of Idaho faculty in recognition of sustained excellence in teaching, scholarship³, outreach, and service. The rank will be held for the remainder of the recipient's active service at the University; if the recipient leaves the University and is eligible for emeritus status, the rank will change to University Distinguished Professor Emeritus. The rank is highly honorific and therefore will be conferred on no more than three faculty members university-wide in any given academic year. Selection of University Distinguished Professors will reflect the diversity of scholarly fields at the University. University Distinguished Faculty will receive a stipend of at least \$5,000 per year for five years to be used to enhance salary or support professional activities (e.g., professional travel, student support, equipment, materials and supplies, etc.). Final discretion in conferring the rank of Distinguished Professor and the number of appointments in a given year resides with the President. *[add. 7-10, rev. 7-12, 8-12]*

a. Selection Criteria: In general, University Distinguished Professors will have received national and usually international recognition. They will have brought distinction to the University through their work. *[ed. 7-12]*

University Distinguished Professors will have achieved a superior record in the following areas: scholarly, creative, and artistic achievement; breadth and depth of teaching; and University service and service involving the application of scholarship, creative, or artistic activities to addressing the needs of one or more external publics. *[rev. 7-12]*

University Distinguished Professorships will be conferred on members of the University of Idaho Faculty who have attained the rank of Professor and have completed a minimum of seven years of service at the University, typically at the rank of Professor. *[rev. 7-12]*

b. Selection Process: University Distinguished Professorships will be awarded by the president upon recommendation of The University Distinguished Professorship Advisory Committee a standing committee

² As a result of Development Fund efforts, endowment support eventually may be obtained for many University Distinguished Fellowships, in which case a donor's name may be added to the title. *[ed. 7-12]*

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

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composed of four faculty members and three deans. The committee members should reflect all dimensions of diversity in the university community. They will be appointed by the Provost to serve three-year terms on a staggered basis. Nominations will be made by Faculty Senate and the Academic Deans, in consultation with faculty and administrators of units. Committee members must be tenured professors who themselves have outstanding records of teaching, research and/or outreach. [rev. 7-12]

1. The Provost will request nominations from faculty, deans, directors and unit administrators annually. [rev. 7-12]
2. Written nominations will be submitted to the Provost and must include: [ed. 7-12]
 - a. A nominating letter with a brief summary of the candidate's achievements; [rev. 7-12]
 - b. The candidate's *curriculum vitae*, including a list of any significant previous awards;
 - c. Letters of endorsement from the appropriate deans and unit administrators or director(s). The candidate may also include a maximum of three additional letters of support, as appropriate, from students, colleagues at the University of Idaho, and/or other institutions. Letters should describe the impact of the nominee on her/his field, evidence of external recognition, and the context of her/his work over the course of her/his employment. [rev. 7-12]
3. The University Distinguished Professorship Advisory Committee reviews the nominations and makes recommendations to the Provost for transmittal to the President. [rev. 7-12]
4. Because the rank of University Distinguished Professorship is intended to be highly honorific, it is possible that in a given year no candidates will be selected. [ed. 7-12]
5. The applications of nominees who are not selected in the first year of nomination will remain active for a total of three years. Nominators will have the opportunity to update their nomination during subsequent years in which their candidate is under consideration.

D-9. CLINICAL FACULTY: Clinical faculty may be appointed for the purpose of performing practicum, laboratory, or classroom teaching. Clinical faculty is a non-tenure track position. Clinical faculty positions are appropriate for professional disciplines having strong applied and/or clinical elements or those serving university units or academic departments in a supporting capacity. Appointment to clinical-faculty status constitutes a recognition of the appointee's scholarly contributions and professional accomplishments, and confers responsibilities and privileges as stated in a below. Clinical faculty members may be appointed and/or promoted to the ranks of clinical assistant professor, clinical associate professor or clinical full professor. [rev. 7-11, ed. 7-14]

a. Responsibilities, Privileges, and Rights. A clinical faculty member has a primary employment responsibility in a UI unit. The relationship of a clinical faculty member to UI is essentially that of a collaborator with a UI unit, program, or faculty member. The guarantees afforded by the principle of academic freedom [see 3160] are extended to members of the clinical faculty. They have the same responsibilities and privileges as university faculty (FSH 1520 II 1) [rev. 7-11]

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

1. Clinical faculty members may have teaching as a primary or major responsibility; in addition, they may advise students on their academic or professional programs, participate in research projects, serve on graduate students' supervisory committees, engage in outreach and engagement activities, and act as expert advisers to faculty members or groups. [rev. 7-11]
2. The nature and extent of the services to be rendered are determined jointly by the clinical faculty member, his or her immediate supervisor, and the unit administrator(s) concerned.

b. Qualifications. Assignment to a clinical faculty position is based on demonstrated knowledge and experience, academic degrees, scholarly contributions, or other professional accomplishments comparable to those expected of faculty within the unit. [ed. 7-11]

c. Conversion. Instructors and senior instructors who meet the qualifications for clinical faculty defined in D-9 b. may be considered for clinical faculty status upon the recommendation of the unit administrator and dean, subject to approval by the provost. Credit for prior equivalent experience may be granted by the provost up to

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a maximum of four years. Conversion of an existing tenure-track or tenure line in a unit to clinical status requires the approval of the dean and provost. A unit must demonstrate that a clinical position better advances the university's strategic goals than a tenure-track position. *[add. 7-11, ren. 7-14]*

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

E-1. PURPOSE. Emeritus status benefits both the university and emeriti by providing opportunities for emeriti to maintain ties with faculty members and continue service to the university and community. *[add. 2-20]*

E-2. ELIGIBILITY. A board-appointed, benefit-eligible member of the university faculty who holds one of the ranks described in 1565 D and who leaves the university and has a minimum of 8 years of service and attained the rule of 65 (age plus years of service is at least 65) is eligible for emeritus status. *[ed. 7-00, 7-02, 1-08, rev. 7-12, 1-14, 2-20]*

E-3. APPOINTMENT.

1. Faculty must request consideration for emeritus status. This request may be made in the notice of resignation or in a request made directly to the provost. This request may be made along with or at any point following the submission of the letter of resignation. If a faculty member who is eligible for emeritus status under section E-2 does not request consideration for emeritus status in their resignation letter, then their college or department will send a notice to the faculty member asking if they wish to request emeritus status. The college or department will send a similar notice to any eligible faculty who receives a terminal contract due to program closure or similar circumstances. *[rev. 2-20]*
2. In ordinary circumstances, the provost will grant emeritus status if the eligibility requirements specified in E-2 are satisfied. *[rev. 2-20]* In exceptional circumstances, the provost may suspend the above eligibility rules and award, deny, or revoke a faculty member's emeritus status with a written notification to the faculty member stating the reasons for the decision and notifying them of the ability to appeal. A faculty member may appeal this decision to the Faculty Senate Chair, Faculty Senate Vice Chair, and Faculty Secretary, where the provost's decision must be upheld by a unanimous vote in order to be enacted. Examples of exceptional circumstances include the reasons outlined in FSH 3910 A-1. *[add. 1-12, rev. 2-20]*
3. A list of emeriti is maintained by the Provost's office. *[rev. 2-20]*
4. Emeriti are responsible for updating contact information with the university. *[ed. 7-12, rev. 2-20]*

E-4. PRIVILEGES. *[rev. 2-20]*

- a. **Access.** Emeriti continue to have access to research, library, and other UI facilities. *[rev. 2-20]*
- b. **Participation.** UI encourages the voluntary continued participation of emeriti in the activities of the academic community. Emeriti may take an active role in the service and committee functions of their department, college, and the university as described in FSH 1520 II.2. Other activities are subject to approval by the provost. *[rev. 2-20]*
- c. **Title.** Emeriti may use the title "professor emeritus/emera," "research professor emeritus/emera," or "extension professor emeritus/emera," as applicable. A faculty member without such rank has the designation "emeritus" or "emera," as applicable, added to the administrative or service title held at the time of retirement.
- d. **Mail.** Departmental mailboxes continue to be available to emeriti who reside locally. Emeriti who have departmental mailboxes receive full distribution of departmental notices unless otherwise requested.
- e. **Office supplies.** Office supplies are available under regular departmental procedures. *[rev. 2-20]*
- f. **Postage.** Departmental postage may be used for professional mail.
- g. **Parking.** Emeriti receive one non-transferable gold parking permit annually. *[rev. 1-08, 2-20]*
- h. **Discount programs.** Emeriti receive any discounts available to other faculty members through various UI programs. *[rev. 2-20]*
- i. **Functions.** Emeriti are invited to the same university, college, and departmental functions as active faculty. *[rev. 2-20]*

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- j. Travel funding.** Travel funding may be used to support professional activities of emeriti in service to the university (e.g. guest lectures, research design, consultation, etc.). Emeriti may have a lower priority for travel funding than active faculty and such funding is at the discretion of the unit administrator or dean. *[rev. 2-20]*
- k. Office/lab space.** Offices and labs for emeriti are provided on a space-available basis as determined by the unit administrator or dean, giving higher priority to active faculty and unit needs. Office and lab space allocations to emeriti may be revoked upon 60 days' notice. *[rev. 2-20]*
- l. Information technology services.** Emeriti who elect to maintain an active computing account will retain access to services provided by Information Technology Services (ITS) including electronic communications (e.g., email, instant messaging, etc.), technical support, and offered software. *[add. 7-99, ren.1-08, ed. 7-12, rev. 7-15, 2-20]*

E-5. EMPLOYMENT OPPORTUNITIES. *[add. 1-12, rev. 2-20]*

- a. Emeriti may hold a temporary or permanent part-time position (0.49 FTE or less) subject to regular employment procedures. It is the responsibility of emeriti to consult with HR regarding impact to benefits. *[ed. 1-14, rev. 2-20]*
- b. Emeriti shall not serve as supervisors of other employees unless they hold a position as outlined in E-5-a herein. *[rev. 2-20]*

F. ASSOCIATED FACULTY: Associated faculty members (see FSH 1520 II-3) have access to the library and other UI facilities. Reimbursement for travel or for services to UI is at the unit's discretion. They are not eligible for sabbatical leave. *[ed. 1-10]*

F-1. AFFILIATE FACULTY: *[ren. 7-98, 1-08, rev. 7-10]*

a. General. The affiliate faculty consists of professional personnel who serve academic departments in a supporting capacity. Appointment to affiliate-faculty status constitutes a recognition of the appointee's scholarly contributions and professional accomplishments, confers responsibilities and privileges as stated in subsection d below, and authorizes assignment of service functions as described in subsection d-2 below. It is also a means of encouraging greater cooperation between and among academic departments and other units. An affiliate faculty member holds a non-tenure-track faculty status in an appropriate academic discipline. *[ed. 7-00, 1-10, 12-16, rev. 7-10]*

b. Employment Status. An affiliate faculty member may, by virtue of his or her employment, have either one of the following relationships with UI: (1) that of a UI employee, normally an exempt employee, who is [a] a member of the faculty or staff of a unit of the university other than the one in which he or she has affiliate-faculty status, or [b] a member of the professional support staff of the same unit of the university in which he or she has affiliate-faculty status; (2) that of an employee of a governmental or private agency who is assigned by that agency to a UI unit or to one of the agency's units or programs that is officially associated with the university. *[rev. 7-10]*

c. Distinction between Affiliate and Adjunct Faculties. Members of the affiliate faculty have a more direct relationship with UI than do members of the adjunct faculty [see 1565 F-2]. Members of the adjunct faculty are not UI employees. An adjunct faculty member's primary employment is with a unit or program that is not officially associated with UI. Thus, the relationship of a member of this faculty category to UI is essentially that of a collaborator with a UI unit, program, or faculty member. An affiliate faculty member, in contrast, has a primary employment responsibility in a UI unit or in a non-UI unit that is officially associated with UI. In addition, he or she has a secondary relationship to another unit in a supporting role, or has a secondary relationship to the academic program in the same unit in which he or she has a primary employment responsibility. These latter relationships are the kind that are recognized by the affiliate faculty membership. *[ed. 7-00, 1-08, 1-10, rev. 7-10]*

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d. Responsibilities, Privileges, and Rights. The guarantees afforded by the principle of academic freedom [see 3160] are extended to members of the affiliate faculty. They have substantially the same responsibilities and privileges as do members of the university faculty; however, their right to vote in meetings of their constituent faculties is limited in accordance with the provisions of 1520 II-3-b. (Those who, in addition to their affiliate-faculty status, have status as members of the university faculty [e.g., psychologists in the Counseling and Testing Center and regular faculty members in other academic departments] have, of course, full rights of participation in meetings of the university faculty and of the constituent faculties to which they belong.) [ren. 1-10, rev. 7-10, ed. 7-11]

Affiliate faculty members perform administrative, analytical, and research functions that complement UI's mission in teaching, research, and service. [rev. 7-10]

1. Affiliate faculty members, as such, do not normally have teaching as a primary or major responsibility; however, with the approval of academic departments, they may teach classes, advise students on their academic or professional programs, participate in research projects, serve on graduate students' supervisory committees (with approval by the dean of graduate studies), or act as expert advisers to faculty members or groups. [rev. 7-10, ed. 7-12]
2. The nature and extent of the services to be rendered are determined jointly by the affiliate faculty member, his or her immediate supervisor, and the departmental administrator(s) concerned. [rev. 7-10]
3. Affiliate faculty qualify for the faculty-staff educational privilege [see 3740] [ed. 1-10, rev. 7-10]

e. Qualifications. Assignment to an affiliate faculty position is based on demonstrating knowledge and experience, academic degrees, scholarly contributions, or other professional accomplishments comparable to what is expected of faculty within that unit. [ed. 7-00, rev. 1-10, 7-10]

f. Appointment.

1. Appointments to the affiliate faculty may be made at any time. They are reviewed by the dean of the college before publication of each issue of the *General Catalog*. No appointment should be continued unless the affiliate faculty member remains in UI employment or continues in his or her assignment to an entity that is officially associated with the university. [rev. 7-10]
2. A recommendation for appointment to the affiliate faculty normally originates in the appropriate academic department and requires the concurrence of the nominee's immediate supervisor and the faculty of the appointing department. The appointment must be approved by the dean of the college, the president, and the regents. [rev. 7-10]
3. An appointment, termination, or other change in affiliate-faculty status is made official by means of a "Personnel Action" form. [rev. 7-10]

F-2. ADJUNCT FACULTY: [rev. 7-10]

a. General. The adjunct faculty includes highly qualified persons who are not employed by UI but are closely associated with its programs. [For the distinction between the affiliate and the adjunct faculty categories, see 1565 F-1-c.] [ed. 7-00, 1-08, rev. 7-10]

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

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by the College of Graduate Studies); to act as expert advisers to faculty members or groups; and to teach courses in their branch of learning. [rev. & ren. 1-10, rev. 7-10, ed. 7-11, 7-12]

c. Qualifications. Adjunct faculty members must be highly qualified in their fields of specialization and should have exhibited positive interest in UI programs in the field of their appointment. Their qualifications should ordinarily be equivalent to those required of regular members of the faculty in the area and at the level of the adjunct faculty member's responsibility. [ren. 1-10, rev. 7-10]

d. Adjunct faculty do not qualify for the faculty-staff educational privilege. (see 3740) [add. 1-10, rev. 7-10]

e. Appointment.

1. Appointments to the adjunct faculty may be made at any time. **b.** Appointments are for an indefinite period, but are to be reviewed by the dean of the college before publication of each issue of the *General Catalog*. No appointments should be continued unless the adjunct faculty member is actively engaged in the responsibilities for which he or she was appointed. [rev. 7-10]

2. Recommendations for appointment to the adjunct faculty are normally developed at the departmental level and have the concurrence of the departmental faculty. For interdisciplinary degree programs, adjunct faculty may also be assigned responsibilities with respect to the degree programs with approval of the program faculty and of the program director. Appointments must be approved by the dean of the college, the provost, the president, and the regents. [rev. 7-10]

3. Before formal appointment procedures are begun, the prospective adjunct faculty member must agree to serve under the provisions herein described. When necessary, the consent of the nominee's employer, if any, will be requested and recorded. [rev. 7-10]

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

5. The appointment of adjunct faculty members to graduate students' supervisory committees requires approval by the dean of the College of Graduate Studies. [rev. 7-10]

G. TEMPORARY FACULTY: Temporary faculty have access to the library and other UI facilities. Reimbursement for travel or for services to UI is at the unit's discretion. They are not eligible for sabbatical leave. [add. 1-10]

G-1. LECTURER. A teaching title that may be used at any level, i.e., it carries no specific connotation of rank among the professorial titles. This title is conferred on one who has special capabilities or a special instructional role. Lecturers are neither tenurable nor expected to progress through the professorial ranks. A lecturer qualifies for faculty status with vote during any semester in which he or she (a) is on an appointment greater than half-time and (b) has been on such appointment for at least four semesters. When a lecturer qualifies for faculty status they shall be reviewed at a minimum of every 5 years thereafter as determined by the unit's bylaws. The review committee defined by the unit's bylaws shall include tenure-track faculty within the unit. [rev. 7-01, rev. 7-14]

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

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

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G-4. ASSOCIATE. A title for a nonstudent with limited credentials who is assigned to a specialized teaching, research, or outreach position. Associates are exempt staff and are not members of the university faculty or of constituent faculties. *[ed. 1-10]*

H. NON-FACULTY: Those within this category are not members of the faculty. *[ed. 1-10]*

H-1. POSTDOCTORAL FELLOW. Postdoctoral fellows are persons who hold the doctoral degree or its equivalent at the time of their appointment and are continuing their career preparation by engaging in research or scholarly activity. Postdoctoral fellows are special exempt employees in the category of “temporary or special” (FSH 3080 D-2 a) employees recognized by the regents. *[See also 3710 B-1.b.] [ed. 1-10]*

H-2. GRADUATE STUDENT APPOINTEES: The general nature of the following graduate assistantships is defined as an apprenticeship experience that consists of a work obligation partnered with educational and developmental activities, all of which are integrated with the graduate degree program of the student. All graduate assistants must be individually mentored by a faculty advisor and may receive additional mentoring from other faculty and/or staff on or off campus. All graduate assistant positions (H-2. a, b, c) are limited to twenty hours per week of work. All graduate student appointees must be in good academic standing and making satisfactory progress toward their degree. All graduate assistants must be registered as full-time students. *[See also 3080 D-2-a.] [rev. 7-13, 7-18]*

Deleted: academically qualified and registered

a. Graduate Teaching Assistant. Graduate Teaching Assistants perform duties related to the instructional efforts of the unit in which they are employed under the supervision of a member of the university faculty, associated faculty, or temporary faculty (see FSH 1565 D, F, and G). These duties, which must be associated with academic credit instruction and constitute at least 50 percent of a Graduate Teaching Assistant’s effort, may include, but not be limited to: primary teaching responsibilities; grading assignments; assisting with the delivery of instruction through technology; and providing other assistance related to instruction. *[ed. 1-10, 7-18, rev. 7-13]*

b. Graduate Research Assistant. Graduate Research Assistants develop competence in performing professional-level work in support of research, scholarship, or creative activity. These positions can only have duties within the scope of work permitted by the funding source. *[ed. 1-10, 7-18, rev. 7-13]*

c. Graduate Support Assistant. Graduate Support Assistants perform a wide range of duties and can have varying responsibilities in academic and non-academic campus departments and programs. The specific duties depend on the needs of the office or project and on the qualifications and experiences of the Graduate Support Assistant. Graduate Support Assistants may provide academic and/or non-academic instruction, and/or assist with research, or provide other support functions. The duties must be directly related to the Graduate Support Assistant’s program of study. The College of Graduate Studies shall periodically publish standards governing the permissible scope of Graduate Support Assistant appointments on its website. *[add. 7-18]*

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

27: DEPARTMENT NAME CHANGE FOR GEOGRAPHY AND GEOLOGICAL SCIENCES

In Workflow

1. 225 Chair (jfairley@uidaho.edu;renee@uidaho.edu)
2. 19 Curriculum Committee Chair (markn@uidaho.edu)
3. 19 Dean (gingercarney@uidaho.edu)
4. Provost's Office (panttaja@uidaho.edu; kudas@uidaho.edu; mstout@uidaho.edu; jvalkovic@uidaho.edu)
5. Registrar's Office (none)
6. UCC (none)
7. Faculty Senate Chair (mstout@uidaho.edu; jvalkovic@uidaho.edu)
8. UFM (mstout@uidaho.edu; jvalkovic@uidaho.edu)
9. President's Office (brendah@uidaho.edu; mstout@uidaho.edu; jvalkovic@uidaho.edu)
10. State Approval (mstout@uidaho.edu; jvalkovic@uidaho.edu)
11. NWCCU (sara@uidaho.edu; mstout@uidaho.edu)

Approval Path

1. Wed, 23 Jun 2021 19:50:06 GMT
Jerry Fairley (jfairley): Approved for 225 Chair
2. Wed, 28 Jul 2021 18:40:15 GMT
Mark Nielsen (markn): Approved for 19 Curriculum Committee Chair
3. Wed, 28 Jul 2021 18:41:50 GMT
Mark Nielsen (markn): Approved for 19 Dean
4. Mon, 30 Aug 2021 20:11:30 GMT
Dean Panttaja (panttaja): Approved for Provost's Office
5. Mon, 13 Sep 2021 22:39:51 GMT
Amy Kingston (amykingston): Approved for Registrar's Office
6. Tue, 21 Sep 2021 00:12:16 GMT
Amy Kingston (amykingston): Approved for UCC

New Proposal

Date Submitted: Wed, 14 Apr 2021 21:26:37 GMT

Viewing: Department name change for Geography and Geological Sciences

Last edit: Wed, 14 Apr 2021 21:26:36 GMT

Changes proposed by: Renee Jensen-Hasfurther

Faculty Contact

Faculty Name	Faculty Email
Jerry Fairley	jfairley@uidaho.edu

Request Type

Change the name of an administrative unit

Effective Catalog Year

2022-2023

Title

Department name change for Geography and Geological Sciences

Request Details

Current name: Geography and Geological Sciences

New name: Earth and Spatial Sciences

Key: 27

2021 – 2022 Faculty Senate Approved at Mtg #10 10.19.2021

Meeting # 9

Tuesday, October 12, 2021, 3:30 pm – 5:00 pm

Zoom only

Present: Ahmadzadeh, Becker, Bridges, Chapman, Dahlquist, Fairley, Gauthier, Hickman, Hoffmann, Torrey Lawrence (w/o vote), Lee-Painter, McIntosh, Meeuf (Chair), Mittelstaedt, Ogborn, Paul, Quinnett, Rashed, Rinker, Roberson, Rose, Sammarruca (w/o vote), Schiele, Schwarzlaender, A. Smith (Vice Chair), R. Smith, Stroebel, Tenuto, Thorne, Wargo

Absent: Wargo (excused)

Also present: Kirsten Pomerantz (proxy for Wargo)

Guests/Presenters: Dan Ewart

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

Approval of Minutes (vote):

- Minutes of the 2021-22 Meeting #8 – Attach. #1.
The minutes of the 2021-22 Meeting #8 were approved with a correction in the attendance list.

Chair's Report:

- An independent group of faculty members reached out to Faculty Senate with an interest in investigating gender salary discrepancies at the University of Idaho. Senators interested in assisting with this project should email Russ Meeuf.
- One of the priorities we discussed earlier this year was an examination of our admission standards and the role of standardized tests in the admissions process. Chair Meeuf is starting conversations with the Office of the State Board of Education about the larger contexts for admission standards to higher education in the state so we can make sure that our efforts are aligned with state policy. Once we have more information on that front, we'll start organizing the appropriate constituents for the larger campus discussion around admission standards.
- The UAAC is looking for feedback from faculty and staff on the recent Student Learning Outcomes assessment process and academic Annual Program Review. People can email barbara@uidaho.edu with any feedback or questions.
- Nominations are open for U of I honorary degrees to be recognized at the Spring 2022 Commencement Ceremony. Submit completed nominations to provost@uidaho.edu by Monday, Nov. 15. The nomination instructions may be found in [FSH 4930](#). If you have questions, contact Commencement Committee Chair [Richard Nielsen](#).

Discussion:

A Senator heard that the State Board (SB) postponed the discussion of the policy that Chair Meeuf and others worked on together with faculty from other institutions. Chair Meeuf explained that SB received feedback and they wanted the group to reconvene to review the feedback and make adjustments as necessary. Provost Lawrence provided some additional information: The SB process for policy approval is similar to ours, in that a proposal by a group moves on to legal review and the SB policy coordinator. These steps resulted in suggestions and questions that they felt were substantial enough to potentially change the intent of the group's work. They were not comfortable just implementing the changes and

wanted to go back to the working group to make sure they saw those changes and understood them. That discussion is scheduled for Monday. SB wants to address any potential problems now so this is still moving forward. The Provost appreciated that SB wanted to go back to the group and include them in a follow-up discussion.

A Senator asked whether a report on the feedback requested by UAAC will be prepared and shared with the faculty. Barb Kirchmeier and Dean Panttaja were recognized to join the conversation. Barb offered to put together a summary for FSL and Dean Panttaja said that there will be a full report, including level of participation, and folding in feedback from the UAAC about what works and what needs improvement.

Provost's Report:

- The mask requirement has been extended to November 1.
- The number of students who submitted vaccination information continues to go up and is approaching 4,000. We are still providing financial incentive. Vaccination clinics are still available to students and the community.
- Vice Provost for Faculty Kelly-Riley recently sent a survey about class attendance, following up on our discussion from last week.
- The Borah Symposium taking place this week. The last event will take place tomorrow (Wednesday, 10/13) at 7pm in the International Ballroom and online – the Borah Symposium keynote address on the pandemics.

Discussion:

A Senator asked if there are updates about the searches for the dean of COE and the director of the Coeur d'Alene (CDA) Center. The Provost has met with the both the search committees for the deans of COE and EHHS. Those searches are moving forward. As for the CDA search, some issues are still being discussed, but the Provost expects that the search will be launched soon. Not many nominations for this search committee were submitted – ideas and suggestions are welcome.

The discussion moved on to COVID vaccination: For how long will the on-campus vaccine clinics be running? Provost Lawrence expects that, unless the demand becomes very small and/or providers are no longer available, they will stay open as long as people utilize them.

Any updates on “Great Colleges to Work for” survey results? Provost Lawrence responded that there are no updates since last week. The university has received general results and is combining them with results from the past three years for comparison. They will identify trends by colleges and other units. Hopefully, everything will be available to us in October, so that we can start acting on those results before the end of the year.

A Senator congratulated the Provost for the spectacular opening of the IUCC arena. He is asking the following question on behalf of one of his constituents: When teaching in a large auditorium and maintaining social distancing, why does a (vaccinated) instructor have to wear a mask or face shield? In response to the first remark, the Provost found last weekend to be exciting in many ways – the Friday evening production, visits from advisory boards for many colleges, and of course, Homecoming activities. The Provost further explained that it is more effective to have a common rule (which gives the face shield option) of the requirement in all classroom settings. Although numbers have always been

low on our campus, that is not the case in the broader community, where the Delta variant virus continues to spread.

There was a question about the level of support students who tested positive for COVID receive after a Vandal Care report has been filed. Both Provost Lawrence and Dean of Students (DoS) Eckles addressed the question. Students receive support to the extent that they wish to have it. If they live off campus, the staff from the DoS office facilitates conversations between the student and the faculty, and can arrange for tutoring or counseling. If they live on campus, they are relocated to isolation units or quarantine facilities. Some students have needed assistance with transportation to a doctor's office, or getting home if they prefer to isolate at home. It depends on the individual case. The DoS office appreciates it when faculty submit care reports or encourage students to do so, because then they can really help them. Provost Lawrence took the opportunity to express deep appreciation for the DoS staff for all they do. Feedback from students about their isolation experience has been positive.

Committee Reports:

- FSH 1565 H-2 Graduate Council – Jerry McMurtry. Attach. #2
This item was postponed last week due to some technical problems with the attachment. Jerry McMurtry explained that COGS is adjusting the handbook language to align with what is actually being done. Requiring students to be full time to be able to accept an assistantship also aligns with the catalog language that clearly states that students need to be full time. We also removed the language of “academically qualified and registered” because we do not use that anywhere, instead we say “academic standing and satisfactory progress.”

Discussion:

Vice Chair Smith expressed concerns about the requirement that all Graduate Assistants (GAs) must enroll as full-time students. Under the proposed change, how will we avoid poverty traps for graduate students that receive a part-time (10hr/week) graduate assistantship? The current catalog states that “Appointments may be full-time (20 hours per week) or part-time (10 hours per week).” Under the proposed change to FSH 1565 H-2, all 10-hour RA/TAs will be required to register as full-time students. Vice Chair Smith estimated a net loss of more than \$6,000 per semester – they owe more than they earn. He proposed to amend FSH 1565 H-2 to say “All graduate assistant positions (H-2. a, b, c), either as one type or in combination, must total 20 hours of work per week.” The change would also have to be accompanied with a corresponding change in the catalog to state “Appointments may only be full-time (20 hours per week).”

A Senator asked what happens if a student drops a class thus earning six credits instead of the nine credits required to be full time. Jerry McMurtry responded that those circumstances are dealt with on a case-by-case basis.

In response to a question from the Senator representing the College of Law, it was clarified that only students enrolled in the College of Graduate Studies would be impacted by this change – it does not concern the College of Law.

Jerry McMurtry argued that some units do need 10 hours per week assistantships, such as for grading in large accounting classes – we ca not just eliminate them. The Vice Chair reiterated the potential hardship for part-time GAs and urged COGS to allow only full-time TAs and RAs, or a combination of them totaling no less than 20 hours per week. Jerry McMurtry noted that GAs on

a part-time appointment are allowed to work 10 hours per week on other employment or as Irregular Help (IH) to supplement their part-time GA, or they could get a student loan.

A Senator said that it is our responsibility, as faculty, to make sure that our graduate students are offered a reasonable contract and fully understand what they are agreeing to. Jerry McMurtry noted that the appointment letters are very clear about the amount students are going to be compensated, as well as other categories, such as health insurance.

Secretary Sammarruca shared the concerns voiced by the Vice Chair. If GAs must be enrolled full time while on a part-time GA, they owe the university the other 50% of the tuition (in-state and out-of-state, if needed). For most graduate students, this is not financially feasible. In fact, it would be financially advantageous to pay a full-time GA a minimum hourly rate and have the (full-time) graduate assistantship guarantee full tuition waiver.

Jerry McMurtry said he would be happy to take these concerns to Graduate Council for discussion at an upcoming meeting.

Chair Meeuf suggested to proceed with the vote on this item. If it is approved, Senate will still ask Graduate Council to examine the financial hardship issues.

Senators were ready to vote on the motion from COGS.
Votes: 12 votes in favor; 7 against. Motion passes.

Chair Meeuf will inform COGS of the concerns expressed by some Senators and suggest that they continue a discussion to address those issues.

Other Announcements and Communications:

- Q&A with Dan Ewart, Vice President for Information Technology.
Chair Meeuf started the conversation inquiring about the Falcon supercomputer. Falcon is the INL supercomputer provided for use by Idaho Universities. It is the 12th largest supercomputer in use for higher education, capable of processing huge mathematical models in a very limited time. Typical desk computers have eight cores, while Falcon has 36,000. It will be very valuable to researchers across the institution. The transfer will happen in January. Luke Sheneman, from the Office of Research and Economic Development, is leading that effort. Luke is the person to contact if interested in using that device.

A Senator asked about the reasons for the restrictions on using Lenovo as our computers of choice, especially given that we are spending federal dollars on a company in China instead of American companies. As an example, the Senator mentioned the requirement from federal funding agencies to fly American carriers. Dan Ewart responded that Lenovo has been a standard choice at U of I for quite some time. However, they have recently engaged with a company called Profit Recovery Partners, and one of their recommendations is to put out an RFP for a primary manufacturer. This was discussed already a couple of years ago, but then COVID got in the way. Now, with the chip shortage and the various supply chain problems that are going on across the world, it is still difficult, but we hope to put out the RFP this winter or in the spring to potentially select a new vendor. There are some other challenges with Lenovo, especially with federally sponsored contracts with INL.

The Senator had additional questions. When the IT team responds to a call, how often is it about a hardware issue versus a software issue? The Senator had recently purchased a laptop and was told that his choices were limited. Dan Ewart responded that, while he understands that people have personal preferences, ITS supports thousands of computers across the entire institution. Standardizing the process streamlines the work for ITS and thus allows more time for better support.

The Senator wanted to better understand the customer service survey we are asked to complete when a ticket (that is, a particular service) is closed – in particular, is that feedback confidential? Dan Ewart clarified that the surveys only go to him and his team for the sole purpose of ensuring that ITS is providing high-quality support. In no way are they meant to be punitive of the ITS employee.

A Senator had a question about the purchase of software and the emails from ITS with the reminder to renew licenses, especially adobe licenses. Would it be more cost-effective to centralize licenses so they could be shared between people or between machines, instead of everybody “shopping around?” Dan Ewart did not see a reason to shop around for adobe licensing – they have pretty standard prices and we actually get very good pricing for the university. It would be easier if we could give everybody access to adobe creative cloud or some of the other software, but the site licenses for that are just too expensive for the university. The emails from ITS are to find out if people want to buy the licenses again and what kind of license they want. Any suggestions to improve the process are welcome.

Some Senators experienced purchasing computers to be a very slow process. There have also been problems connecting to the Internet, logging into the system, or being frequently locked out of their accounts. A call to ITS for assistance generates a ticket. Can the process be streamlined? Dan Ewart explained that the long time for purchases is related to shortage of supply and delays with delivery due to current international problems. If there are systemic problems, he would like to know. Central purchasing is very important: people buying their own computers to connect to university systems can pose a significant security liability to the institution. There is need for improvements, which is why the Profit Recovery Partners company has been engaged.

Vice Chair Smith recalls conversations with Vice President Ewart, a couple of years back when that procurement system was first presented, about a robust and user friendly way to obtain exemptions for specific projects. For example, if a grant comes with equipment requirements that are not in line with the university’s, there should be a smooth and easy exemption process. Dan Ewart said that IT processes exceptions regularly, for both hardware and software, and the option for an exception is available on the hardware request form. They understand that some limitations are going to exist. Dan Ewart would like to know about specific incidents so he can help people get what they need.

The Senator from the Library raised the issue that enhanced security protocols make it more difficult to use library resources, from off-campus and sometimes also from on-campus locations. Occasionally, there are problems even accessing the library catalog, which is meant to be open to anybody in the world. How library resources figure into security practices seems like a higher-level issue of how permissions are allocated and protocols and authentication get piled on. It just seems really cumbersome. Indeed – Dan Ewart confirmed – with increasing threats we

are having to pile up new layers of security. We have to ensure that one is actually affiliated with the institution in order to use resources, and be careful with databases and subscriptions. The Senator fully understands those constraints, but she has the impression that things have changed in the past few years, and she would like to have a better understanding of how. She is concerned that, if searches become too cumbersome, a young researcher or undergraduate student may just be discouraged. Dan Ewart was very understanding of these issues and suggested a meeting with the Library group to observe directly some examples of the events described by the Senator and see what can be done.

A Senator asked about IT handling of phishing reports. Dan Ewart said that they capture hundreds of phishing emails every day, but not all. It is always best to report them. In response to another question from the Senator, Dan Ewart explained that “ransomware” often starts with phishing. Once the perpetrators get into a system, they encrypt the data and send a ransom request. Dan Ewart reported that the university was attacked recently, but there is no evidence of any data being lost. Ransomware is real. We all are the best defense against these attacks by taking the awareness training, understanding what phishing emails are, and reporting them. Phishing emails should be blocked or taken out of the email system.

A Senator noted that the issues just raised by several people – such as slow purchasing process – suggest room for improvement. How about streamlining the process by moving it to the college level? Dan Ewart said that bulk purchasing saves the university hundreds of thousands of dollars. He would like to know about specific problems people are encountering.

A Senator asked about a student APP: are any efforts going on to move in that direction? If so, what features would IT be looking for or exclude? Vice President Ewart announced that they are in the process of implementing the Ellucian Experience, which is a very mobile friendly web portal. It offers each student a personalized dashboard to check classes, grades, schedules, etc. They are looking at a spring rollout for some of the features. Dan Ewart will be happy to send more information.

In closing, Dan Ewart thanked Senate for the opportunity and reminded everyone to email him directly with questions at any time.

New Business:

A Senator asked the Provost whether the university is considering taking in displaced Afghan students and scholars. Provost Lawrence responded that it is something we can look at – of course, immigration regulations are very complicated and even more complicated in a refugee situation. He will check with International Programs and see if they have anything going on.

A Senator inquired with the Provost about new hires in the Office of Sponsored Programs, which recently lost a number of staff: is there a timeframe for when things should be back to normal? The Provost had no new information.

Adjournment:

The agenda being completed, Chair Meeuf adjourned the meeting at 4:57pm.

Respectfully Submitted,

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

University of Idaho
2021 – 2022 Faculty Senate Agenda

Meeting # 9

Tuesday, October 12, 2021, at 3:30 pm
Zoom Only

- I. Call to Order
- II. Approval of Minutes (Vote)
 - Minutes of the 2021-2022 Faculty Senate Meeting #8 (October 5, 2021) **Attach. #1**
- III. Chair's Report
- IV. Provost's Report
- V. Committee Reports
 - FSH 1565 Grad Counsel – Jerry McMurtry **Attach #2**
- VI. Other Announcements and Communications (maybe)
 - Q&A with Dan Ewart
- VII. New Business
- VIII. Adjournment

Attachments:

- **Attach. #1:** Minutes of the 2021-2022 Faculty Senate Meeting #8
- **Attach. #2:** FSH 1565 Grad Counsel
- **Attach. #3:**
- **Attach. #4:**

2021 – 2022 Faculty Senate – Pending Approval

Meeting # 8

Tuesday, October 5, 2021, 3:30 pm – 5:00 pm

Zoom only

Present: Ahmadzadeh, Bridges, Chapman, Dahlquist, Fairley, Gauthier, Hickman, Hoffmann, Torrey Lawrence (w/o vote), Lee-Painter, McIntosh, Meeuf (Chair), Mittelstaedt, Ogborn, Paul, Quinnett, Rashed, Rinker, Roberson, Rose, Sammarruca (w/o vote), Schiele, Schwarzlaender, A. Smith (Vice Chair), R. Smith, Stroebel, Tenuto, Thorne, Wargo

Absent: Becker (excused)

Guests/Presenters: Jerry McMurtry, Ken Udas

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

Approval of Minutes (vote):

- Minutes of the 2021-22 Meeting #7 – Attach. #1.
The minutes of the 2021-22 Meeting #7 were approved as distributed.

Chair’s Report:

- Our colleague Dr. Shirley Luckhart is continuing a research project on malaria and ways to combat the transmission of malaria, which kills over 400,000 people per year. If you have type O+ blood, please consider volunteering as a blood donor to help support this important research on campus. If you are interested, you can contact Dr. Luckhart directly over email (sluckhart@uidaho.edu). You can also request a flyer.
- Athena Mentorship Program call for applications. Athena announces the call for participation in the 2022 Athena Mentorship Program. If you are interested in participating in the Athena Mentorship Program as either a mentee or a mentor, complete the survey application by Friday, Oct. 15. We encourage faculty and staff from any U of I college, office and campus and of any background to apply. The program runs on a calendar year from January through December. Cohort four will be announced by Friday, Dec. 17. [Find more details](#) and [apply online](#)

There were no questions for the Chair.

Provost’s Report:

- The mask mandate will be re-evaluated next by October 11.
- This week we celebrate Homecoming, the ICCU Arena Grand Opening, and the announcement of “Brave. Bold. A promise to Idaho’s Students,” the university’s launch into a focused fundraising campaign.
- Next week is midterm week. Submitting midterm grades is important for student success and retention – they are due October 18.
- A reminder to all employees to complete the required training by October 31.

Discussion:

A Senator asked when the results of the “Great Colleges to Work for” survey will be accessible to faculty. The provost responded that they are not yet available. The survey organization manages the information carefully so as to protect the anonymity of the participants. Our team has received general

results and is combining them with results from the past few years for comparison. Hopefully, everything will be available to us in October.

Regarding the mask mandate, a Senator wondered why we do not extend the mandate to the end of the semester instead of re-evaluating every three weeks. Provost Lawrence replied that this 3-week evaluation practice was approved by the State Board and started in August, in line with other schools. Although it seems unlikely that the situation would take a sharp turn for the best, we continue with this practice to keep more flexibility. In response to the second part of the Senator's question – if the state decides to remove mask requirements, will the university go along with the state? The Provost said that the university does have some independence from state decisions.

Reconnecting to a question from last week about the university potentially moving to fully online instruction after Thanksgiving break, the provost reiterated that there are currently no plans to do. Should the impact of the Delta variant continue to grow, options will be considered. Any decision will be communicated well before the break.

The conversation moved to vaccination. A Senator reported that the number of students who miss her classes grows larger every week. Can we make vaccination available on campus for students, as often as five times per week? The Provost noted that the vaccine has been readily available for some time. Presently, the university is working with pharmacies. Medical professionals are needed, but they may not be available several times per week. The same Senator suggested to require proof of vaccination at ball games – she is concerned about the impact of Homecoming on the spreading of the virus. Another Senator suggested to hire traveling nurses for both testing and vaccination, which may not be easy because they are in high demand across the country. The Provost noted that the university spent \$8K, and will spend \$12K more in the coming weeks, in vaccination-incentive scholarships. It was confirmed that, to date, approximately 33% of the students have provided proof of vaccination. Vice Chair Smith moved back to the possibility of requiring proof of vaccination or of a negative COVID test at football games, as BSU is doing. Provost Lawrence noted that BSU is no longer doing it. He added that we cannot deny access to educational activities based on vaccination status, but things may be different with ball games. Vice Chair Smith followed up noting that BSU checked with the Governor before taking that route, and they obtained approval because ball games are not part of education and because they offered the option of providing vaccination proof or a negative test. Other ideas were tossed around, such as shuttle rides to vaccination sites. On the other hand, that may not help much as vaccines are already readily available. The Provost will follow up with the Dean of Students.

Referring to an earlier comment about students missing classes, the Provost reminded everyone that strong support is available to those students who test positive for COVID and report their status. Vice Chair Smith suggested sending a survey to all current instructors about attendance in their classes. In his class, the attendance is between 33% and 50%.

A Senator expressed frustration with the fact that non-vaccinated students expect accommodations, support and additional faculty time, while the situation could be resolved, or at least substantially improved, were they vaccinated. Faculty are becoming tired of accommodating. The Provost said he understands the frustration and appreciates the extra work done by the faculty. People in the medical profession experience similar frustration about unvaccinated patients. On the other hand, we need to cope with the reality around us and the fact that we are limited in what we can do.

Chair Meeuf moved to the next agenda item.

Committee Reports:

- FSH 1640.55 Information Technology – Alistair Smith. Attach. #2

The Committee on Committees proposes revisions in the structure and membership of the Information Technology Committee, FSH 1640-55. First, they propose to replace the Vice President for Infrastructure (a position that no longer exists) with the Vice President for Finance and Administration, as a non-voting member. Second, they propose to include the Vice Provost for Digital Learning Initiatives as a non-voting member, which is appropriate because the committee functions include *“To advise and recommend university policies regarding the planning, implementation, and maintenance of information technology in the areas of teaching, research, outreach, and management.”*

Discussion:

There was a question about the absence of the Vice President of Information Technology (IT) on the committee. Vice Chair Smith explained that the Committee on Committees felt strongly about not including the Vice President for IT to keep the focus on *“teaching, research,...”* as prescribed in policy. On the other hand, the Vice President for Finance and Administration is included because Infrastructure presently reports to him.

Another Senator agreed that it would be best to have regular communications with the Vice President of IT. Many questions may come up that are best answered by the Vice President for IT. When the original policy was introduced, Infrastructure and ITS were the same.

It was moved and seconded (Schwarzlaender/Fairley) to include the Vice President for IT as a non-voting member of the Information Technology Committee. Chair Meeuf noted that the title of *Director of the Center for Teaching Innovation* must be replaced by the updated title of *Director of the Center for Excellence in Teaching and Learning*. This was considered a friendly amendment to include in the main motion.

Vote: Motion carries with 19 votes in favor and 3 against.

- FSH 1565 Graduate Council – Jerry McMurtry. Attach. #3

Jerry McMurtry provided a short summary. They are adjusting the handbook language to align with and provide clarity on previously approved policies.

Discussion:

The Secretary inquired about the part of the policy concerning graduate assistants having to be full-time students. A Teaching Assistantship (TA) comes with (in-state) tuition paid by the department. On the other hand, to pay a Research Assistantship (RA) from a grant, that grant must cover tuition, but some awards do not. Vice Chair Smith agreed that requiring RAs to enroll as full-time students poses problems when a grant does not cover tuition.

It was noted that new language added by Graduate Council in section H-2 of FSH 1565 was not marked in the attachment received by the Senators. Because Senators did not have the opportunity to read the marked-up document – due to an error, they received the wrong file – Chair Meeuf decided to postpone this item until next week.

- UCC 27 Name Change from Geography and Geological Sciences to Earth and Spatial Sciences – Jerry Fairley. Attach. #4

Brief background: the merger of Geography and Geology was challenging. Although we are two different departments, they wanted to find a shared identity.

Discussion:

Some discussion followed about how an external audience might perceive the new name. Jerry Fairley clarified that planetary science is part of what they do, although “spatial” refers, more generally, to spatial distributions rather than “space” science. This change does not impact the degree or the courses which they offer. At this time, there are no plans to make additional changes. A Senator asked whether this may create identity problems. Jerry Fairley noted that, although a more holistic approach may be something to think about, there are other issues to consider. For instance, in geology, there is professional registration, and they need to continue offering degrees that allow for professional registration.

Vote: Motion from UCC passes with 19 votes in favor and 1 against.

Announcements and Communications:

- FSH 6100 Temporary Emergency Policy – Russ Meeuf
This change has already been submitted and approved by Faculty Senate and is slated for approval as a permanent policy through the normal procedures. However, there is a need to expedite its implementation before October 7, 2021 because a Title IX hearing is scheduled on this date and failure to make this change to policy will prejudice the interests of the parties.
- Digital Learning Discussion – Ken Udas
After some introductory remarks by Vice Provost Udas, Chair Meeuf opened the Q&A and raised an issue that many faculty are concerned about: as digital learning requires increased workload from the faculty, are there any plans to provide incentives? Ken Udas said that efforts are in progress to define a workflow. He will have more concrete information in a couple of weeks.

A Senator asked Vice Provost Udas to comment on the changes made during the pandemic. Vice Provost Udas recognized that the pandemic has forced people to extend teaching practices way beyond what they used to do. Of course, institutions that offer mainly online instruction were not impacted as much, although the new circumstances provided the opportunity for an extended dialogue and to reach out to resources they would normally not reach out to, for example, the need to design a remote laboratory experience. On the other hand – a Senator observed – the pandemic meant radical changes for U of I.

In response to a question, Ken Udas addressed academic and non-academic support. The area of academic teaching and learning is the one that faculty are most familiar with. But with a large online component of instruction, the student population becomes more non-traditional, which requires additional services for both faculty and students. Also, support is needed with learning design and development.

The next question was about the level of infrastructure needed for a successful online experience. Ken Udas responded that a fast-growing online program may need some investments, such as in-course design and production support. For a real commitment to all of our students, residential or not, we will need a strong support system.

Vice Provost Udas was asked whether he expects faculty to transition smoothly to online teaching, as opposed to having a separate set of people specifically trained for online teaching. Ken Udas said that this is a question to be discussed within colleges and academic units. For

some faculty there will be a fluid transition, while others may prefer not to participate in online instruction.

Chair Meeuf asked whether P3 funds will be used to pay for additional workload of faculty who teach online. Ken Udas noted that the P3 money allocated to this is limited and not permanent – it's seed funding and will not cover permanent hires.

A Senator encouraged Vice Provost Udas and his team to reach out to those faculty who already have large experience with online learning.

Adjournment:

Due to the late hour, it was not possible to address new business. The agenda not being completed, Chair Meeuf called for a motion to adjourn. Moved and seconded (Fairley/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:

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: Jerry McMurtry

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.
We are adjusting the handbook language to align with and provide clarity on previously approved policies.
- 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.
3080 may be impacted.
- 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

1565

ACADEMIC RANKS AND RESPONSIBILITIES

PREAMBLE: This section defines the various academic ranks, both faculty and non-faculty (e.g. graduate student appointees and postdoctoral fellows), and their responsibilities. Subsections A, C, D, E, F, and I should be read in conjunction with the policy and procedures concerning granting of tenure and promotions in rank which are contained in 3520 and 3560 (subsection I only in conjunction with 3560). Most of the material assembled in this section was a part of the original 1979 Handbook. The material in section I was added July, 1987. The definitions of 'postdoctoral fellow' (J-5), 'graduate assistant' (K-3) and 'research fellow' (K-4) were revised in July 1996. Section J-1, voting rights for lecturers, was changed in July 2001. Section A was substantially revised in July 1994, so as to underline better the importance of both teaching and scholarship. At that time the so-called "Voxman Amendment" (the addition of 'in the classroom and laboratory' to the list of possible venues wherein the evaluation of scholarship might take place) made its first appearance. Section A underwent additional substantial revision in July 1998 and July 2006, always with the hope of creating greater clarity in a complex subject. Extensive revisions along those same lines were made to B (entirely new and in 2008 B was moved to 3570), C, D, and E, in July 1998. Further, less extensive revisions were made to C-1, D-1, and E-1 in July 2000. In July 2008, this section was reorganized to better reflect classifications as stated in FSH 1520 Article II, no substantive changes were made to policy. In 2009 changes to the faculty position description and evaluation forms integrating faculty interdisciplinary activities into the evaluation processes were incorporated into this policy as of January 2010. Ranks for Associated Faculty in F were removed because the promotion process as detailed in 3560 for faculty ranks was deemed excessive for associated faculty. Those currently holding a specific rank in adjunct or affiliate will retain that privilege. In July 2010 the affiliate and adjunct terms were switched to conform to national norms and rank of Distinguished Professor was added. In July 2011 voting for associated faculty was clarified and Clinical Faculty under "G. Temporary Faculty" moved to "D. University Faculty" as D-9 and was revised. In July 2012 edits were made to the Distinguished Professor under D-8 and to the qualifications for Emeritus status and a search waiver under E. In July 2013 definitions for research and teaching assistants were more clearly defined. In January 2014 the time necessary to qualify for Emeritus status was redefined and in July 2014 the cap on non-tenure track faculty appointments in a unit was adjusted and promotion processes clarified and revised. In July 2018 a new category for graduate support assistants was added to address needs that are not covered under the role of a typical teaching or research assistant position. . In 2020 policy on office hours was moved from FSH 3240 to C-1.c. :changes were made to sections C-1 and C-3 to ensure that faculty efforts in the areas of teaching, advising, and outreach and extension are properly credited; policy on emeritus status was extensively revised to provide greater clarity, ensure conformity with labor law, and add the ability to revoke emeritus status in exceptional circumstances; and section D-5 Librarian was revised to provide more flexibility in recruiting efforts. Further information may be obtained from the Provost's Office (208-885-6448). [rev. 7-98, 7-00, 7-01, 7-06, 1-08, 7-08, 1-10, 7-10, 7-11, 7-12, 7-13, 7-14, 7-18, 7-20]

CONTENTS:

- A. Introduction
- B. Definitions
- C. Responsibility Areas
- D. University Faculty
- E. Emeriti
- F. Associated Faculty
- G. Temporary Faculty
- H. Non-Faculty
- I. Qualification of Non-faculty Members for Teaching UI Courses

A. INTRODUCTION. [rev. 7-98]

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

In order to carry out its functions and to serve most effectively its students and the public, the university supports

UI FACULTY-STAFF HANDBOOK

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

Section 1565: Academic Ranks and Responsibilities

the diversification of faculty roles. Such diversification ensures an optimal use of the university's faculty talents and resources. *[rev. 7-06]*

Diversification is achieved through developing a wide range of faculty position descriptions that allow the faculty to meet the varying responsibilities placed upon the institution, both internally and externally. No more than 25 percent, or a lower limit as defined by the department or similar unit's by-laws, of the faculty positions in any department or similar unit may be held by instructors, senior instructors, and lecturers who have voting privileges under FSH 1520 II, Section 1. While the capabilities and interests of the individual faculty members are to be taken into account, it is essential that individual faculty position descriptions are consonant with carrying out the roles and mission of the university, the college, and the unit. Annual position descriptions are developed by the unit head in consultation with the unit faculty and with the incumbent or new faculty member. In each college, all position descriptions are subject to the approval of the dean and must be signed by both unit head and faculty member. If the faculty member, unit head, and dean are unable to reach agreement on the position description, the faculty member may appeal the unit head's decision to the Faculty Appeals Hearing Board [FSH 3840]. *[ed. 1-10, rev. 7-14]*

As indicated in Section 3320 A-1, faculty performance evaluations that are used for yearly, third-year and periodic reviews as well as for promotion, tenure, and post-tenure decisions are to be based on faculty members' annual position descriptions (FSH 3050). Each unit will develop substantive criteria in its bylaws for promotion and review of its faculty (FSH 1520 II, Section 1). *[ed. 1-08, 7-10, 7-14]*

Faculty members shall conduct themselves in a civil and professional manner (see FSH 3160 and 3170). *[add. 1-10]*

B. DEFINITIONS: *[add. 1-10]*

B-1. Advancement: focuses on fostering relationships, building partnerships, creating awareness and generating support with alumni, donors, leaders, business partners, legislators and the community for the university's mission in academics, scholarship and outreach (see the office of University Advancement at <http://www.uidaho.edu/givetoidaho/meetourpeople/universityadvancementpoffice.aspx>).

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

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

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

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

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

B-7. Professional Development: a learning process that expands the capacity of the faculty member to advance in

¹National Academy of Science

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the responsibilities as defined in his/her position description and aligns with the university's goals. Examples include but are not limited to participation in conferences, continuing professional education (including credit and noncredit courses) and other activities that enhance a faculty member's expertise and ability.

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

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

B-10. Unit Administration: includes assisting higher administration in the assignment [3240 A] and in the evaluation [3320 and 3340] of the services of each member of the unit's faculty and staff; promoting effective leadership of personnel and management of unit resources; providing leadership in the development and implementation of unit plans; providing for open communication with faculty and staff; fostering excellence in teaching, scholarship and outreach for faculty, students, and staff in the unit; effectively representing all constituents of the unit; and continuing personal professional development in areas of leadership.

C. RESPONSIBILITY AREAS: Faculty members are expected to contribute in each of the four major responsibility areas (C-1 through C-4 below). Expectations are more specifically defined in the individual position description and are consistent with unit by-laws. Each responsibility area may include activities in advancement, extramural professional service, interdisciplinary, and/or professional development. *[add. 1-10]*

C-1. TEACHING AND ADVISING: The university's goal is to engage students in a transformational experience of discovery, understanding and global citizenship. Faculty achieve this goal through effective instructing, advising and/or mentoring of students. *[add. 1-10]*

a. Teaching: Effective teaching is the foundation for both the advancement and transmission of knowledge. The educational function of the university requires the appointment of faculty members devoted to effective teaching. Teaching may take many different forms and any instruction must be judged according to its central purposes. Active participation in the assessment of learning outcomes is expected of all faculty at the course, program, and university-wide levels. Individual colleges and units have the responsibility to determine appropriate teaching loads for faculty position descriptions. Teaching appointments must be reflected by hours and level of effort spent in teaching activity, and justified in position descriptions. Any adjustments to a teaching appointment (e.g. teaching unusually large classes, team-teaching, teaching studios or laboratories, intensive graduate or undergraduate student mentoring, technology-enhanced teaching, and others) must be documented in the position description. *[rev. 7-06, 3-20, ed. 1-10]*

The validation of teaching may include Student Evaluations of Teaching (SETs), peer evaluations, self-assessment, documentation of effective or innovative teaching, teaching recognition and awards, and teaching loads. *[add. 1-10, rev. 3-20]*

b. Advising: For the purposes of this section, advising includes mentoring and student retention activities. These activities are an important faculty responsibility and a key function of academic citizenship, and may include: (1) overseeing course selection and scheduling; (2) seeking solutions to conflicts and academic problems; (3) working with students to develop career goals and identify employment opportunities; (4) making students aware of programs and sources for identifying employment opportunities, (5) facilitating undergraduate and graduate student participation in professional activities (e.g. conferences, workshops, demonstrations, applied research); and (6) serving as a faculty advisor to student organizations or clubs. Advising also includes attendance at sessions (e.g. workshops, training courses) sponsored by the university, college, unit, or professional organizations to enhance a faculty member's capacity to advise. *[add. 7-06, rev. 1-08, 3-20 ed. 1-10]*

Effective advising performance may be documented by: (1) the evaluation of peers or other professionals in the

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unit or college; (2) undergraduate or graduate student advisees' evaluations; (3) level of activity and accomplishment of the student organization advised; (4) evaluations of persons being mentored by the candidate; (5) number of undergraduate and graduate students guided to completion; and (6) receiving awards for advising, especially those involving peer evaluation. *[add. 7-06, ed. 1-10]*

C-2. SCHOLARSHIP AND CREATIVE ACTIVITIES: Scholarship is creative intellectual work that is communicated and validated. The creative function of a university requires the appointment of faculty members devoted to scholarship and creative activities. The university promotes an environment that increases faculty engagement in interdisciplinary scholarship. The university's Carnegie designation as "research university high" fosters an emphasis on scholarly and creative activities. *[rev. 1-10]*

Scholarship and creative activities take diverse forms and are characterized by originality and critical thought. Both must be validated through internal and external peer review or critique and disseminated in ways having a significant impact on the university community and/or publics beyond the university. Both are ongoing obligations of all members of the faculty. *[rev. 7-06, 1-10]*

The basic role of a faculty member at the University of Idaho is to demonstrate and validate continuing sound and effective scholarship in the areas of teaching and learning, artistic creativity, discovery, integration, and outreach/application/engagement. While these areas may overlap, these distinctions are made for purposes of defining position descriptions and for developing performance standards. Units and colleges shall adopt criteria for the evaluation of scholarship and creative activities. Demonstrated excellence that is focused in only one of these scholarship and creative activity areas is acceptable if it is validated and judged to be in the best interests of the institution and the individual faculty member. *[rev. 7-06, 1-10]*

a. Scholarship in Teaching and Learning: can involve classroom action research (site-specific pedagogy), qualitative or quantitative research, case studies, experimental design and other forms of teaching and learning research. It consists of the development, careful study, and validated communication of new teaching or curricular discoveries, observations, applications and integrated knowledge and continued scholarly growth. Evidence that demonstrates this form of scholarship might include: publications and/or professional presentations of a pedagogical nature; publication of textbooks, laboratory manuals, or educational software; advancing educational technology; presentation in workshops related to teaching and learning; development and dissemination of new curricula and other teaching materials to peers; and individual and/or collective efforts in securing and carrying out education grants. *[ed. 7-00, rev. 7-06]*

The validation of scholarship in the area of teaching and learning is based in large measure on evaluation by the faculty member's peers both at the University and at other institutions of higher learning. *[rev. 7-06]*

b. Scholarship in Artistic Creativity: involves validated communication and may be demonstrated by significant achievement in an art related to a faculty member's work, such as musical composition, artistic performance, creative writing, mass media activity, or original design. *[rev. 7-06, 1-10]*

The validation of scholarship in the area of artistic creativity is based in large part on the impact that the activity has on the discipline and/or related fields as determined by the peer review process. Many modes of dissemination are possible depending on the character of the art form or discipline. For example, a published novel or book chapter for an anthology or edited volume or similar creative work is regarded as scholarship. Each mode of dissemination has its own form of peer review that may include academic colleagues, practitioner or performance colleagues, editorial boards, and exhibition, performance, or competition juries. *[rev. 7-06]*

c. Scholarship in Discovery: involves the generation and interpretation of new knowledge through individual or collaborative research. It may include: novel and innovative discovery; analyzing and synthesizing new and existing knowledge and/or research to develop new interpretations and new understanding; research of a basic or applied nature; individual and collaborative effort in securing and carrying out grants and research projects; membership on boards and commissions devoted to inquiry; and scholarly activities that support the mission of university research centers. *[rev. 7-06]*

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Evidence of scholarship in this area may include: publication of papers in refereed and peer reviewed journals; published books and chapters; published law reviews; citation of a faculty member's work by other professionals in the field; published reviews and commentary about a faculty member's work; invited presentations at professional meetings; seminar, symposia, and professional meeting papers and presentations; direction and contribution to originality and novelty in graduate student theses and dissertations; direction and contribution to undergraduate student research; awards, scholarships, or fellowships recognizing an achievement, body of work, or career potential based on prior work; appointment to editorial boards; and significant scholarly contributions to university research centers. The validation of scholarship in the area of discovery is based on evaluation by other professionals in the faculty member's discipline or sub-discipline. *[rev. 7-06]*

d. Scholarship of Integration: often interdisciplinary and at the borders of converging fields, is the serious, disciplined work that seeks to synthesize, interpret, contextualize, critically review, and bring new insights into, the larger intellectual patterns of the original research. Similar to the scholarship of discovery, the scholarship of integration can also seek to investigate, consolidate, and synthesize new knowledge as it integrates the original work into a broader context. It often, but not necessarily, involves a team or teams of scholars from different backgrounds working together, and it can often be characterized by a multidisciplinary or interdisciplinary investigative approach. The consolidation of knowledge offered by the scholarship of integration has great value in advancing understanding and isolating unknowns. Beyond the differences, the scholarship of integration can include many of the activities of scholarship of discovery and thus may be rigorously demonstrated and validated in a similar manner. *[add. 7-06]*

e. Scholarship of Outreach/Application/Engagement: These activities apply faculty members' knowledge and expertise to issues that impact individuals, communities, businesses, government, or the environment. Examples may include economic development, environmental sustainability, stimulation of entrepreneurial activity, integration of arts and sciences into people's lives, enhancement of human well being, and resolution of societal problems. Like other forms of scholarship and creative activities, the scholarship of outreach/application/engagement involves active communication and validation. Examples of validation may include (but are not limited to): peer reviewed or refereed publications and presentations; patents, copyrights, or commercial licensing; adoption or citation of techniques as standards of practice; invited presentation at a seminar, symposium or professional meeting; and citations of the faculty member's work. *[add. 7-06, rev. 1-10]*

C-3. OUTREACH and EXTENSION: Outreach activities are originated by every unit on UI's Moscow campus and from each of the University's physical locations around the state. *[add. 1-10]*

Outreach includes a wide variety of activities including, but not limited to, (a) extension (see 1565 B); (b) teaching, training, certification, and other dissemination of information to the general public, practitioner, and specialty audiences; (c) volunteer development and establishment/maintenance of relationships with private and public organizations; (d) unpaid extramural consultation and other professional services to individuals, organizations, and communities; and (e) undergraduate and graduate student recruiting activities. Delivery mechanisms include distance education, service learning, cooperative education, technology transfer, noncredit courses, workshops, presentations, and publications. Most of the examples provided, such as distance education, are not exclusively outreach. Instead, they lie at the intersection of outreach and teaching or research. Likewise, professional services may be associated with teaching, scholarship, or university service and leadership. A faculty member's position description specifies where his or her activities will be counted. *[rev. 1-10, 3-20]*

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

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professional or scientific organization as an officer or other significant position; and (10) other evidence of professional service oriented projects/outputs. *[rev. 1-10]*

C-4. UNIVERSITY SERVICE AND LEADERSHIP: The university seeks to create formal and informal organizational structures, policies, and processes that enable the university community to be effective, while also fostering a climate of participatory decision making and mutual respect. *[add. 1-10]*

a. Intramural service is an essential component of the University of Idaho mission and is the responsibility of faculty members in all units. Service by members of the faculty to the university in their special capacities as scholars should be a part of both the position description and annual performance review. *[add. 7-06, rev. 1-08, ed. 1-10]*

Within the university, intramural service includes participation in unit, college, and university committees, and any involvement in aspects of university governance and academic citizenship. University, college, and unit committee leadership roles are seen as more demanding than those of a committee member or just regularly attending faculty meetings. Because faculty members play an important role in the governance of the university and in the formulation of its policies, recognition should be given to faculty members who participate effectively in faculty and university governance. Intramural service can include clinical service, routine support, and application of specialized skills or interpretations, and expert consultancies. The beneficiaries of these forms of service can be colleagues and co-workers. *[rev. 1-10]*

Effective performance in intramural service may be documented by a variety of means. Examples include: (1) letters of support from university clientele to whom your service was provided; (2) serving as a member or chairperson of university, college, or unit committees; and (3) receiving University service awards, especially those involving peer evaluation. *[rev. 1-10]*

b. Administration:

(1) Unit Administration (see FSH 1565 B): FSH 1420 E describes the responsibilities and the selection and review procedures for unit administrators. Unit administration is not normally considered in tenure and promotion deliberations; it is accounted for insofar as expectations are proportionally adjusted in the other sections of the position description. For faculty in nonacademic units (e.g. faculty at large), administration may be considered in tenure and promotion deliberations. *[add. 7-06, rev. 1-10]*

(2) Other: Effective conduct of university programs requires administrative activities that support scholarship, outreach and teaching. Program support activities are to be noted in position descriptions and performance reviews. The role of the principal or co-investigator of a university program or project may include the following administrative responsibilities: (1) budgetary and contract management; (2) compliance with University purchasing and accounting standards; (3) supervision and annual review of support personnel; (4) purchasing and inventory management of goods; (5) graduate student and program personnel recruitment, training in University procedures/policies, and annual review; (6) collaborator coordination and communication; (7) management of proper hazardous waste disposal; (8) laboratory safety management; (9) authorization and management of proper research animal care and use; (10) authorization and management of human subjects in research; (11) funding agency reporting; (12) intellectual property reporting; and (13) compliance with local, state, and federal regulation as well as University research policy. *[add. 7-06, rev. 1-10]*

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

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as objective measures of performance under the incumbent's leadership. *[add. 7-06, rev. 1-10]*

D. UNIVERSITY FACULTY (FSH 1520 Article II):

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

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

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

D-2. FACULTY:

a. Assistant Professor. Appointment to this rank normally requires the doctorate or appropriate terminal degree. In some situations, however, persons in the final stages of completing doctoral dissertations or with outstanding talents or experience may be appointed to this rank. Evidence of potential effective teaching and potential scholarship in teaching and learning, artistic creativity, discovery, and outreach/application/engagement is a prerequisite to appointment to the rank of assistant professor. Appointees in this rank have charge of instruction in assigned classes or laboratories and independent or shared responsibility in the determination of course objectives, methods of teaching, and the subject matter to be covered. Assistant professors are expected to demonstrate the ability to conduct and direct scholarly activities, and to provide intramural and extramural professional service. *[1565 C] [rev. 7-98, 7-00, 1-10, ed. 7-12]*

b. Associate Professor. Appointment or promotion to this rank normally requires the doctorate or appropriate terminal degree. In some situations, however, persons with outstanding talents or experience may be appointed or promoted to this rank. Associate professors must have demonstrated maturity and conclusive evidence of having fulfilled the requirements and expectations of the position description. An appointee to this rank will have demonstrated effective teaching or the potential for effective teaching, the ability to conduct and direct scholarly activities in his or her special field, and provide service to the university and/or his or her profession. Evidence of this ability includes quality publications or manuscripts of publishable merit; and/or unusually productive scholarship in teaching and learning; and/or significant artistic creativity; and/or major contributions to the scholarship of outreach/application/engagement. Associate professors generally have the same responsibilities as those of assistant professors, except that they are expected to play more significant roles in initiating, conducting, and directing scholarly activities, and in providing intramural and extramural professional service. *[1565 C] [rev. 7-98, 1-10, rev. and ren. 7-00]*

c. Professor. Appointment or promotion to this rank normally requires the doctorate or appropriate terminal degree. A professor should have intellectual and academic maturity, demonstrated effective teaching or the potential for effective teaching and the ability to organize, carry out, and direct significant scholarship in his or her major field. A professor will have made major scholarly contributions to his or her field as evidenced by

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several quality publications and/or highly productive scholarship in one or more of the areas of teaching and learning, discovery, artistic creativity, and outreach/application/ engagement. Professors have charge of courses and supervise research, and are expected to play a major role of leadership in the development of academic policy, and in providing intramural and extramural professional service. [1565 C] *[rev. 7-98, 1-10, rev. and ren. 7-00]*

D-3. RESEARCH FACULTY:

a. Assistant, Associate and Professor. Appointment to these ranks requires qualifications, except for teaching effectiveness, that correspond to their respective ranks as for faculty in D-2 above. *[ed. 7-12]*

D-4. EXTENSION FACULTY:

a. Extension Faculty with Rank of Instructor. Appointment to this rank requires: sound educational background and experience for the specific position; satisfactory standard of scholarship; personal qualities that will contribute to success in an extension role; evidence of a potential for leadership, informal instruction, and the development of harmonious relations with others. *[rev. 7-98]*

b. Extension Faculty with Rank of Assistant Professor. Appointment to this rank requires a master's degree along with the qualifications of extension faculty with rank of instructor and: demonstrated leadership ability in motivating people to analyze and solve their own problems and those of their communities; evidence of competence to plan and conduct an extension program; a record of effectiveness as an informal instructor and educational leader; proven ability in the field of responsibility; evidence of continued professional growth through study and participation in workshops or graduate training programs; acceptance of responsibility and participation in regional or national training conferences; membership in appropriate professional organizations, and scholarship in extension teaching or practical application of research; demonstrated ability to work in harmony with colleagues in the best interests of UI and of the people it serves. *[rev. 7-98]*

c. Extension Faculty with Rank of Associate Professor. In addition to the qualifications required of extension faculty with rank of assistant professor, appointment or promotion to this rank requires: achievement of a higher degree of influence and leadership in the field; continued professional improvement demonstrated by keeping up to date in subject matter, extension teaching methods, and organization procedures; progress toward an advanced degree if required in the position description; demonstrated further successful leadership in advancing extension educational programs; evidence of a high degree of insight into county and state problems of citizens and communities in which they live, and the contribution that education programs can make to their solution; an acceptance of greater responsibilities; a record of extension teaching or practical application of research resulting in publication or comparable productivity; a reputation among colleagues for stability, integrity, and capacity for further significant intellectual and professional achievement. These activities may occur in a domestic or international context. *[rev. 7-98, ed. 1-10]*

d. Extension Faculty with Rank of Professor. In addition to the qualifications required of extension faculty with rank of associate professor, appointment or promotion to this rank requires: regional or national recognition in the special professional field or area of responsibility; a record of successful organization and direction of county, state, or national programs; an outstanding record of creative extension teaching or practical application of research resulting in significant publications or comparable scholarship; active membership and effective participation in professional committee assignments and other professional organization activities; demonstrated outstanding competence in the field of responsibility; achievement of full maturity as an effective informal teacher, wise counselor, leader of extension educational programs, and representative of the university. These activities may occur in a domestic or international context. *[rev. 7-98, ed. 1-10]*

D-5. LIBRARIAN:

a. Librarian with Rank of Instructor. Appointment to this rank requires an advanced degree in library science from a library school accredited by the American Library Association or an equivalent terminal degree and relevant experience and: (a) evidence of potential for successful overall performance and for development

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as an academic librarian; (b) when required for specific positions (e.g., cataloger, assistant in a subject library), knowledge of one or more subject areas or pertinent successful experience in library work. {rev. 7-20}

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

c. Librarian with Rank of Associate Professor. Appointment or promotion to this rank requires the qualifications applicable to the lower ranks of librarians and: (a) acceptance of greater responsibilities, and conclusive evidence of success in the performance of them, e.g., bibliographical research performed in support of research activities of others; development of research collections; the preparation of internal administrative studies and reports; interpreting, and facilitating effective use of, the collections; effectively applying bibliographic techniques for organizing library collections; effective supervision of an administrative unit; (b) evidence of further professional growth, as demonstrated by keeping up to date in subject matter, methods, and procedures and by practical application of research resulting in significant improvement of library operations or in publication; effective participation in the work of appropriate professional organizations; and/or formal study, either in library science or in pertinent subject areas; (c) evaluation by colleagues as a person of demonstrated maturity, stability, and integrity, with the capacity for further significant intellectual and professional achievement. These activities may occur in a domestic or international context. [ed. 1-10]

d. Librarian with Rank of Professor. Appointment or promotion to this rank requires the qualifications applicable to the lower ranks of librarians and: (a) demonstrated outstanding competence in the area of responsibility; (b) achievement of an outstanding record of creative librarianship, of effective administration, or of practical application of research resulting in significant publications or comparable productivity; (c) an additional degree in library science or in a pertinent subject area or equivalent achievement; (d) regional or national recognition for contributions to the profession based on publications or active and effective participation in the activities of professional organizations; (e) evaluation by colleagues as an effective librarian who will continue to recognize that optimum productivity is a reasonable personal goal. These activities may occur in a domestic or international context. [ed. 1-10]

D-6. PSYCHOLOGIST OR LICENSED PSYCHOLOGIST:

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

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

c. Licensed Psychologist with Rank of Associate Professor. Appointment or promotion to this rank requires the qualifications applicable to the lower ranks of psychologists and: possession of a license as a psychologist in the state of Idaho; evidence of continued development of skills in counseling or therapy, as demonstrated by attendance at training workshops, personal study that leads to the presentation of workshops, classes, or

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seminars, or private study that leads to in-service training of personnel of the Counseling and Testing Center; evidence of continued professional development through service in professional organizations; evidence of effective teaching or training; completion of research that has resulted in quality publications or manuscripts of publishable merit, or the design and implementation of a continuing program in the Counseling and Testing Center that is of benefit to UI students and represents professional achievement of publishable merit; and continued service to the university and community through committee work or participation in community organizations. These activities may occur in a domestic or international context. *[ed. 1-10]*

d. Licensed Psychologist with Rank of Professor. Appointment or promotion to this rank requires the qualifications applicable to the lower ranks of psychologists and: demonstration of outstanding competence in counseling or therapy; establishment of an outstanding record in research and publication or in development of continuing programs that contribute to the betterment of university students; continued professional improvement through private study, directed study, or attendance at workshops, conventions, etc.; regional or national recognition for contributions to the profession through publication, presentation of workshops, or active and effective participation in the activities of professional organizations; and recognition by colleagues as an effective psychologist who realizes that optimum productivity is a reasonable personal goal. These activities may occur in a domestic or international context. *[ed. 1-10]*

D-7. OFFICER-EDUCATION: Appointment of persons to the faculties of the officer education programs was established for the purpose of ensuring the academic soundness of the programs. The dual role of these faculty members as military officers and academic instructors is recognized. The university expects the nominees to have demonstrated academic and intellectual capabilities and exemplary professional achievement. Specifically, UI expects: *[ed. 1-10]*

a. Academic Preparation. It is desirable for officer education faculty members to have at least a master's degree. In his or her most recent education, the officer should have a superior academic record as demonstrated by such measures as high grade-point average in graduate school, being in the upper half of the class in graduate school, or superior graduate-level ability as attested in letters of recommendation from graduate-school professors. *[ed. 1-10]*

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

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

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

e. Nominees who will pursue graduate studies at UI for one year before becoming an instructor will be given preliminary approval. In their last semester of full-time graduate enrollment, the service should submit the required information to the Officer Education Committee for regular, final approval. For preliminary approval, the officer should, in addition to the military requirement, show promise of being successful in graduate studies. This could be demonstrated by (a) a high score on the Graduate Record Examination, if taken, (b) full enrollment status as a graduate student at UI, (c) a high overall grade-point average in college (3.00 or above on a 4-point scale), (d) a high grade-point average in a major area, or (e) a good record in the final year of college and graduate-level ability as attested by letters of recommendation from college professors. *[rev. 1-10]*

f. Appointment:

1. The following information is submitted by the nominee's service: (1) transcripts from undergraduate and graduate academic institutions; (2) transcripts or appropriate records from military schools and staff

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colleges; (3) at least three letters of recommendation from appropriate sources, such as former professors, military instructors, and supervisors or commanders. These letters should be concerned with matters such as the officer's civilian academic performance, military record and leadership ability, and actual or potential performance as a teacher. (Former supervisors or commanders could give their opinion based on the officer's demonstration of leadership ability and his or her experience as a training officer.); (4) a summary of the officer's duty assignments and military and teaching positions held; (5) copies of favorable communications from the officer's file.

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

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

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

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

D-8. UNIVERSITY DISTINGUISHED PROFESSOR: Acknowledgment of outstanding academic contributions to the university is appropriate and desirable. The rank of University Distinguished Professor² is bestowed upon University of Idaho faculty in recognition of sustained excellence in teaching, scholarship³, outreach, and service. The rank will be held for the remainder of the recipient's active service at the University; if the recipient leaves the University and is eligible for emeritus status, the rank will change to University Distinguished Professor Emeritus. The rank is highly honorific and therefore will be conferred on no more than three faculty members university-wide in any given academic year. Selection of University Distinguished Professors will reflect the diversity of scholarly fields at the University. University Distinguished Faculty will receive a stipend of at least \$5,000 per year for five years to be used to enhance salary or support professional activities (e.g., professional travel, student support, equipment, materials and supplies, etc.). Final discretion in conferring the rank of Distinguished Professor and the number of appointments in a given year resides with the President. [*add. 7-10, rev. 7-12, 8-12*]

a. Selection Criteria: In general, University Distinguished Professors will have received national and usually international recognition. They will have brought distinction to the University through their work. [*ed. 7-12*]

University Distinguished Professors will have achieved a superior record in the following areas: scholarly, creative, and artistic achievement; breadth and depth of teaching; and University service and service involving the application of scholarship, creative, or artistic activities to addressing the needs of one or more external publics. [*rev. 7-12*]

University Distinguished Professorships will be conferred on members of the University of Idaho Faculty who have attained the rank of Professor and have completed a minimum of seven years of service at the University, typically at the rank of Professor. [*rev. 7-12*]

b. Selection Process: University Distinguished Professorships will be awarded by the president upon recommendation of The University Distinguished Professorship Advisory Committee a standing committee

² As a result of Development Fund efforts, endowment support eventually may be obtained for many University Distinguished Fellowships, in which case a donor's name may be added to the title. [*ed. 7-12*]

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

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composed of four faculty members and three deans. The committee members should reflect all dimensions of diversity in the university community. They will be appointed by the Provost to serve three-year terms on a staggered basis. Nominations will be made by Faculty Senate and the Academic Deans, in consultation with faculty and administrators of units. Committee members must be tenured professors who themselves have outstanding records of teaching, research and/or outreach. [rev. 7-12]

1. The Provost will request nominations from faculty, deans, directors and unit administrators annually. [rev. 7-12]
2. Written nominations will be submitted to the Provost and must include: [ed. 7-12]
 - a. A nominating letter with a brief summary of the candidate's achievements; [rev. 7-12]
 - b. The candidate's *curriculum vitae*, including a list of any significant previous awards;
 - c. Letters of endorsement from the appropriate deans and unit administrators or director(s). The candidate may also include a maximum of three additional letters of support, as appropriate, from students, colleagues at the University of Idaho, and/or other institutions. Letters should describe the impact of the nominee on her/his field, evidence of external recognition, and the context of her/his work over the course of her/his employment. [rev. 7-12]
3. The University Distinguished Professorship Advisory Committee reviews the nominations and makes recommendations to the Provost for transmittal to the President. [rev. 7-12]
4. Because the rank of University Distinguished Professorship is intended to be highly honorific, it is possible that in a given year no candidates will be selected. [ed. 7-12]
5. The applications of nominees who are not selected in the first year of nomination will remain active for a total of three years. Nominators will have the opportunity to update their nomination during subsequent years in which their candidate is under consideration.

D-9. CLINICAL FACULTY: Clinical faculty may be appointed for the purpose of performing practicum, laboratory, or classroom teaching. Clinical faculty is a non-tenure track position. Clinical faculty positions are appropriate for professional disciplines having strong applied and/or clinical elements or those serving university units or academic departments in a supporting capacity. Appointment to clinical-faculty status constitutes a recognition of the appointee's scholarly contributions and professional accomplishments, and confers responsibilities and privileges as stated in a below. Clinical faculty members may be appointed and/or promoted to the ranks of clinical assistant professor, clinical associate professor or clinical full professor. [rev. 7-11, ed. 7-14]

a. Responsibilities, Privileges, and Rights. A clinical faculty member has a primary employment responsibility in a UI unit. The relationship of a clinical faculty member to UI is essentially that of a collaborator with a UI unit, program, or faculty member. The guarantees afforded by the principle of academic freedom [see 3160] are extended to members of the clinical faculty. They have the same responsibilities and privileges as university faculty (FSH 1520 II 1) [rev. 7-11]

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

1. Clinical faculty members may have teaching as a primary or major responsibility; in addition, they may advise students on their academic or professional programs, participate in research projects, serve on graduate students' supervisory committees, engage in outreach and engagement activities, and act as expert advisers to faculty members or groups. [rev. 7-11]
2. The nature and extent of the services to be rendered are determined jointly by the clinical faculty member, his or her immediate supervisor, and the unit administrator(s) concerned.

b. Qualifications. Assignment to a clinical faculty position is based on demonstrated knowledge and experience, academic degrees, scholarly contributions, or other professional accomplishments comparable to those expected of faculty within the unit. [ed. 7-11]

c. Conversion. Instructors and senior instructors who meet the qualifications for clinical faculty defined in D-9 b. may be considered for clinical faculty status upon the recommendation of the unit administrator and dean, subject to approval by the provost. Credit for prior equivalent experience may be granted by the provost up to

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a maximum of four years. Conversion of an existing tenure-track or tenure line in a unit to clinical status requires the approval of the dean and provost. A unit must demonstrate that a clinical position better advances the university's strategic goals than a tenure-track position. *[add. 7-11, ren. 7-14]*

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

E-1. PURPOSE. Emeritus status benefits both the university and emeriti by providing opportunities for emeriti to maintain ties with faculty members and continue service to the university and community. *[add. 2-20]*

E-2. ELIGIBILITY. A board-appointed, benefit-eligible member of the university faculty who holds one of the ranks described in 1565 D and who leaves the university and has a minimum of 8 years of service and attained the rule of 65 (age plus years of service is at least 65) is eligible for emeritus status. *[ed. 7-00, 7-02, 1-08, rev. 7-12, 1-14, 2-20]*

E-3. APPOINTMENT.

1. Faculty must request consideration for emeritus status. This request may be made in the notice of resignation or in a request made directly to the provost. This request may be made along with or at any point following the submission of the letter of resignation. If a faculty member who is eligible for emeritus status under section E-2 does not request consideration for emeritus status in their resignation letter, then their college or department will send a notice to the faculty member asking if they wish to request emeritus status. The college or department will send a similar notice to any eligible faculty who receives a terminal contract due to program closure or similar circumstances. *[rev. 2-20]*
2. In ordinary circumstances, the provost will grant emeritus status if the eligibility requirements specified in E-2 are satisfied. *[rev. 2-20]* In exceptional circumstances, the provost may suspend the above eligibility rules and award, deny, or revoke a faculty member's emeritus status with a written notification to the faculty member stating the reasons for the decision and notifying them of the ability to appeal. A faculty member may appeal this decision to the Faculty Senate Chair, Faculty Senate Vice Chair, and Faculty Secretary, where the provost's decision must be upheld by a unanimous vote in order to be enacted. Examples of exceptional circumstances include the reasons outlined in FSH 3910 A-1. *[add. 1-12, rev. 2-20]*
3. A list of emeriti is maintained by the Provost's office. *[rev. 2-20]*
4. Emeriti are responsible for updating contact information with the university. *[ed. 7-12, rev. 2-20]*

E-4. PRIVILEGES. *[rev. 2-20]*

- a. **Access.** Emeriti continue to have access to research, library, and other UI facilities. *[rev. 2-20]*
- b. **Participation.** UI encourages the voluntary continued participation of emeriti in the activities of the academic community. Emeriti may take an active role in the service and committee functions of their department, college, and the university as described in FSH 1520 II.2. Other activities are subject to approval by the provost. *[rev. 2-20]*
- c. **Title.** Emeriti may use the title "professor emeritus/emerita," "research professor emeritus/emerita," or "extension professor emeritus/emerita," as applicable. A faculty member without such rank has the designation "emeritus" or "emerita," as applicable, added to the administrative or service title held at the time of retirement.
- d. **Mail.** Departmental mailboxes continue to be available to emeriti who reside locally. Emeriti who have departmental mailboxes receive full distribution of departmental notices unless otherwise requested.
- e. **Office supplies.** Office supplies are available under regular departmental procedures. *[rev. 2-20]*
- f. **Postage.** Departmental postage may be used for professional mail.
- g. **Parking.** Emeriti receive one non-transferable gold parking permit annually. *[rev. 1-08, 2-20]*
- h. **Discount programs.** Emeriti receive any discounts available to other faculty members through various UI programs. *[rev. 2-20]*
- i. **Functions.** Emeriti are invited to the same university, college, and departmental functions as active faculty. *[rev. 2-20]*

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- j. Travel funding.** Travel funding may be used to support professional activities of emeriti in service to the university (e.g. guest lectures, research design, consultation, etc.). Emeriti may have a lower priority for travel funding than active faculty and such funding is at the discretion of the unit administrator or dean. *[rev. 2-20]*
- k. Office/lab space.** Offices and labs for emeriti are provided on a space-available basis as determined by the unit administrator or dean, giving higher priority to active faculty and unit needs. Office and lab space allocations to emeriti may be revoked upon 60 days' notice. *[rev. 2-20]*
- l. Information technology services.** Emeriti who elect to maintain an active computing account will retain access to services provided by Information Technology Services (ITS) including electronic communications (e.g., email, instant messaging, etc.), technical support, and offered software. *[add. 7-99, ren.1-08, ed. 7-12, rev. 7-15, 2-20]*

E-5. EMPLOYMENT OPPORTUNITIES. *[add. 1-12, rev. 2-20]*

- a. Emeriti may hold a temporary or permanent part-time position (0.49 FTE or less) subject to regular employment procedures. It is the responsibility of emeriti to consult with HR regarding impact to benefits. *[ed. 1-14, rev. 2-20]*
- b. Emeriti shall not serve as supervisors of other employees unless they hold a position as outlined in E-5-a herein. *[rev. 2-20]*

F. ASSOCIATED FACULTY: Associated faculty members (see FSH 1520 II-3) have access to the library and other UI facilities. Reimbursement for travel or for services to UI is at the unit's discretion. They are not eligible for sabbatical leave. *[ed. 1-10]*

F-1. AFFILIATE FACULTY: *[ren. 7-98, 1-08, rev. 7-10]*

a. General. The affiliate faculty consists of professional personnel who serve academic departments in a supporting capacity. Appointment to affiliate-faculty status constitutes a recognition of the appointee's scholarly contributions and professional accomplishments, confers responsibilities and privileges as stated in subsection d below, and authorizes assignment of service functions as described in subsection d-2 below. It is also a means of encouraging greater cooperation between and among academic departments and other units. An affiliate faculty member holds a non-tenure-track faculty status in an appropriate academic discipline. *[ed. 7-00, 1-10, 12-16, rev. 7-10]*

b. Employment Status. An affiliate faculty member may, by virtue of his or her employment, have either one of the following relationships with UI: (1) that of a UI employee, normally an exempt employee, who is [a] a member of the faculty or staff of a unit of the university other than the one in which he or she has affiliate-faculty status, or [b] a member of the professional support staff of the same unit of the university in which he or she has affiliate-faculty status; (2) that of an employee of a governmental or private agency who is assigned by that agency to a UI unit or to one of the agency's units or programs that is officially associated with the university. *[rev. 7-10]*

c. Distinction between Affiliate and Adjunct Faculties. Members of the affiliate faculty have a more direct relationship with UI than do members of the adjunct faculty [see 1565 F-2]. Members of the adjunct faculty are not UI employees. An adjunct faculty member's primary employment is with a unit or program that is not officially associated with UI. Thus, the relationship of a member of this faculty category to UI is essentially that of a collaborator with a UI unit, program, or faculty member. An affiliate faculty member, in contrast, has a primary employment responsibility in a UI unit or in a non-UI unit that is officially associated with UI. In addition, he or she has a secondary relationship to another unit in a supporting role, or has a secondary relationship to the academic program in the same unit in which he or she has a primary employment responsibility. These latter relationships are the kind that are recognized by the affiliate faculty membership. *[ed. 7-00, 1-08, 1-10, rev. 7-10]*

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d. Responsibilities, Privileges, and Rights. The guarantees afforded by the principle of academic freedom [see 3160] are extended to members of the affiliate faculty. They have substantially the same responsibilities and privileges as do members of the university faculty; however, their right to vote in meetings of their constituent faculties is limited in accordance with the provisions of 1520 II-3-b. (Those who, in addition to their affiliate-faculty status, have status as members of the university faculty [e.g., psychologists in the Counseling and Testing Center and regular faculty members in other academic departments] have, of course, full rights of participation in meetings of the university faculty and of the constituent faculties to which they belong.) [*ren. 1-10, rev. 7-10, ed. 7-11*]

Affiliate faculty members perform administrative, analytical, and research functions that complement UI's mission in teaching, research, and service. [*rev. 7-10*]

1. Affiliate faculty members, as such, do not normally have teaching as a primary or major responsibility; however, with the approval of academic departments, they may teach classes, advise students on their academic or professional programs, participate in research projects, serve on graduate students' supervisory committees (with approval by the dean of graduate studies), or act as expert advisers to faculty members or groups. [*rev. 7-10, ed. 7-12*]

2. The nature and extent of the services to be rendered are determined jointly by the affiliate faculty member, his or her immediate supervisor, and the departmental administrator(s) concerned. [*rev. 7-10*]

3. Affiliate faculty qualify for the faculty-staff educational privilege [see 3740] [*ed. 1-10, rev. 7-10*]

e. Qualifications. Assignment to an affiliate faculty position is based on demonstrating knowledge and experience, academic degrees, scholarly contributions, or other professional accomplishments comparable to what is expected of faculty within that unit. [*ed. 7-00, rev. 1-10, 7-10*]

f. Appointment.

1. Appointments to the affiliate faculty may be made at any time. They are reviewed by the dean of the college before publication of each issue of the *General Catalog*. No appointment should be continued unless the affiliate faculty member remains in UI employment or continues in his or her assignment to an entity that is officially associated with the university. [*rev. 7-10*]

2. A recommendation for appointment to the affiliate faculty normally originates in the appropriate academic department and requires the concurrence of the nominee's immediate supervisor and the faculty of the appointing department. The appointment must be approved by the dean of the college, the president, and the regents. [*rev. 7-10*]

3. An appointment, termination, or other change in affiliate-faculty status is made official by means of a "Personnel Action" form. [*rev. 7-10*]

F-2. ADJUNCT FACULTY: [*rev. 7-10*]

a. General. The adjunct faculty includes highly qualified persons who are not employed by UI but are closely associated with its programs. [For the distinction between the affiliate and the adjunct faculty categories, see 1565 F-1-c.] [*ed. 7-00, 1-08, rev. 7-10*]

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

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by the College of Graduate Studies); to act as expert advisers to faculty members or groups; and to teach courses in their branch of learning. *[rev. & ren. 1-10, rev. 7-10, ed. 7-11, 7-12]*

c. Qualifications. Adjunct faculty members must be highly qualified in their fields of specialization and should have exhibited positive interest in UI programs in the field of their appointment. Their qualifications should ordinarily be equivalent to those required of regular members of the faculty in the area and at the level of the adjunct faculty member's responsibility. *[ren. 1-10, rev. 7-10]*

d. Adjunct faculty do not qualify for the faculty-staff educational privilege. (see 3740) *[add. 1-10, rev. 7-10]*

e. Appointment.

1. Appointments to the adjunct faculty may be made at any time. **b.** Appointments are for an indefinite period, but are to be reviewed by the dean of the college before publication of each issue of the *General Catalog*. No appointments should be continued unless the adjunct faculty member is actively engaged in the responsibilities for which he or she was appointed. *[rev. 7-10]*

2. Recommendations for appointment to the adjunct faculty are normally developed at the departmental level and have the concurrence of the departmental faculty. For interdisciplinary degree programs, adjunct faculty may also be assigned responsibilities with respect to the degree programs with approval of the program faculty and of the program director. Appointments must be approved by the dean of the college, the provost, the president, and the regents. *[rev. 7-10]*

3. Before formal appointment procedures are begun, the prospective adjunct faculty member must agree to serve under the provisions herein described. When necessary, the consent of the nominee's employer, if any, will be requested and recorded. *[rev. 7-10]*

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

5. The appointment of adjunct faculty members to graduate students' supervisory committees requires approval by the dean of the College of Graduate Studies. *[rev. 7-10]*

G. TEMPORARY FACULTY: Temporary faculty have access to the library and other UI facilities. Reimbursement for travel or for services to UI is at the unit's discretion. They are not eligible for sabbatical leave. *[add. 1-10]*

G-1. LECTURER. A teaching title that may be used at any level, i.e., it carries no specific connotation of rank among the professorial titles. This title is conferred on one who has special capabilities or a special instructional role. Lecturers are neither tenurable nor expected to progress through the professorial ranks. A lecturer qualifies for faculty status with vote during any semester in which he or she (a) is on an appointment greater than half-time and (b) has been on such appointment for at least four semesters. When a lecturer qualifies for faculty status they shall be reviewed at a minimum of every 5 years thereafter as determined by the unit's bylaws. The review committee defined by the unit's bylaws shall include tenure-track faculty within the unit. *[rev. 7-01, rev. 7-14]*

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

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

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G-4. ASSOCIATE. A title for a nonstudent with limited credentials who is assigned to a specialized teaching, research, or outreach position. Associates are exempt staff and are not members of the university faculty or of constituent faculties. *[ed. 1-10]*

H. NON-FACULTY: Those within this category are not members of the faculty. *[ed. 1-10]*

H-1. POSTDOCTORAL FELLOW. Postdoctoral fellows are persons who hold the doctoral degree or its equivalent at the time of their appointment and are continuing their career preparation by engaging in research or scholarly activity. Postdoctoral fellows are special exempt employees in the category of “temporary or special” (FSH 3080 D-2 a) employees recognized by the regents. [See also 3710 B-1.b.] *[ed. 1-10]*

H-2. GRADUATE STUDENT APPOINTEES: The general nature of the following graduate assistantships is defined as an apprenticeship experience that consists of a work obligation partnered with educational and developmental activities, all of which are integrated with the graduate degree program of the student. All graduate assistants must be individually mentored by a faculty advisor and may receive additional mentoring from other faculty and/or staff on or off campus. All graduate assistant positions (H-2. a, b, c) are limited to twenty hours per week of work. All graduate student appointees must be in good academic standing and making satisfactory progress toward their degree. All graduate assistants must be registered as full-time students~~academically qualified and registered.~~ [See also 3080 D-2-a.] *[rev. 7-13, 7-18]*

a. Graduate Teaching Assistant. Graduate Teaching Assistants perform duties related to the instructional efforts of the unit in which they are employed under the supervision of a member of the university faculty, associated faculty, or temporary faculty (see FSH 1565 D, F, and G). These duties, which must be associated with academic credit instruction and constitute at least 50 percent of a Graduate Teaching Assistant’s effort, may include, but not be limited to: primary teaching responsibilities; grading assignments; assisting with the delivery of instruction through technology; and providing other assistance related to instruction. *[ed. 1-10, 7-18, rev. 7-13]*

b. Graduate Research Assistant. Graduate Research Assistants develop competence in performing professional-level work in support of research, scholarship, or creative activity. These positions can only have duties within the scope of work permitted by the funding source. *[ed. 1-10, 7-18, rev. 7-13]*

c. Graduate Support Assistant. Graduate Support Assistants perform a wide range of duties and can have varying responsibilities in academic and non-academic campus departments and programs. The specific duties depend on the needs of the office or project and on the qualifications and experiences of the Graduate Support Assistant. Graduate Support Assistants may provide academic and/or non-academic instruction, and/or assist with research, or provide other support functions. The duties must be directly related to the Graduate Support Assistant’s program of study. The College of Graduate Studies shall periodically publish standards governing the permissible scope of Graduate Support Assistant appointments on its website. *[add. 7-18]*

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

2021 – 2022 Faculty Senate Approved at Mtg #11 10.26.21

Meeting # 10

Tuesday, October 19, 2021, 3:30 pm – 5:00 pm

Zoom only

Present: Becker, Bridges, Chapman, Dahlquist, Fairley, Gauthier, Hickman, Hoffmann, Torrey Lawrence (w/o vote), Lee-Painter, McIntosh, Meeuf (Chair), Mittelstaedt, Ogborn, Paul, Quinnett, Rashed, Roberson, Rose, Sammaruca (w/o vote), Schiele, Schwarzlaender, A. Smith (Vice Chair), R. Smith, Stroebel, Tenuto, Thorne, Wargo

Absent: Ahmadzadeh (excused), Rinker

Also present: Pedram Rezamand (proxy for Ahmadzadeh)

Guests/Presenters: Charles Goebel, Sanjay Sisodiya, Shenghan Xu, Kristin Haltinner

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

Approval of Minutes (vote):

- Minutes of the 2021-22 Meeting #9 – Attach. #1.
There was a correction to the minutes: The question about hiring raised by a Senator under New Business referred specifically to hiring within the Office of Sponsored Programs. The minutes of the 2021-22 Meeting #9 were approved as corrected.

Chair's Report:

- At next week's Senate meeting, we will be joined by Dean Kahler and Cynthia Castro, who will give a presentation on retention efforts at the University of Idaho. Please reach out to your constituents and ask if they have any questions on this topic.
- We are looking for Senators to sit on additional committees to ensure that faculty voices are heard.
 - The Senate position on the Benefits Advisory Group is currently vacant. This group makes recommendations concerning employee benefits offered through the university, which has been a topic of conversation in recent meetings.
 - Yolanda Bisbee has requested Senate representation on the President's Council on Diversity and Inclusion (PCDI) and other groups at the Office of Multicultural Affairs, so please let me know if you are interested in serving in this capacity.
- **Vice Chair Smith:** We are seeking nominations for the University Promotion and Tenure Committee (P&T). An online nomination form will be circulated widely to solicit nominations. When making nominations, Senators should consider the broad cross section of academic duties: scholarly work via teaching, research/creative activity, outreach, and service. It is important to have a committee that on the whole is representational of these major pursuits. Senators are also encouraged to nominate faculty who have not previously (or recently) served on the committee, and individuals seen as leaders in their colleges and departments.

Discussion:

In response to a question, the Provost said the meeting will be held via Zoom. It is expected to last a full day.

A Senator heard that only tenured full professors are allowed to be on the University P&T Committee. Provost Lawrence will ensure that the relevant policies on the committee structure are shared. He later shared in the Zoom Chat that tenure is not required for membership, but one committee member must be tenured.

Provost's Report:

- Presently, we have one student in isolation and four in quarantine. The number of students who submitted vaccination information is now over 4,000. The mask requirement continues and will be revisited by Nov. 1.
- Great news on the enrollment side: Enrollment at the University of Idaho is up 4.7%. See President Green's memo from earlier today for more details. There is still work to be done, but this is a time to celebrate what we have accomplished, especially during a pandemic.
- Retention is the area where we need to focus the most. It will be discussed at Senate next week.
- The Provost invited Vice Provost for Faculty Kelly-Riley to report on the results from the recently sent survey about class attendance.

Vice Provost for Faculty Kelly-Riley:

The survey was sent to all instructional personnel to get a sense of how students are attending classes. 277 faculty responded, representing 546 courses from all colleges – see second of the two slides attached to these minutes. The first slide shows faculty estimates of attendance during the week prior to midterms, by college and combined. The responses to the open-ended question reveal that COVID still presents challenges in the classroom. Faculty are tired, though grateful for the mitigating strategies available to them. Some respondents are concerned about untested students who are unsure whether they have COVID and miss classes. They are also concerned about student mental health.

Discussion:

Any updates on "Great Colleges to Work for" survey results? Provost Lawrence responded that there are no major updates since last week. The university is still waiting for more information from the survey company. Again, he hopes that everything will be available to us before the end of October.

Vice Chair Smith had a question on mandatory COVID vaccine for federal employees: Has there been any discussion about a vaccine mandate for university employees as a federal contractors? The Provost responded that conversations are taking place, but it is a complicated issue. There are conflicting interpretations of these definitions and many open questions, but no clear direction on what is expected. This applies to a number of states besides Idaho. The Provost will try and gather more information and follow up on this question.

Committee Reports:

- UCC 124 B.S. Forestry – Charles Goeble
This proposal adds a new Emphasis Area called "Forest Hydrology and Watershed Management." The new emphasis area is focused on forest hydrology and watershed management and provides necessary background for students to qualify for federal positions as a hydrologist while retaining Society of American Foresters accreditation. This emphasis area complements existing emphasis areas in general forestry, forest operations, and forest biology by focusing on water resources and management. No additional workload is expected as these are all existing courses.

There were no questions or comments.

Vote: 26/26 in favor, 0 against.

- UCC 178 Marketing (BSBUS) – Sanjay Sisodiya
We are communicating to Idaho State Board of Education and NWCCU that the requirements for the academic program are 100% available by distance education. There is no change in workload, as all of the courses are currently available via distance. We are submitting this request to match what we currently offer.
There were no questions or comments.
Vote: 25/25 in favor, 0 against.
- UCC 446 Sales Management Academic Certificate – Sanjay Sisodiya
From a study on growth areas within the State and region, sales and sales management were identified as high growth areas. This certificate is provided to help students build knowledge and skills in the field of sales management. It presents the theoretical foundation to marketing, business negotiations, sales management, and develops skills in applied sales management. This sequence of courses allows students to understand marketing, negotiations, the role of sales as a marketing function, and build and develop sales management skills. It's a “stand-alone” certificate, meaning that all one needs is in the certificate.
There were no questions or comments.
Vote: 25/25 in favor, 0 against.
- UCC 448 Promotion and Digital Marketing Academic Certificate – Sanjay Sisodiya
This certificate is intended to provide students with the knowledge necessary to be successful in the field of promotions. This certificate presents the theoretical foundation to marketing, and an opportunity to build knowledge in the domain of promotions and digital marketing strategy, while including the integration of the promotions mix and strategic applications in the marketing mix. The use of electives allows students to develop complementary skillsets. Since many promotions activities can be applied in the remaining elements of the marketing mix (product, price, and place), students are provided with a choice to augment their learning by taking marketing electives. Similar to our sales certificate, this is an all-inclusive certificate – there's no hidden course that someone might have to take to complete the program.
Discussion:
Chair Meeuf wondered about the possibility of conversations with his own department. The Social Media and Management Analytics class which they offer would be a good supplement if students pursuing the certificates could get into the class without having to jump through its prerequisites. Sanjay Sisodiya replied that his department is absolutely open to having those conversations. In fact, in the past both groups would engage regularly in healthy curriculum conversations.
Vote: 25 in favor, 1 against.

A Senator had a general question about the certificates: is there a formal assessment or prediction of the number of students that these courses are expected to attract, and what happens if not enough students apply for the certificates? Sanjay Sisodiya briefly reviewed the process. For instance, if there is a heightened level of demand – say 35-40 students – they consider introducing additional sections. On the other hand, if there are too many sections for the number of students, they reduce the number of sections. They deliver the promotion related certificate using existing courses, so there is no need for new resources. If the demand for digital marketing and promotions were to fall off in the near future, they will revisit the programs at that time. They did not do a formal demand analysis on the Promotion certificate,

primarily because they are using “off the shelf parts” to deliver something that is in high demand.

Provost Lawrence said he applauds the College of Business and Economics (CBE) for offering these certificates. The market for certificates is exploding, and he hopes that all of our colleges are considering these options. Back to the previous question about demand, with certificates it is not easy to predict what the market needs are. Most of them cover niche topics, so it is hard to get standardized data across the nation. With our new budget model, colleges are going to look carefully at enrollments and programs that are gaining large interest while using “tools” that are already built in. Down the road they will need to monitor the cost effectiveness of certificates, but what CBE is doing is exciting.

- UCC 301 Operations and Supply Chain Management (B.S.) – Shenghan Xu
Some of the courses they offer are already available online and through distance learning, so this change is basically to acknowledge that in the catalog so students are aware if it.

Discussion:

A Senator had a question about teaching a class with an audience in the classroom for registered students on the Moscow campus, and another (synchronous) component with people online, who would then have access to the same content delivered by the instructor. At the same time, this would alleviate the problem of not having enough instructors for the certificates. Shenghan Xu said that they are essentially following the HyFlex model developed during the pandemic, that is, the instructor teaches the class in person and holds, simultaneously, a zoom session. They also have faculty who are developing material for asynchronous delivery. The process is not without challenges, but student feedback is very positive, so they intend to continue this practice for the next few semesters. Additional technology tools are needed to make it possible, and faculty cannot walk around the classroom. Also, it becomes very challenging for faculty who teach large sections.

Provost Lawrence added that, in contrast to HyFlex, this is a by-modal delivery, in that there are actually two synchronous sections for each class (approximately 40 classes, 80 sections), one in person and one virtual. The model is challenging for instructors, but there is huge potential for delivering the same content anywhere in the state and beyond. We should learn from what they have done this semester.

A Senator inquired about the Golf Management option. Is that also available online? Shenghan Xu responded that the option concerns the minor, whereas the change under consideration is for the major.

Vote: 24 in favor and 0 against.

- UBUNTU Equity in Hiring Best Practices for Committees – Kristin Haltinner (non-voting item)
Chair of Ubuntu Kristin Haltinner provided some background. Public information about the racial demographics of the faculty at U of I (from a website called College Factual, the reliability of which Kristin is not sure about), reports that our faculty are 94% white. So U of I is behind in equity, diversity, and inclusion. What she is presenting today is a draft and not a formal document. She briefly summarized the scope of the project, as described in Attachment #7, and welcomed questions and suggestions.

Vice Chair Smith commented on a recent experience as a member of a search committee, where he observed application of implicit biases. He suggested that workshops – where specific examples are presented and hands-on training is offered – may be more effective than the training that every search committee member must take. Kristin Haltinner agreed that current training sessions may not be adequate for diversity education.

A Senator noted that a newly proposed policy for the recognition of Affinity Groups has been in the office of General Counsel for some time. Presently, there are no formally recognized groups for the support of affinity people, such as, for instance, Black Faculty and Staff. She is concerned that potential applicants may be discouraged from applying to U of I. Chair Meeuf agreed. Faculty Senate Leadership is inquiring frequently about the status of the policy.

Secretary Sammarruca suggested Zoom interviews with a diverse pool of applicants prior to on-campus interviews. This may help committee members form a holistic view of the candidates which may be missed looking just at the paperwork – something more in depth and more structured than the phone interviews search committees typically do.

Kristin added that Ubuntu is working on other projects as well, which include anti-bullying policy – in the works since a couple of years – equity in admissions, providing gender neutral bathrooms, and the MLK awards coming up in January.

Chair Meeuf commented on the importance of advertising a position for a sufficiently long time, as emphasized in the Ubuntu draft. Often times, the timeline for searches is a bit rushed. This could be an area for structural improvement to be discussed with the Provost.

Responding to the Chair's call for more suggestions on how to facilitate cultural changes in the hiring process (we tend to see diversity hires as "additive" rather than at the core of what we do), the Secretary offered help and suggestions as needed based on her life-long experience in a male-dominated arena.

Chair Meeuf reminded everyone who has more suggestions about the draft or how to best communicate these practices and live by them, should contact Kristin at khaltinner@uidaho.edu

New Business:

Chair Meeuf suggested, as a new business item, a robust discussion about the kind of by-modal delivery method mentioned earlier. A Senator added that it would be interesting to have classes with full-time registered students shared with students who are pursuing a certificate. In this way, they would have online access from anywhere in Idaho to the same teaching quality as the regular students. It would be an important step towards disseminating our teachings to a wider audience. Chair Meeuf asked Vice Provost for Digital Learning Ken Udas whether this is a likely discussion as we pursue ways to get distance students into the classroom. Ken Udas agreed that this conversation merits further discussion.

A Senator pointed out that Macbeth is playing at the Hartung theater. She went to the opening night last Friday and it was a fantastic performance. It will play for one more week.

Adjournment:

The agenda being completed, Chair Meeuf adjourned the meeting at 4:44pm.

Respectfully Submitted,

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

University of Idaho
2021 – 2022 Faculty Senate Agenda

Meeting # 10

Tuesday, October 19, 2021, at 3:30 pm
Zoom Only

- I. Call to Order
- II. Approval of Minutes (Vote)
 - Minutes of the 2021-2022 Faculty Senate Meeting #9 (October 12, 2021) **Attach. #1**
- III. Consent Agenda (Vote)
- IV. Chair's Report
- V. Provost's Report
- VI. Committee Reports
 - UCC 124 - Forestry (BSFORESTRY) (Charles Goebel) **Attach. #2**
 - UCC 178 – Marketing - Online (BSBUS) (Sanjay Sisodiya) **Attach. #3**
 - UCC 446 – Sales Management - Academic Certificate (Sanjay Sisodiya) **Attach. #4**
 - UCC 448 – Promotions and Digital Marketing - Academic Certificate (Sanjay Sisodiya) **Attach. #5**
 - UCC 301 – Operations and Supply Chain Management – Online (B.S.) (Shenghan Xu) **Attach. #6**
 - UBANTU - Equity in Hiring Best Practices DRAFT (Kristin Haltinner) **Attach. #7**
- VII. Other Announcements and Communications
- VIII. Special Orders
- IX. New Business
- X. Adjournment

Attachments:

- **Attach. #1:** Minutes of the 2021-2022 Faculty Senate Meeting #9
- **Attach. #2:** UCC 124 - Forestry (BSFORESTRY)
- **Attach. #3:** UCC 178 – Marketing - Online (BSBUS)
- **Attach. #4.** UCC 446 – Sales Management - Academic Certificate
- **Attach. #5.** UCC 448 – Promotions and Digital Marketing - Academic Certificate
- **Attach. #6.** UCC 301 – Operations and Supply Chain Management – Online (B.S.)
- **Attach. #7.** UBANTU - Equity in Hiring Best Practices DRAF

2021 – 2022 Faculty Senate – Pending Approval

Meeting # 9

Tuesday, October 12, 2021, 3:30 pm – 5:00 pm

Zoom only

Present: Ahmadzadeh, Becker, Bridges, Chapman, Dahlquist, Fairley, Gauthier, Hickman, Hoffmann, Torrey Lawrence (w/o vote), Lee-Painter, McIntosh, Meeuf (Chair), Mittelstaedt, Ogborn, Paul, Quinnett, Rashed, Rinker, Roberson, Rose, Sammarruca (w/o vote), Schiele, Schwarzlaender, A. Smith (Vice Chair), R. Smith, Stroebel, Tenuto, Thorne, Wargo

Absent: Wargo (excused)

Also present: Kirsten Pomerantz (proxy for Wargo)

Guests/Presenters: Dan Ewart

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

Approval of Minutes (vote):

- Minutes of the 2021-22 Meeting #8 – Attach. #1.
The minutes of the 2021-22 Meeting #8 were approved with a correction in the attendance list.

Chair's Report:

- An independent group of faculty members reached out to Faculty Senate with an interest in investigating gender salary discrepancies at the University of Idaho. Senators interested in assisting with this project should email Russ Meeuf.
- One of the priorities we discussed earlier this year was an examination of our admission standards and the role of standardized tests in the admissions process. Chair Meeuf is starting conversations with the Office of the State Board of Education about the larger contexts for admission standards to higher education in the state so we can make sure that our efforts are aligned with state policy. Once we have more information on that front, we'll start organizing the appropriate constituents for the larger campus discussion around admission standards.
- The UAAC is looking for feedback from faculty and staff on the recent Student Learning Outcomes assessment process and academic Annual Program Review. People can email barbara@uidaho.edu with any feedback or questions.
- Nominations are open for U of I honorary degrees to be recognized at the Spring 2022 Commencement Ceremony. Submit completed nominations to provost@uidaho.edu by Monday, Nov. 15. The nomination instructions may be found in [FSH 4930](#). If you have questions, contact Commencement Committee Chair [Richard Nielsen](#).

Discussion:

A Senator heard that the State Board (SB) postponed the discussion of the policy that Chair Meeuf and others worked on together with faculty from other institutions. Chair Meeuf explained that SB received feedback and they wanted the group to reconvene to review the feedback and make adjustments as necessary. Provost Lawrence provided some additional information: The SB process for policy approval is similar to ours, in that a proposal by a group moves on to legal review and the SB policy coordinator. These steps resulted in suggestions and questions that they felt were substantial enough to potentially change the intent of the group's work. They were not comfortable just implementing the changes and

wanted to go back to the working group to make sure they saw those changes and understood them. That discussion is scheduled for Monday. SB wants to address any potential problems now so this is still moving forward. The Provost appreciated that SB wanted to go back to the group and include them in a follow-up discussion.

A Senator asked whether a report on the feedback requested by UAAC will be prepared and shared with the faculty. Barb Kirchmeier and Dean Panttaja were recognized to join the conversation. Barb offered to put together a summary for FSL and Dean Panttaja said that there will be a full report, including level of participation, and folding in feedback from the UAAC about what works and what needs improvement.

Provost's Report:

- The mask requirement has been extended to November 1.
- The number of students who submitted vaccination information continues to go up and is approaching 4,000. We are still providing financial incentive. Vaccination clinics are still available to students and the community.
- Vice Provost for Faculty Kelly-Riley recently sent a survey about class attendance, following up on our discussion from last week.
- The Borah Symposium taking place this week. The last event will take place tomorrow (Wednesday, 10/13) at 7pm in the International Ballroom and online – the Borah Symposium keynote address on the pandemics.

Discussion:

A Senator asked if there are updates about the searches for the dean of COE and the director of the Coeur d'Alene (CDA) Center. The Provost has met with the both the search committees for the deans of COE and EHHS. Those searches are moving forward. As for the CDA search, some issues are still being discussed, but the Provost expects that the search will be launched soon. Not many nominations for this search committee were submitted – ideas and suggestions are welcome.

The discussion moved on to COVID vaccination: For how long will the on-campus vaccine clinics be running? Provost Lawrence expects that, unless the demand becomes very small and/or providers are no longer available, they will stay open as long as people utilize them.

Any updates on “Great Colleges to Work for” survey results? Provost Lawrence responded that there are no updates since last week. The university has received general results and is combining them with results from the past three years for comparison. They will identify trends by colleges and other units. Hopefully, everything will be available to us in October, so that we can start acting on those results before the end of the year.

A Senator congratulated the Provost for the spectacular opening of the IUCC arena. He is asking the following question on behalf of one of his constituents: When teaching in a large auditorium and maintaining social distancing, why does a (vaccinated) instructor have to wear a mask or face shield? In response to the first remark, the Provost found last weekend to be exciting in many ways – the Friday evening production, visits from advisory boards for many colleges, and of course, Homecoming activities. The Provost further explained that it is more effective to have a common rule (which gives the face shield option) of the requirement in all classroom settings. Although numbers have always been

low on our campus, that is not the case in the broader community, where the Delta variant virus continues to spread.

There was a question about the level of support students who tested positive for COVID receive after a Vandal Care report has been filed. Both Provost Lawrence and Dean of Students (DoS) Eckles addressed the question. Students receive support to the extent that they wish to have it. If they live off campus, the staff from the DoS office facilitates conversations between the student and the faculty, and can arrange for tutoring or counseling. If they live on campus, they are relocated to isolation units or quarantine facilities. Some students have needed assistance with transportation to a doctor's office, or getting home if they prefer to isolate at home. It depends on the individual case. The DoS office appreciates it when faculty submit care reports or encourage students to do so, because then they can really help them. Provost Lawrence took the opportunity to express deep appreciation for the DoS staff for all they do. Feedback from students about their isolation experience has been positive.

Committee Reports:

- FSH 1565 H-2 Graduate Council – Jerry McMurtry. Attach. #2
This item was postponed last week due to some technical problems with the attachment. Jerry McMurtry explained that COGS is adjusting the handbook language to align with what is actually being done. Requiring students to be full time to be able to accept an assistantship also aligns with the catalog language that clearly states that students need to be full time. We also removed the language of “academically qualified and registered” because we do not use that anywhere, instead we say “academic standing and satisfactory progress.”

Discussion:

Vice Chair Smith expressed concerns about the requirement that all Graduate Assistants (GAs) must enroll as full-time students. Under the proposed change, how will we avoid poverty traps for graduate students that receive a part-time (10hr/week) graduate assistantship? The current catalog states that “Appointments may be full-time (20 hours per week) or part-time (10 hours per week).” Under the proposed change to FSH 1565 H-2, all 10-hour RA/TAs will be required to register as full-time students. Vice Chair Smith estimated a net loss of more than \$6,000 per semester – they owe more than they earn. He proposed to amend FSH 1565 H-2 to say “All graduate assistant positions (H-2. a, b, c), either as one type or in combination, must total 20 hours of work per week.” The change would also have to be accompanied with a corresponding change in the catalog to state “Appointments may only be full-time (20 hours per week).”

A Senator asked what happens if a student drops a class thus earning six credits instead of the nine credits required to be full time. Jerry McMurtry responded that those circumstances are dealt with on a case-by-case basis.

In response to a question from the Senator representing the College of Law, it was clarified that only students enrolled in the College of Graduate Studies would be impacted by this change – it does not concern the College of Law.

Jerry McMurtry argued that some units do need 10 hours per week assistantships, such as for grading in large accounting classes – we can not just eliminate them. The Vice Chair reiterated the potential hardship for part-time GAs and urged COGS to allow only full-time TAs and RAs, or a combination of them totaling no less than 20 hours per week. Jerry McMurtry noted that GAs on

a part-time appointment are allowed to work 10 hours per week on other employment or as Irregular Help (IH) to supplement their part-time GA, or they could get a student loan.

A Senator said that it is our responsibility, as faculty, to make sure that our graduate students are offered a reasonable contract and fully understand what they are agreeing to. Jerry McMurtry noted that the appointment letters are very clear about the amount students are going to be compensated, as well as other categories, such as health insurance.

Secretary Sammarruca shared the concerns voiced by the Vice Chair. If GAs must be enrolled full time while on a part-time GA, they owe the university the other 50% of the tuition (in-state and out-of-state, if needed). For most graduate students, this is not financially feasible. In fact, it would be financially advantageous to pay a full-time GA a minimum hourly rate and have the (full-time) graduate assistantship guarantee full tuition waiver.

Jerry McMurtry said he would be happy to take these concerns to Graduate Council for discussion at an upcoming meeting.

Chair Meeuf suggested to proceed with the vote on this item. If it is approved, Senate will still ask Graduate Council to examine the financial hardship issues.

Senators were ready to vote on the motion from COGS.
Votes: 12 votes in favor; 7 against. Motion passes.

Chair Meeuf will inform COGS of the concerns expressed by some Senators and suggest that they continue a discussion to address those issues.

Other Announcements and Communications:

- Q&A with Dan Ewart, Vice President for Information Technology.
Chair Meeuf started the conversation inquiring about the Falcon supercomputer. Falcon is the INL supercomputer provided for use by Idaho Universities. It is the 12th largest supercomputer in use for higher education, capable of processing huge mathematical models in a very limited time. Typical desk computers have eight cores, while Falcon has 36,000. It will be very valuable to researchers across the institution. The transfer will happen in January. Luke Sheneman, from the Office of Research and Economic Development, is leading that effort. Luke is the person to contact if interested in using that device.

A Senator asked about the reasons for the restrictions on using Lenovo as our computers of choice, especially given that we are spending federal dollars on a company in China instead of American companies. As an example, the Senator mentioned the requirement from federal funding agencies to fly American carriers. Dan Ewart responded that Lenovo has been a standard choice at U of I for quite some time. However, they have recently engaged with a company called Profit Recovery Partners, and one of their recommendations is to put out an RFP for a primary manufacturer. This was discussed already a couple of years ago, but then COVID got in the way. Now, with the chip shortage and the various supply chain problems that are going on across the world, it is still difficult, but we hope to put out the RFP this winter or in the spring to potentially select a new vendor. There are some other challenges with Lenovo, especially with federally sponsored contracts with INL.

The Senator had additional questions. When the IT team responds to a call, how often is it about a hardware issue versus a software issue? The Senator had recently purchased a laptop and was told that his choices were limited. Dan Ewart responded that, while he understands that people have personal preferences, ITS supports thousands of computers across the entire institution. Standardizing the process streamlines the work for ITS and thus allows more time for better support.

The Senator wanted to better understand the customer service survey we are asked to complete when a ticket (that is, a particular service) is closed – in particular, is that feedback confidential? Dan Ewart clarified that the surveys only go to him and his team for the sole purpose of ensuring that ITS is providing high-quality support. In no way are they meant to be punitive of the ITS employee.

A Senator had a question about the purchase of software and the emails from ITS with the reminder to renew licenses, especially adobe licenses. Would it be more cost-effective to centralize licenses so they could be shared between people or between machines, instead of everybody “shopping around?” Dan Ewart did not see a reason to shop around for adobe licensing – they have pretty standard prices and we actually get very good pricing for the university. It would be easier if we could give everybody access to adobe creative cloud or some of the other software, but the site licenses for that are just too expensive for the university. The emails from ITS are to find out if people want to buy the licenses again and what kind of license they want. Any suggestions to improve the process are welcome.

Some Senators experienced purchasing computers to be a very slow process. There have also been problems connecting to the Internet, logging into the system, or being frequently locked out of their accounts. A call to ITS for assistance generates a ticket. Can the process be streamlined? Dan Ewart explained that the long time for purchases is related to shortage of supply and delays with delivery due to current international problems. If there are systemic problems, he would like to know. Central purchasing is very important: people buying their own computers to connect to university systems can pose a significant security liability to the institution. There is need for improvements, which is why the Profit Recovery Partners company has been engaged.

Vice Chair Smith recalls conversations with Vice President Ewart, a couple of years back when that procurement system was first presented, about a robust and user friendly way to obtain exemptions for specific projects. For example, if a grant comes with equipment requirements that are not in line with the university’s, there should be a smooth and easy exemption process. Dan Ewart said that IT processes exceptions regularly, for both hardware and software, and the option for an exception is available on the hardware request form. They understand that some limitations are going to exist. Dan Ewart would like to know about specific incidents so he can help people get what they need.

The Senator from the Library raised the issue that enhanced security protocols make it more difficult to use library resources, from off-campus and sometimes also from on-campus locations. Occasionally, there are problems even accessing the library catalog, which is meant to be open to anybody in the world. How library resources figure into security practices seems like a higher-level issue of how permissions are allocated and protocols and authentication get piled on. It just seems really cumbersome. Indeed – Dan Ewart confirmed – with increasing threats we

are having to pile up new layers of security. We have to ensure that one is actually affiliated with the institution in order to use resources, and be careful with databases and subscriptions. The Senator fully understands those constraints, but she has the impression that things have changed in the past few years, and she would like to have a better understanding of how. She is concerned that, if searches become too cumbersome, a young researcher or undergraduate student may just be discouraged. Dan Ewart was very understanding of these issues and suggested a meeting with the Library group to observe directly some examples of the events described by the Senator and see what can be done.

A Senator asked about IT handling of phishing reports. Dan Ewart said that they capture hundreds of phishing emails every day, but not all. It is always best to report them. In response to another question from the Senator, Dan Ewart explained that “ransomware” often starts with phishing. Once the perpetrators get into a system, they encrypt the data and send a ransom request. Dan Ewart reported that the university was attacked recently, but there is no evidence of any data being lost. Ransomware is real. We all are the best defense against these attacks by taking the awareness training, understanding what phishing emails are, and reporting them. Phishing emails should be blocked or taken out of the email system.

A Senator noted that the issues just raised by several people – such as slow purchasing process – suggest room for improvement. How about streamlining the process by moving it to the college level? Dan Ewart said that bulk purchasing saves the university hundreds of thousands of dollars. He would like to know about specific problems people are encountering.

A Senator asked about a student APP: are any efforts going on to move in that direction? If so, what features would IT be looking for or exclude? Vice President Ewart announced that they are in the process of implementing the Ellucian Experience, which is a very mobile friendly web portal. It offers each student a personalized dashboard to check classes, grades, schedules, etc. They are looking at a spring rollout for some of the features. Dan Ewart will be happy to send more information.

In closing, Dan Ewart thanked Senate for the opportunity and reminded everyone to email him directly with questions at any time.

New Business:

A Senator asked the Provost whether the university is considering taking in displaced Afghan students and scholars. Provost Lawrence responded that it is something we can look at – of course, immigration regulations are very complicated and even more complicated in a refugee situation. He will check with International Programs and see if they have anything going on.

A Senator inquired with the Provost about new hires: is there a timeframe for when we should be back to normal? The Provost had no new information.

Adjournment:

The agenda being completed, Chair Meeuf adjourned the meeting at 4:57pm.

Respectfully Submitted,

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

124: FORESTRY (BSFORESTRY)

Export to PDF Export to Word

In Workflow

1. 161 Chair (cgoebel@uidaho.edu)
2. 11 Curriculum Committee Chair (evas@uidaho.edu)
3. 11 Dean (drbecker@uidaho.edu)
4. Provost's Office (panttaja@uidaho.edu; kudas@uidaho.edu; mstout@uidaho.edu; jvalkovic@uidaho.edu)
5. Curriculum Review (sstubbs@uidaho.edu)
6. Registrar's Office (none)
7. Ready for UCC (disable)
8. UCC (none)
9. Faculty Senate Chair (mstout@uidaho.edu; jvalkovic@uidaho.edu)
10. UFM (mstout@uidaho.edu; jvalkovic@uidaho.edu)
11. President's Office (brendah@uidaho.edu; mstout@uidaho.edu; jvalkovic@uidaho.edu)
12. State Approval (mstout@uidaho.edu; jvalkovic@uidaho.edu)
13. NWCCU (sara@uidaho.edu; mstout@uidaho.edu)

Approval Path

1. Mon, 19 Jul 2021 21:00:00 GMT
Charles Goebel (cgoebel): Approved for 161 Chair
2. Wed, 21 Jul 2021 16:44:40 GMT
Steven Shook (shook): Approved for 11 Curriculum Committee Chair
3. Wed, 21 Jul 2021 16:45:20 GMT
Steven Shook (shook): Approved for 11 Dean
4. Mon, 30 Aug 2021 20:11:10 GMT
Dean Panttaja (panttaja): Approved for Provost's Office
5. Mon, 30 Aug 2021 23:19:26 GMT
Rebecca Frost (rfrost): Approved for Curriculum Review
6. Fri, 17 Sep 2021 21:00:47 GMT
Amy Kingston (amykingston): Approved for Registrar's Office
7. Tue, 05 Oct 2021 19:42:31 GMT
Steve Stubbs (sstubbs): Approved for Ready for UCC
8. Tue, 12 Oct 2021 16:51:38 GMT
Steve Stubbs (sstubbs): Approved for UCC

History

1. Apr 2, 2021 by Amy Kingston (amykingston)
2. Jun 16, 2021 by Rebecca Frost (rfrost)

Date Submitted: Mon, 19 Jul 2021 20:53:47 GMT

Viewing: 124 : Forestry (BSFORESTRY)

Last approved: Thu, 17 Jun 2021 00:00:03 GMT

Last edit: Fri, 17 Sep 2021 20:57:42 GMT

Changes proposed by: Charles Goebel

Final Catalog

2022-2023

What will be the last semester of the teach-out period?

What is the teach-out plan?

Rationale for Inactivation

%deletejustification.eshtml%

Attach State Form

Faculty Contact

Faculty Name	Faculty Email
Charles Goebel	cgoebel@uidaho.edu

Change Type (Choose all that apply)

Change academic component name (degree, major, option, emphasis, minor, concentration, or specialization)

Description of Change

Add new Emphasis Area called "Forest Hydrology and Watershed Management."

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

Academic Level

Undergraduate

College

Natural Resources

Department/Unit:

Forest, Rangeland & Fire Sci

Effective Catalog Year

2022-2023

Program Title

Forestry (BSFORESTRY)

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

CIP Code

03.0501 - Forestry, General.

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 this program lead to licensure in any state?

Will the program be a statewide responsibility?

Financial Information

What is the financial impact of the request?

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

Describe the financial impact

Curriculum:

Students must have a minimum cumulative grade-point average of 2.00 in FOR courses to qualify for the B.S.Forestry.

Required course work includes the university requirements (see regulation J-3 (<https://catalog.uidaho.edu/general-requirements-academic-procedures/j-general-requirements-baccalaureate-degrees/>)) and:

Code	Title	Hours
BIOL 114	Organisms and Environments	4
ECON 202	Principles of Microeconomics	3
ENT 469	Introduction to Forest Insects	2
FOR 102	Introduction to Forest Management	2
FOR 220	Forest Biology & Dendrology	3
FOR 221	Principles of Ecology	3
FOR 235	Society and Natural Resources	3
FOR 274	Forest Measurement and Inventory	3
FOR 275	Forestry Resource Sampling	2
FOR 324	Forest Regeneration	3
FOR 330	Terrestrial Ecosystem Ecology	4
FOR 375	Introduction to Spatial Analysis for Natural Resource Management	3
FOR 424	Silviculture Principles and Practices	4
FOR 430	Forest Operations	3
FOR 462	Watershed Science and Management	3
FOR 468	Forest and Plant Pathology	2
FOR 484	Forest Policy and Administration	2
FOR 493	Business of Forestry	2
MATH 143	College Algebra ¹	3
MATH 144	Analytic Trigonometry ¹	1
NR 101	Exploring Natural Resources	2
NRS 383	Natural Resource and Ecosystem Service Economics	3
REM 144 or FOR 326	Wildland Fire Management Fire Ecology	3
SOIL 205	The Soil Ecosystem	3
SOIL 206	The Soil Ecosystem Lab	1
STAT 251	Statistical Methods	3
Select one of the following:		4
CHEM 101 & 101L	Introduction to Chemistry and Introduction to Chemistry Laboratory	
CHEM 111 & 111L	General Chemistry I and General Chemistry I Laboratory	
Select one of the following:		4
PHYS 100 & 100L	Fundamentals of Physics and Fundamentals of Physics Lab	
PHYS 111 & 111L	General Physics I and General Physics I Lab	
Select one of the following emphasis areas:		15-34
A. General Forestry Emphasis		
Select 18 credits of electives at or above the 300-level		
B. Forest Operations Emphasis		
FOR 431	Low Volume Forest Roads	
FOR 436	Cable Systems	
FSP 100	Introduction to Forest and Sustainable Products	
FSP 321	Properties of Forest and Sustainable Products	
FSP 444	Primary Forest Products Manufacturing	
ACCT 201	Introduction to Financial Accounting	
C. Forest Biology Emphasis		
BIOL 115 & 115L	Cells and the Evolution of Life and Cells and the Evolution of Life Laboratory	
BIOL 213	Structure and Function Across the Tree of Life	
CHEM 112 & 112L	General Chemistry II and General Chemistry II Laboratory	
CHEM 275 or CHEM 277	Carbon Compounds Organic Chemistry I	

MATH 160 or MATH 170	Survey of Calculus Calculus I
WLF 370	Management and Communication of Scientific Data
Select two courses from the following list:	
FOR 443	Forest Production Ecology
BIOL 314	Ecology and Population Biology
GEOG 313	Global Climate Change
GEOG 410	Biogeography
GEOG 430	Climate Change Ecology
REM 341	Systematic Botany
REM 440	Restoration Ecology
WLF 440	Conservation Biology
D. Forest Hydrology & Watershed Management Emphasis	
GEOL 111	Physical Geology for Science Majors
MATH 170	Calculus I
MATH 175	Calculus II
PHYS 112 & 112L	General Physics II and General Physics II Lab
STAT 301	Probability and Statistics
Select one course from the following:	
FISH 415	Limnology
FISH 430	Riparian Ecology and Management
Select two courses from the following:	
GEOG 385	GIS Primer
GEOG 424	Hydrologic Applications of GIS and Remote Sensing
GEOG 475	Intermediate GIS
GEOG 479	GIS Programming
Select two courses from the following:	
GEOG 301	Meteorology
GEOL 309	Ground Water Hydrology
HYDR 409	Quantitative Hydrogeology
SOIL 415	Soil and Environmental Physics
SOIL 450	Environmental Hydrology
SOIL 452	Environmental Water Quality

Total Hours**93-112****Courses to total 120 credits for this degree**

1

A SAT math score of 610 or above, or ACT math score of 27 or above can be used to satisfy the MATH 143 and MATH 144 requirements.

Degree Maps:

Fall Term 1		Hours
BIOL 114	Organisms and Environments	4
ENGL 101	Writing and Rhetoric I	3
FOR 102	Introduction to Forest Management	2
MATH 143	College Algebra	3
MATH 144	Analytic Trigonometry	1
NR 101	Exploring Natural Resources	2
Hours		15
Spring Term 1		
ENGL 102	Writing and Rhetoric II	3
FOR 235	Society and Natural Resources	3
Oral Communication Course		3
(CHEM 101 AND CHEM 101L) OR (CHEM 111 AND CHEM 111L)		4
FOR 326 OR REM 144		3
Hours		16

Fall Term 2

FOR 274	Forest Measurement and Inventory	3
SOIL 205	The Soil Ecosystem	3
SOIL 206	The Soil Ecosystem Lab	1
STAT 251	Statistical Methods	3
(PHYS 100 AND PHYS 100L) OR (PHYS 111 AND PHYS 111L)		4
Hours		14

Spring Term 2

ECON 202	Principles of Microeconomics	3
FOR 221	Principles of Ecology	3
FOR 275	Forestry Resource Sampling	2
Humanistic and Artistic Ways of Knowing Course		3
American Diversity Course		3
Hours		14

Fall Term 3

FOR 220	Forest Biology & Dendrology	3
FOR 375	Introduction to Spatial Analysis for Natural Resource Management	3
International Course		3
Emphasis Area, Major Elective Course		3
Elective Course		3
Hours		15

Spring Term 3

FOR 324	Forest Regeneration	3
FOR 330	Terrestrial Ecosystem Ecology	4
NRS 383	Natural Resource and Ecosystem Service Economics	3
Humanistic and Artistic Ways of Knowing Course		3
Emphasis Area, Major Elective Course		3
Hours		16

Fall Term 4

FOR 424	Silviculture Principles and Practices	4
FOR 430	Forest Operations	3
FOR 493	Business of Forestry	2
Emphasis Area, Major Elective Course		3
Emphasis Area, Major Elective Course		3
Hours		15

Spring Term 4

ENT 469	Introduction to Forest Insects	2
FOR 468	Forest and Plant Pathology	2
FOR 484	Forest Policy and Administration	2
FOR 462	Watershed Science and Management	3
Emphasis Area, Major Elective Course		3
Emphasis Area, Major Elective Course		3
Hours		15

Total Hours		120
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The degree map is a guide for the timely completion of your curricular requirements. Your academic advisor or department may be contacted for assistance in interpreting this map. This map is not reflective of your academic history or transcript and it is not official notification of completion of degree or certificate requirements. Please contact the Registrar's Office regarding your official degree/certificate completion status.

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

If Yes, can 100% of the curricular requirements of this program be completed via distance education?

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

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

Moscow

Where?

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.

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

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

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

When will assessment activities occur and at what frequency?

Student Learning Outcomes

Have learning outcomes changed?

NoChange

Learning Objectives

1. Graduates will be able to conduct forest resource inventories and perform field measurements of forest ecosystems, providing the foundation for making science-based management decisions.
2. Graduates will be able to think critically, and will have the skills to develop, evaluate, synthesize, and apply scientific knowledge (i.e., biological, physical, and socioeconomic) from a variety of sources (i.e., scientific literature, technologies, and expert advice) to evaluate and justify forest management decisions and management alternatives.
3. Graduates will be able to communicate plans and decisions effectively in light of existing policies and laws by listening actively, formulating, articulating, and explaining ideas clearly using both oral and written techniques.
4. Graduates will be able to work effectively as an individual and collaboratively with teams of people, including effective leadership of groups working toward a common goal.

Rationale for the proposed change. Include an explanation of how the department will manage the added workload, if any.

New emphasis area is focused on forest hydrology and watershed management and provides necessary background for students to qualify for federal positions as a hydrologist while retaining Society of American Foresters accreditation.

Emphasis area complements existing emphasis areas in general forestry, forest operations, and forest biology by focusing on water resources and management.

No additional workload expected as these are all existing courses.

Approved by program faculty with 10 yes votes, 0 no votes, and 0 abstentions. Approved by department faculty with 17 yes votes, 0 no votes, and 0 abstentions.

Supporting Documents

Forestry_BSForestry.xlsx

Requires TECC Review

No

Department Voting Results

College Voting Results

Reviewer Comments

Amy Kingston (amykingston) (Mon, 13 Sep 2021 21:08:26 GMT): GEOG 453 is dormant. I sent a message to find out if it will be reactivated or if it should be removed from the elective list for the new emphasis.

Amy Kingston (amykingston) (Fri, 17 Sep 2021 20:57:42 GMT): I removed GEOG 453, which is now Dormant, from the elective list for the new emphasis per email conversation with Charles Goebel and Geog/Geol.

Key: 124

Choose Proposals to Bundle

Select any proposals you would like to bundle together for approval. Only proposals you have saved are available to bundle.

Bundle Title:

Course:

Proposal A

Program:

Proposal B

Submit Cancel

**University of Idaho
Curriculum Plan
forestry (B.S.Forestry.)**

Successful completion of the requirements in 2020-2021 catalog year requirements will lead to a B.S.Forestry. in Forestry from the University of Idaho.

Freshman

Fall Semester		Credit		Spring Semester		Credit	
BIOL	114	4	SCI	ENGL	102	3	WC
ENGL	101	3	WC	FOR	235	3	SS
MATH	143	3	M	CHEM	101/101L OR 111/111L	4	SCI
MATH	144	1		REM/FOR	144 OR 326	3	
NR	101	2		ELEC	ORAL COMM	2	OC
FOR	102	2					
Total		15		Total		15	

Color Key

	Major Requirements
	Core Requirements (if applicable)
	General Education Requirements
	BA/BS Requirements (CLASS only)

Sophomore

Fall Semester		Credit		Spring Semester		Credit	
FOR	274	3		ECON	202	3	SS
SOIL	205	3		FOR	221	3	
SOIL	206	1		FOR	275	2	
STAT	251	3		ELEC	HUMANITIES	3	H
PHYS	100/100L OR 111/111L	4		ELEC	AMERICAN DIV	3	AD
				ELEC		1	
Total		14		Total		15	

General Education Checklist

WC	Written English	6 cr
OC	Oral Communication	2-3 cr
SCI	Science	7-8 cr
M	Math	3 cr
H	Humanities	6 cr
SS	Social Science	6 cr
AD	American Diversity	3 cr
IN	International	3 cr
SE	Senior Experience	varies

59

Junior Year

Fall Semester		Credit		Spring Semester		Credit	
FOR	220	3		FOR	324	3	
FOR	375	3		FOR	330	4	
ELEC	INTERNATIONAL	3	IN	NRS	383	3	
M ELEC	EMPHASIS AREA	3		ELEC	HUMANITIES	3	H
ELEC		3		M ELEC	EMPHASIS AREA	3	
Total		15		Total		16	

Senior

Fall Semester		Credit		Spring Semester		Credit	
FOR	424	4	SE	ENT	469	2	
FOR	430	3		FOR	468	2	
FOR	493	2		FOR	484	2	
M ELEC	EMPHASIS AREA	3		FOR	462	3	
M ELEC	EMPHASIS AREA	3		M ELEC	EMPHASIS AREA	3	
				M ELEC	EMPHASIS AREA	3	
Total		15		Total		15	

120

178: MARKETING (BSBUS)

Export to PDF Export to Word

In Workflow

1. 079 Chair (metlen@uidaho.edu)
2. 13 Curriculum Committee Chair (shenghan@uidaho.edu)
3. 13 Dean (mchopin@uidaho.edu)
4. Provost's Office (panttaja@uidaho.edu; kudas@uidaho.edu; mstout@uidaho.edu; jvalkovic@uidaho.edu)
5. Curriculum Review (sstubbs@uidaho.edu)
6. Registrar's Office (none)
7. Ready for UCC (disable)
8. UCC (none)
9. Faculty Senate Chair (mstout@uidaho.edu; jvalkovic@uidaho.edu)
10. UFM (mstout@uidaho.edu; jvalkovic@uidaho.edu)
11. President's Office (brendah@uidaho.edu; mstout@uidaho.edu; jvalkovic@uidaho.edu)
12. State Approval (mstout@uidaho.edu; jvalkovic@uidaho.edu)
13. NWCCU (sara@uidaho.edu; mstout@uidaho.edu)

Approval Path

1. Thu, 09 Sep 2021 15:10:57 GMT
Scott Metlen (metlen): Approved for 079 Chair
2. Fri, 24 Sep 2021 00:14:40 GMT
Shenghan Xu (shenghan): Approved for 13 Curriculum Committee Chair
3. Thu, 30 Sep 2021 18:25:36 GMT
Marc Chopin (mchopin): Approved for 13 Dean
4. Thu, 30 Sep 2021 22:14:53 GMT
Dean Panttaja (panttaja): Approved for Provost's Office
5. Fri, 01 Oct 2021 15:34:27 GMT
Steve Stubbs (sstubbs): Approved for Curriculum Review
6. Tue, 05 Oct 2021 20:09:26 GMT
Steve Stubbs (sstubbs): Approved for Registrar's Office
7. Tue, 05 Oct 2021 20:15:05 GMT
Steve Stubbs (sstubbs): Approved for Ready for UCC
8. Tue, 12 Oct 2021 16:56:45 GMT
Steve Stubbs (sstubbs): Approved for UCC

History

1. Jun 15, 2021 by Rebecca Frost (rfrost)

Date Submitted: Wed, 01 Sep 2021 22:08:03 GMT

Viewing: 178 : Marketing (BSBUS)

Last approved: Tue, 15 Jun 2021 21:31:12 GMT

Last edit: Thu, 30 Sep 2021 19:39:17 GMT

Changes proposed by: Sanjay Sisodiya

Final Catalog

2022-2023

What will be the last semester of the teach-out period?

What is the teach-out plan?

Rationale for Inactivation

%deletejustification.eshtml%

Attach State Form

Faculty Contact

Faculty Name	Faculty Email
Sanjay Sisodiya	sisodiya@uidaho.edu

Change Type (Choose all that apply)

Change academic component name (degree, major, option, emphasis, minor, concentration, or specialization)

Description of Change

The program is currently 100 % available via distance. Thus, we are communicating to Idaho State Board of Education and NWCCU that the requirements for the academic program are 100% available by distance education.

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

No

Academic Level

Undergraduate

College

Business & Economics

Department/Unit:

Business

Effective Catalog Year

2022-2023

Program Title

Marketing (BSBUS)

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

CIP Code

52.1401 - Marketing/Marketing Management, General.

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 this program lead to licensure in any state?

Will the program be a statewide responsibility?

Financial Information

What is the financial impact of the request?

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

Describe the financial impact

Curriculum:

Required course work includes the university requirements (see regulation J-3 (<https://catalog.uidaho.edu/general-requirements-academic-procedures/j-general-requirements-baccalaureate-degrees/>)), the college requirements, and:

Code	Title	Hours
College of Business & Economics Requirements (https://catalog.uidaho.edu/colleges-related-units/business-economics/#generalgraduationrequirements)		54-57
Major Requirements		24-44
Total Hours		78-101

Major Requirements

Code	Title	Hours
MKTG 324	Consumer Behavior	3
MKTG 421	Marketing Research & Analysis	3
MKTG 428	Marketing Management	3

Emphases/Options

Select one of the following emphases/options:	15-35
General Marketing Emphasis (https://catalog.uidaho.edu/colleges-related-units/business-economics/business/marketing-bsbus/#generalmarketing)	
Sales Management Option (https://catalog.uidaho.edu/colleges-related-units/business-economics/business/marketing-bsbus/#salesmanagement)	
Entrepreneurship Emphasis (https://catalog.uidaho.edu/colleges-related-units/business-economics/business/marketing-bsbus/#entrepreneurship)	
PGA Golf Management Option (https://catalog.uidaho.edu/colleges-related-units/business-economics/business/marketing-bsbus/#pgagolfmanagement)	
Marketing Analytics Option (https://catalog.uidaho.edu/colleges-related-units/business-economics/business/marketing-bsbus/#marketinganalytics)	
Total Hours	24-44

A. General Marketing Emphasis

Code	Title	Hours
Product Elective		3
MKTG 427 or MKTG 495	Services Marketing Product Development and Brand Management	
Pricing Requirement		3
MKTG 424	Pricing Strategy and Tactics	
Place Elective		3
MKTG 425 or MKTG 426	Retail Distribution Mgmt Marketing Channels Management	
Promotions Elective		3
MKTG 420 or MKTG 422	Integrated Marketing Communication Sales Management	
Business Elective		3
One 300-400 level CBE course		
Total Hours		15

Courses to total 120 credits for this degree

B. Sales Management Option

Code	Title	Hours
AGEC 333	Introduction to Sales	3
MKTG 422	Sales Management	3
Sales Practicum/Sales Internship/Vandal Solutions		
Select 3 credits from the following:	3	
AGEC 433	Advanced Sales	
BUS 429	Vandal Solutions	
MKTG 398	Internship	

Sales Electives

Select 6 credits from the following: 6

MHR 417	Deploying and Developing Human Capital	
MKTG 424	Pricing Strategy and Tactics	
MKTG 425	Retail Distribution Mgmnt	
MKTG 426	Marketing Channels Management	
OM 470	Supply Chain Management	

Total Hours 15

Courses to total 120 credits for this degree.

C. Entrepreneurship Emphasis

Code	Title	Hours
ACCT 482	Enterprise Accounting	3
ENTR 414	Entrepreneurship	3
ENTR 415	New Venture Creation	3

Marketing Electives

Select one course from the following: 3

MKTG 420	Integrated Marketing Communication	
MKTG 422	Sales Management	
MKTG 424	Pricing Strategy and Tactics	
MKTG 425	Retail Distribution Mgmnt	
MKTG 426	Marketing Channels Management	
MKTG 427	Services Marketing	
MKTG 482	International Marketing	
MKTG 495	Product Development and Brand Management	

Entrepreneurship Practicum/Internship/Vandal Solutions

Select 3 credits from the following: 3

BUS 429	Vandal Solutions (Max 6 credits)	
MKTG 398	Internship	

Business Elective

One 300-400 level CBE course

Total Hours 18

Courses to total 120 credits for this degree

D. PGA Golf Management Option

Code	Title	Hours
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)	6
RSTM 105	Teaching Golf I	2
RSTM 205	Teaching Golf II	2
RSTM 305	Teaching Golf III	2

Pricing Requirement

MKTG 424 Pricing Strategy and Tactics ²

Place Elective 3

MKTG 425 Retail Distribution Mgmnt
or MKTG 426 Marketing Channels Management

Product Elective

MKTG 427 Services Marketing
or MKTG 495 Product Development and Brand Management

Promotions Elective

MKTG 420 Integrated Marketing Communication
or MKTG 422 Sales Management

Total Hours 39

Courses to total 129 credits for this degree

Students must pass the PGA Player Ability Test.
 Students must have a 12.0 handicap or better to enter this program.
 Students must also be a U.S. citizen to be eligible for PGA membership.

E. Marketing Analytics Option

Code	Title	Hours
MKTG 431	Marketing Analytics	3
STAT 422	Survey Sampling Methods	3
STAT 431	Statistical Analysis	3
Select one of the following:		4
MATH 160	Survey of Calculus	
MATH 170	Calculus I	
MATH 175	Calculus II	
Select one of the following:		3
ANTH 416	Qualitative Social Science Methods	
MATH 330	Linear Algebra	
MIS 455	Data Management for Big Data	
PSYC 430	Tests and Measurements	
STAT 407	Experimental Design	
or STAT 507	Experimental Design	
STAT 436	Applied Regression Modeling	
or STAT 516	Applied Regression Modeling	
STAT 514	Nonparametric Statistics	
Marketing Electives		
Select one course from the following:		3
MKTG 420	Integrated Marketing Communication	
MKTG 422	Sales Management	
MKTG 424	Pricing Strategy and Tactics	
MKTG 425	Retail Distribution Mgmt	
MKTG 426	Marketing Channels Management	
MKTG 427	Services Marketing	
MKTG 482	International Marketing	
MKTG 495	Product Development and Brand Management	

Total Hours **19**

Courses to total 120 credits for this degree

Degree Maps:

General Marketing Emphasis

Code	Title	Hours
Fall Term 1		
BUS 190	Integrated Business and Value Creation	3
COMM 101	Fundamentals of Oral Communication	2
ENGL 101	Writing and Rhetoric I	3
MATH 143	College Algebra	3
Scientific Ways of Knowing Course		4
		Hours
		15
Spring Term 1		
ENGL 102	Writing and Rhetoric II	3
Humanistic and Artistic Ways of Knowing Course		3
Scientific Ways of Knowing Course		4
American Diversity Course		3
Elective Course		2
		Hours
		15
Fall Term 2		
ACCT 201	Introduction to Financial Accounting	3
BLAW 265	Legal Environment of Business	3
ECON 201	Principles of Macroeconomics	3
PHIL 208	Business Ethics	3
STAT 251	Statistical Methods	3
		Hours
		15

Spring Term 2

ACCT 202	Introduction to Managerial Accounting	3
BUS 354	Business Analytics	3
ECON 202	Principles of Microeconomics	3
MHR 310	Leading Organizations and People	3
ENGL 207 OR ENGL 208 OR ENGL 313 OR ENGL 317 OR PHIL 201		3
Hours		15

Fall Term 3

FIN 301	Financial Resources Management	3
MKTG 321	Marketing	3
MIS 350	Managing Information	3
OM 370	Process Management	3
Social and Behavioral Ways of Knowing Course		3
Hours		15

Spring Term 3

MKTG 324	Consumer Behavior	3
UPDV Economics, Major Elective Course		3
Elective Course		3
Elective Course		3
MKTG 420 OR MKTG 422		3
Hours		15

Fall Term 4

MKTG 421	Marketing Research & Analysis	3
UPDV CBE, Major Elective Course		3
Elective Course		3
MKTG 427 OR MKTG 495		3
MKTG 425 OR MKTG 426		3
Hours		15

Spring Term 4

BUS 490	Strategic Management	3
MKTG 428	Marketing Management	3
MKTG 424	Pricing Strategy and Tactics	3
Elective Course		3
International Course		3
Hours		15

Total Hours		120
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Sales Management Option**Fall Term 1**

BUS 190	Integrated Business and Value Creation	3
COMM 101	Fundamentals of Oral Communication	2
ENGL 101	Writing and Rhetoric I	3
MATH 143	College Algebra	3
Scientific Ways of Knowing Course		4
Hours		15

Spring Term 1

ENGL 102	Writing and Rhetoric II	3
American Diversity Course		3
Humanistic and Artistic Ways of Knowing Course		3
Scientific Ways of Knowing Course		4
Elective Course		2
Hours		15

Fall Term 2

ACCT 201	Introduction to Financial Accounting	3
BLAW 265	Legal Environment of Business	3
ECON 201	Principles of Macroeconomics	3
PHIL 208	Business Ethics	3
STAT 251	Statistical Methods	3
Hours		15

Spring Term 2

ACCT 202	Introduction to Managerial Accounting	3
BUS 354	Business Analytics	3
ECON 202	Principles of Microeconomics	3
MHR 310	Leading Organizations and People	3
ENGL 207 OR ENGL 208 OR ENGL 313 OR ENGL 317 OR PHIL 201		3
Hours		15

Fall Term 3

FIN 301	Financial Resources Management	3
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MKTG 321	Marketing	3
MIS 350	Managing Information	3
OM 370	Process Management	3
Social and Behavioral Ways of Knowing Course		3
Hours		15
Spring Term 3		
AGEC 333	Introduction to Sales	3
MKTG 324	Consumer Behavior	3
UPDV Economics, Major Elective Course		3
Elective Course		3
MHR 417 OR MKTG 424 OR MKTG 425 OR MKTG 426 OR OM 470		3
Hours		15
Fall Term 4		
MKTG 421	Marketing Research & Analysis	3
MKTG 422	Sales Management	3
Elective Course		3
Elective Course		3
AGEC 433 OR BUS 429 OR MKTG 398		3
Hours		15
Spring Term 4		
BUS 490	Strategic Management	3
MKTG 428	Marketing Management	3
Elective Course		3
International Course		3
MHR 417 OR MKTG 424 OR MKTG 425 OR MKTG 426 OR OM 470		3
Hours		15
Total Hours		120

Entrepreneurship Emphasis

Fall Term 1		Hours
BUS 190	Integrated Business and Value Creation	3
COMM 101	Fundamentals of Oral Communication	2
ENGL 101	Writing and Rhetoric I	3
MATH 143	College Algebra	3
Scientific Ways of Knowing Course		4
Hours		15
Spring Term 1		
ENGL 102	Writing and Rhetoric II	3
Humanistic and Artistic Ways of Knowing Course		3
American Diversity Course		3
Scientific Ways of Knowing Course		4
Elective Course		2
Hours		15
Fall Term 2		
ACCT 201	Introduction to Financial Accounting	3
BLAW 265	Legal Environment of Business	3
ECON 201	Principles of Macroeconomics	3
PHIL 208	Business Ethics	3
STAT 251	Statistical Methods	3
Hours		15
Spring Term 2		
ACCT 202	Introduction to Managerial Accounting	3
BUS 354	Business Analytics	3
ECON 202	Principles of Microeconomics	3
MHR 310	Leading Organizations and People	3
ENGL 207 OR ENGL 208 OR ENGL 313 OR ENGL 317 OR PHIL 201		3
Hours		15
Fall Term 3		
FIN 301	Financial Resources Management	3
MKTG 321	Marketing	3
MIS 350	Managing Information	3
OM 370	Process Management	3
Social and Behavioral Ways of Knowing Course		3
Hours		15
Spring Term 3		
MKTG 324	Consumer Behavior	3
UPDV Economics, Major Elective Course		3
Elective Course		3

Elective Course		3
BUS 429 OR MKTG 398		3
	Hours	15
Fall Term 4		
ACCT 482	Enterprise Accounting	3
ENTR 414	Entrepreneurship	3
MKTG 421	Marketing Research & Analysis	3
Elective Course		3
BUS 429 OR MKTG 420 OR MKTG 422 OR MKTG 424 OR MKTG 425 OR MKTG 426 OR MKTG 427 OR MKTG 482 OR MKTG 495		3
	Hours	15
Spring Term 4		
BUS 490	Strategic Management	3
ENTR 415	New Venture Creation	3
MKTG 428	Marketing Management	3
International Course		3
UPDV CBE, Major Elective Course		3
	Hours	15
	Total Hours	120

PGA Golf Management Option

Fall Term 1		Hours
BUS 190	Integrated Business and Value Creation	3
COMM 101	Fundamentals of Oral Communication	2
ENGL 101	Writing and Rhetoric I	3
MATH 143	College Algebra	3
PGA 103	Introduction to PGA Golf Management	2
Scientific Ways of Knowing Course		4
	Hours	17
Spring Term 1		
ENGL 102	Writing and Rhetoric II	3
PGA 150	PGA Golf Management I	3
Humanistic and Artistic Ways of Knowing Course		3
4 credits Scientific Ways of Knowing Course		4
American Diversity Course		3
	Hours	16
Summer Term 1		
PGA 298	Internship	2
	Hours	2
Fall Term 2		
ACCT 201	Introduction to Financial Accounting	3
BLAW 265	Legal Environment of Business	3
ECON 201	Principles of Macroeconomics	3
PGA 251	PGA Golf Management II	3
STAT 251	Statistical Methods	3
	Hours	15
Spring Term 2		
ACCT 202	Introduction to Managerial Accounting	3
BUS 354	Business Analytics	3
ECON 202	Principles of Microeconomics	3
MHR 310	Leading Organizations and People	3
RSTM 105	Teaching Golf I	2
	Hours	14
Summer Term 2		
PGA 298	Internship	2
	Hours	2
Fall Term 3		
FIN 301	Financial Resources Management	3
MKTG 321	Marketing	3
MIS 350	Managing Information	3
OM 370	Process Management	3
RSTM 205	Teaching Golf II	2
	Hours	14
Spring Term 3		
MKTG 324	Consumer Behavior	3
PGA 385	PGA Golf Management III	3
MKTG 424	Pricing Strategy and Tactics	3
UPDV ECON, Major Elective Course		3

MKTG 420 OR MKTG 422		3
	Hours	15
Summer Term 3		
PGA 398	Internship	3
	Hours	3
Fall Term 4		
MKTG 421	Marketing Research & Analysis	3
Social and Behavioral Ways of Knowing Course		3
MKTG 425 OR MKTG 426		3
MKTG 427 OR MKTG 495		3
ENGL 207 OR ENGL 208 OR ENGL 313 OR ENGL 317 OR PHIL 201		3
	Hours	15
Spring Term 4		
BUS 490	Strategic Management	3
RSTM 305	Teaching Golf III	2
MKTG 428	Marketing Management	3
PHIL 208	Business Ethics	3
International Course		3
	Hours	14
Summer Term 4		
PGA 398	Internship	3
	Hours	3
	Total Hours	130

Marketing Analytics Option

		Hours
Fall Term 1		
BUS 190	Integrated Business and Value Creation	3
COMM 101	Fundamentals of Oral Communication	2
ENGL 101	Writing and Rhetoric I	3
MATH 143	College Algebra	3
Scientific Ways of Knowing Course		4
	Hours	15
Spring Term 1		
ENGL 102	Writing and Rhetoric II	3
STAT 251	Statistical Methods	3
Humanistic and Artistic Ways of Knowing Course		3
Scientific Ways of Knowing Course		4
1 credit Elective Course		1
	Hours	14
Fall Term 2		
ACCT 201	Introduction to Financial Accounting	3
BLAW 265	Legal Environment of Business	3
ECON 201	Principles of Macroeconomics	3
PHIL 208	Business Ethics	3
MATH 160 OR MATH 170 OR MATH 175		4
	Hours	16
Spring Term 2		
ACCT 202	Introduction to Managerial Accounting	3
BUS 354	Business Analytics	3
ECON 202	Principles of Microeconomics	3
MHR 310	Leading Organizations and People	3
ENGL 207 OR ENGL 208 OR ENGL 313 OR ENGL 317 OR PHIL 201		3
	Hours	15
Fall Term 3		
FIN 301	Financial Resources Management	3
MKTG 321	Marketing	3
MIS 350	Managing Information	3
OM 370	Process Management	3
Social and Behavioral Ways of Knowing Course		3
	Hours	15
Spring Term 3		
MKTG 324	Consumer Behavior	3
STAT 422	Survey Sampling Methods	3
UPDV Economics, Major Elective Course		3
Elective Course		3
American Diversity Course		3
	Hours	15

Fall Term 4

MKTG 421	Marketing Research & Analysis	3
STAT 431	Statistical Analysis	3
Elective Course		3
ANTH 416 OR MATH 330 OR MIS 455 OR PSYC 430 OR STAT 407 OR STAT 436 OR STAT 514		3
MKTG 420 OR MKTG 422 OR MKTG 424 OR MKTG 425 OR MKTG 426 OR MKTG 427 OR MKTG 482 OR MKTG 495		3
Hours		15

Spring Term 4

BUS 490	Strategic Management	3
MKTG 428	Marketing Management	3
MKTG 431	Marketing Analytics	3
International Course		3
Elective Course		3
Hours		15
Total Hours		120

The degree map is a guide for the timely completion of your curricular requirements. Your academic advisor or department may be contacted for assistance in interpreting this map. This map is not reflective of your academic history or transcript and it is not official notification of completion of degree or certificate requirements. Please contact the Registrar's Office regarding your official degree/certificate completion status.

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

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

Moscow

Where?

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.

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

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

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

When will assessment activities occur and at what frequency?

Student Learning Outcomes

Have learning outcomes changed?

No

Learning Objectives

General Marketing Emphasis

1. Students understand the difference between marketing strategy and marketing mix (MKTG 428).
2. Students will develop working hypotheses and statistical tests for marketing problems (MKTG 421).
3. Students will determine the information needed for decision making (MKTG 421).

Entrepreneurship Emphasis

1. Students will recall gathering and analyzing marketing data.
2. Students will recall the consumer behavior process.
3. Students will recall the product development process.
4. Students will recall promotional mix.
5. Students will recall how to determine price.
6. Students will recall how to determine appropriate channel.

PGA Golf Management Option

1. Students will demonstrate an understanding of professional golf principles.

Rationale for the proposed change. Include an explanation of how the department will manage the added workload, if any.

No change in workload, 100% of the courses are currently available via distance and we are submitting this request to match what we currently offer.

Supporting Documents

Marketing Major Proposal update.pdf

Requires TECC Review

No

Department Voting Results

College Voting Results

Reviewer Comments

Steve Stubbs (sstubbs) (Thu, 30 Sep 2021 19:39:17 GMT): I made updates based on attached message from S.Sisodiya.

Key: 178

Choose Proposals to Bundle

Select any proposals you would like to bundle together for approval. Only proposals you have saved are available to bundle.

Bundle Title:

Course:

Proposal A

Program:

Proposal B

Submit Cancel

Stubbs, Steven (sstubbs@uidaho.edu)

From: Sisodiya, Sanjay (sisodiya@uidaho.edu)
Sent: Thursday, September 30, 2021 9:42 AM
To: Registrar, Catalog (catalog@uidaho.edu)
Subject: RE: CIM edit on program form

Hello Steve,

Sorry, I should have said there are three edits to the marketing program CIM form (program number 178):

1. Need to check the box that states the program is 100% available via distance (the form currently shows 50% or more available via distance)
2. Description of change: replace language to now say "The program is currently 100 % available via distance. Thus, we are communicating to Idaho State Board of Education and NWCCU that the requirements for the academic program are 100% available by distance education."
3. Rationale for proposed change: replace language to now say "No change in workload, 100% of the courses are currently available via distance and we are submitting this request to match what we currently offer."

Please let me know if you need any additional information.

Thanks in advance,
Sanjay

From: Sisodiya, Sanjay (sisodiya@uidaho.edu)
Sent: Thursday, September 30, 2021 9:30 AM
To: Registrar, Catalog (catalog@uidaho.edu) <catalog@uidaho.edu>
Subject: RE: CIM edit on program form

Hello Steve,

Perfect. There are three edits:

1. Need to check the box that states the program is 100% available via distance (the form currently shows 50% or more available via distance)
2. Description of change: replace language to now say "The program is currently 100 % available via distance. Thus, we are communicating to Idaho State Board of Education and NWCCU that the requirements for the academic program are 100% available by distance education."
3. Rationale for proposed change: replace language to now say "No change in workload, 100% of the courses are currently available via distance and we are submitting this request to match what we currently offer."

Please let me know if you need any additional information.

Thanks in advance,
Sanjay

From: Registrar, Catalog (catalog@uidaho.edu) <catalog@uidaho.edu>
Sent: Thursday, September 30, 2021 7:46 AM
To: Sisodiya, Sanjay (sisodiya@uidaho.edu) <sisodiya@uidaho.edu>
Subject: RE: CIM edit on program form

Sanjay,

Good morning! Please reply to this message with the edit and I will update the CIM form.

Steve

Mr. Steven P. Stubbs
he/him
Assistant Registrar
Office of the Registrar
sstubbs@uidaho.edu
208-885-6395



From: Sisodiya, Sanjay (sisodiya@uidaho.edu) <sisodiya@uidaho.edu>
Sent: Thursday, September 30, 2021 7:38 AM
To: Registrar, Catalog (catalog@uidaho.edu) <catalog@uidaho.edu>
Subject: CIM edit on program form

Good morning,

The CBE faculty met yesterday, and I need to make an edit on our marketing major CIM form. Since it has progressed in the system, I do not have access to the curriculum record to make the change. Any chance someone could lend a hand? The program number is "178". I would be happy to communicate the change via email or make the edit, please let me know what is the best route.

Thanks,
Sanjay

446: SALES MANAGEMENT ACADEMIC CERTIFICATE

Export to PDF Export to Word

In Workflow

1. 079 Chair (metlen@uidaho.edu)
2. 13 Curriculum Committee Chair (shenghan@uidaho.edu)
3. 13 Dean (mchopin@uidaho.edu)
4. Provost's Office (panttaja@uidaho.edu; kudas@uidaho.edu; mstout@uidaho.edu; jvalkovic@uidaho.edu)
5. Curriculum Review (sstubbs@uidaho.edu)
6. Registrar's Office (none)
7. UCC (none)
8. Faculty Senate Chair (mstout@uidaho.edu; jvalkovic@uidaho.edu)
9. UFM (mstout@uidaho.edu; jvalkovic@uidaho.edu)
10. President's Office (brendah@uidaho.edu; mstout@uidaho.edu; jvalkovic@uidaho.edu)
11. State Approval (mstout@uidaho.edu; jvalkovic@uidaho.edu)
12. NWCCU (sara@uidaho.edu; mstout@uidaho.edu)

Approval Path

1. Thu, 09 Sep 2021 15:11:03 GMT
Scott Metlen (metlen): Approved for 079 Chair
2. Thu, 23 Sep 2021 23:49:10 GMT
Shenghan Xu (shenghan): Approved for 13 Curriculum Committee Chair
3. Thu, 30 Sep 2021 18:27:33 GMT
Marc Chopin (mchopin): Approved for 13 Dean
4. Thu, 30 Sep 2021 22:18:39 GMT
Dean Panttaja (panttaja): Approved for Provost's Office
5. Fri, 01 Oct 2021 16:24:57 GMT
Steve Stubbs (sstubbs): Approved for Curriculum Review
6. Tue, 05 Oct 2021 20:10:33 GMT
Steve Stubbs (sstubbs): Approved for Registrar's Office
7. Tue, 12 Oct 2021 16:49:44 GMT
Steve Stubbs (sstubbs): Approved for UCC

New Program Proposal

Date Submitted: Wed, 01 Sep 2021 00:05:20 GMT

Viewing: 446 : Sales Management Academic Certificate

Last edit: Mon, 11 Oct 2021 20:08:37 GMT

Changes proposed by: Sanjay Sisodiya

Final Catalog

2022-2023

What will be the last semester of the teach-out period?

What is the teach-out plan?

Rationale for Inactivation

%deletejustification.eshtml%

Attach State Form

Faculty Contact

Faculty Name	Faculty Email
Sanjay R. Sisodiya	sisodiya@uidaho.edu

Change Type (Choose all that apply)

Description of Change

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

Academic Level

Undergraduate

College

Business & Economics

Department/Unit:

Business

Effective Catalog Year

2022-2023

Program Title

Sales 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

12

Attach Program Change

Sales Management Certificate.pdf

CIP Code

52.1801 - Sales, Distribution, and Marketing Operations, General.

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 this program lead to licensure in any state?

Will the program be a 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

Describe the financial impact

This proposed certificate is part of the online offering being developed by the CBE.

To address the management of the added workload to the department, Bus 303, Mktg 321, Mktg 422, Mktg 432 will need to be developed for the online delivery and is contingent upon resources generated from the CBE Dean Marc Chopin from the Provost.

Curriculum:

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

Code	Title	Hours
BUS 303	Course BUS 303 Not Found	3
MKTG 321	Marketing	3
MKTG 422	Sales Management	3
MKTG 432	Course MKTG 432 Not Found	3
Total Hours		12

Courses to total 12 credits for this certificate

Degree Maps:

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

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

Moscow

Where?

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 completing the Sales Management Certificate will demonstrate an understanding of relevant theories as they apply to the field of business negotiations and bargaining.
2. Students completing the Sales Management Certificate will develop skills in designing and executing sales management programs.

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

Assessment process includes the evaluation of assignments, exams, and projects. Each course is evaluated every term they are taught. The faculty responsible for delivery will report the assessment of learning relative to learning objectives to the Department Head and Marketing Area Coordinator each term. Based on the assessment, the Department Head, Marketing Area Coordinator, and teaching faculty will make recommendations.

If 30% of students, or more, are not performing at a satisfactory level, an analysis of each assessment and learning outcomes at the course level will occur and a re-evaluation of the learning outcomes and assessment at the program level will occur.

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

The current practice in marketing is to assess each course relative to the learning objectives, and then make changes for the next term. As part of this process, the assessment conversation includes the Department Head, Marketing Area Coordinator, and instructor(s). During the annual review process, faculty are required to respond to changes they are making to the courses they deliver. The Marketing Area Coordinator will continue to work on assessing the learning outcomes relative to the program-oriented learning outcomes.

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

Direct measures of assessment includes the evaluation of assignments, exams, and projects. Each course is evaluated every term they are taught. The faculty responsible for delivery will report the assessment of learning relative to learning objectives to the Department Head and Marketing Area Coordinator each term. Based on the assessment, the Department Head, Marketing Area Coordinator, and teaching faculty will make recommendations.

Indirect measures of assessment would be employer feedback as to the preparedness of students entering appropriate jobs; student satisfaction with the certificate following completion of the program; enrollment numbers in the certificate courses, and the number of students continuing to take additional certificates.

When will assessment activities occur and at what frequency?

Assessments will occur once a year in Mktg 432, as the capstone course of the certificate; all other courses will be assessed every two years to ensure that the two requirements with a course option are assessed.

Student Learning Outcomes

Have learning outcomes changed?

Learning Objectives

1. Students completing the Sales Management Certificate will demonstrate an understanding of relevant theories as they apply to the field of business negotiations and bargaining.
2. Students completing the Sales Management Certificate will develop skills in designing and executing sales management programs.

Rationale for the proposed change. Include an explanation of how the department will manage the added workload, if any.

The 2016-2026 Idaho's Hot Jobs list (labor.idaho.gov) indicates marketing specialists are identified as the 7th highest rank of growing jobs in the state. The criteria for identifying a hot job include the abundance of jobs in the economy, jobs with high growth rate, and those with highest pay. Per the US Department of Labor, marketing specialists tasks also include gathering "information to determine potential sales of a product or service, or plan a marketing or advertising campaign. May gather information on competitors, prices, sales, and methods of marketing and distribution." (dol.gov).

Per an Emsi analysis (2020), there will be a 27% increase between 2018-2029 in sales managers jobs for those who hold a bachelors degree. This group was identified as having the fourth largest growth rate during this period for business management related fields. In the same study, there are a range of careers identified with actual job postings for sales managers, sales executives, account managers, etc. The second highest identified hard skill being sought for all business management postings, was selling techniques. Strategic planning was fifth highest and sales management was tenth on the list.

This certificate is provided to help students build knowledge and skills the field of sales management. This certificate presents the theoretical foundation to marketing (Mktg 321), business negotiations (Bus 303), sales management (Mktg 422), and develop skills in applied sales management (Mktg 4xx). This sequence of courses allows students to understand marketing, negotiations, the role of sales as a marketing function, and build and develop sales management skills.

To address the management of the added workload to the department, Bus 303, Mktg 321, Mktg 422, and Mktg 432 will need to be developed for the online delivery and is contingent upon resources generated from the CBE Dean Marc Chopin from the Provost. Certificate being added with a new course add of Bus 303 and Mktg 432.

Supporting Documents

Sales Management Certificate.pdf

Requires TECC Review

No

Department Voting Results

College Voting Results

Reviewer Comments

Amy Kingston (amykingston) (Sat, 11 Sep 2021 05:36:02 GMT): BUS 303 and MKTG 432 are new courses, moving through the curriculum process concurrent with this proposal.

Key: 446

Choose Proposals to Bundle

Select any proposals you would like to bundle together for approval. Only proposals you have saved are available to bundle.

Bundle Title:

Course:
Proposal A

Program:
Proposal B

Submit Cancel

SHORT FORM

(Fill out this form if you have a program component change as defined by Board Policy III.G.d.)

FILL IN THE GREEN SECTION THEN FILL THE SECTION BELOW THAT MATCHES YOUR REQUEST:

SECTION #1 – New Program Components and Certificates <ul style="list-style-type: none"> • New component (option, minor, emphasis, concentration, endorsement or specialization) • New UG or Grad Certificate (less than 30 credits)
SECTION #2 – Name Changes/CIP Code Change <ul style="list-style-type: none"> • Change the name of a programs, degree, major, minor, option, emphasis, endorsement or certificate • Change the name of an administrative or instructional home of an academic program • Change a CIP code
SECTION #3 – Consolidate/Convert/Move <ul style="list-style-type: none"> • Consolidate two or more existing UG programs to create a new program • Bifurcate or split an existing UG program to create new programs • Convert an option or emphasis to be its own program • Move academic programs between exiting units • Expand an existing program into a UI designated region
SECTION #4 – Online <ul style="list-style-type: none"> • Change an academic program from face-to-face to online • Add an online component to an existing program of more than 50%
SECTION #5 – Discontinuation <ul style="list-style-type: none"> • Discontinue anything that is not a degree (options, minor, emphasis, certificate less than 30 credits, etc.)

REQUIRED INFORMATION FOR ALL SELECTIONS:

Dept Chair Name:	Scott Metlen	Email:	metlen@uidaho.edu
Department/Unit:	Department of Business		
College:	College of Business and Economics		
Current Program Name:	none	<input type="checkbox"/> Graduate <input checked="" type="checkbox"/> Undergraduate	
Current program credits:			
Primary Point of Contact (if different from above):	Sanjay R. Sisodiya	Email:	sisodiya@uidaho.edu
Briefly describe the change you are requesting:	New certificate		
Describe the financial impact: (Note: if the financial impact is more than \$250,000 you will need a different form)	T This proposed certificate is part of the online offering being developed by the CBE. To address the management of the added workload to the department, Bus 303, Mktg 321, Mktg 422, Mktg 432 will need to be developed for the online delivery and is contingent upon resources generated from the CBE Dean Marc Chopin from the Provost.		
When do you want this to be effective:	Fall 2022		
Put the percentage of the program that will be online and/or face to face:	Online 100% available online	Face to Face	

Select the location or locations that this will be delivered.	<input checked="" type="checkbox"/> Moscow	<input type="checkbox"/> Idaho Falls	<input type="checkbox"/> Other: Please describe -
	<input type="checkbox"/> Coeur d'Alene	<input type="checkbox"/> Boise	
Dept/Unit Curriculum Committee Approval Date:		Vote Record:	
Dept Chair Signature of Approval			
College Curriculum Committee Approval Date:		Vote Record:	
Dean Signature of Approval			

SECTION #1- NEW PROGRAM COMPONENTS AND CERTIFICATES

Name of new component or certificate:	Sales Management Certificate												
Number of credits:	12 credits												
Requested CIP code:	52.1801												
Describe the proposed new program component or certificate to include overview of program:	<p>The 2016-2026 Idaho's Hot Jobs list (labor.idaho.gov) indicates marketing specialists are identified as the 7th highest rank of growing jobs in the state. The criteria for identifying a hot job include the abundance of jobs in the economy, jobs with high growth rate, and those with highest pay. Per the US Department of Labor, marketing specialists tasks also include gathering "information to determine potential sales of a product or service, or plan a marketing or advertising campaign. May gather information on competitors, prices, sales, and methods of marketing and distribution." (dol.gov).</p> <p>Per an Emsi analysis (2020), there will be a 27% increase between 2018-2029 in sales managers jobs for those who hold a bachelors degree. This group was identified as having the fourth largest growth rate during this period for business management related fields. In the same study, there are a range of careers identified with actual job postings for sales managers, sales executives, account managers, etc. The second highest identified hard skill being sought for all business management postings, was selling techniques. Strategic planning was fifth highest and sales management was tenth on the list.</p> <p>This certificate is provided to help students build knowledge and skills the field of sales management. This certificate presents the theoretical foundation to marketing (Mktg 321), business negotiations (Bus 303), sales management (Mktg 422), and develop skills in applied sales management (Mktg 432). This sequence of courses allows students to understand marketing, negotiations, the role of sales as a marketing function, and build and develop sales management skills.</p> <p>Required Courses</p> <table> <tr> <td>Bus 303</td> <td>Business Negotiations</td> <td>3 credits</td> </tr> <tr> <td>Mktg 321</td> <td>Marketing</td> <td>3 credits</td> </tr> <tr> <td>Mktg 422</td> <td>Sales Management</td> <td>3 credits</td> </tr> <tr> <td>Mktg 432</td> <td>Advanced Sales Management</td> <td>3 credits</td> </tr> </table> <p>Total Hours 12 credits</p>	Bus 303	Business Negotiations	3 credits	Mktg 321	Marketing	3 credits	Mktg 422	Sales Management	3 credits	Mktg 432	Advanced Sales Management	3 credits
Bus 303	Business Negotiations	3 credits											
Mktg 321	Marketing	3 credits											
Mktg 422	Sales Management	3 credits											
Mktg 432	Advanced Sales Management	3 credits											

Are there curriculum changes needed and/or do new courses need to be created:	X	Yes – if you select yes to this question, please attach all curriculum and course documents related to this.		No
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:				
<ol style="list-style-type: none"> 1. Students completing the Sales Management Certificate will demonstrate an understanding of relevant theories as they apply to the field of business negotiations and bargaining. 2. Students completing the Sales Management Certificate will develop skills in designing and executing sales management programs. 				
Describe the assessment process that will be used to evaluate how well students are achieving the intended learning outcomes of the program component:				
<p>Assessment process includes the evaluation of assignments, exams, and projects. Each course is evaluated every term they are taught. The faculty responsible for delivery will report the assessment of learning relative to learning objectives to the Department Head and Marketing Area Coordinator each term. Based on the assessment, the Department Head, Marketing Area Coordinator, and teaching faculty will make recommendations.</p> <p>If 30% of students, or more, are not performing at a satisfactory level, an analysis of each assessment and learning outcomes at the course level will occur and a re-evaluation of the learning outcomes and assessment at the program level will occur.</p>				
How will you ensure that the assessment findings will be used to improve the program?				
<p>The current practice in marketing is to assess each course relative to the learning objectives, and then make changes for the next term. As part of this process, the assessment conversation includes the Department Head, Marketing Area Coordinator, and instructor(s). During the annual review process, faculty are required to respond to changes they are making to the courses they deliver. The Marketing Area Coordinator will continue to work on assessing the learning outcomes relative to the program-oriented learning outcomes.</p>				
What direct and indirect measures will be used to assess student learning?				
<p>Direct measures of assessment includes the evaluation of assignments, exams, and projects. Each course is evaluated every term they are taught. The faculty responsible for delivery will report the assessment of learning relative to learning objectives to the Department Head and Marketing Area Coordinator each term. Based on the assessment, the Department Head, Marketing Area Coordinator, and teaching faculty will make recommendations.</p> <p>Indirect measures of assessment would be employer feedback as to the preparedness of students entering appropriate jobs; student satisfaction with the certificate following completion of the program; enrollment numbers in the certificate courses, and the number of students continuing to take additional certificates.</p>				
When will assessment activities occur and at what frequency?				
Assessments will occur once a year in Mktg 432, as the capstone course of the certificate; all other courses will be assessed every two years to ensure that the two requirements with a course option are assessed.				

SECTION #2 - NAME CHANGES/CIP CODE CHANGES

Current name of component, degree, administrative home:				
New name of component, degree, administrative home:				
CIP code change:	Existing CIP code:		Requested CIP code:	

What is the primary major or degree this is attached to:			
Describe rationale for the modification:			
Are there curriculum changes needed and/or do new courses need to be created:	<input type="checkbox"/>	Yes – if you select yes to this question, please attach all curriculum and course documents related to this.	<input type="checkbox"/> No
Are any of the learning outcomes changing:	<input type="checkbox"/>	Yes – if yes fill out question below	<input type="checkbox"/> No
List the new learning outcomes:	1. 2. 3. 4. 5.		

SECTION #3 – CONSOLIDATE/CONVERT/MOVE

What are the existing UG programs you are wanting to make a change to:			
Describe the change you are wanting to make:			
Describe rationale for the modification:			
List any new names or degree changes that will need to happen for this change:			
Are there curriculum changes needed and/or do new courses need to be created:	<input type="checkbox"/>	Yes – if you select yes to this question, please attach all curriculum and course documents related to this.	<input type="checkbox"/> No
Are any of the learning outcomes changing:	<input type="checkbox"/>	Yes – if yes fill out question below	<input type="checkbox"/> No
List the new learning outcomes:	1. 2. 3. 4. 5.		

SECTION #4 - ONLINE

Does the current program have any online component currently:	<input checked="" type="checkbox"/> X	Yes – estimate the percentage of the program that can currently be obtained online	<input type="checkbox"/> No
How much are you wanting to increase the online offering of the program (percentage):	100% of the certificate can be taken online.		
If you are moving to 100% please indicate how much if any of the face to face program will still be available:			
Are there curriculum changes needed and/or do new courses need to be created:	<input checked="" type="checkbox"/> X	Yes – if you select yes to this question, please attach all curriculum and course documents related to this.	<input type="checkbox"/> No

SECTION #5 - DISCONTINUATION

What are you requesting to discontinue:			
What is the student impact if any?			
Are there curriculum changes needed and/or do new courses need to be created:		Yes - if you select yes to this question, please attach all curriculum and course documents related to this.	No

448: PROMOTIONS AND DIGITAL MARKETING ACADEMIC CERTIFICATE

Export to PDF Export to Word

In Workflow

1. 079 Chair (metlen@uidaho.edu)
2. 13 Curriculum Committee Chair (shenghan@uidaho.edu)
3. 13 Dean (mchopin@uidaho.edu)
4. Provost's Office (panttaja@uidaho.edu; kudas@uidaho.edu; mstout@uidaho.edu; jvalkovic@uidaho.edu)
5. Curriculum Review (sstubbs@uidaho.edu)
6. Registrar's Office (none)
7. UCC (none)
8. Faculty Senate Chair (mstout@uidaho.edu; jvalkovic@uidaho.edu)
9. UFM (mstout@uidaho.edu; jvalkovic@uidaho.edu)
10. President's Office (brendah@uidaho.edu; mstout@uidaho.edu; jvalkovic@uidaho.edu)
11. State Approval (mstout@uidaho.edu; jvalkovic@uidaho.edu)
12. NWCCU (sara@uidaho.edu; mstout@uidaho.edu)

Approval Path

1. Wed, 04 Aug 2021 14:53:54 GMT
Amy Kingston (amykingston): Rollback to Initiator
2. Thu, 09 Sep 2021 15:11:06 GMT
Scott Metlen (metlen): Approved for 079 Chair
3. Fri, 24 Sep 2021 00:31:22 GMT
Shenghan Xu (shenghan): Approved for 13 Curriculum Committee Chair
4. Thu, 30 Sep 2021 18:28:07 GMT
Marc Chopin (mchopin): Approved for 13 Dean
5. Thu, 30 Sep 2021 22:19:12 GMT
Dean Panttaja (panttaja): Approved for Provost's Office
6. Fri, 01 Oct 2021 16:25:29 GMT
Steve Stubbs (sstubbs): Approved for Curriculum Review
7. Tue, 05 Oct 2021 20:10:38 GMT
Steve Stubbs (sstubbs): Approved for Registrar's Office
8. Tue, 12 Oct 2021 16:49:31 GMT
Steve Stubbs (sstubbs): Approved for UCC

New Program Proposal

Date Submitted: Wed, 01 Sep 2021 00:04:33 GMT

Viewing: 448 : Promotions and Digital Marketing Academic Certificate

Last edit: Mon, 11 Oct 2021 20:08:14 GMT

Changes proposed by: Sanjay Sisodiya

Final Catalog

2022-2023

What will be the last semester of the teach-out period?

What is the teach-out plan?

Rationale for Inactivation

%deletejustification.eshtml%

Attach State Form

Faculty Contact

Faculty Name	Faculty Email
Sanjay R. Sisodiya	sisodiya@uidaho.edu

Change Type (Choose all that apply)

Description of Change

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

Academic Level

Undergraduate

College

Business & Economics

Department/Unit:

Business

Effective Catalog Year

2022-2023

Program Title

Promotions and Digital Marketing 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

Promotions and Digital Marketing Certificate.pdf

CIP Code

52.1499 - Marketing, Other.

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 this program lead to licensure in any state?

Will the program be a 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

Describe the financial impact

No new financial impact, all courses are currently offered. As demand for the certificate grows and the class sizes exceed 35, additional sections will be added.

Curriculum:

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

Code	Title	Hours
MKTG 321	Marketing	3
MKTG 420	Integrated Marketing Communication	3
MKTG 423	Course MKTG 423 Not Found	3
Choose one course from the following:		3
MKTG 324	Consumer Behavior	
MKTG 424	Pricing Strategy and Tactics	
MKTG 425	Retail Distribution Mgmnt	
MKTG 426	Marketing Channels Management	
MKTG 427	Services Marketing	
MKTG 495	Product Development and Brand Management	
Total Hours		12

Courses to total 12 credits for this certificate**Degree Maps:****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

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

Moscow

Where?

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 completing the Promotions and Digital Marketing Strategy will be able to demonstrate an understanding of the promotional mix.
2. Students completing the Promotions and Digital Marketing Strategy will be able to apply digital marketing strategies within the overall marketing strategy.
3. Students completing the Promotions and Digital Marketing Strategy will be able to establish, execute, and quantitatively evaluate the digital marketing mix.

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

Assessment process includes the evaluation of assignments, exams, and projects. Each course is evaluated every term they are taught. The faculty responsible for delivery will report the assessment of learning relative to learning objectives to the Department

Head and Marketing Area Coordinator each term. Based on the assessment, the Department Head, Marketing Area Coordinator, and teaching faculty will make recommendations.

If 30% of students, or more, are not performing at a satisfactory level, an analysis of each assessment and learning outcomes at the course level will occur and a re-evaluation of the learning outcomes and assessment at the program level will occur.

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

The current practice in marketing is to assess each course relative to the learning objectives, and then make changes for the next term. As part of this process, the assessment conversation includes the Department Head, Marketing Area Coordinator, and instructor(s). During the annual review process, faculty are required to respond to changes they are making to the courses they deliver. The Marketing Area Coordinator will continue to work on assessing the learning outcomes relative to the program-oriented learning outcomes.

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

Direct measures of assessment includes the evaluation of assignments, exams, and projects. Each course is evaluated every term they are taught. The faculty responsible for delivery will report the assessment of learning relative to learning objectives to the Department Head and Marketing Area Coordinator each term. Based on the assessment, the Department Head, Marketing Area Coordinator, and teaching faculty will make recommendations.

Indirect measures of assessment would be employer feedback as to the preparedness of students entering appropriate jobs; student satisfaction with the certificate following completion of the program; enrollment numbers in the certificate courses, and the number of students continuing to take additional certificates.

When will assessment activities occur and at what frequency?

Assessments will occur once a year in Mktg 423. All other courses will be assessed every two years to ensure that the two requirements with a course option are assessed.

Student Learning Outcomes

Have learning outcomes changed?

Learning Objectives

1. Students completing the Promotions and Digital Marketing Strategy will be able to demonstrate an understanding of the promotional mix.
2. Students completing the Promotions and Digital Marketing Strategy will be able to apply digital marketing strategies within the overall marketing strategy.
3. Students completing the Promotions and Digital Marketing Strategy will be able to establish, execute, and quantitatively evaluate the digital marketing mix.

Rationale for the proposed change. Include an explanation of how the department will manage the added workload, if any.

The 2016-2026 Idaho's Hot Jobs list (labor.idaho.gov) indicates marketing specialists are identified as the 7th highest rank of growing jobs in the state. The criteria for identifying a hot job includes the abundance of jobs in the economy, jobs with high growth rate, and those with highest pay. Per the US Department of Labor, marketing specialists tasks also include gathering "information to determine potential sales of a product or service, or plan a marketing or advertising campaign" (dol.gov).

This certificate is intended to provide students the knowledge necessary to be successful in the field of promotions. This certificate presents the theoretical foundation to marketing (Mktg 321), and an opportunity to build knowledge in the domain of promotions and digital marketing strategy, while including the integration of the promotions mix and strategic applications in the marketing mix.

The three required courses include the foundational marketing course along with courses that focus on the theory and application of promotions. Mktg 321 is the prerequisite to Mktg 420 and 423. Mktg 420 is the course that integrates the use of promotions mix. Mktg 423 is the Digital Marketing Strategy course where students can learn of new tools and applications to digital marketing.

The use of electives allows students to develop complementary skillsets and targeted choice in how they do so. Since many promotions activities can be applied in the remaining elements of the marketing mix (product, price, and place), students are provided with a choice to augment their learning by taking marketing electives. Some students may benefit by taking the consumer behavior course (Mktg 324) to better aid them in targeting promotional activity, thus it is included in the electives list.

No new resources required to deliver this certificate as all courses are currently offered. In the event sections begin to exceed 35 students, additional sections will be added.

Certificate being added with a new course add of Mktg 423 .

Supporting Documents

Promotions and Digital Marketing Certificate.pdf

Requires TECC Review

No

Department Voting Results

College Voting Results

Reviewer Comments

Amy Kingston (amykingston) (Wed, 04 Aug 2021 14:53:54 GMT): Rollback: Per meeting with Sanjay, not fully ready for submission - Amy K

Amy Kingston (amykingston) (Sat, 11 Sep 2021 05:36:02 GMT): MKTG 423 is a new course being proposed and moving through the curriculum cycle simultaneously.

Key: 448

Choose Proposals to Bundle

Select any proposals you would like to bundle together for approval. Only proposals you have saved are available to bundle.

Bundle Title:

Course:

Proposal A

Program:

Proposal B

Submit Cancel

SHORT FORM

(Fill out this form if you have a program component change as defined by Board Policy III.G.d.)

FILL IN THE GREEN SECTION THEN FILL THE SECTION BELOW THAT MATCHES YOUR REQUEST:

SECTION #1 – New Program Components and Certificates <ul style="list-style-type: none"> • New component (option, minor, emphasis, concentration, endorsement or specialization) • New UG or Grad Certificate (less than 30 credits)
SECTION #2 – Name Changes/CIP Code Change <ul style="list-style-type: none"> • Change the name of a programs, degree, major, minor, option, emphasis, endorsement or certificate • Change the name of an administrative or instructional home of an academic program • Change a CIP code
SECTION #3 – Consolidate/Convert/Move <ul style="list-style-type: none"> • Consolidate two or more existing UG programs to create a new program • Bifurcate or split an existing UG program to create new programs • Convert an option or emphasis to be its own program • Move academic programs between exiting units • Expand an existing program into a UI designated region
SECTION #4 – Online <ul style="list-style-type: none"> • Change an academic program from face-to-face to online • Add an online component to an existing program of more than 50%
SECTION #5 – Discontinuation <ul style="list-style-type: none"> • Discontinue anything that is not a degree (options, minor, emphasis, certificate less than 30 credits, etc.)

REQUIRED INFORMATION FOR ALL SELECTIONS:

Dept Chair Name:	Scott Metlen	Email:	metlen@uidaho.edu
Department/Unit:	Department of Business		
College:	College of Business and Economics		
Current Program Name:	none	<input type="checkbox"/> Graduate <input checked="" type="checkbox"/> Undergraduate	
Current program credits:			
Primary Point of Contact (if different from above):	Sanjay R. Sisodiya	Email:	sisodiya@uidaho.edu
Briefly describe the change you are requesting:	New certificate		
Describe the financial impact: (Note: if the financial impact is more than \$250,000 you will need a different form)	No new financial impact, all courses are currently offered. As demand for the certificate grows and the class sizes exceed 35, additional sections will be added.		
When do you want this to be effective:	Fall 2022		
Put the percentage of the program that will be online and/or face to face:	Online 100% 100% available online	Face to Face	

Select the location or locations that this will be delivered.	<input checked="" type="checkbox"/> Moscow	<input type="checkbox"/> Idaho Falls	<input type="checkbox"/> Other: Please describe -
	<input type="checkbox"/> Coeur d'Alene	<input type="checkbox"/> Boise	
Dept/Unit Curriculum Committee Approval Date:		Vote Record:	
Dept Chair Signature of Approval			
College Curriculum Committee Approval Date:		Vote Record:	
Dean Signature of Approval			

SECTION #1- NEW PROGRAM COMPONENTS AND CERTIFICATES

Name of new component or certificate:	Promotions and Digital Marketing Strategy Certificate																														
Number of credits:	12 credits																														
Requested CIP code:	52.1499																														
Describe the proposed new program component or certificate to include overview of program:	<p>The 2016-2026 Idaho's Hot Jobs list (labor.idaho.gov) indicates marketing specialists are identified as the 7th highest rank of growing jobs in the state. The criteria for identifying a hot job includes the abundance of jobs in the economy, jobs with high growth rate, and those with highest pay. Per the US Department of Labor, marketing specialists tasks also include gathering "information to determine potential sales of a product or service, or plan a marketing or advertising campaign" (dol.gov).</p> <p>This certificate is intended to provide students the knowledge necessary to be successful in the field of promotions. This certificate presents the theoretical foundation to marketing (Mktg 321), and an opportunity to build knowledge in the domain of promotions and digital marketing strategy, while including the integration of the promotions mix and strategic applications in the marketing mix.</p> <p>Required Courses</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding-left: 20px;">Mktg 321</td> <td>Marketing</td> <td style="text-align: right;">3 credits</td> </tr> <tr> <td style="padding-left: 20px;">Mktg 420</td> <td>Integrated Marketing Communication</td> <td style="text-align: right;">3 credits</td> </tr> <tr> <td style="padding-left: 20px;">Mktg 423</td> <td>Digital Marketing Strategy</td> <td style="text-align: right;">3 credits</td> </tr> </table> <p>Marketing Elective (select one from the following): 3 credits</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding-left: 20px;">Mktg 324</td> <td>Consumer Behavior</td> <td style="text-align: right;">3 credits</td> </tr> <tr> <td style="padding-left: 20px;">Mktg 422</td> <td>Sales Management</td> <td style="text-align: right;">3 credits</td> </tr> <tr> <td style="padding-left: 20px;">Mktg 424</td> <td>Pricing Strategy & Tactics</td> <td style="text-align: right;">3 credits</td> </tr> <tr> <td style="padding-left: 20px;">Mktg 425</td> <td>Retail Distribution Mgmt</td> <td style="text-align: right;">3 credits</td> </tr> <tr> <td style="padding-left: 20px;">Mktg 426</td> <td>Marketing Channels Management</td> <td style="text-align: right;">3 credits</td> </tr> <tr> <td style="padding-left: 20px;">Mktg 427</td> <td>Services Marketing</td> <td style="text-align: right;">3 credits</td> </tr> <tr> <td style="padding-left: 20px;">Mktg 495</td> <td>Product Development and Brand Management</td> <td style="text-align: right;">3 credits</td> </tr> </table> <p>Total Hours 12 credits</p> <p>The three required courses include the foundational marketing course along with courses that focus on the theory and application of promotions. Mktg 321 is the prerequisite to Mktg 420 and 423. Mktg 420 is the course that integrates the use of promotions mix. Mktg 423 is the Digital Marketing Strategy course where students can learn of new tools and applications to digital marketing.</p>	Mktg 321	Marketing	3 credits	Mktg 420	Integrated Marketing Communication	3 credits	Mktg 423	Digital Marketing Strategy	3 credits	Mktg 324	Consumer Behavior	3 credits	Mktg 422	Sales Management	3 credits	Mktg 424	Pricing Strategy & Tactics	3 credits	Mktg 425	Retail Distribution Mgmt	3 credits	Mktg 426	Marketing Channels Management	3 credits	Mktg 427	Services Marketing	3 credits	Mktg 495	Product Development and Brand Management	3 credits
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Mktg 426	Marketing Channels Management	3 credits																													
Mktg 427	Services Marketing	3 credits																													
Mktg 495	Product Development and Brand Management	3 credits																													

	<p>The use of electives allows students to develop complementary skillsets and targeted choice in how they do so. Since many promotions activities can be applied in the remaining elements of the marketing mix (product, price, and place), students are provided with a choice to augment their learning by taking marketing electives. Some students may benefit by taking the consumer behavior course (Mktg 324) to better aid them in targeting promotional activity, thus it is included in the electives list.</p>		
<p>Are there curriculum changes needed and/or do new courses need to be created:</p>	<p>X</p>	<p>Yes – if you select yes to this question, please attach all curriculum and course documents related to this.</p>	<p>No</p>
<p>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:</p>			
<ol style="list-style-type: none"> 1. Students completing the Promotions and Digital Marketing Strategy will be able to demonstrate an understanding of the promotional mix. 2. Students completing the Promotions and Digital Marketing Strategy will be able to apply digital marketing strategies within the overall marketing strategy. 3. Students completing the Promotions and Digital Marketing Strategy will be able to establish, execute, and quantitatively evaluate the digital marketing mix. 			
<p>Describe the assessment process that will be used to evaluate how well students are achieving the intended learning outcomes of the program component:</p>			
<p>Assessment process includes the evaluation of assignments, exams, and projects. Each course is evaluated every term they are taught. The faculty responsible for delivery will report the assessment of learning relative to learning objectives to the Department Head and Marketing Area Coordinator each term. Based on the assessment, the Department Head, Marketing Area Coordinator, and teaching faculty will make recommendations.</p> <p>If 30% of students, or more, are not performing at a satisfactory level, an analysis of each assessment and learning outcomes at the course level will occur and a re-evaluation of the learning outcomes and assessment at the program level will occur.</p>			
<p>How will you ensure that the assessment findings will be used to improve the program?</p>			
<p>The current practice in marketing is to assess each course relative to the learning objectives, and then make changes for the next term. As part of this process, the assessment conversation includes the Department Head, Marketing Area Coordinator, and instructor(s). During the annual review process, faculty are required to respond to changes they are making to the courses they deliver. The Marketing Area Coordinator will continue to work on assessing the learning outcomes relative to the program-oriented learning outcomes.</p>			
<p>What direct and indirect measures will be used to assess student learning?</p>			
<p>Direct measures of assessment includes the evaluation of assignments, exams, and projects. Each course is evaluated every term they are taught. The faculty responsible for delivery will report the assessment of learning relative to learning objectives to the Department Head and Marketing Area Coordinator each term. Based on the assessment, the Department Head, Marketing Area Coordinator, and teaching faculty will make recommendations.</p> <p>Indirect measures of assessment would be employer feedback as to the preparedness of students entering appropriate jobs; student satisfaction with the certificate following completion of the program; enrollment numbers in the certificate courses, and the number of students continuing to take additional certificates.</p>			
<p>When will assessment activities occur and at what frequency?</p>			

Assessments will occur once a year in Mktg 423, as the capstone course of the certificate; all other courses will be assessed every two years to ensure that the two requirements with a course option are assessed.

SECTION #2 - NAME CHANGES/CIP CODE CHANGES

Current name of component, degree, administrative home:			
New name of component, degree, administrative home:			
CIP code change:	Existing CIP code:		Requested CIP code:
What is the primary major or degree this is attached to:			
Describe rationale for the modification:			
Are there curriculum changes needed and/or do new courses need to be created:	<input type="checkbox"/>	Yes – if you select yes to this question, please attach all curriculum and course documents related to this.	<input type="checkbox"/> No
Are any of the learning outcomes changing:	<input type="checkbox"/>	Yes – if yes fill out question below	<input type="checkbox"/> No
List the new learning outcomes:	<ol style="list-style-type: none"> 1. 2. 3. 4. 5. 		

SECTION #3 – CONSOLIDATE/CONVERT/MOVE

What are the existing UG programs you are wanting to make a change to:			
Describe the change you are wanting to make:			
Describe rationale for the modification:			
List any new names or degree changes that will need to happen for this change:			
Are there curriculum changes needed and/or do new courses need to be created:	<input type="checkbox"/>	Yes – if you select yes to this question, please attach all curriculum and course documents related to this.	<input type="checkbox"/> No
Are any of the learning outcomes changing:	<input type="checkbox"/>	Yes – if yes fill out question below	<input type="checkbox"/> No
List the new learning outcomes:	<ol style="list-style-type: none"> 1. 2. 3. 4. 5. 		

SECTION #4 - ONLINE

Does the current program have any online component currently:	<input checked="" type="checkbox"/> X	Yes – estimate the percentage of the program that can currently be obtained online	<input type="checkbox"/> No
---	---------------------------------------	--	-----------------------------

How much are you wanting to increase the online offering of the program (percentage):	100% of the certificate can be taken online.		
If you are moving to 100% please indicate how much if any of the face to face program will still be available:	Depending upon course scheduling, it is our anticipation that the semester-long sections will remain in-person. Our summer offerings are all online. The addition of 423 Digital Marketing Strategy will increase the teaching load as we offer one additional section online (one already offered in-person as 404). The additional online section (second of the two requested sections) is to facilitate the ramping up of an online certificate. As demand grows and resources permit for the online offerings in the CBE, we will add more online sections.		
Are there curriculum changes needed and/or do new courses need to be created:	<input checked="" type="checkbox"/>	Yes – if you select yes to this question, please attach all curriculum and course documents related to this.	<input type="checkbox"/> No

SECTION #5 - DISCONTINUATION

What are you requesting to discontinue:			
What is the student impact if any?			
Are there curriculum changes needed and/or do new courses need to be created:	<input type="checkbox"/>	Yes – if you select yes to this question, please attach all curriculum and course documents related to this.	<input type="checkbox"/> No

301: OPERATIONS AND SUPPLY CHAIN MANAGEMENT (B.S.)

Export to PDF Export to Word

In Workflow

1. 079 Chair (metlen@uidaho.edu)
2. 13 Curriculum Committee Chair (shenghan@uidaho.edu)
3. 13 Dean (mchopin@uidaho.edu)
4. Provost's Office (panttaja@uidaho.edu; kudas@uidaho.edu; mstout@uidaho.edu; jvalkovic@uidaho.edu)
5. Curriculum Review (sstubbs@uidaho.edu)
6. Registrar's Office (none)
7. UCC (none)
8. Faculty Senate Chair (mstout@uidaho.edu; jvalkovic@uidaho.edu)
9. UFM (mstout@uidaho.edu; jvalkovic@uidaho.edu)
10. President's Office (brendah@uidaho.edu; mstout@uidaho.edu; jvalkovic@uidaho.edu)
11. State Approval (mstout@uidaho.edu; jvalkovic@uidaho.edu)
12. NWCCU (sara@uidaho.edu; mstout@uidaho.edu)

Approval Path

1. Thu, 09 Sep 2021 15:11:00 GMT
Scott Metlen (metlen): Approved for 079 Chair
2. Fri, 24 Sep 2021 00:14:48 GMT
Shenghan Xu (shenghan): Approved for 13 Curriculum Committee Chair
3. Thu, 30 Sep 2021 18:26:23 GMT
Marc Chopin (mchopin): Approved for 13 Dean
4. Thu, 30 Sep 2021 23:18:29 GMT
Ken Udas (kudas): Approved for Provost's Office
5. Fri, 01 Oct 2021 15:44:09 GMT
Steve Stubbs (sstubbs): Approved for Curriculum Review
6. Tue, 05 Oct 2021 20:10:19 GMT
Steve Stubbs (sstubbs): Approved for Registrar's Office
7. Tue, 12 Oct 2021 16:57:21 GMT
Steve Stubbs (sstubbs): Approved for UCC

History

1. Oct 6, 2020 by Joana Espinoza (jespinoza)
2. Oct 7, 2020 by Amy Kingston (amykingston)
3. May 17, 2021 by Joana Espinoza (jespinoza)
4. Jun 15, 2021 by Rebecca Frost (rfrost)

Date Submitted: Thu, 02 Sep 2021 23:07:49 GMT

Viewing: 301 : Operations and Supply Chain Management (B.S.)

Last approved: Tue, 15 Jun 2021 21:35:09 GMT

Last edit: Sat, 11 Sep 2021 05:36:06 GMT

Changes proposed by: Shenghan Xu

Final Catalog

2022-2023

What will be the last semester of the teach-out period?

What is the teach-out plan?

Rationale for Inactivation

Clerical Error

Attach State Form

Faculty Contact

Faculty Name	Faculty Email
Rebecca Frost	catalog@uidaho.edu

Change Type (Choose all that apply)

Change academic component name (degree, major, option, emphasis, minor, concentration, or specialization)

Description of Change

This program will have the option of 100% online delivery.

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

Academic Level

Undergraduate

College

Business & Economics

Department/Unit:

Business

Effective Catalog Year

2022-2023

Program Title

Operations and Supply Chain Management (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

CIP Code

52.0205 - Operations Management and Supervision.

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 this program lead to licensure in any state?

Will the program be a statewide responsibility?

Financial Information

What is the financial impact of the request?

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

Describe the financial impact

Curriculum:

Required course work includes the university requirements (see regulation J-3 (<https://catalog.uidaho.edu/general-requirements-academic-procedures/j-general-requirements-baccalaureate-degrees/>)), the college requirements, and:

Code	Title	Hours
Colleges of Business & Economics Requirements (https://catalog.uidaho.edu/colleges-related-units/business-economics/#generalgraduationrequirementstext)		54-57
Major Requirements		25
Total Hours		79-82

Major Requirements

Code	Title	Hours
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 and Scheduling	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

1

300-400 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:

Code	Title	Hours
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

Degree Maps:

General Option

Fall Term 1		Hours
BUS 190	Integrated Business and Value Creation	3
COMM 101	Fundamentals of Oral Communication	2
ENGL 101	Writing and Rhetoric I	3
MATH 143	College Algebra	3

Scientific Ways of Knowing Course		4
	Hours	15
Spring Term 1		
ENGL 102	Writing and Rhetoric II	3
Humanistic and Artistic Ways of Knowing Course		3
American Diversity Course		3
Scientific Ways of Knowing Course		4
Elective Course		2
	Hours	15
Fall Term 2		
ACCT 201	Introduction to Financial Accounting	3
BLAW 265	Legal Environment of Business	3
ECON 201	Principles of Macroeconomics	3
PHIL 208	Business Ethics	3
STAT 251	Statistical Methods	3
	Hours	15
Spring Term 2		
ACCT 202	Introduction to Managerial Accounting	3
BUS 354	Business Analytics	3
ECON 202	Principles of Microeconomics	3
Social and Behavioral Ways of Knowing Course		3
ENGL 207 OR ENGL 208 OR ENGL 313 OR ENGL 317 OR PHIL 201		3
	Hours	15
Fall Term 3		
FIN 301	Financial Resources Management	3
MKTG 321	Marketing	3
MHR 310	Leading Organizations and People	3
MIS 350	Managing Information	3
OM 370	Process Management	3
	Hours	15
Spring Term 3		
OM 378	Project Management	3
OM 456	Enterprise Quality Management	3
Elective Course		3
Operations Management, Major Elective Course		3
UPDV Economics, Elective Course		3
	Hours	15
Fall Term 4		
OM 439	Systems and Simulation	4
OM 472	Enterprise Planning and Scheduling	3
Operations Management, Major Elective Course		3
Elective Course		3
Elective Course		2
	Hours	15
Spring Term 4		
BUS 490	Strategic Management	3
OM 470	Supply Chain Management	3
Operations Management, Major Elective Course		3
International Course		3
Elective Course		3
	Hours	15
	Total Hours	120

PGA Golf Management Option

Fall Term 1		Hours
BUS 190	Integrated Business and Value Creation	3
ENGL 101	Writing and Rhetoric I	3
MATH 143	College Algebra	3
PGA 103	Introduction to PGA Golf Management	2
Scientific Ways of Knowing Course		4
	Hours	15
Spring Term 1		
ENGL 102	Writing and Rhetoric II	3
PGA 150	PGA Golf Management I	3
Humanistic and Artistic Ways of Knowing Course		3
Scientific Ways of Knowing Course		4

American Diversity Course		3
	Hours	16
Summer Term 1		
PGA 298	Internship	2
	Hours	2
Fall Term 2		
ACCT 201	Introduction to Financial Accounting	3
BLAW 265	Legal Environment of Business	3
ECON 201	Principles of Macroeconomics	3
PGA 251	PGA Golf Management II	3
STAT 251	Statistical Methods	3
	Hours	15
Spring Term 2		
ACCT 202	Introduction to Managerial Accounting	3
BUS 354	Business Analytics	3
COMM 101	Fundamentals of Oral Communication	2
ECON 202	Principles of Microeconomics	3
PHIL 208	Business Ethics	3
RSTM 105	Teaching Golf I	2
	Hours	16
Summer Term 2		
PGA 298	Internship	2
	Hours	2
Fall Term 3		
FIN 301	Financial Resources Management	3
MKTG 321	Marketing	3
MIS 350	Managing Information	3
MHR 310	Leading Organizations and People	3
OM 370	Process Management	3
RSTM 205	Teaching Golf II	2
	Hours	17
Spring Term 3		
OM 378	Project Management	3
OM 456	Enterprise Quality Management	3
PGA 385	PGA Golf Management III	3
UPDV Economics, Major Elective Course		3
Operations Management, Major Elective Course		3
	Hours	15
Summer Term 3		
PGA 398	Internship	3
	Hours	3
Fall Term 4		
OM 439	Systems and Simulation	4
OM 472	Enterprise Planning and Scheduling	3
Social and Behavioral Ways of Knowing Course		3
Operations Management, Major Elective Course		3
ENGL 207 OR ENGL 208 OR ENGL 313 OR ENGL 317 OR PHIL 201		3
	Hours	16
Spring Term 4		
BUS 490	Strategic Management	3
OM 470	Supply Chain Management	3
RSTM 305	Teaching Golf III	2
Operations Management, Major Elective Course		3
International Course		3
	Hours	14
Summer Term 4		
PGA 398	Internship	3
	Hours	3
	Total Hours	134

The degree map is a guide for the timely completion of your curricular requirements. Your academic advisor or department may be contacted for assistance in interpreting this map. This map is not reflective of your academic history or transcript and it is not official notification of completion of degree or certificate requirements. Please contact the Registrar's Office regarding your official degree/certificate completion status.

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

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

Moscow

Where?

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.

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

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

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

When will assessment activities occur and at what frequency?

Student Learning Outcomes

Have learning outcomes changed?

Change1-24

Learning Objectives

1. Students will develop and implement a program to improve the quality of organizational processes.
2. Students will demonstrate an understanding of the use 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).
3. Students will recommend process improvements for a business process based on computer models that they created for the business process in question.
4. Students will be able to and are expected to develop solutions to common supply chain problems.
5. Students will develop, manage, and improve production planning and control and inventory management systems.

Rationale for the proposed change. Include an explanation of how the department will manage the added workload, if any.

The target additional student market, the area will offer the option of this program as 100% online. The department will manage the added workload through HyFlex mode of course delivery.

Supporting Documents

Requires TECC Review

No

Department Voting Results

College Voting Results

Reviewer Comments

Key: 301

Choose Proposals to Bundle

Select any proposals you would like to bundle together for approval. Only proposals you have saved are available to bundle.

Bundle Title:

Course:

Proposal A

Program:

Proposal B

Submit Cancel

Equity in Hiring Best Practices for Committees

Writing the Job Posting

1. Many universities and businesses require a diversity statement from candidates, but what might be even better is to **make “cultural competency” a required qualification for the job**. This is something that Portland State does (really perhaps the best model for good hiring.) Here is an example from one of their job postings:

Key Cultural Competencies

- Creates an environment that acknowledges, encourages and celebrates differences.
- Functions and communicates effectively and respectfully within the context of varying beliefs, behaviors, orientations, identities and cultural backgrounds.
- Seeks opportunities to gain experience working and collaborating in diverse, multicultural, and inclusive settings with a willingness to change for continual improvement
- Adheres to all PSU's policies including the policies on Prohibited Discrimination & Harassment and the Professional Standards of Conduct.

2. Consider **linking the job to positions that give consideration of historically marginalized populations** (i.e., “labor and gender” or “Indigenous History”)
3. Consider adding **“public” or “engaged” scholarship** that focuses on supporting underserved or historical marginalized groups as a preferred qualification (i.e., examining Covid impacts on communities of color with a focus on public policy)
4. **Include possible salary range**. People who have not worked in academia may not have the sense of agency to advocate for a particular pay scale. This provides them with a clue as to what is reasonable to negotiate.

Recruiting a Diverse Pool

1. **Post your ads for as long as possible**. Often when jobs are posted for only a short while, you end up reaching people who have a social connection to the university already.
2. In addition to your general recruitment places, **also target those specifically aimed at people from historically marginalized backgrounds**. Here are some examples:
 - a. Ecologists and evolutionary biologists from underrepresented groups that one could post a job opening with (<https://diversifyeeb.com>); or diversify chemistry (<https://diversifychemistry.com>). Similar groups exist in most fields of study.
 - b. The Hispanic Outlook in Higher Education (<https://www.hispanicoutlook.com/>). Similar platforms exist for many groups of people.
3. **Identify promising PhD candidates or postdocs** at other universities and personally contact them about the posting. (Consider Minority Postdoc as a resource (www.minoritypostdoc.org/index.html))

Reducing Bias Among Committee Members

1. **Require mandatory implicit bias training for committee members.** This is current policy at U of I.
2. **Openly discuss potential areas for bias with the committee.** The biggest barrier in hiring a diverse group of employees are the biases and assumptions of committee members. People should not presume someone won't stay because they are brown or queer or if they have an employed spouse (it is illegal but so very, very common for this to happen). This type of bias often derails any policy-based efforts towards equity in hiring.

Another topic to discuss is the well-documented tendency for gender or racial bias to appear in reference letters and in success in grant applications.

3. **Empower committee members to call out biases** when they arise.
4. **Be strategic about any outside committee members** you choose.
5. **Be selective in the choice of all committee members.** Try to have folks from different ranks and identities but be careful not to overburden people from historically marginalized groups with these time-consuming committees.
6. **Include equity, cultural competency, and campus climate measures in your evaluation rubric.**

Making Your Program Appealing to People from a Variety of Backgrounds

1. Idaho is likely not the top place folks from marginalized communities to work, so you may want to follow the lead Portland State has provided and **create an equity statement** of sorts. Here is an example from one of their ads:

“Portland State’s College of the Arts has made a strong commitment to anti-racism and is seeking faculty whose life-experience, research, and teaching can advance this work throughout our campus and community. This position is one of three full-time positions (Choral Music/Social Justice, Opera/Voice, and Music Education) open in the School of Music and Theater through which we intend to advance our work promoting equity, diversity and inclusion.

Portland State University serves the most racially diverse student population of any institution of higher education in Oregon and aims to center anti-racism, intersectionality, equity, and inclusion. The College of Education (COE) has adopted specific goals to combat inequity, which are outlined in the Educator Equity in Teacher Education Institutional Plan. The individual in this Assistant Professor of Practice position will have an important role in preparing critical educators with the capacity to implement anti-racist and anti-oppressive practices that drive social change for equity and inclusion.

Black, Indigenous, and People of Color (BIPOC) educators and/or multiply-minoritized people are strongly encouraged to apply.”

2. Include **visits with Equity offices as part of on-campus interviews**. Consider the Office of Multicultural Affairs, the LGBTQA Office, the Native Student Center, the Black Cultural Center and/or the Women’s Center.

References:

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Goulden, Marc; Stacey, Angelica; Frasca, Karie; and Broughton, Janet. 2019. “Searching for a Diverse Faculty: What Really Works.” *Association of American Colleges and Universities*.

Huang, C. and Korab, M., 2016. Equity in the hiring of McGill academic staff: An investigation. Student’s Society of McGill University, Montreal.

Khalid, Amna and Snyder, Jeffrey. 2021. “How to Fix Diversity and Equity: Ritualized Regimes of Political Expression Must Be Rejected.” *Chronicle of Higher Education*. 67(20).

Masterson, Kathryn. 2019. “Diversifying Graduate Schools and the Faculty.” *Inside Higher Ed*. <https://www.insidehighered.com/content/diversifying-graduate-schools-and-faculty>

Portland State University. 2021. “Jobs.” <https://jobs.hrc.pdx.edu>

Sensoy, Özlem and DiAngelo, Robin. 2017. “‘We are all for diversity, but...’: How faculty hiring committees reproduce white ness and practical suggestions for how they can change.” *Harvard Educational Review*. 87(4): 557-580.

University of Michigan Office of the Provost. “Handbook for Faculty Searches and Hiring.” <https://advance.umich.edu/wp-content/uploads/2018/10/Handbook-for-Faculty-Searches-and-Hiring.pdf>

Ward, Amy Sample. 2019. “You’re not serious about equity if you don’t post salaries.” *Nonprofit Technology Enterprise Network*. November 19th.
<https://www.nten.org/article/youre-not-serious-about-equity-if-you-dont-post-salaries/>

DRAFT

2021 – 2022 Faculty Senate

Approved at Mtg 12 11.02.21

Meeting # 11

Tuesday, October 26, 2021, 3:30 pm – 5:00 pm

Zoom only

Present: Ahmadzadeh, Becker, Bridges, Chapman, Dahlquist, Fairley, Gauthier, Hickman, Hoffmann, Torrey Lawrence (w/o vote), Lee-Painter, McIntosh, Meeuf (Chair), Mittelstaedt, Ogborn, Paul, Quinnett, Rashed, Rinker, Roberson, Rose, Sammarruca (w/o vote), Schiele, A. Smith (Vice Chair), Tenuto, Thorne, Wargo

Absent: R. Smith (excused), Schwarzlaender, Stroebel

Guests/Presenters: Charles Goebel, Darryl Woolley, Dean Kahler, Cynthia Castro, Terry Grieb, Eric Stuen, Bart Sonnenberg, Shawna Bertlin, Kristen McMullin

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

Approval of Minutes (vote):

- Minutes of the 2021-22 Meeting #10 – Attach. #1.
The minutes of the 2021-22 Meeting #10 were approved as distributed.

Chair's Report:

- Many thanks to President Green for organizing a special session for Faculty Senators with Dr. Heidi Gardner yesterday to discuss strategies for bolstering collaboration on campus, and big thanks to those of you who participated. A recording of this session will be made available to others who couldn't attend.
- The policy on Affinity Groups proposed by FSPG is expected to come before Senate soon.
- We are looking for Senators to sit on additional committees to ensure that faculty voices are heard.
 - The Senate position on the Benefits Advisory Group is currently vacant. This group makes recommendations concerning employee benefits offered through the university, which has been a topic of conversation in recent meetings.
 - We will need to find a new Senator to serve on the VandalStar Implementation Committee, preferably a Senator who uses VandalStar regularly and can provide some feedback to the committee. The Senator currently on this committee will be moving into a new committee assignment soon.
- Vice Chair Smith reminded Senators that nominations for the University P&T Committee are due October 29, at 5 pm.

Discussion:

A Senator asked whether a list of faculty who are currently on the committee is available and whether it is a three-year appointment. Provost Lawrence explained that it is not a three-year appointment – each year the membership is the result of a multi-step process. There is no list. Senators should forward as many nominations as allowed for their college.

Provost's Report:

- COVID update: test kits are available and can be obtained without medical referral, from 9am to 5pm daily, by students, faculty, and staff. A tent will be set up daily just outside the Vandal Health Clinic.
- The transition to Canvas will happen in January 2022. CETL seminars and various forms of training are being made available online after live events. See the below link for available resources. <https://www.webpages.uidaho.edu/cetl/canvas-transition.asp>
- The required training for all U of I employees must be completed by October 31.
- Update on "Great Colleges to Work for" survey results: we should be getting them this week. A webpage has been built for this purpose.
- A question from last week about mandatory COVID vaccines for federal employees: there is a conflict between federal and state mandates. It is a very complicated question for legal and regulatory reasons. We are working with the State Board, our state government, and other institutions to find a path forward. Watch for updates.
- Library fees have been eliminated. This is an important student-centric effort. Thanks to Dean Ben Hunter!

Discussion:

Are vaccine clinics still ongoing? Provost Lawrence said that they will continue as long as there is interest and need. Posted on the Zoom chat: November 3, from 1 to 3 pm in the ISUB Vandal Lounge.

<https://www.uidaho.edu/vandal-health-clinic/coronavirus/vaccine/pre-register>

The next question was about the budget surplus from increased enrollment, and what the plans are for using those funds. Provost Lawrence responded that the new budget model will be used this year to determine next year's budget. University budgets are complicated. A large part comes from enrollment, which went up and thus created additional resources. We haven't had to decide what to do with new resources for a number of years, so this is exciting and refreshing. The list of needs is very long but we are moving in the right direction. Provost Lawrence looks forward to working with the deans to determine what portion of those fees will go back into academic affairs to be strategically re-invested in our people and our programs. This will become a real focus in the next few months. More information will come.

Following up on the previous question, another Senator inquired about the possibility of using the surplus to increase our net position and give principal investigators access to their F&A accounts that have been building up for years. The Provost noted that our net position is the result of a complicated calculation. Plans for the surplus are about future budgets. Finances from last year will soon be audited and finalized, and only then will we know exactly where we are and how we can free up other resources that have become available. It's going to take some time, but we are moving in the right direction.

There was another question about the budget: last year we made budget projections based on expected enrollment, which created problems. Because retention is still an issue, we could again overestimate the number of students for next semester. The Provost agreed that such a possibility exists. Should there be a massive change in January, we will have to adjust. But assuming we will remain within variations typically seen from fall to spring, colleges and units should be able to make plans. Provost Lawrence hopes to have that information before Thanksgiving, if possible, but certainly before the winter break.

Do we know what types of students make up the increased enrollment? The Provost replied that, indeed, the university has great data and can identify students by specific groups (out-of-state,

graduate, etc.). Some of that information can be found in the latest President's memo. The challenge is retention of our current students, and for those as well we have data by demographics, year, college, unit, etc.

Is the retention problem a scholarship issue? Can we make more scholarships available? The Provost responded that this is what the Capital Campaign is about. Financial hardship is the main reason why students do not complete a degree, and we are trying to raise as much as we can for financial aid.

Committee Reports:

- UCC 361 - Rangeland Ecology and Management (B.S.) name change – Charles Goeble, Attach. #2
The degree name change from Rangeland Ecology and Management to Rangeland Conservation was designed to increase the appeal of the major to a broader community and increase enrollment. The anticipated enrollment increases have not been realized. Additionally, as part of a recent Rangeland Industry Summit hosted by the College of Natural Resources Advisory Board, many employers expressed concern about the current name of the degree program and recommended that the degree name be returned to its original form - Rangeland Ecology and Management.
Vote: 23/23 in favor, 0/23 against.
- UCC 443 - Enterprise Systems Integration Certificate – Eric Stuen, Attach. #3
This is part of a program of five new certificates. To make good decisions, business professionals need access to information and the skills to commit to their decisions. The courses in this certificate are intended to develop analysis-and-leadership skills for managers, understand how to use appropriate enterprise tools, and implement decisions based on proper analysis.
Vote: 23/23 in favor, 0/23 against.
- UCC 450 - Technical Program Management Certificate – Eric Stuen, Attach. #4
This certificate serves the purpose of combining project management with information systems and data management skills.
Discussion:
Do community colleges around us offer this type of certificate? Also, is there evidence that these certificates have an impact on undergraduate enrollment? Eric Stuen responded that interest in credentials other than degrees (“micro credentials”) is picking up, especially among nontraditional students. More students are looking for credentials that are smaller than a bachelor's degree.
Vote: 23/23 in favor, 0/23 against.
- UCC 449 - Applied Finance Academic Certificate - Terry Grieb, Attach. # 5
This certificate was designed with a couple of constituencies in mind. One of them is place-bound nontraditional students who want to have some grounding in a range of business topics to help them advance in their jobs. The certificate is also well built towards students who want to take their first two years at one of our junior colleges. The third constituency is people who are looking for specific exposure in a topic area – perhaps not a degree-seeking student but someone who wants to acquire applied finance skills. They brought back a handful of courses that fit into this structure of courses, such as insurance, real estate, and financial planning. We consulted with several companies and decided that the best way would be to put topic areas into smaller one- and two-credit course frameworks.
Vote: 23/23 in favor, 0/23 against

Other Announcements and Communications:

Retention Presentation – Dean Kahler, Cynthia Castro, Shawna Bertlin, Kristen McMullin, Bart Sonnenberg, Attach. # 6

Dean Kahler and his team gave a presentation on current student success initiatives. Those include academic support programs – such as tutoring and academic coaching – and a number of other (personal and academic) support services. Please see the presentation slides attached to the binder of meeting #11 for a thorough description of the programs and useful links.

Discussion:

Chair Meeuf noted it was getting late for a thorough Q&A and suggested to make some time next week for an open discussion. He thanked the speakers for the robust presentation and the exciting and dynamic work that everyone's doing to support our students. Clearly, everyone is working very hard and coming up with innovative strategies. So, a natural question is: why this slow erosion of our retention rates since about five years? Do we have research to suggest what the main mechanism might be? Dean Kahler replied that keeping students engaged is becoming more difficult. The student satisfaction survey mentioned in the presentation gives a tremendous amount of information about areas with improvement opportunities. We must move forward with recommendations driven by that data. Observing that male students are graduating at a much lesser rate than our female students, a Senator inquired whether programs are in place to remedy this situation. Dean Kahler emphasized that they want to serve all of our students. There is a large amount of data that perhaps is being under-utilized and might provide some guidance. But we don't want to give the impression that we're serving one population at the expense of another. Dean Kahler said he is open to ideas.

The next question was about the changes that are happening in the labor market, with people needing to be retrained and problems with qualifications. Corporations (such as Amazon and Walmart) are paying for their employees to take undergraduate credits. Perhaps this could be an opportunity for us as well as Idaho companies. Dean Kahler appreciated the question. He and his team have had conversations with the Idaho Department of Labor and with some of our industry partners about the best way to help our graduates serve the needs of the labor market. The certificates discussed earlier are great opportunities to send people into the job market with new skills. We have had some conversations with Torrey and Chris Nomura and we will help as much as we can.

Provost Lawrence reiterated the importance of what we are doing to serve the people in our state. Again, he applauded CBE for their certificate programs. We often think of a university as primarily serving 18-year-olds who are going to move to Moscow, Idaho, but higher education offers a wealth of other opportunities. There are many people who want to retrain but don't necessarily want a four- or a two-year degree. Instead, they might find a 12-credit certificate more manageable. After completing that certificate, they may wish to take further steps, any of which is a new win for Idaho. It's a new way of thinking, and the Provost hopes we all are thinking about it in our programs. The Senator's question is really critical to what we approved an hour ago.

Dean Kahler commented on the importance of online/distance availability of higher education, especially for nontraditional students who have jobs elsewhere in the state.

Adjournment:

The agenda not being completed, Chair Meeuf called for a motion to adjourn. So moved (Fairley, Smith).
The meeting was adjourned at 5:03pm.

Respectfully Submitted,

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

University of Idaho
2021 – 2022 Faculty Senate Agenda

Meeting # 11

Tuesday, October 26, 2021, at 3:30 pm
Zoom Only

- I. Call to Order
- II. Approval of Minutes (Vote)
 - Minutes of the 2021-2022 Faculty Senate Meeting #10 (October 19, 2021) **Attach. #1**
- III. Consent Agenda (Vote)
- IV. Chair's Report
- V. Provost's Report
- VI. Committee Reports
 - UCC 361 - Rangeland Ecology and Management (B.S) name change (Charles Goebel) - **Attach. #2**
 - UCC 443 - Enterprise Systems Integration Certificate (Darryl Woolley) **Attach. #3**
 - UCC 450 - Technical Program Management Certificate (Darryl Woolley) **Attach. #4**
 - UCC 449 - Applied Finance Academic Certificate (Darryl Woolley) **Attach. # 5**
- VII. Other Announcements and Communications
 - Retention Presentation (Dean Kahler and Cynthia Castro) **Attach. # 6**
 - *APM 05.11 - Authorization of Volunteers - **Attach. # 7**
- VIII. New Business
- IX. Adjournment

Attachments:

- **Attach. #1:** Minutes of the 2021-2022 Faculty Senate Meeting #10
 - **Attach. #2:** UCC 361
 - **Attach. #3:** UCC 443
 - **Attach. #4:** UCC 450
 - **Attach. #5:** UCC 449
 - **Attach. #6:** Retention Presentation
 - **Attach. #7:** APM 05.11
 -
- * Changes to the Administrative Procedures Manual (APM): Please forward any questions or comments directly to both the policy coordinator at ui-policy@uidaho.edu and to the policy originator (listed on the cover sheet) within five working days of the senate meeting at which the APM item is presented.



2021 – 2022 Faculty Senate – Pending Approval

Meeting # 10

Tuesday, October 19, 2021, 3:30 pm – 5:00 pm
Zoom only

Present: Becker, Bridges, Chapman, Dahlquist, Fairley, Gauthier, Hickman, Hoffmann, Torrey Lawrence (w/o vote), Lee-Painter, McIntosh, Meeuf (Chair), Mittelstaedt, Ogborn, Paul, Quinnett, Rashed, Roberson, Rose, Sammarruca (w/o vote), Schiele, Schwarzlaender, A. Smith (Vice Chair), R. Smith, Stroebel, Tenuto, Thorne, Wargo

Absent: Ahmadzadeh (excused), Rinker

Also present: Pedram Rezamand (proxy for Ahmadzadeh)

Guests/Presenters: Charles Goebel, Sanjay Sisodiya, Shenghan Xu, Kristin Haltinner

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

Approval of Minutes (vote):

- Minutes of the 2021-22 Meeting #9 – Attach. #1.
There was a correction to the minutes: The question about hiring raised by a Senator under New Business referred specifically to hiring within the Office of Sponsored Programs. The minutes of the 2021-22 Meeting #9 were approved as corrected.

Chair's Report:

- At next week's Senate meeting, we will be joined by Dean Kahler and Cynthia Castro, who will give a presentation on retention efforts at the University of Idaho. Please reach out to your constituents and ask if they have any questions on this topic.
- We are looking for Senators to sit on additional committees to ensure that faculty voices are heard.
 - The Senate position on the Benefits Advisory Group is currently vacant. This group makes recommendations concerning employee benefits offered through the university, which has been a topic of conversation in recent meetings.
 - Yolanda Bisbee has requested Senate representation on the President's Council on Diversity and Inclusion (PCDI) and other groups at the Office of Multicultural Affairs, so please let me know if you are interested in serving in this capacity.
- **Vice Chair Smith:** We are seeking nominations for the University Promotion and Tenure Committee (P&T). An online nomination form will be circulated widely to solicit nominations. When making nominations, Senators should consider the broad cross section of academic duties: scholarly work via teaching, research/creative activity, outreach, and service. It is important to have a committee that on the whole is representational of these major pursuits. Senators are also encouraged to nominate faculty who have not previously (or recently) served on the committee, and individuals seen as leaders in their colleges and departments.

Discussion:

In response to a question, the Provost said the meeting will be held via Zoom. It is expected to last a full day.

A Senator heard that only tenured full professors are allowed to be on the University P&T Committee. Provost Lawrence will ensure that the relevant policies on the committee structure are shared. He later shared in the Zoom Chat that tenure is not required for membership, but one committee member must be tenured.

Commented [TL1]: Francesca - do you have a concern with this being mentioned? Not sure if we include chat items in the minutes!

Commented [S(2R1)]: No concerns. Thanks.

Provost's Report:

- Presently, we have one student in isolation and four in quarantine. The number of students who submitted vaccination information is now over 4,000. The mask requirement continues and will be revisited by Nov. 1.
- Great news on the enrollment side: Enrollment at the University of Idaho is up 4.7%. See President Green's memo from earlier today for more details. There is still work to be done, but this is a time to celebrate what we have accomplished, especially during a pandemic.
- Retention is the area where we need to focus the most. It will be discussed at Senate next week.
- The Provost invited Vice Provost for Faculty Kelly-Riley to report on the results from the recently sent survey about class attendance.

Vice Provost for Faculty Kelly-Riley:

The survey was sent to all instructional personnel to get a sense of how students are attending classes. 277 faculty responded, representing 546 courses from all colleges – see second of the two slides attached to these minutes. The first slide shows faculty estimates of attendance during the week prior to midterms, by college and combined. The responses to the open-ended question reveal that COVID still presents challenges in the classroom. Faculty are tired, though grateful for the mitigating strategies available to them. Some respondents are concerned about untested students who are unsure whether they have COVID and miss classes. They are also concerned about student mental health.

Discussion:

Any updates on "Great Colleges to Work for" survey results? Provost Lawrence responded that there are no major updates since last week. The university is still waiting for more information from the survey company. Again, he hopes that everything will be available to us before the end of October.

Vice Chair Smith had a question on mandatory COVID vaccine for federal employees: Has there been any discussion about a vaccine mandate for university employees as a federal contractors? The Provost responded that conversations are taking place, but it is a complicated issue. There are conflicting interpretations of these definitions and many open questions, but no clear direction on what is expected. This applies to a number of states besides Idaho. The Provost will try and gather more information and follow up on this question.

Committee Reports:

- UCC 124 B.S. Forestry – Charles Goeble
This proposal adds a new Emphasis Area called "Forest Hydrology and Watershed Management." The new emphasis area is focused on forest hydrology and watershed management and provides necessary background for students to qualify for federal positions as a hydrologist while retaining Society of American Foresters accreditation. This emphasis area complements existing emphasis areas in general forestry, forest operations, and forest biology by focusing on water resources and management. No additional workload is expected as these are all existing courses.
There were no questions or comments.
Vote: 26/26 in favor, 0 against.

- UCC 178 Marketing (BSBUS) – Sanjay Sisodiya
We are communicating to Idaho State Board of Education and NWCCU that the requirements for the academic program are 100% available by distance education. There is no change in workload, as all of the courses are currently available via distance. We are submitting this request to match what we currently offer.
There were no questions or comments.
Vote: 25/25 in favor, 0 against.
- UCC 446 Sales Management Academic Certificate – Sanjay Sisodiya
From a study on growth areas within the State and region, sales and sales management were identified as high growth areas. This certificate is provided to help students build knowledge and skills in the field of sales management. It presents the theoretical foundation to marketing, business negotiations, sales management, and develops skills in applied sales management. This sequence of courses allows students to understand marketing, negotiations, the role of sales as a marketing function, and build and develop sales management skills. It's a “stand-alone” certificate, meaning that all one needs is in the certificate.
There were no questions or comments.
Vote: 25/25 in favor, 0 against.
- UCC 448 Promotion and Digital Marketing Academic Certificate – Sanjay Sisodiya
This certificate is intended to provide students with the knowledge necessary to be successful in the field of promotions. This certificate presents the theoretical foundation to marketing, and an opportunity to build knowledge in the domain of promotions and digital marketing strategy, while including the integration of the promotions mix and strategic applications in the marketing mix. The use of electives allows students to develop complementary skillsets. Since many promotions activities can be applied in the remaining elements of the marketing mix (product, price, and place), students are provided with a choice to augment their learning by taking marketing electives. Similar to our sales certificate, this is an all-inclusive certificate – there's no hidden course that someone might have to take to complete the program.
Discussion:
Chair Meeuf wondered about the possibility of conversations with his own department. The Social Media and Management Analytics class which they offer would be a good supplement if students pursuing the certificates could get into the class without having to jump through its prerequisites. Sanjay Sisodiya replied that his department is absolutely open to having those conversations. In fact, in the past both groups would engage regularly in healthy curriculum conversations.
Vote: 25 in favor, 1 against.

A Senator had a general question about the certificates: is there a formal assessment or prediction of the number of students that these courses are expected to attract, and what happens if not enough students apply for the certificates? Sanjay Sisodiya briefly reviewed the process. For instance, if there is a heightened level of demand – say 35-40 students – they consider introducing additional sections. On the other hand, if there are too many sections for the number of students, they reduce the number of sections. They deliver the promotion related certificate using existing courses, so there is no need for new resources. If the demand for digital marketing and promotions were to fall off in the near future, they will revisit the programs at that time. They did not do a formal demand analysis on the Promotion certificate,

primarily because they are using “off the shelf parts” to deliver something that is in high demand.

Provost Lawrence said he applauds the College of Business and Economics (CBE) for offering these certificates. The market for certificates is exploding, and he hopes that all of our colleges are considering these options. Back to the previous question about demand, with certificates it is not easy to predict what the market needs are. Most of them cover niche topics, so it is hard to get standardized data across the nation. With our new budget model, colleges are going to look carefully at enrollments and programs that are gaining large interest while using “tools” that are already built in. Down the road they will need to monitor the cost effectiveness of certificates, but what CBE is doing is exciting.

- UCC 301 Operations and Supply Chain Management (B.S.) – Shenghan Xu
Some of the courses they offer are already available online and through distance learning, so this change is basically to acknowledge that in the catalog so students are aware if it.
Discussion:
A Senator had a question about teaching a class with an audience in the classroom for registered students on the Moscow campus, and another (synchronous) component with people online, who would then have access to the same content delivered by the instructor. At the same time, this would alleviate the problem of not having enough instructors for the certificates. have. Shenghan Xu said that they are essentially following the HyFlex model developed during the pandemic, that is, the instructor teaches the class in person and holds, simultaneously, a zoom session. They also have faculty who are developing material for asynchronous delivery. The process is not without challenges, but student feedback is very positive, so they intend to continue this practice for the next few semesters. Additional technology tools are needed to make it possible, and faculty cannot walk around the classroom. Also, it becomes very challenging for faculty who teach large sections.

Provost Lawrence added that, in contrast to HyFlex, this is a by-modal delivery, in that there are actually two synchronous sections for each class (approximately 40 classes, 80 sections), one in person and one virtual. The model is challenging for instructors, but there is huge potential for delivering the same content anywhere in the state and beyond. We should learn from what they have done this semester.

A Senator inquired about the Golf Management option. Is that also available online? Shenghan Xu responded that the option concerns the minor, whereas the change under consideration is for the major.

Vote: 24 in favor and 0 against.

- UBUNTU Equity in Hiring Best Practices for Committees – Kristin Haltinner (non-voting item)
Chair of Ubuntu Kristin Haltinner provided some background. Public information about the racial demographics of the faculty at U of I (from a website called College Factual, the reliability of which Kristin is not sure about), reports that our faculty are 94% white. So U of I is behind in equity, diversity, and inclusion. What she is presenting today is a draft and not a formal document. She briefly summarized the scope of the project, as described in Attachment #7, and welcomed questions and suggestions.

Vice Chair Smith commented on a recent experience as a member of a search committee, where he observed application of implicit biases. He suggested that workshops – where specific examples are presented and hands-on training is offered – may be more effective than the training that every search committee member must take. Kristin Haltinner agreed that current training sessions may not be adequate for diversity education.

A Senator noted that a newly proposed policy for the recognition of Affinity Groups has been in the office of General Counsel for some time. Presently, there are no formally recognized groups for the support of affinity people, such as, for instance, Black Faculty and Staff. She is concerned that potential applicants may be discouraged from applying to U of I. Chair Meeuf agreed. Faculty Senate Leadership is inquiring frequently about the status of the policy.

Secretary Sammarruca suggested Zoom interviews with a diverse pool of applicants prior to on-campus interviews. This may help committee members form a holistic view of the candidates which may be missed looking just at the paperwork – something more in depth and more structured than the phone interviews search committees typically do.

Kristin added that Ubuntu is working on other projects as well, which include anti-bullying policy – in the works since a couple of years – equity in admissions, providing gender neutral bathrooms, and the MLK awards coming up in January.

Chair Meeuf commented on the importance of advertising a position for a sufficiently long time, as emphasized in the Ubuntu draft. Often times, the timeline for searches is a bit rushed. This could be an area for structural improvement to be discussed with the Provost.

Responding to the Chair’s call for more suggestions on how to facilitate cultural changes in the hiring process (we tend to see diversity hires as “additive” rather than at the core of what we do), the Secretary offered help and suggestions as needed based on her life-long experience in a male-dominated arena.

Chair Meeuf reminded everyone who has more suggestions about the draft or how to best communicate these practices and live by them, should contact Kristin at khaltinner@uidaho.edu

New Business:

Chair Meeuf suggested, as a new business item, a robust discussion about the kind of by-modal delivery method mentioned earlier. A Senator added that it would be interesting to have classes with full-time registered students shared with students who are pursuing a certificate. In this way, they would have online access from anywhere in Idaho to the same teaching quality as the regular students. It would be an important step towards disseminating our teachings to a wider audience. Chair Meeuf asked Vice Provost for Digital Learning Ken Udas whether this is a likely discussion as we pursue ways to get distance students into the classroom. Ken Udas agreed that this conversation merits further discussion.

A Senator pointed out that Macbeth is playing at the Hartung theater. She went to the opening night last Friday and it was a fantastic performance. It will play for one more week.



Adjournment:

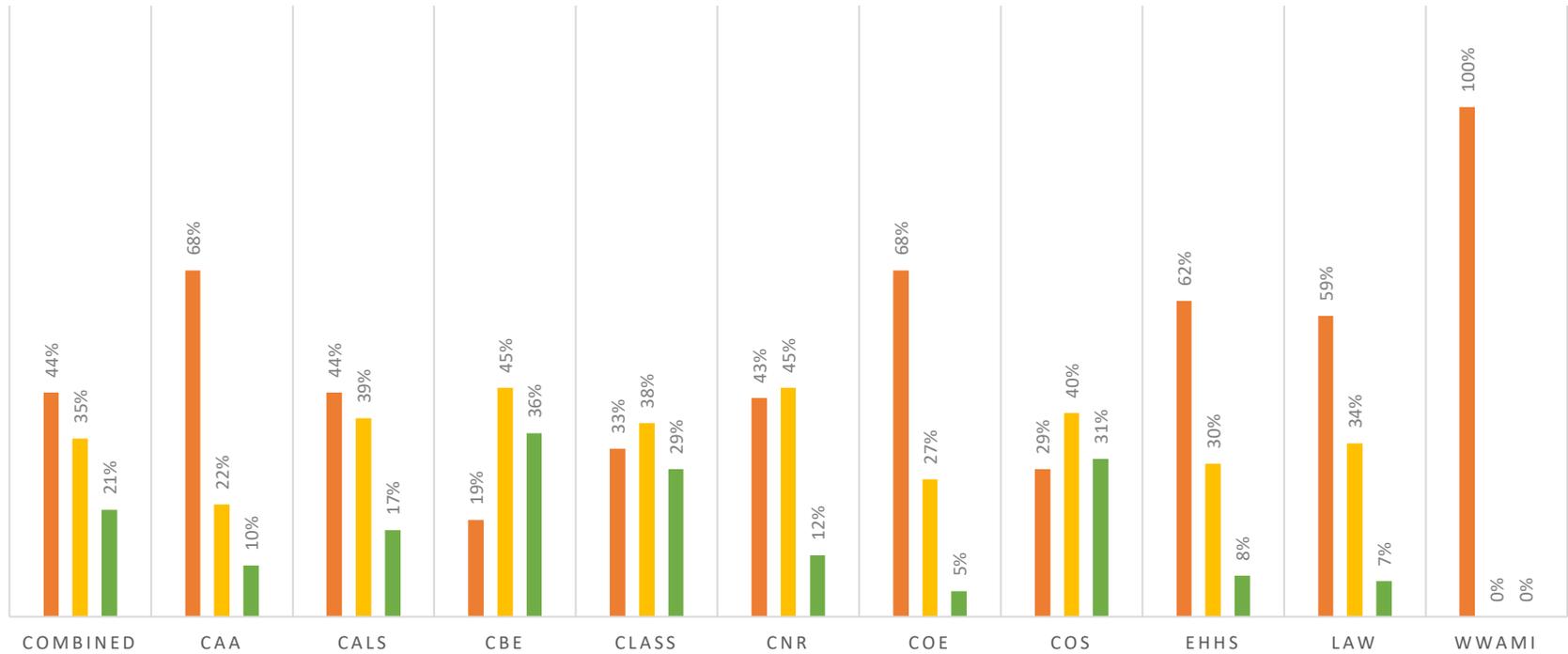
The agenda being completed, Chair Meeuf adjourned the meeting at 4:44pm.

Respectfully Submitted,

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

**FACULTY ESTIMATES OF MID-SEMESTER ATTENDANCE
FALL 2021
277 FACULTY RESPONSES REGARDING 546 COURSES**

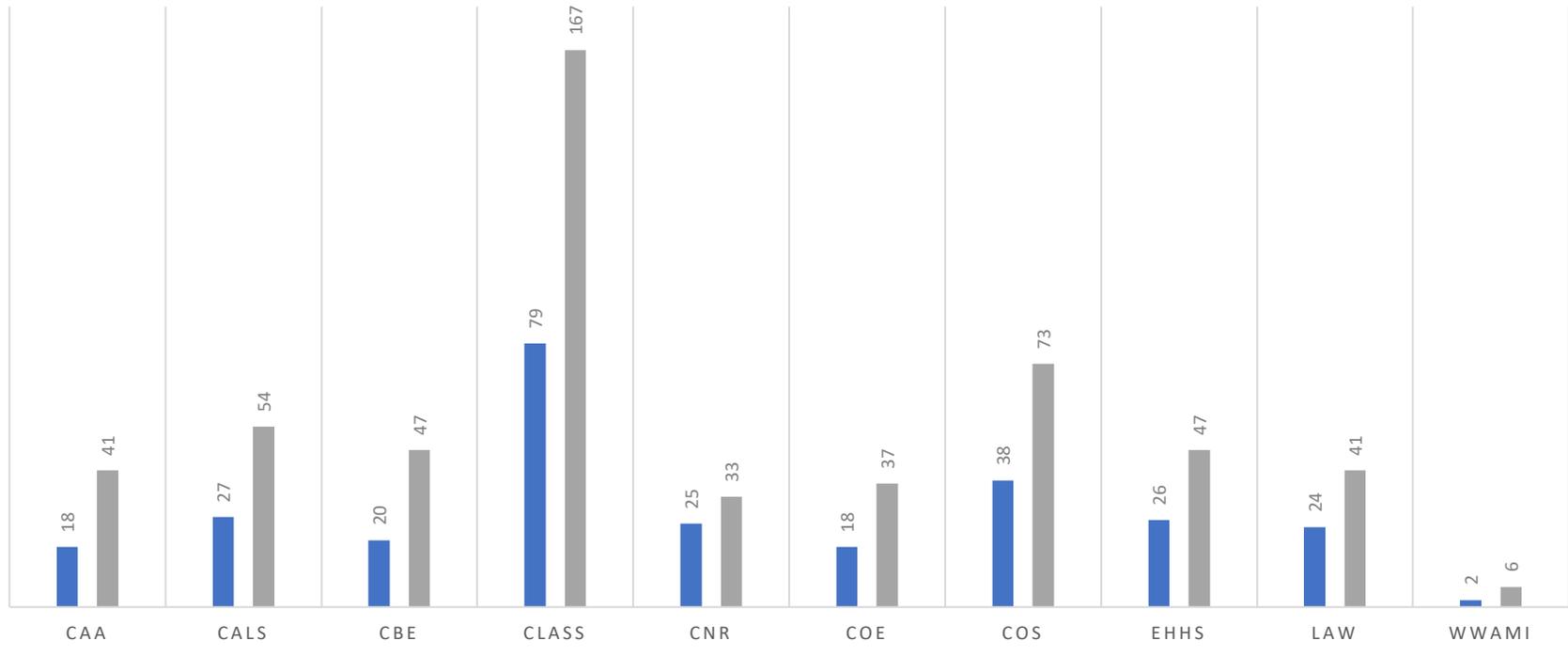
90% or more Between 75-90% Less than 75%



Faculty were asked to estimate attendance in their courses the week prior to midterms. This includes undergraduate and graduate courses. The survey was sent to all faculty teaching during fall 2021.

**PROFILE OF FACULTY RESPONDENTS
FALL MID-SEMESTER ATTENDANCE ESTIMATES BY COLLEGE
277 FACULTY REGARDING 546 COURSES**

■ Faculty ■ Courses



361: RANGELAND ECOLOGY AND MANAGEMENT (B.S.)

Export to PDF Export to Word

In Workflow

1. 161 Chair (cgoebel@uidaho.edu)
2. 11 Curriculum Committee Chair (evas@uidaho.edu)
3. 11 Dean (drbecker@uidaho.edu)
4. Provost's Office (panttaja@uidaho.edu; kudas@uidaho.edu; mstout@uidaho.edu; jvalkovic@uidaho.edu)
5. Curriculum Review (sstubbs@uidaho.edu)
6. Degree Audit Review (rfrost@uidaho.edu)
7. Registrar's Office (none)
8. UCC (none)
9. Faculty Senate Chair (mstout@uidaho.edu; jvalkovic@uidaho.edu)
10. UFM (mstout@uidaho.edu; jvalkovic@uidaho.edu)
11. President's Office (brendah@uidaho.edu; mstout@uidaho.edu; jvalkovic@uidaho.edu)
12. State Approval (mstout@uidaho.edu; jvalkovic@uidaho.edu; lindalundgren@uidaho.edu)
13. NWCCU (sara@uidaho.edu; mstout@uidaho.edu)

Approval Path

1. Wed, 22 Sep 2021 06:54:45 GMT
Charles Goebel (cgoebel): Approved for 161 Chair
2. Wed, 06 Oct 2021 14:50:35 GMT
Eva Strand (evas): Approved for 11 Curriculum Committee Chair
3. Wed, 06 Oct 2021 15:07:58 GMT
Dennis Becker (drbecker): Approved for 11 Dean
4. Wed, 06 Oct 2021 21:56:41 GMT
Dean Panttaja (panttaja): Approved for Provost's Office
5. Mon, 11 Oct 2021 16:03:46 GMT
Steve Stubbs (sstubbs): Approved for Curriculum Review
6. Mon, 11 Oct 2021 16:28:32 GMT
Rebecca Frost (rfrost): Approved for Degree Audit Review
7. Tue, 12 Oct 2021 18:29:49 GMT
Rebecca Frost (rfrost): Approved for Registrar's Office
8. Tue, 19 Oct 2021 20:07:33 GMT
Steve Stubbs (sstubbs): Approved for UCC

History

1. Apr 2, 2021 by Amy Kingston (amykingston)
2. Jun 16, 2021 by Rebecca Frost (rfrost)

Date Submitted: Wed, 22 Sep 2021 06:54:07 GMT

Viewing: 361 : Rangeland Ecology and Management (B.S.)

Last approved: Thu, 17 Jun 2021 00:02:14 GMT

Last edit: Tue, 19 Oct 2021 20:07:18 GMT

Changes proposed by: Charles Goebel

Final Catalog

2022-2023

What will be the last semester of the teach-out period?

What is the teach-out plan?

Rationale for Inactivation

%deletejustification.eshtml%

Attach State Form

Faculty Contact

Faculty Name	Faculty Email
Rebecca Frost	catalog@uidaho.edu

Change Type (Choose all that apply)

Change academic component name (degree, major, option, emphasis, minor, concentration, or specialization)

Description of Change

Change name of the program to Rangeland Ecology and Mnaagement

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

No

Academic Level

Undergraduate

College

Natural Resources

Department/Unit:

Forest, Rangeland & Fire Sci

Effective Catalog Year

2022-2023

Program Title

Rangeland Ecology and Management (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

CIP Code

01.1106 - Range Science and Management.

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 this program lead to licensure in any state?

Will the program be a statewide responsibility?

Financial Information

What is the financial impact of the request?

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

Discribe the financial impact

Curriculum:

This major prepares students to conserve, restore, and manage the vast landscapes known as rangelands. These ecosystems include deserts, prairies, shrublands, and woodlands. The degree program focuses on the scientific study of rangelands and introduces principles for managing and restoring rangelands for maximum benefit and ecosystem sustainability.

Required course work includes the university requirements (see regulation J-3 (<https://catalog.uidaho.edu/general-requirements-academic-procedures/j-general-requirements-baccalaureate-degrees/>)) and:

Code	Title	Hours
First and Second Years		
AVS 109 or AVS 110	The Science of Animals that Serve Humanity Science of Animal Husbandry	3-4
BIOL 114 or BIOL 115	Organisms and Environments Cells and the Evolution of Life	3-4
BIOL 213 or PLSC 205	Structure and Function Across the Tree of Life General Botany	4
COMM 101	Fundamentals of Oral Communication	2
ECON 202	Principles of Microeconomics	3
FOR/REM 221/WLF 220	Principles of Ecology	3
FOR 235	Society and Natural Resources	3
MATH 143 or MATH 160	College Algebra Survey of Calculus	3-4
NR 101	Exploring Natural Resources	2
REM 151	Rangeland Principles	3
SOIL 205	The Soil Ecosystem	3
SOIL 206	The Soil Ecosystem Lab	1
STAT 251	Statistical Methods	3
REM 252	Wildland Plant Identification	2
REM 253	Wildland Plant Identification Field Studies	1
Select one of the following:		4
CHEM 101 & 101L	Introduction to Chemistry and Introduction to Chemistry Laboratory	
CHEM 111 & 111L	General Chemistry I and General Chemistry I Laboratory	
Third and Fourth Years		
ENGL 313 or ENGL 317 or ENGL 318 or WLF 370	Business Writing Technical Writing Science Writing Management and Communication of Scientific Data	3
FISH 430 or FOR 462	Riparian Ecology and Management Watershed Science and Management	3
FOR 375	Introduction to Spatial Analysis for Natural Resource Management	3
NRS 383	Natural Resource and Ecosystem Service Economics	3
REM 341	Systematic Botany	3
REM 410	Principles of Vegetation Monitoring and Measurement	2
REM 411	Wildland Habitat Ecology and Assessment	2
REM 456	Integrated Rangeland Management	3
REM 459	Rangeland Ecology	3
REM 460	Integrated Field Studies in Rangelands	1
SOIL 454	Pedology	3
Select one of the following:		3-4
REM 280 & PLSC 419	Introduction to Wildland Restoration and Plant Community Restoration Methods	
REM 440	Restoration Ecology	
Career Track courses with Advisor Input and Approval (see below)		15
Total Hours		90-94

Students must complete 15 credits of advisor-approved electives contributing to a specific career track that may include:

RESTORATION ECOLOGY - Millions of acres of rangeland and forests have been disturbed by fire, invasive plants, and overgrazing. Academic advisors in rangeland conservation have developed a set of electives for students interested in a career in wildland restoration. Completing these career track electives will fulfill requirements for the Restoration Ecology Undergraduate Academic

Certificate. Careful selection of courses can also highlight expertise in botany and plant materials to qualify for professions as a botanist.

WILDLIFE HABITAT - Many species of wildlife live on rangelands and the management of wildlife habitat is an important and sought after skill. With help from their academic advisor, rangeland students can complete a career track that will show expertise in wildlife habitat management and fulfill the requirements for a Minor in Wildlife Resources.

LAND AND LIVESTOCK - This career track is for students interested in hands-on management of rangelands. Academic advisors work with students to select courses that provide the knowledge and skills needed to manage rangelands with grazing and fire to enhance livestock production while sustaining communities of native plants and animals. Completion of these courses can also satisfy the requirements for a Minor in Animal Science or Soil Science.

WILDLAND FIRE - Wildfire is one of the major forces causing change on rangeland ecosystems. Completing a specific set of advisor-approved electives will enable students to show knowledge of land management related to wildland fire and fulfill the requirements for a Minor in Fire Ecology and Management.

INDIVIDUAL INTEREST – Students can work with their advisor to select specific courses to show expertise in a career track of specific interest that may include Watershed or Riparian Ecologist, Natural Resource GIS Specialist, Environmental Consultant, Tribal Land Manager, Resource Economist, or many other interests related to rangelands.

Courses to total 120 credits for this degree

Degree Maps:

		Hours
Fall Term 1		
ENGL 101	Writing and Rhetoric I	3
NR 101	Exploring Natural Resources	2
REM 151	Rangeland Principles	3
AVS 109 OR AVS 110		3
MATH 143 OR MATH 160		3
Hours		14
Spring Term 1		
ENGL 102	Writing and Rhetoric II	3
REM 252	Wildland Plant Identification	2
REM 253	Wildland Plant Identification Field Studies	1
Elective Course		3
Elective Course		1
(CHEM 101 AND CHEM 101L) OR (CHEM 111 AND CHEM 111L)		4
Hours		14
Fall Term 2		
COMM 101	Fundamentals of Oral Communication	2
ECON 202	Principles of Microeconomics	3
FOR 235	Society and Natural Resources	3
STAT 251	Statistical Methods	3
BIOL 114 OR BIOL 115		4
Hours		15
Spring Term 2		
Humanistic and Artistic Ways of Knowing Course		3
Elective Course		3
Elective Course		1
FOR 221 OR NR 321		3
BIOL 213 OR PLSC 205		4
Hours		14
Fall Term 3		
FOR 375	Introduction to Spatial Analysis for Natural Resource Management	3
REM 410	Principles of Vegetation Monitoring and Measurement	2
REM 411	Wildland Habitat Ecology and Assessment	2
SOIL 205	The Soil Ecosystem	3
SOIL 206	The Soil Ecosystem Lab	1
Elective Course		3
ENGL 313 OR ENGL 317 OR ENGL 318 OR WLF 370		3
Hours		17
Spring Term 3		
NRS 383	Natural Resource and Ecosystem Service Economics	3
REM 341	Systematic Botany	3
Humanistic and Artistic Ways of Knowing Course		3
Career Track, Major Elective Course		3
(PLSC 419 AND REM 280)		3
Hours		15
Fall Term 4		
REM 459	Rangeland Ecology	3

REM 460	Integrated Field Studies in Rangelands	1
SOIL 454	Pedology	3
International Course		3
Career Track, Major Elective Course		3
Career Track, Major Elective Course		3
Hours		16
Spring Term 4		
REM 456	Integrated Rangeland Management	3
American Diversity Course		3
Career Track, Major Elective Course		3
Career Track, Major Elective Course		3
FISH 430 OR FOR 462		3
Hours		15
Total Hours		120

The degree map is a guide for the timely completion of your curricular requirements. Your academic advisor or department may be contacted for assistance in interpreting this map. This map is not reflective of your academic history or transcript and it is not official notification of completion of degree or certificate requirements. Please contact the Registrar's Office regarding your official degree/certificate completion status.

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

If Yes, can 100% of the curricular requirements of this program be completed via distance education?

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

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

Moscow

Where?

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.

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

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

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

When will assessment activities occur and at what frequency?

Student Learning Outcomes

Have learning outcomes changed?

No

Learning Objectives

1. Graduates will be able to implement effective planning and problem-solving approaches individually and in teams that consider economic, social, and ecological impacts of rangeland projects and plans.
2. Graduates will be able to use spatial tools (including maps, GPS, GIS, and remote sensing) to observe and interpret ecosystems and aid in making management decisions.
3. Graduates will be proficient with rangeland inventories and perform field measurements of upland and riparian habitats in shrublands, grasslands, woodlands, and deserts.
4. Graduates will be able to effectively communicate plans and decisions in light of existing policies and laws.
5. Graduates demonstrate a sound understanding of science and the application of the scientific method to addressing natural resource questions.

Rationale for the proposed change. Include an explanation of how the department will manage the added workload, if any.

The degree name change from Rangeland Ecology and Management to Rangeland Conservation was designed to increase the appeal of the major to a broader community and increase enrollment. The anticipated enrollment increases have not been realized. Additionally, as part of a recent Rangeland Industry Summit hosted by the College of Natural Resources Advisory Board, many employers expressed concern about the current name of the degree program and recommended that the degree name be returned to its original form - Rangeland Ecology and Management.

Supporting Documents

Rangeland Conservation_BSRangelandConsv.xlsx

Requires TECC Review

No

Department Voting Results

College Voting Results

Reviewer Comments

Key: 361

Choose Proposals to Bundle

Select any proposals you would like to bundle together for approval. Only proposals you have saved are available to bundle.

Bundle Title:

Course:

Proposal A

Program:

Proposal B

Submit Cancel

443: ENTERPRISE SYSTEMS INTEGRATION

Export to PDF Export to Word

In Workflow

1. 075 Chair (lindachen@uidaho.edu)
2. 13 Curriculum Committee Chair (shenghan@uidaho.edu)
3. 13 Dean (mchopin@uidaho.edu)
4. Provost's Office (panttaja@uidaho.edu; kudas@uidaho.edu; mstout@uidaho.edu; jvalkovic@uidaho.edu)
5. Curriculum Review (sstubbs@uidaho.edu)
6. Registrar's Office (none)
7. UCC (none)
8. Faculty Senate Chair (mstout@uidaho.edu; jvalkovic@uidaho.edu)
9. UFM (mstout@uidaho.edu; jvalkovic@uidaho.edu)
10. President's Office (brendah@uidaho.edu; mstout@uidaho.edu; jvalkovic@uidaho.edu)
11. State Approval (mstout@uidaho.edu; jvalkovic@uidaho.edu; lindalundgren@uidaho.edu)
12. NWCCU (sara@uidaho.edu; mstout@uidaho.edu)

Approval Path

1. Wed, 01 Sep 2021 16:32:59 GMT
Linda Chen (lindachen): Approved for 075 Chair
2. Thu, 23 Sep 2021 23:50:17 GMT
Shenghan Xu (shenghan): Approved for 13 Curriculum Committee Chair
3. Thu, 30 Sep 2021 18:27:00 GMT
Marc Chopin (mchopin): Approved for 13 Dean
4. Thu, 30 Sep 2021 22:18:08 GMT
Dean Panttaja (panttaja): Approved for Provost's Office
5. Fri, 01 Oct 2021 15:59:29 GMT
Steve Stubbs (sstubbs): Approved for Curriculum Review
6. Tue, 12 Oct 2021 18:36:47 GMT
Rebecca Frost (rfrost): Approved for Registrar's Office
7. Tue, 19 Oct 2021 15:44:33 GMT
Steve Stubbs (sstubbs): Approved for UCC

New Program Proposal

Date Submitted: Tue, 31 Aug 2021 23:56:01 GMT

Viewing: 443 : Enterprise Systems Integration

Last edit: Tue, 12 Oct 2021 18:33:26 GMT

Changes proposed by: Lori Baker-Eveleth

Final Catalog

2022-2023

What will be the last semester of the teach-out period?

What is the teach-out plan?

Rationale for Inactivation

%deletejustification.eshtml%

Attach State Form

Faculty Contact

Faculty Name	Faculty Email
Lori Baker-Eveleth	leveleth@uidaho.edu

Change Type (Choose all that apply)

Description of Change

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

Academic Level

Undergraduate

College

Business & Economics

Department/Unit:

Accounting and Mgmt Information Systems

Effective Catalog Year

2022-2023

Program Title

Enterprise Systems Integration

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.

Emphasis/Option CIP Code(s)

Will the program be Self-Support?

Will the program have a Professional Fee?

No

Will the program have an Online Program Fee?

Will this program lead to licensure in any state?

Will the program be a 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

Describe the financial impact

Curriculum:

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

Code	Title	Hours
ACCT 385 or MIS 440	Cost and Management Accounting Data Visualization for Managerial Decision Making	3
ACCT 421	Accounting Data Analytics	3
MHR 310	Leading Organizations and People	3
MIS 353	Application Development	3

or MIS 355

Systems Analysis & Administration

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

Degree Maps:

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

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

Boise
Coeur d'Alene
Idaho Falls
Moscow

Where?

Student Learning Outcomes

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

- Students completing the Enterprise Systems Integration certificate will create applications and systems meeting the expectations of the users and the enterprises.
- Students completing the Enterprise Systems Integration certificate will demonstrate effective leadership behaviors and skills for the enterprise.
- Students completing the Enterprise Systems Integration certificate will collect, categorize, calculate, analyze, and report cost and other data about the enterprise.
- Students completing the Enterprise Systems Integration certificate will apply analytic techniques to analyze and audit enterprise data.

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

The courses will use a variety of assessments during the semester such as exams, quizzes, and student projects to assess the course learning objectives. Direct measures of student learning will be based on the development and creation of applications, systems, or audits based on the needs of the enterprise, and on the ability to create reports related to the decisions of the organization. If 30% of students, or more, are not performing at a satisfactory level, an analysis of each assessment and learning outcomes at the course level will occur and a re-evaluation of the learning outcomes and assessments at the program level will occur.

Indirect measures of assessment are employer feedback as to the preparedness of students entering appropriate jobs; student satisfaction with the certificate following completion of the program; enrollment numbers in the certificate courses; and the number of students continuing to enroll in additional CBE certificates.

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

At the end of each year, the faculty involved in the courses will analyze the assessment data for each course and make determine the modifications to be made in the future.

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

Direct measures of student learning will be based on the development and creation of applications, systems, or audits based on the needs of the enterprise, and on the ability to create reports related to the decisions of the organization. If 30% of students, or more, are not performing at a satisfactory level, an analysis of each assessment and learning outcomes at the course level will occur and a re-evaluation of the learning outcomes and assessments at the program level will occur.

Indirect measures of assessment are employer feedback as to the preparedness of students entering appropriate jobs; student satisfaction with the certificate following completion of the program; enrollment numbers in the certificate courses; and the number of students continuing to enroll in additional CBE certificates.

When will assessment activities occur and at what frequency?

Assessments will occur once a year in Acct 421, as the capstone course of the certificate; all other courses will be assessed every two years to ensure that the two requirements with a course option are assessed.

Student Learning Outcomes

Have learning outcomes changed?

Learning Objectives

- Students completing the Enterprise Systems Integration certificate will create applications and systems meeting the expectations of the users and the enterprises.
- Students completing the Enterprise Systems Integration certificate will demonstrate effective leadership behaviors and skills for the enterprise.
- Students completing the Enterprise Systems Integration certificate will collect, categorize, calculate, analyze, and report cost and other data about the enterprise.
- Students completing the Enterprise Systems Integration certificate will apply analytic techniques to analyze and audit enterprise data.

Rationale for the proposed change. Include an explanation of how the department will manage the added workload, if any.

In order to perform meaningful analysis to make good decisions, businesses professional need access to information and possess the skills to commit to the decision. The courses in this certificate are intended to develop analysis and leadership skills for managers, understand how to use appropriate enterprise tools, and implement decisions based on analysis.

To address the management of the added workload to the college, MHR 310, MIS 353 or 355, Acct 385, and Acct 421 will need to be developed for online delivery and is contingent upon resources generated by CBE Dean Marc Chopin and the provost. MIS 440 is already being developed as an online course.

Supporting Documents

443_Enterprise Systems Integration.pdf

Requires TECC Review

No

Department Voting Results

College Voting Results

Reviewer Comments

Steve Stubbs (sstubbs) (Fri, 01 Oct 2021 15:57:00 GMT): Updated curriculum with course list

Key: 443

Choose Proposals to Bundle

Select any proposals you would like to bundle together for approval. Only proposals you have saved are available to bundle.

Bundle Title:

Course:

Proposal A

Program:

Proposal B

Submit Cancel

450: TECHNICAL PROGRAM MANAGEMENT

Export to PDF Export to Word

In Workflow

1. 075 Chair (lindachen@uidaho.edu)
2. 13 Curriculum Committee Chair (shenghan@uidaho.edu)
3. 13 Dean (mchopin@uidaho.edu)
4. Provost's Office (panttaja@uidaho.edu; kudas@uidaho.edu; mstout@uidaho.edu; jvalkovic@uidaho.edu)
5. Curriculum Review (sstubbs@uidaho.edu)
6. Registrar's Office (none)
7. UCC (none)
8. Faculty Senate Chair (mstout@uidaho.edu; jvalkovic@uidaho.edu)
9. UFM (mstout@uidaho.edu; jvalkovic@uidaho.edu)
10. President's Office (brendah@uidaho.edu; mstout@uidaho.edu; jvalkovic@uidaho.edu)
11. State Approval (mstout@uidaho.edu; jvalkovic@uidaho.edu; lindalundgren@uidaho.edu)
12. NWCCU (sara@uidaho.edu; mstout@uidaho.edu)

Approval Path

1. Wed, 01 Sep 2021 16:33:16 GMT
Linda Chen (lindachen): Approved for 075 Chair
2. Fri, 24 Sep 2021 00:14:02 GMT
Shenghan Xu (shenghan): Approved for 13 Curriculum Committee Chair
3. Thu, 30 Sep 2021 18:28:34 GMT
Marc Chopin (mchopin): Approved for 13 Dean
4. Thu, 30 Sep 2021 22:19:29 GMT
Dean Panttaja (panttaja): Approved for Provost's Office
5. Fri, 01 Oct 2021 16:03:58 GMT
Steve Stubbs (sstubbs): Approved for Curriculum Review
6. Tue, 12 Oct 2021 18:45:42 GMT
Rebecca Frost (rfrost): Approved for Registrar's Office
7. Tue, 19 Oct 2021 15:44:37 GMT
Steve Stubbs (sstubbs): Approved for UCC

New Program Proposal

Date Submitted: Wed, 01 Sep 2021 16:12:19 GMT

Viewing: 450 : Technical Program Management

Last edit: Tue, 12 Oct 2021 18:45:33 GMT

Changes proposed by: Lori Baker-Eveleth

Final Catalog

2022-2023

What will be the last semester of the teach-out period?

What is the teach-out plan?

Rationale for Inactivation

%deletejustification.eshtml%

Attach State Form

Faculty Contact

Faculty Name	Faculty Email
Lori Baker-Eveleth	leveleth@uidaho.edu

Change Type (Choose all that apply)

Description of Change

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

Academic Level

Undergraduate

College

Business & Economics

Department/Unit:

Accounting and Mgmt Information Systems

Effective Catalog Year

2022-2023

Program Title

Technical Program Management

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

52.0211 - Project Management.

Emphasis/Option CIP Code(s)

Will the program be Self-Support?

Will the program have a Professional Fee?

No

Will the program have an Online Program Fee?

Will this program lead to licensure in any state?

Will the program be a 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

Describe the financial impact

Curriculum:

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

Code	Title	Hours
MIS 250 or MIS 440	Introductory Systems Development Data Visualization for Managerial Decision Making	3
MIS 350 or MIS 355	Managing Information Systems Analysis & Administration	3
OM 370	Process Management	3

OM 378	Project Management	3
Total Hours		12

Courses to total 12 credits for this certificate

Degree Maps:

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

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

Boise
Coeur d'Alene
Idaho Falls
Moscow

Where?

Student Learning Outcomes

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

- Students completing the Technical Project Management certificate will demonstrate understanding using 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 completing the Technical Project Management certificate will demonstrate critical thinking about how to approach an operation’s challenges including those with ethical and international implications.
- Students completing the Technical Project Management certificate will explain the nature and significance of decisions to create sustainable processes to produce goods and services.
- Students completing the Technical Project Management certificate will develop technical knowledge in a programming language and demonstrate usable code.

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

Courses will use a variety of assessments during the semester such as exams, quizzes, and student projects to assess the concepts. Direct measures of student learning will be based on the development of programming projects and development, management, and completion of a project. If 30% of students, or more, are not performing at a satisfactory level, an analysis of each assessment and learning outcomes at the course level will occur and a re-evaluation of the learning outcomes and assessment at the program level will occur.

Indirect measures of assessment would be employer feedback as to the preparedness of students entering appropriate jobs; student satisfaction with the certificate following completion of the program; enrollment numbers in the certificate courses, and the number of students continuing to additional certificates.

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

At the end of each year, the faculty involved in the courses will analyze the assessment data for each course and make determine the modifications to be made in the future.

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

Direct measures of student learning will be based on the development of programming projects and development, management, and completion of a project. If 30% of students, or more, are not performing at a satisfactory level, an analysis of each assessment and learning outcomes at the course level will occur and a re-evaluation of the learning outcomes and assessment at the program level will occur.

Indirect measures of assessment would be employer feedback as to the preparedness of students entering appropriate jobs; student satisfaction with the certificate following completion of the program; enrollment numbers in the certificate courses, and the number of students continuing to additional certificates.

When will assessment activities occur and at what frequency?

Assessments will occur once a year in OM 378, as the capstone course of the certificate; all other courses will be assessed every two years to ensure that the two requirements with a course option are assessed.

Assessment will include:

- Examination questions in MIS 250 or 440, 350 or 355 & OM 370.
- Development, management, and conclusion of a project in OM 378.
- Programming project in MIS 250 or 440

Student Learning Outcomes

Have learning outcomes changed?

Learning Objectives

- Students completing the Technical Project Management certificate will demonstrate understanding using 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 completing the Technical Project Management certificate will demonstrate critical thinking about how to approach an operation’s challenges including those with ethical and international implications.
- Students completing the Technical Project Management certificate will explain the nature and significance of decisions to create sustainable processes to produce goods and services.
- Students completing the Technical Project Management certificate will develop technical knowledge in a programming language and demonstrate usable code.

Rationale for the proposed change. Include an explanation of how the department will manage the added workload, if any.

Rationale for certificate:

Most of business revolves around projects: implementing, managing, and completing projects. Program managers lead teams, manage schedules and resources, and have a good breadth on the project; technical program managers perform the tasks of a program manager plus connect the dots with technical knowledge. The courses in this certificate are intended to cover the breadth of project management and the depth of technical project.

To address the management of the added workload to the department, OM 370, OM 378, and MIS 350 or 355, will need to be developed for the online delivery and is contingent upon resources generated from the CBE Dean Marc Chopin from the provost. MIS 250 and 440 are both being developed as online courses and will have capacity for additional students to add.

Supporting Documents

450_ Technical Program Management.pdf

Requires TECC Review

No

Department Voting Results

College Voting Results

Reviewer Comments

Steve Stubbs (sstubbs) (Fri, 01 Oct 2021 16:03:13 GMT): updated curriculum by adding courses from list.

Key: 450

Choose Proposals to Bundle

Select any proposals you would like to bundle together for approval. Only proposals you have saved are available to bundle.

Bundle Title:

Course:
Proposal A

Program:
Proposal B

Submit Cancel

449: APPLIED FINANCE ACADEMIC CERTIFICATE

Export to PDF Export to Word

In Workflow

1. 079 Chair (metlen@uidaho.edu)
2. 13 Curriculum Committee Chair (shenghan@uidaho.edu)
3. 13 Dean (mchopin@uidaho.edu)
4. Provost's Office (panttaja@uidaho.edu; kudas@uidaho.edu; mstout@uidaho.edu; jvalkovic@uidaho.edu)
5. Curriculum Review (sstubbs@uidaho.edu)
6. Degree Audit Review (rfrost@uidaho.edu)
7. Registrar's Office (none)
8. Ready for UCC (disable)
9. UCC (none)
10. Faculty Senate Chair (mstout@uidaho.edu; jvalkovic@uidaho.edu)
11. UFM (mstout@uidaho.edu; jvalkovic@uidaho.edu)
12. President's Office (brendah@uidaho.edu; mstout@uidaho.edu; jvalkovic@uidaho.edu)
13. State Approval (mstout@uidaho.edu; jvalkovic@uidaho.edu; lindalundgren@uidaho.edu)
14. NWCCU (sara@uidaho.edu; mstout@uidaho.edu)

Approval Path

1. Thu, 09 Sep 2021 15:11:08 GMT
Scott Metlen (metlen): Approved for 079 Chair
2. Wed, 15 Sep 2021 19:53:35 GMT
Shenghan Xu (shenghan): Approved for 13 Curriculum Committee Chair
3. Wed, 22 Sep 2021 20:51:16 GMT
Marc Chopin (mchopin): Approved for 13 Dean
4. Wed, 22 Sep 2021 20:55:45 GMT
Dean Panttaja (panttaja): Approved for Provost's Office
5. Wed, 22 Sep 2021 22:04:58 GMT
Steve Stubbs (sstubbs): Approved for Curriculum Review
6. Wed, 22 Sep 2021 22:07:15 GMT
Rebecca Frost (rfrost): Approved for Degree Audit Review
7. Thu, 23 Sep 2021 22:20:22 GMT
Amy Kingston (amykingston): Approved for Registrar's Office
8. Thu, 30 Sep 2021 14:55:28 GMT
Steve Stubbs (sstubbs): Approved for Ready for UCC
9. Tue, 19 Oct 2021 15:29:42 GMT
Steve Stubbs (sstubbs): Approved for UCC

New Program Proposal

Date Submitted: Fri, 27 Aug 2021 18:55:48 GMT

Viewing: 449 : Applied Finance Academic Certificate

Last edit: Mon, 11 Oct 2021 20:02:06 GMT

Changes proposed by: Terrance Grieb

Final Catalog

2022-2023

What will be the last semester of the teach-out period?

What is the teach-out plan?

Rationale for Inactivation

%deletejustification.eshtml%

Attach State Form

Faculty Contact

Faculty Name	Faculty Email
Terrance Grieb	tgrieb@uidaho.edu

Change Type (Choose all that apply)

Description of Change

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

Academic Level

Undergraduate

College

Business & Economics

Department/Unit:

Business

Effective Catalog Year

2022-2023

Program Title

Applied Finance 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

52.0801 - Finance, General.

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 this program lead to licensure in any state?

Will the program be a 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

Describe the financial impact

Support will be needed for courses totaling 12 credits. The certificate is part of an online degree program and is bundled into that support package.

Curriculum:

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

Code	Title	Hours
ECON 340	Course ECON 340 Not Found	3
FIN 301	Financial Resources Management	3
FIN 322	Course FIN 322 Not Found	2
FIN 323	Course FIN 323 Not Found	1
FIN 324	Course FIN 324 Not Found	2
FIN 325	Course FIN 325 Not Found	1
Total Hours		12

Courses to total 12 credits for this certificate

Degree Maps:

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

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

Other

Where?

Online program. No in person classes offered.

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.

- Understand the basic principles of financial management for businesses.
- Understand the fundamental economic principles in applied business decisions.
- Understand the basics of financial services for consumers, including insurance, budgeting, consumer financing, and planning for retirement.
- Understand the different methods that large and small business use to attract and service capital.
- Understand retail and commercial real estate markets and how real estate professionals serve their clients.

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

Courses will use a variety of assessments including exams, quizzes, and projects. Projects will be used where appropriate to provide measurable learning outcomes based on real-world topics and issues. If 30% or more of students are not performing at a satisfactory level then an analysis of each assessment and learning outcome will occur at the course level and a re-evaluation of the learning outcomes and assessment will occur at the program level.

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

Faculty and departmental oversight will provide for monitoring assessment results and making recommendations for continual improvement.

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

Direct measures of assessment will include exams and quizzes for FIN 301 and ECON 340, and exams and projects for FIN 322, FIN 323, FIN 324, and FIN 325.

Indirect measures of assessment will include employer feedback as to the preparedness of students entering appropriate jobs, student satisfaction with the certificate following completion of the program, enrollment numbers in the certificate courses, and the number of students continuing to additional certificates.

When will assessment activities occur and at what frequency?

Direct assessment activities will occur within courses each time they are offered. Indirect measures and overall assessment of the certificate will occur every two years to provide sufficient data for measurement.

Student Learning Outcomes

Have learning outcomes changed?

Learning Objectives

- Understand the basic principles of financial management for businesses.
- Understand the fundamental economic principles in applied business decisions.
- Understand the basics of financial services for consumers, including insurance, budgeting, consumer financing, and planning for retirement.
- Understand the different methods that large and small business use to attract and service capital.
- Understand retail and commercial real estate markets and how real estate professionals serve their clients.

Rationale for the proposed change. Include an explanation of how the department will manage the added workload, if any.

Financial resource management as applied practice addresses both the financial environment and needs of business as well as the financial services needed by consumers. The courses in this certificate provide a framework of practical knowledge for both of these needs. Completion of this certificate will develop the skills necessary for the general financial management of a business, including attracting capital and managing the financial needs of the company. The certificate will also provide an overview of three important financial service areas: insurance, real estate, and financial planning.

Supporting Documents

Requires TECC Review

No

Department Voting Results

College Voting Results

Reviewer Comments

Amy Kingston (amykingston) (Sat, 11 Sep 2021 05:36:04 GMT): Note: I emailed Terry Grieb for clarification about whether this certificate should be 12 or 18 credits and whether ECON 340 (gone Dormant) should be removed from curriculum.

Amy Kingston (amykingston) (Tue, 21 Sep 2021 19:52:47 GMT): I heard back from Terry Grieb and clarified the credit hours (12 required). We are also leaving ECON 340 on the list since it is being reactivated this curriculum cycle.

Amy Kingston (amykingston) (Tue, 21 Sep 2021 21:25:07 GMT): The four FIN courses showing as "Course Not Found" are new courses working through the curriculum cycle now. The details will autopopulate once they are approved. The ECON course showing as "Course Not Found" is being reactivated this cycle and will also populate once that reactivation is approved.

Key: 449

Choose Proposals to Bundle

Select any proposals you would like to bundle together for approval. Only proposals you have saved are available to bundle.

Bundle Title:

Course:

Proposal A
Program:
Proposal B

Submit Cancel



RETENTION DISCUSSION

A Collaborative Approach to Student Success

FACULTY SENATE 2021

Facilitated by:

Dean Kahler, Vice Provost SEM

Cynthia Castro, Exec. Director Student Success Initiatives

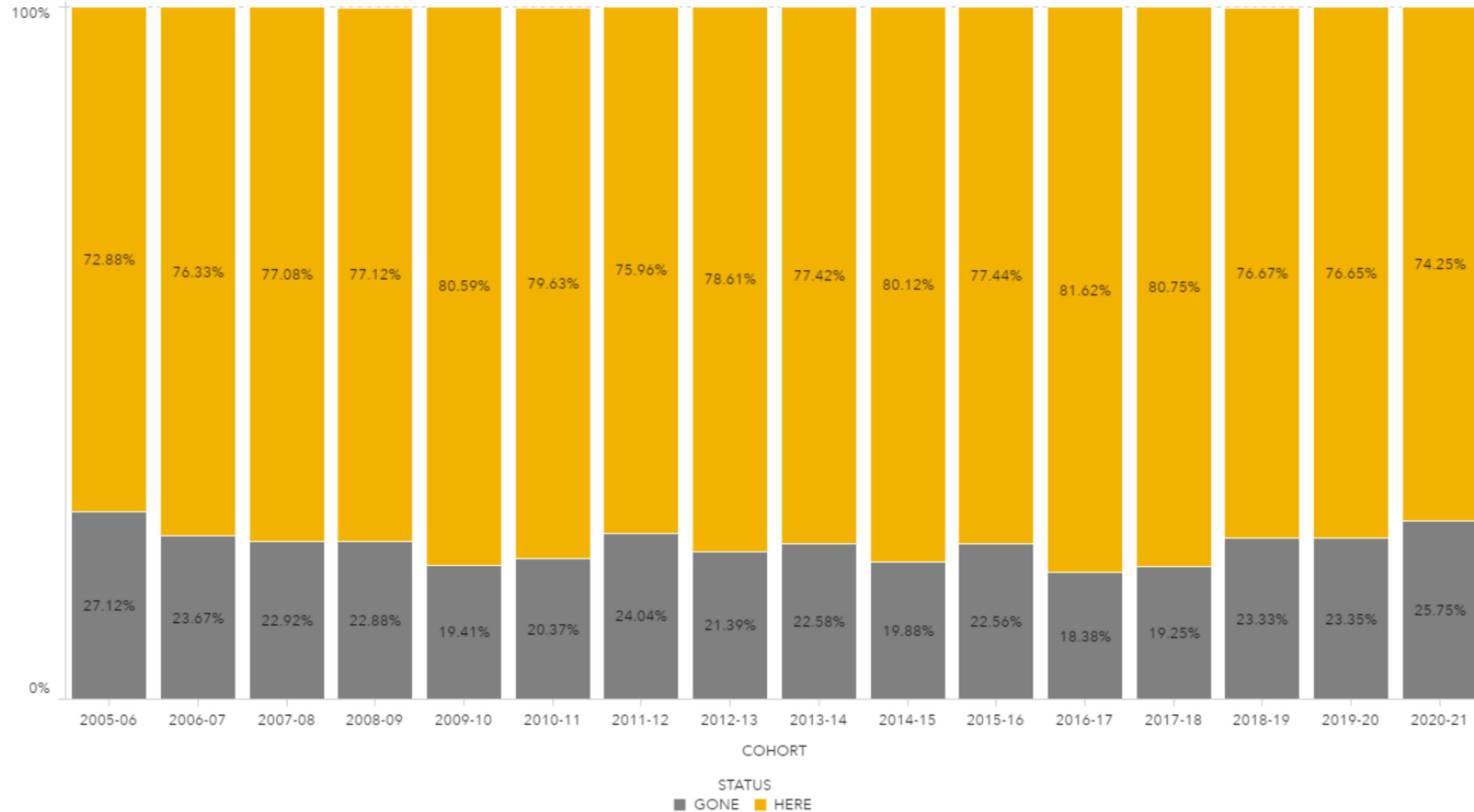
Bart Sonnenberg, Director of Tutoring & College Success

Shawna Bertlin, Director of University Advising

Kristen McMullin, Associate Director (Student Success)

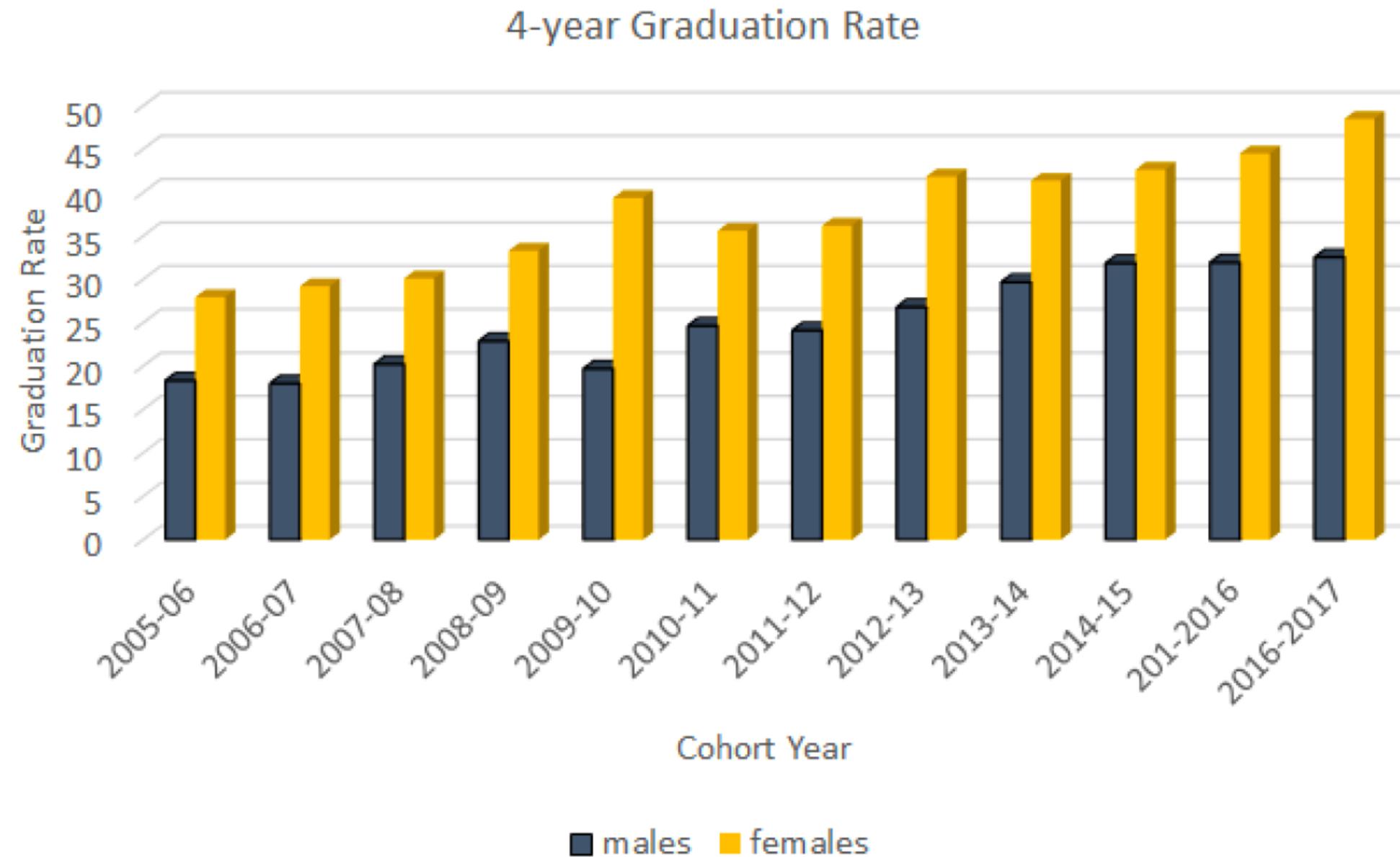


Student Retention





Graduation Rates



Factors Impacting 1st & 2nd Year Retention/Progression

Finances
(aid awarded, availability of work, etc.)

Campus adjustment
(i.e., sense of community, friends,
satisfaction, etc.; not being a Greek is
higher risk)

Academic preparedness/CUM GPA

THE STUDENT SATISFACTION SURVEY

- The Student Satisfaction Survey was administered in the spring of 2021
- A total of 2273 of students completed the survey
- 9662 students were invited to complete the survey online
- Benchmarked against 78,669 other four-year public university respondents
- Open ended responses from respondents

This equals

24%

response rate



OUR INSTITUTIONAL STRENGTHS



These are the top areas our students care about AND we are meeting their expectations:

1. My academic advisor is knowledgeable about requirements in my major.
2. The instruction in my major field is excellent.
3. Nearly all of the faculty are knowledgeable in their field.
4. I am able to experience intellectual growth here.
5. My academic advisor is approachable.



OUR INSTITUTIONAL CHALLENGES



These are the key areas to improve, based on the priorities of our students:

1. My educational experience is preparing me for a career.
2. The content of the courses within my major is valuable.
3. The quality of instruction I receive in most of my classes is excellent.
4. I am able to register for classes I need with few conflicts.
5. Tuition paid is a worthwhile investment.
6. Faculty are fair and unbiased in their treatment of individual students.



OUR INSTITUTIONAL CHALLENGES



These are the key areas to improve, based on the priorities of our students (continued):

7. Financial aid awards are announced to students in time to be helpful in college planning.
8. Adequate financial aid is available for most students.
9. Faculty provide timely feedback about student progress in a course.
10. Financial aid counselors are helpful.
11. This institution shows concern for students as individuals.



NEXT STEPS TO THE SSS



- Meeting with key areas:
 - Leadership teams (Colleges, Deans, Cabinet, Boards, etc.)
 - ASUI
 - Faculty Senate
 - Key Departments
- Informing Strategic Enrollment Plan (SEP) process
- Key areas are responding
- Dashboard at:
<https://sasviya.uidaho.edu/links/resources/report?uri=/reports/reports/8ea99ae2-1b0c-44fc-8fbf-7b5bd685e0a7&page=vi3413>





CURRENT STUDENT SUCCESS INITIATIVES



University of Idaho

Academic Support Programs

The mission of Academic Support Programs (ASP) is to provide student-centered, holistic, engaging support services that foster opportunities for academic and personal success. ASP is committed to cultivating an inclusive and intentional environment that aligns with the teaching and learning mission of the University, preparing students for graduation and beyond.



Academic Support Programs (ASP)

Vandal Success Center,
ISUB, 3rd floor

www.uidaho.edu/tcs

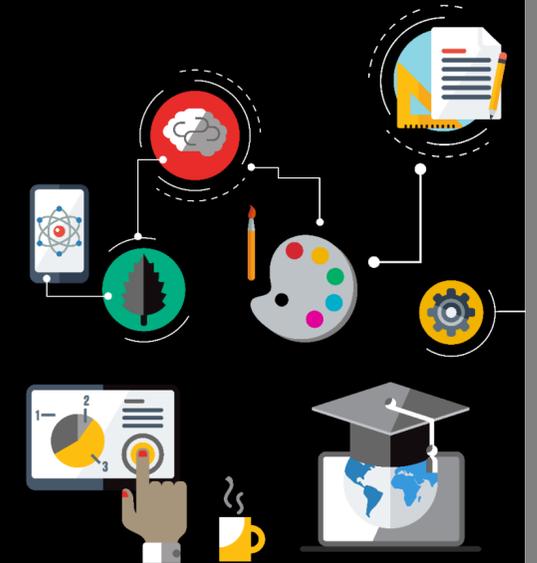
tsc@uidaho.edu

208-885-1021

Tutoring and College Success



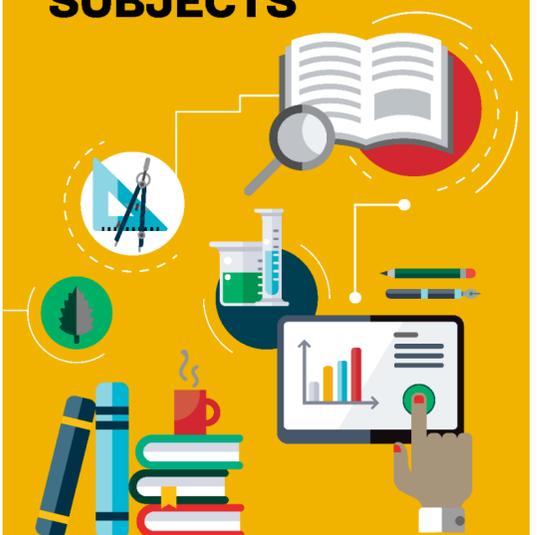
ACADEMIC COACHING



VANDAL DROP-IN TUTORING



SI - STUDY SESSIONS FOR DIFFICULT SUBJECTS



TCS HIGHLIGHTS

Academic Coaching FY21

- 103 enrolled students in
- College Success Strategies course
- 632 students at workshops
- 111 individual student consultations

Vandals Tutoring FY21

- 5,537 total visits (170.75% Increase from FY20)
- 876 unique visits (41.3% Increase from FY 20)

Vandals Tutoring FY22

- 2,553 total Visits
- 665 unique visits

SI-PASS (Supplemental Instruction) FY22

- 680 visits (283 unique students)
- 15 courses supported

Academic Support Programs (ASP)

Vandal Success Center,
ISUB, 3rd floor

www.uidaho.edu/sss
ssstrio@uidaho.edu

208-885-1021



University of Idaho
Student Support Services–TRIO

Program Eligibility

- First-generation college student
- Low-income
- Documented disability
- Academic need

- Individualized support for transition to college life
- Personal and academic support, including free 1:1 tutoring
- Peer mentoring
- Scholarships and financial literacy education
- Community building and fostering connection to campus

SSS-TRIO Highlights

- FY2020
 - 97% of students in good academic standing
 - 94% fall-to-fall retention
 - 98% 6-year graduation rate
 - Mentoring Program serves 14 mentors and 40 mentees
 - Impact evaluation on the first 65 mentees (FY17-FY19)
 - 97% persisted from spring-to-fall
 - Slightly higher GPA 3.04 compared to 2.97 for students who were not mentored
 - College Reading & Learning Association (CRL) international program certification

Academic Support Programs (ASP)

Kibbie Dome

2nd floor

www.uidaho.edu/sass

asp-sass@uidaho.edu

208-885-1021



Student-Athlete Support Services (SASS) is committed to the **education and success** of our student-athletes. We collaborate with cross-campus **resources** to support student-athlete **academic progress**, maintain **NCAA eligibility** and develop well-rounded, employable **graduates**.

- Weekly academic success meetings
- Free drop-in and individual tutoring
- Secondary advising
- Career development
- Community engagement
- Monitoring of NCAA PTD eligibility
- INTR 201: College Success Strategies
- Summer Bridge program

SASS Highlights

- Retention rate 80%
- Six-year graduation rate 62.8%
- 15 consecutive semesters of a department GPA of a 3.0 GPA or higher
- Record student-athlete GPAs
 - Spring 2020 = 3.5 (p/f)
 - Fall 2020 = 3.37
 - Spring 2021 = 3.38
- 3 consecutive semesters of all 14 sport teams earning a 3.0 GPA or higher
- 81 Big Sky All-Academic Team student-athletes spring 2021
- Fall 2020 Women's Cross Country team highest GPA in the nation with a 3.87 and Men's Cross Country team was 8th



The mission of University Advising Services (UAS) 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.



ADVISOR TRAINING

An advisor training portal is housed in the BBLearn virtual learning environment and will be transferring to Canvas this semester.

The course is a component of the university's undergraduate advising training program for academic advisors and is also available to faculty and secondary advisors. The information presented serves three main goals:

- Initial onboarding training for new advisors
- Ongoing training and development of current advisors
- Centralized reference and resource space

UAS Cross Training Initiative

- Allows us to meet needs across colleges as they arise

STUDENT ONBOARDING

- Ready to Register List (Slate) and Uldaho Bound Events (Virtual or In-Person)
 - For Fall 21, approximately **89%** of incoming students utilized one or both of the university onboarding processes.
 - Of the students who used this traditional onboarding, **92%** were still enrolled at 10th day.
 - Of the students who used alternative means to complete registration **79%** were enrolled at 10th day.
- Virtual (Zoom) and In-person Academic Advising Options
- Course Registration
 - Think 30
- Proactive Advising Strategies
 - Intentional outreach as represented in the proactive advising timeline

RHYTHM RESET

- A motivating and personal-growth-focused program that provides customized one-on-one assistance to all undergraduate students on academic probation or returning from academic disqualification. The goal of the program is to equip and empower students with the resources and capacities needed to overcome barriers and successfully navigate their academic journey; occurs fall and spring semesters.
- Spring 2021 participant numbers
 - Served **71 students**
- Fall 2021 preliminary participation trends
 - Currently serving **57 students**



“I appreciated how much it reminded me of the bigger picture: the value of applying ourselves fully in school, to our career and our general habits and sense of purpose. There was plenty of good advice on time management and positive mentality.”

–Semester Refresh Student Attendee, Spring 2021

- Free half-day conference for *all* students
- Embraces the whole student experience
- Focuses on motivating students to take steps to be successful in work, school, and life
- Occurs the day before class start in the spring semester
- Provides practical, interactive workshops and opportunities for students to connect

PRE-HEALTH PROFESSIONS PROGRAM

- HEALTH CAREER AND MAJOR EXPLORATION
- IDENTIFY PRE-REQUISITE COURSES
- WORK/SERVICE EXPERIENCES
- ASSISTANCE WITH GRADUATE SCHOOL APPLICATION PROCESS



- 14 FOCUS AREAS
- APPROXIMATELY 600 STUDENTS/ALUMS
- 3 COURSES
- GRAD SPEAKER SERIES
- WORKSHOPS

VandalStar



Total Current Users

1300+ Faculty & Staff

26 Total Campus Partners

Including: Dean of Students, Tutoring, Academic Coaching, CAMP, Fraternity and Sorority Life, Housing and Residence Life, Student Financial Aid Services, Career Services, ASUI, and more!

Fall '20 – Spring '21 VandalStar Activity – Student Touchpoints



26,356 Flags Raised



22,605 Kudos Given



Self-Directed Scheduling

In Spring 2021 students scheduled **80%** of VandalStar appointments



Appointment Outcomes

90% Students with at least one meeting persisted Fall '20 to Spring '21



Student – Community Engagement

16,802 Total student appointments
6,906 Students connected to support
Fall '20 – Summer '21



Fall 2021 Early Warning Grades

69% Faculty submission rate
7035 Unique students received feedback



VandalStar

Why Faculty Use VandalStar — Key Features

- **Stay 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.
- **Schedule Online Appointments**
Students self-schedule based on your openings; confirmation and reminder emails for you and student. Outlook sync option available.
- **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.
- **Update Student's Academic Progress Anytime**
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.

www.vandalstar.uidaho.edu

vandalstar@uidaho.edu | 208-885-8787 | uidaho.edu/sem/vandalstar



University of Idaho



TESTIMONIALS

“I LIKE HOW IT SHOWS ME MY VANDAL SUCCESS NETWORK AND JUST THE SCHEDULING COMPONENT (ADDING IT TO ONE’S CALENDAR AND SEEING THE AVAILABILITY OF ONE’S SUCCESS NETWORK)”.

**- MICHAEL EZE,
ASUI STUDENT**

“EVEN THOUGH I POST GRADES REGULARLY ON BBLEARN, THE FLAGS FROM VS SEEM TO WORK BETTER AT GAINING STUDENTS' ATTENTION... STUDENTS CONTACT ME ABOUT IMPROVING THEIR PERFORMANCE AFTER THOSE FLAGS ARE RAISED.”

**- MARY OSWALD,
BIOLOGICAL SCIENCES FACULTY**

LOOKING FORWARD

- Additional communication and engagement opportunities for student users, staff, and faculty
- Collect data on needs/experiences of specific student cohorts (e.g., cross-disciplinary students, transfer students, first-generation students, etc.)
- Review early warning grade flag/kudo language and practices
- Continued onboarding of new units and reconnecting with current users

OTHER RETENTION/PROGRESSION EFFORTS

- Summer Melt Mitigation – individualized summer outreach to all incoming students to verify course schedule accuracy, answer questions, and build advising relationships prior to the start of the semester.
- Calling Campaigns – a coordinated initiative with the Admissions Telecounseling unit
 - *Welcome and Check-in* outreach to connect new incoming students with peers who can help them engage with campus resources
 - *Enrolled Not Registered (ENR)* outreach to students enrolled in current semester and not registered for the upcoming semester
 - *First-Time, Full-Time (FTFT) ENR* outreach to all students who were enrolled in fall and are not registered for the spring semester

OTHER RETENTION/PROGRESSION EFFORTS CONT.

- Texting Campaigns– a coordinated initiative with academic coaching
 - Midterm grade outreach to juniors and seniors
 - ENR efforts
- Proactive support to FTFT students with financial related registration holds – in collaboration with Financial Aid
- Creative communication strategies to increase awareness of support services and encourage student engagement (i.e., social media, texting, personalized handwritten notes, liaison with Fraternity Sorority Life, engagement tabling events, POLYA, Military & Veteran Services, etc.)

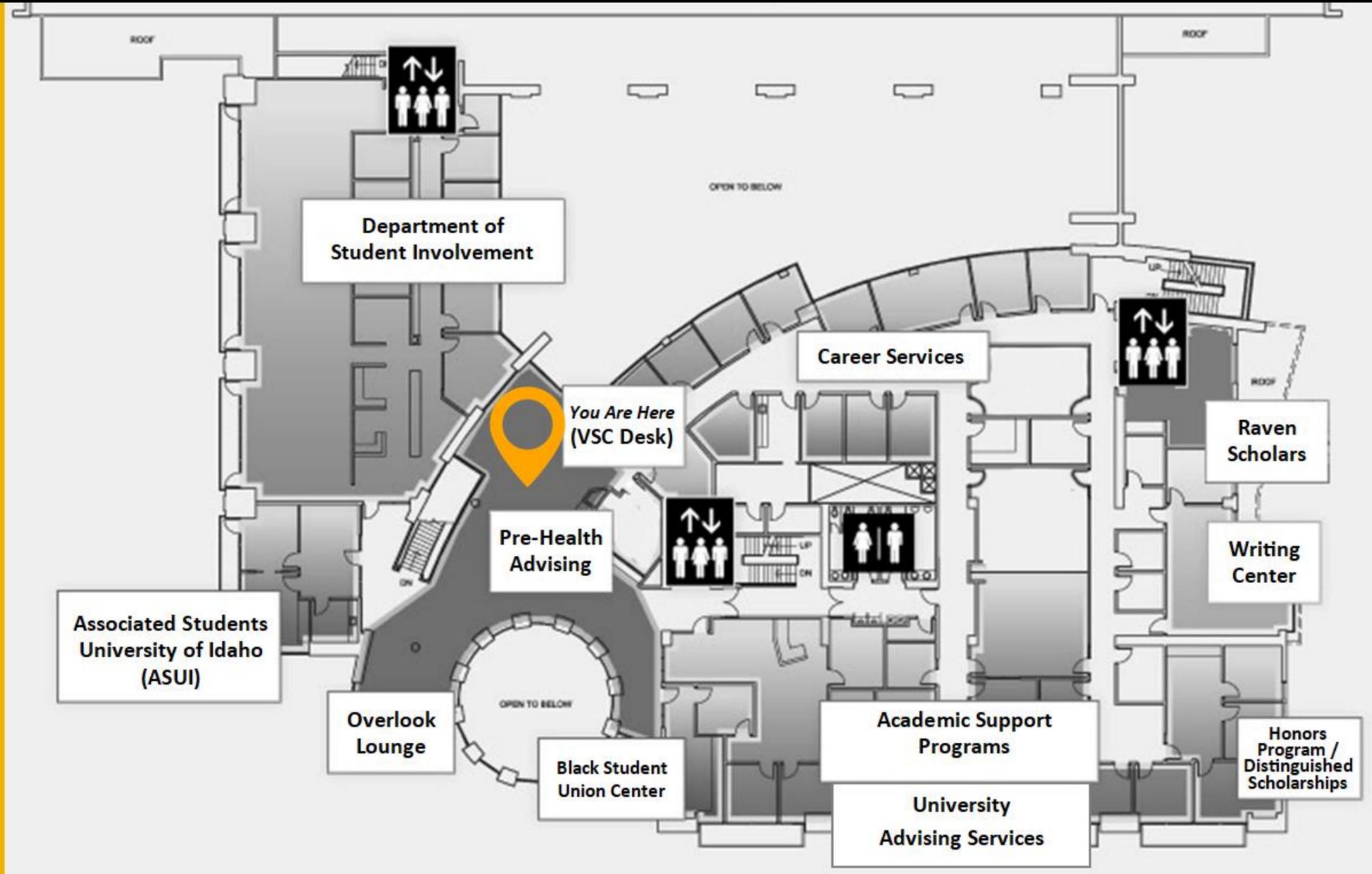


University of Idaho

Vandal Success Center



Finding your way
around the 3rd
Floor of the ISUB.



FUTURE OPPORTUNITES FOR COLLABORATION

- Expansion of SI-PASS (Supplemental Instruction) supported courses
- Exploration of implementing a university-wide approach to equipping new incoming students and supporting second-year student progression
- Exploration of intentional support for transfer and non-traditional students
- Timely student course feedback
- Input from faculty advisors regarding additional curriculum training topics
- Strategic Enrollment Plan (SEP) partnerships
- Other ideas for consideration



University
of Idaho

**THANK YOU
&
DISCUSSION**



University of Idaho

POLICY COVER SHEET

Faculty/Staff Handbook [FSH] Addition Revision* Deletion* Emergency
Minor Amendment

Chapter & Title: _____

Administrative Procedures Manual [APM] Addition X Revision* Deletion* Emergency
Minor Amendment

Chapter & Title: APM 05.11 – Authorization of Volunteers

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): Nancy Spink – 5-6177 nspink@uidaho.edu

Policy Sponsor: (If different than originator.) _____

Reviewed by General Counsel x Yes ___No Name & Date: Kim Rytter 10/19/21_
Policy has been reviewed by Matt Dorschel, Nancy Spink, and Dan Ewart.

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

The policy had not been updated since 2010. We wanted to update and simplify the policy. The detailed procedure implementing the policy is found on Risk’s website.

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

There is no expectation of any fiscal impact from the revisions to this policy.

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

We could find no related policies to this policy. We would have expected something related in the Human Resources area of the APM.

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: _____

05.11 -- Authorization of Volunteers

May 6, 2010 November 1, 2017

Contents:

- A. Definitions
- BA. Policy ~~Preamble~~ purpose General
- CB. Process Authorization of Volunteers Policy
- D. Forms and Examples Information
- E. Contact Information

A. ~~Definitions.~~ General. Preamble purpose.

A-1. Acknowledgement of Risk and Waiver of Liability (Waiver). Legal document that lists the particular dangers of an activity, states that the individual accepts the risks in exchange for participating in the activity, and waives liability against the university. Waivers are prepared only by the Office of Risk Management (Risk).

A-2. Authorized Volunteer. Person who has been asked to perform duties on behalf of the university by a university employee normally authorized to recruit and offer employment (e.g., program director, unit administrator).

A-3. Authorized Volunteer Position Description. A form that documents duties of authorized volunteers.

A-4. Auto coverage. The university's coverage for claims arising from use of university-owned vehicles, including comprehensive and collision coverage for damage to university-owned vehicles.

A-5. General Liability. Coverage for bodily injury or property damage involving third parties.

A-6. Personal auto coverage. Auto coverage for a vehicle titled to an individual.

A-7. Personal medical benefits. Health coverage for an individual.

A-8. Third parties. An individual or entity other than the university or the university's volunteers. (The university is the first party and the coverage provider is the second party.)

A-9. Workers Compensation. Coverage for injuries suffered while working in the course and scope of the described job duties.

The university benefits from the services of its many volunteers. It is important that volunteers understand and accept the risks associated and the scope of insurance coverage with participation in while performing in a volunteer capacity. Failure to properly authorize volunteers could result in significant monetary and goodwill damages for the associated UI unit, should an adverse event occur.

B. Policy. Any UI college, department, or division wishing to utilize volunteer support must have all volunteers properly authorized by following the procedures set forth on the Risk Management website. This will ensure volunteers are informed of the risks and the scope of insurance coverage while performing in a volunteer capacity. Failure to properly authorize volunteers could result in significant monetary and goodwill damages for the associated UI unit, should an adverse event occur. For the protection of the university and its volunteers, the university provides general liability coverage for claims that arise from authorized volunteer activities, and auto coverage if a volunteer is authorized to drive a university-owned vehicle. The university does not provide coverage for activity-related injuries to volunteers or for damage to a volunteer's personal vehicle. Volunteers must use their personal medical benefits and personal auto coverage in the event of activity-related injury and for damage to their personal vehicles. For exceptions related to workers compensation coverage, contact Risk. Risk Management and Insurance is responsible for the development of processes related to volunteers and for

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the approval of any exceptions for services critical to the university's mission or for university signature events. Units that do not complete the Volunteer Qualification process as outlined in the Volunteer Standards prior to the start of volunteer service will not be in compliance with insurance, Human Resources, EHS, and Office of Research Assurances.

B. Authorization of Volunteers Policy. The college or division management is responsible for following the Guidelines Standards for Departments Using Volunteer Services, completing a Volunteer Qualification Checklist for the specific volunteer and having that volunteer sign the Information for Volunteers form that is relevant to the volunteer service. The university benefits from the services of its many volunteers. For the protection of the university and its volunteers, the university provides general liability coverage for claims that arise from authorized volunteer activities, and auto coverage if a volunteer is authorized to drive a university-owned vehicle. The university does not provide coverage for activity-related injuries to volunteers or for damage to a volunteer's personal vehicle. Volunteers must use their personal medical benefits and personal auto coverage in the event of activity-related injury and for damage to their personal vehicles. For exceptions related to workers compensation coverage, contact Risk. Exceptions may be granted for services critical to the university's mission or for university signature events.

C. Process.

C-1. Volunteer Position Descriptions. Units will prepare an Authorized Volunteer Position Description form for all positions for which volunteers are recruited, describing specific duties. After preparing the position description, units will work with Risk to discuss the activities and appropriate risk planning.

C-2. Waiver. Risk will develop a Waiver using the Authorized Volunteer Position Description drafted by the unit. Units may not write their own Waivers, or adapt Waivers developed for any other use. Waivers are legal documents, and Risk works with General Counsel's office to develop Waivers for specific activities.

C-3. Volunteer Vehicle Use. If a volunteer will be driving university-owned vehicles, the volunteer must meet the driver requirements stated in APM 05.08 I-3. The volunteer's acknowledgement of driving responsibilities must be noted on the Authorized Volunteer Position Description form.

C-4. Claims and Incidents. Report all injuries, claims, and incidents immediately to the university employee who authorized the volunteer position. This individual is responsible for immediately reporting incidents involving university volunteers to Risk. See section E for contact information.

C-5. Workers Compensation. Units seeking workers compensation coverage for specific volunteer activities must consult with Risk. Coverage determinations are made on a case-by-case basis by the workers compensation insurer, and cannot be guaranteed.

D. Forms and Examples. For instructions and examples of completed forms, go to www.uidaho.edu/risk/riskplanning/volunteers.

E. Contact Information. Problems or questions regarding the use of volunteers for university sponsored activities may be referred to Risk at (208) 885-7177, risk@uidaho.edu, or by fax at (208) 885-9490. **Information Procedure.** [Information and forms for authorizing volunteers](#) [The Standards for Departments Using Volunteer Services and volunteer forms](#) are available on the [UI Risk Management and Insurance website, Volunteers](#). Any questions regarding volunteers should be referred to Risk Management and Insurance by emailing risk@uidaho.edu.

2021 – 2022 Faculty Senate

Approved at Mtg 13 11.09.21

Meeting # 12

Tuesday, November 2, 2021, 3:30 pm – 5:00 pm
Zoom only

Present: Becker, Bridges, Chapman, Dahlquist, Fairley, Gauthier, Hickman, Hoffmann, Torrey Lawrence (w/o vote), Lee-Painter, McIntosh, Meeuf (Chair), Mittelstaedt, Ogborn, Paul, Quinnett, Rinker, Roberson, Rose, Sammaruca (w/o vote), Schiele, R. Smith, A. Smith (Vice Chair), Schwarzlaender, Stroebel, Tenuto, Thorne, Wargo

Absent: Ahmadzadeh, Rashed (excused), Rose

Also present: Juliet Marshall (proxy for Rashad)

Guests/Presenters: Brian Wolf, Savannah Stroebel, Kallyn Mai, Kayla Nguyen, Suzi Ball, Annette Folwell

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

Approval of Minutes (vote):

- Minutes of the 2021-22 Meeting #11 – Attach. #1.
The minutes of the 2021-22 Meeting #11 were approved as distributed.

Chair's Report:

- The Senate position on the Benefits Advisory Group is currently vacant. This group makes recommendations concerning employee benefits offered through the university, which has been a topic of conversation in recent meetings.
- Chair Meeuf will leave the meeting at 4:50 today for a public speaking engagement and will hand the meeting over to the Vice Chair.

Discussion:

There were no questions for the Chair.

Provost's Report:

- COVID update: as stated in the President's recent memo, the mask mandate will remain in place for the next three weeks, until November 22 – Monday of the fall break.
- Update on "Great Colleges to Work for" survey results: all results have arrived and we are posting them on the webpage. Communication will go out, probably in a day or two.
- Update about mandatory COVID vaccine for entities that hold federal contracts: last Friday the state of Idaho, including the the State Board of education representing higher education institutions, joined a multi-state lawsuit against the federal government regarding the vaccine executive order. More communication is expected soon.

Discussion:

A Senator asked if drawings for students who submit their vaccination card are still going on. Provost Lawrence responded that the drawings are being handled by the Dean of Students' office and will go on until Friday, November 12. New vaccination records continue to come in.

Committee Reports:

- UCC 137 – Inactivate Interdisciplinary Studies Minor – Annette Folwell, Attach. #2

The Interdisciplinary Minor is being discontinued because it has not been used for years – one student has been in the program in 20 years.

Vote: 23/24 in favor; 1/24 against.

Motion carries.

- UCC 146 – Inactivate Justice Studies Minor – Brian Wolf, Attach. #3
This minor contains redundancies with the criminology BS degree. There are many other minors that the department thinks will better serve the students.

Discussion:

A Senator asked whether a criminology minor exists along with the major. Brian Wolf said that there isn't one, though it is something that the department may talk about down the road.

There are a number of options for a minor currently available to the students. There are about 100 students in a minor, but the department is able to serve them well.

Vote: 23/24 in favor; 1/24 against.

Motion carries.

Other Announcements and Communications:

- ASUI Timely Grading Presentation – Savannah Stroebel (ASUI Academic Affairs Officer), Kallyn Mai (ASUI President), and Kayla Nguyen (ASUI Senator).
The ASUI representatives began with emphasizing the importance of timely feedback, which encompasses the subject better and is broader than just timely grading. The issue has been around for quite some time. They want to hear Senate's thoughts and suggestions, and hope we can all work together.

Students need to know about their progress, but some do not know where they stand in the class until the end of the semester. This may impact their academic interest and/or their career goals. Retention is impacted by timely feedback, which informs the students on where they may need extra help. Faculty must communicate with students in order for them to be successful and finish their degree. Guidelines are already in place for faculty to know when grades should be posted.

The ASUI goals are: 70% of the faculty submitting early warning grades or progress reports (4th week of the semester); and 90% of the faculty reporting midterm grades (8th week of the semester). If grades or points are not yet available in a course, a progress report is encouraged, indicating, for instance, good standing vs. poor standing or problems with attendance. Data from spring 2019 to fall 2021 shows a large increase in the number of submitted reports: from 19.8% to 69% for early warnings, and from 74.6% to 81.4% for midterm grades. Ultimately, the ASUI end goal is to support both students and faculty so that students at U of I can have the best academic experience possible.

Next, the ASUI representatives moved to enrollment and retention data from the student satisfaction inventory done by SEM (24% response rate). Timely feedback was among the top 11 areas where students wanted to see improvement. In fact, this aspect was ranked at a 6.3 out of 7 in level of importance, so it's clearly a priority for them. Other areas of improvement that students ranked were all correlated to the need for more frequent assessments in some way, such as feeling prepared for their careers and having a better understanding of the material. Regarding retention data obtained from Dean Kahler: the number of undergraduate-continuing students is down by 5.5%. Timely feedback facilitates student retention and success.

Stories shared by some students with ASUI reveal that not knowing how they are doing in the class creates stress, frustration, anger, and confusion. Sometimes, they receive feedback when it is too late to make appropriate adjustments.

ASUI specific suggestions include college participation towards improved three-week and seven-week communication between students and faculty. To that end, they are in conversation with deans and associate deans. They have the support of U of I leadership, as Provost Lawrence confirmed. Both President Green and the Provost are fully onboard with the ASUI initiative and thankful for it. It is encouraging to see the numbers move in the right direction.

Discussion:

While in agreement with what was said, a Senator suggested that if students are experiencing problems they should report it to the Dean of Students. Some discussion followed about the role of students in improving the communication process.

The Senator representing the Student Bar Association asked whether ASUI had any communication with graduate students on this topic. He will be happy to have a conversation with anybody who wants to explore the issue in the graduate sector as well. Meaningful reporting/feedback can be quite different in graduate classes, where grades are often based on projects.

Chair Meeuf suggested that students use their voice to help advocate for technological improvements to streamline faculty workflow. Having to work with different platforms, which do not communicate with each other, makes grade reporting rather time-consuming, especially with large classes. Several Senators agreed. Hopefully the transition to Canvas will solve some of these problems and facilitate student-faculty engagement. We will continue to have these conversations and work together.

- Gateway Program Update – Torrey Lawrence, Suzi Ball, Annette Folwell.

First, what VGP is:

Although housed in CLASS, the Vandal Gateway Program (VGP) is a university-wide program, identified by President Green as one of his priorities. Today's conversation is just to bring people up to speed. Consistent with the university vision – to expand the institution's intellectual and economic impact and make higher education relevant and accessible to qualified students of all backgrounds – the purpose of VGP is to provide individuals the opportunity to pursue higher education, when otherwise they might not have that opportunity, and provide them with integrated support. This aligns with our land grant mission of serving all components of our state. VGP is a cohort-based academic support two-semester program. Students receive strong support during their first year through high-impact mentoring and coaching. VGP students enroll in General Education (GE) and elective courses, such as INTR 101, ENGL 101/109, and other GE electives (e.g. ANTH 102, CORS 232, etc.). Students are initially placed in General Studies [major] and usually declare their chosen major during the second semester.

The first cohort:

A temporary, emergency presidential action allowed for matriculation. We had 19 students in the first cohort, and hired the program coordinator in August. This first group had an average high school GPA of 2.46, an average SAT of 917, and their first semester average GPA was 2.13 – and increased slightly in their second semester to 2.31. As far as persistence in the program: 12 of the 19 students returned for spring semester. Seven left the University; three of those seven

students transferred to other schools, so we did open the door for them to continue in higher education. Transitioning into the second year, we had five of them in good standing. Overall, there was some success because nine students continued from the first group.

The second cohort:

The admission process for the second cohort involved petitioning the Admission Committee. This is a much smaller group of six. These were students who finished HS during the first full year of COVID. The average high school GPA was 2.23 and the average SAT score was 895. In summary, their midterm grades for Fall 2021 show mixed results.

Moving forward:

We have had two years with two different admission processes. COVID has certainly been a challenge for everyone, especially so for these students. We need to make a decision on where we go from here, and the biggest deciding factor is the admission process. Some possible ideas for discussion would be to think about a three-year pilot to restart the program, hopefully with less impact from COVID and a direct admission policy with fewer barriers. Within some chosen GPA range, they could go directly into VGP. The range could be about 2.30 to 2.59 – just below the 2.60 currently required for admission (emergency policy already in place for Fall 2022 regular admission). But these numbers are certainly negotiable. In this range, we hope to have a cohort of up to 100 students. And of course, the main goal is to decrease barriers for admission. We're not proposing a permanent change in the catalog to our admission policy – just a three-year pilot. In 2024, we would then have two years of data to evaluate the success of the program. VGP will update Senate each spring when we can evaluate a student's performance after a full year. Students who do not qualify for regular admission but don't want to participate in VGP could still have the option to petition the Admissions Committee. A student whose GPA is below the VGP threshold could be admitted through a successful petition to the Admissions Committee, with the Committee's recommendation to join VGP. We are open to ideas for providing different pathways to students who want to pursue higher education but don't meet the automatic admission criteria. Changes to admission standards must go through the University Curriculum Committee. Provost Lawrence concluded by inviting questions and suggestions.

Discussion:

The following points were raised during the Q&A:

- Is the program financially viable? The university is spending \$6,000 per student, and some have left the program. Does the program cost more than it generates in tuition revenue? There is questionable evidence of success.

Response: We do need to see a better success rate. As for costs, tuition money collected did cover the costs for the first year. Based on the expenses of the first year, the break-even point is around 14 – 15 students. It was not a financial burden to the institution nor did we reallocate resources to pay for the program. The second year was not cost effective because of the smaller cohort, which is why we want to increase access. A key point is the admission process.

- Senators appreciated that the program was reframed as a way to eliminate the GPA barrier without lowering the bar. Admission thresholds may be lower, but the support the students receive gives them the opportunity to succeed. These numbers are, to a certain extent, arbitrary and don't define the University of Idaho.

- A big concern was raised about students who do not make it. They don't have scholarships so they're paying full tuition and board. And they are probably one of the most at-risk groups for not making it because they don't have the family background and support system that many other students have. If they do not complete the degree, they will leave with no credentials and a large amount of debt.
Response/comment from the VGP Team: They want to set the students up to be as successful as possible. That's why they are proposing a three-year pilot program. If it is not beneficial to students, it should not be continued. But we need to look at all variables. Should we take away that opportunity or should we let the students make an informed choice?
- This conversation should include our new capital campaign, which is focused on raising money for scholarships. Is this a potential request we should make? That is, raising money specifically to support VGP students in their first year in order to help mitigate the risks.
- A three-year pilot program is being proposed. What kind of approval pipeline is the team thinking of?
Response/comment from the VGP Team: The idea is to have a temporary admission range approved for direct admission to this program. In the past, there was a lot of hesitation about making permanent changes to our admission policy. We could try it for a few cohorts and see how it works. In essence, what we want is a three-year window to fully implement the program then evaluate.
- Perhaps the best would be to go through the prescribed steps and work with UCC to create an academic program that is actually in the books. We can all agree that more accessibility is great, and the idea of utilizing capital campaign funds to help alleviate the students' financial burden is a good one. The VGP Team should go ahead and propose the program through the official channels. It is always possible to discontinue a program.
Response/comment from the VGP Team: as a point of clarification, this is an academic support program, not an academic program.
The Senator disagrees.
- Some Senators said they are not opposed to the program and believe it can be beneficial to the students in the cohorts. However, building stronger bridges with the community colleges in our area may be more efficient and less risky for the students, who could seamlessly come to the University of Idaho. We can help make the pathway seamless for students by integrating some of our classes in the curriculum. It could be a more effective use of everybody's time and money.
Response/comment from the VGP Team: the community college option is still there for these students. But these students do apply to U of I because they want to come here. They want to move to Moscow and perhaps study a discipline that is not available at other schools. If granted admission to VGP, they still have the option to consider a community college. We can provide them that choice.

New Business:

Vice Chair Smith asked whether there was any new business. There was none.

Adjournment:

The agenda being completed, Vice Chair Smith adjourned the meeting at 5:01pm.

Respectfully Submitted,

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

University of Idaho
2021 – 2022 Faculty Senate Agenda

Meeting # 12

Tuesday, November 2, 2021, at 3:30 pm
Zoom Only

- I. Call to Order
- II. Approval of Minutes (Vote)
 - Minutes of the 2021-2022 Faculty Senate Meeting #11 (October 26, 2021) **Attach. #1**
- III. Consent Agenda (Vote)
- IV. Chair's Report
- V. Provost's Report
- VI. Committee Reports
 - UCC 137 Interdisciplinary Studies Minor (Inactivate) - Charles Tibbals **Attach. #2**
 - UCC 146 Justice Studies Minor (Inactivate) - Brian Wolf **Attach. #3**
- VII. Other Announcements and Communications
 - ASUI Timely Grading Presentation - Savannah Stroebel
 - Gateway Program Update – Torrey Lawrence, Suzi Ball, and Annette Folwell
- VIII. Special Orders
- IX. New Business
- X. Adjournment

Attachments:

- **Attach. #1:** Minutes of the 2021-2022 Faculty Senate Meeting #11
- **Attach. #2:** UCC 137
- **Attach. #3:** UCC 146

2021 – 2022 Faculty Senate – Pending Approval

Meeting # 11

Tuesday, October 26, 2021, 3:30 pm – 5:00 pm

Zoom only

Present: Ahmadzadeh, Becker, Bridges, Chapman, Dahlquist, Fairley, Gauthier, Hickman, Hoffmann, Torrey Lawrence (w/o vote), Lee-Painter, McIntosh, Meeuf (Chair), Mittelstaedt, Ogborn, Paul, Quinnett, Rashed, Rinker, Roberson, Rose, Sammarruca (w/o vote), Schiele, A. Smith (Vice Chair), Tenuto, Thorne, Wargo

Absent: R. Smith (excused), Schwarzlaender, Stroebel

Guests/Presenters: Charles Goebel, Darryl Woolley, Dean Kahler, Cynthia Castro, Terry Grieb, Eric Stuen, Bart Sonnenberg, Shawna Bertlin, Kristen McMullin

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

Approval of Minutes (vote):

- Minutes of the 2021-22 Meeting #10 – Attach. #1.
The minutes of the 2021-22 Meeting #10 were approved as distributed.

Chair's Report:

- Many thanks to President Green for organizing a special session for Faculty Senators with Dr. Heidi Gardner yesterday to discuss strategies for bolstering collaboration on campus, and big thanks to those of you who participated. A recording of this session will be made available to others who couldn't attend.
- The policy on Affinity Groups proposed by FSPG is expected to come before Senate soon.
- We are looking for Senators to sit on additional committees to ensure that faculty voices are heard.
 - The Senate position on the Benefits Advisory Group is currently vacant. This group makes recommendations concerning employee benefits offered through the university, which has been a topic of conversation in recent meetings.
 - We will need to find a new Senator to serve on the VandalStar Implementation Committee, preferably a Senator who uses VandalStar regularly and can provide some feedback to the committee. The Senator currently on this committee will be moving into a new committee assignment soon.
- Vice Chair Smith reminded Senators that nominations for the University P&T Committee are due October 29, at 5 pm.

Discussion:

A Senator asked whether a list of faculty who are currently on the committee is available and whether it is a three-year appointment. Provost Lawrence explained that it is not a three-year appointment – each year the membership is the result of a multi-step process. There is no list. Senators should forward as many nominations as allowed for their college.

Provost's Report:

- COVID update: test kits are available and can be obtained without medical referral, from 9am to 5pm daily, by students, faculty, and staff. A tent will be set up daily just outside the Vandal Health Clinic.
- The transition to Canvas will happen in January 2022. CETL seminars and various forms of training are being made available online after live events. See the below link for available resources. <https://www.webpages.uidaho.edu/cetl/canvas-transition.asp>
- The required training for all U of I employees must be completed by October 31.
- Update on "Great Colleges to Work for" survey results: we should be getting them this week. A webpage has been built for this purpose.
- A question from last week about mandatory COVID vaccines for federal employees: there is a conflict between federal and state mandates. It is a very complicated question for legal and regulatory reasons. We are working with the State Board, our state government, and other institutions to find a path forward. Watch for updates.
- Library fees have been eliminated. This is an important student-centric effort. Thanks to Dean Ben Hunter!

Discussion:

Are vaccine clinics still ongoing? Provost Lawrence said that they will continue as long as there is interest and need. Posted on the Zoom chat: November 3, from 1 to 3 pm in the ISUB Vandal Lounge.

<https://www.uidaho.edu/vandal-health-clinic/coronavirus/vaccine/pre-register>

The next question was about the budget surplus from increased enrollment, and what the plans are for using those funds. Provost Lawrence responded that the new budget model will be used this year to determine next year's budget. University budgets are complicated. A large part comes from enrollment, which went up and thus created additional resources. We haven't had to decide what to do with new resources for a number of years, so this is exciting and refreshing. The list of needs is very long but we are moving in the right direction. Provost Lawrence looks forward to working with the deans to determine what portion of those fees will go back into academic affairs to be strategically re-invested in our people and our programs. This will become a real focus in the next few months. More information will come.

Following up on the previous question, another Senator inquired about the possibility of using the surplus to increase our net position and give principal investigators access to their F&A accounts that have been building up for years. The Provost noted that our net position is the result of a complicated calculation. Plans for the surplus are about future budgets. Finances from last year will soon be audited and finalized, and only then will we know exactly where we are and how we can free up other resources that have become available. It's going to take some time, but we are moving in the right direction.

There was another question about the budget: last year we made budget projections based on expected enrollment, which created problems. Because retention is still an issue, we could again overestimate the number of students for next semester. The Provost agreed that such a possibility exists. Should there be a massive change in January, we will have to adjust. But assuming we will remain within variations typically seen from fall to spring, colleges and units should be able to make plans. Provost Lawrence hopes to have that information before Thanksgiving, if possible, but certainly before the winter break.

Do we know what types of students make up the increased enrollment? The Provost replied that, indeed, the university has great data and can identify students by specific groups (out-of-state,

graduate, etc.). Some of that information can be found in the latest President's memo. The challenge is retention of our current students, and for those as well we have data by demographics, year, college, unit, etc.

Is the retention problem a scholarship issue? Can we make more scholarships available? The Provost responded that this is what the Capital Campaign is about. Financial hardship is the main reason why students do not complete a degree, and we are trying to raise as much as we can for financial aid.

Committee Reports:

- UCC 361 - Rangeland Ecology and Management (B.S.) name change – Charles Goeble, Attach. #2
The degree name change from Rangeland Ecology and Management to Rangeland Conservation was designed to increase the appeal of the major to a broader community and increase enrollment. The anticipated enrollment increases have not been realized. Additionally, as part of a recent Rangeland Industry Summit hosted by the College of Natural Resources Advisory Board, many employers expressed concern about the current name of the degree program and recommended that the degree name be returned to its original form - Rangeland Ecology and Management.
Vote: 23/23 in favor, 0/23 against.
- UCC 443 - Enterprise Systems Integration Certificate – Eric Stuen, Attach. #3
This is part of a program of five new certificates. To make good decisions, business professionals need access to information and the skills to commit to their decisions. The courses in this certificate are intended to develop analysis-and-leadership skills for managers, understand how to use appropriate enterprise tools, and implement decisions based on proper analysis.
Vote: 23/23 in favor, 0/23 against.
- UCC 450 - Technical Program Management Certificate – Eric Stuen, Attach. #4
This certificate serves the purpose of combining project management with information systems and data management skills.
Discussion:
Do community colleges around us offer this type of certificate? Also, is there evidence that these certificates have an impact on undergraduate enrollment? Eric Stuen responded that interest in credentials other than degrees (“micro credentials”) is picking up, especially among nontraditional students. More students are looking for credentials that are smaller than a bachelor's degree.
Vote: 23/23 in favor, 0/23 against.
- UCC 449 - Applied Finance Academic Certificate - Terry Grieb, Attach. # 5
This certificate was designed with a couple of constituencies in mind. One of them is place-bound nontraditional students who want to have some grounding in a range of business topics to help them advance in their jobs. The certificate is also well built towards students who want to take their first two years at one of our junior colleges. The third constituency is people who are looking for specific exposure in a topic area – perhaps not a degree-seeking student but someone who wants to acquire applied finance skills. They brought back a handful of courses that fit into this structure of courses, such as insurance, real estate, and financial planning. We consulted with several companies and decided that the best way would be to put topic areas into smaller one- and two-credit course frameworks.
Vote: 23/23 in favor, 0/23 against

Other Announcements and Communications:

Retention Presentation – Dean Kahler, Cynthia Castro, Shawna Bertlin, Kristen McMullin, Bart Sonnenberg, Attach. # 6

Dean Kahler and his team gave a presentation on current student success initiatives. Those include academic support programs – such as tutoring and academic coaching – and a number of other (personal and academic) support services. Please see the presentation slides attached to the binder of meeting #11 for a thorough description of the programs and useful links.

Discussion:

Chair Meeuf noted it was getting late for a thorough Q&A and suggested to make some time next week for an open discussion. He thanked the speakers for the robust presentation and the exciting and dynamic work that everyone's doing to support our students. Clearly, everyone is working very hard and coming up with innovative strategies. So, a natural question is: why this slow erosion of our retention rates since about five years? Do we have research to suggest what the main mechanism might be? Dean Kahler replied that keeping students engaged is becoming more difficult. The student satisfaction survey mentioned in the presentation gives a tremendous amount of information about areas with improvement opportunities. We must move forward with recommendations driven by that data. Observing that male students are graduating at a much lesser rate than our female students, a Senator inquired whether programs are in place to remedy this situation. Dean Kahler emphasized that they want to serve all of our students. There is a large amount of data that perhaps is being under-utilized and might provide some guidance. But we don't want to give the impression that we're serving one population at the expense of another. Dean Kahler said he is open to ideas.

The next question was about the changes that are happening in the labor market, with people needing to be retrained and problems with qualifications. Corporations (such as Amazon and Walmart) are paying for their employees to take undergraduate credits. Perhaps this could be an opportunity for us as well as Idaho companies. Dean Kahler appreciated the question. He and his team have had conversations with the Idaho Department of Labor and with some of our industry partners about the best way to help our graduates serve the needs of the labor market. The certificates discussed earlier are great opportunities to send people into the job market with new skills. We have had some conversations with Torrey and Chris Nomura and we will help as much as we can.

Provost Lawrence reiterated the importance of what we are doing to serve the people in our state. Again, he applauded CBE for their certificate programs. We often think of a university as primarily serving 18-year-olds who are going to move to Moscow, Idaho, but higher education offers a wealth of other opportunities. There are many people who want to retrain but don't necessarily want a four- or a two-year degree. Instead, they might find a 12-credit certificate more manageable. After completing that certificate, they may wish to take further steps, any of which is a new win for Idaho. It's a new way of thinking, and the Provost hopes we all are thinking about it in our programs. The Senator's question is really critical to what we approved an hour ago.

Dean Kahler commented on the importance of online/distance availability of higher education, especially for nontraditional students who have jobs elsewhere in the state.

Adjournment:

The agenda not being completed, Chair Meeuf called for a motion to adjourn. So moved (Fairley, Smith).
The meeting was adjourned at 5:03pm.

Respectfully Submitted,

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

137: INTERDISCIPLINARY STUDIES MINOR

Export to PDF Export to Word

In Workflow

1. 001 Chair (tcraig@uidaho.edu)
2. CLASS Review (ctibbals@uidaho.edu)
3. 18 Curriculum Committee Chair (tcraig@uidaho.edu)
4. 18 Dean (quinlan@uidaho.edu)
5. Provost's Office (panttaja@uidaho.edu; kudas@uidaho.edu; mstout@uidaho.edu; jvalkovic@uidaho.edu)
6. Curriculum Review (sstubbs@uidaho.edu)
7. Degree Audit Review (rfrost@uidaho.edu)
8. Registrar's Office (none)
9. Ready for UCC (disable)
10. UCC (none)
11. Faculty Senate Chair (mstout@uidaho.edu; jvalkovic@uidaho.edu)
12. UFM (mstout@uidaho.edu; jvalkovic@uidaho.edu)
13. President's Office (brendah@uidaho.edu; mstout@uidaho.edu; jvalkovic@uidaho.edu)
14. State Approval (mstout@uidaho.edu; jvalkovic@uidaho.edu; lindalundgren@uidaho.edu)
15. NWCCU (sara@uidaho.edu; mstout@uidaho.edu)

Approval Path

1. Wed, 29 Sep 2021 19:34:07 GMT
Traci Craig (tcraig): Approved for 001 Chair
2. Mon, 04 Oct 2021 21:07:01 GMT
Charles Tibbals (ctibbals): Approved for CLASS Review
3. Mon, 04 Oct 2021 22:11:15 GMT
Traci Craig (tcraig): Approved for 18 Curriculum Committee Chair
4. Tue, 05 Oct 2021 00:27:38 GMT
Sean Quinlan (quinlan): Approved for 18 Dean
5. Tue, 05 Oct 2021 18:12:09 GMT
Dean Panttaja (panttaja): Approved for Provost's Office
6. Wed, 06 Oct 2021 20:29:44 GMT
Steve Stubbs (sstubbs): Approved for Curriculum Review
7. Thu, 07 Oct 2021 16:11:44 GMT
Rebecca Frost (rfrost): Approved for Degree Audit Review
8. Fri, 15 Oct 2021 16:33:54 GMT
Dwayne Hubbard (dhubbard): Approved for Registrar's Office
9. Wed, 20 Oct 2021 22:33:43 GMT
Steve Stubbs (sstubbs): Approved for Ready for UCC
10. Tue, 26 Oct 2021 15:47:54 GMT
Steve Stubbs (sstubbs): Approved for UCC

Program Inactivation Proposal

Date Submitted: Wed, 29 Sep 2021 18:08:37 GMT

Viewing: 137 : Interdisciplinary Studies Minor

Last edit: Wed, 29 Sep 2021 18:08:37 GMT

Changes proposed by: Charles Tibbals

Final Catalog

2022-2023

What will be the last semester of the teach-out period?

What is the teach-out plan?

Rationale for Inactivation

This minor has not been widely used in some time and is largely duplicated by the 18 credits area of emphasis that students may complete for the CLASS Additional Bachelor of Science requirements. Many students make use of the 18 credit area of emphasis options for the Additional Bachelor of Science requirement.

Attach State Form

Faculty Contact

Change Type (Choose all that apply)

Description of Change

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

Academic Level

Undergraduate

College

Letters Arts & Social Sciences

Department/Unit:

Letters Arts & Social Sciences

Effective Catalog Year

2022-2023

Program Title

Interdisciplinary Studies 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

Attach Program Change

CIP Code

30.9999 - Multi-/Interdisciplinary Studies, Other.

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 this program lead to licensure in any state?

Will the program be a statewide responsibility?

Financial Information

What is the financial impact of the request?

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

Describe the financial impact

Curriculum:

A student may present a minor curriculum not included among the ones listed elsewhere in this catalog. The program must include at least 24 credits and be approved by:

1. at least one faculty member from each of the participating departments,
2. the chair of one of the departments involved, and

3. in the case of minors that involve a department in the College of Letters, Arts, and Social Sciences, the Dean or Associate Dean of CLASS.

In some cases, the Dean or Associate Dean of CLASS may approve participation by departments from other colleges and universities. Participation of such departments may be permitted as long as one of the participating departments in the program is a CLASS department, and other University of Idaho and CLASS requirements are met.

Degree Maps:

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

If Yes, can 100% of the curricular requirements of this program be completed via distance education?

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

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

Coeur d'Alene

Moscow

Boise

Where?

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.

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

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

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

When will assessment activities occur and at what frequency?

Student Learning Outcomes

Have learning outcomes changed?

Learning Objectives

Rationale for the proposed change. Include an explanation of how the department will manage the added workload, if any.

Supporting Documents

Requires TECC Review

Department Voting Results

College Voting Results

Reviewer Comments

Key: 137

Choose Proposals to Bundle

Select any proposals you would like to bundle together for approval. Only proposals you have saved are available to bundle.

Bundle Title:

Course:

Proposal A

Program:

Proposal B

Submit Cancel

146: JUSTICE STUDIES MINOR

Export to PDF Export to Word

In Workflow

1. 465 Chair (bwolf@uidaho.edu)
2. CLASS Review (ctibbals@uidaho.edu)
3. 18 Curriculum Committee Chair (tcraig@uidaho.edu)
4. 18 Dean (quinlan@uidaho.edu)
5. Provost's Office (panttaja@uidaho.edu; kudas@uidaho.edu; mstout@uidaho.edu; jvalkovic@uidaho.edu)
6. Curriculum Review (sstubbs@uidaho.edu)
7. Degree Audit Review (rfrost@uidaho.edu)
8. Registrar's Office (none)
9. UCC (none)
10. Faculty Senate Chair (mstout@uidaho.edu; jvalkovic@uidaho.edu)
11. UFM (mstout@uidaho.edu; jvalkovic@uidaho.edu)
12. President's Office (brendah@uidaho.edu; mstout@uidaho.edu; jvalkovic@uidaho.edu)
13. State Approval (mstout@uidaho.edu; jvalkovic@uidaho.edu; lindalundgren@uidaho.edu)
14. NWCCU (sara@uidaho.edu; mstout@uidaho.edu)

Approval Path

1. Fri, 17 Sep 2021 22:49:05 GMT
Brian Wolf (bwolf): Approved for 465 Chair
2. Mon, 20 Sep 2021 20:18:50 GMT
Charles Tibbals (ctibbals): Approved for CLASS Review
3. Mon, 20 Sep 2021 23:02:48 GMT
Traci Craig (tcraig): Approved for 18 Curriculum Committee Chair
4. Mon, 04 Oct 2021 22:44:02 GMT
Sean Quinlan (quinlan): Approved for 18 Dean
5. Tue, 05 Oct 2021 18:12:18 GMT
Dean Panttaja (panttaja): Approved for Provost's Office
6. Wed, 06 Oct 2021 20:30:10 GMT
Steve Stubbs (sstubbs): Approved for Curriculum Review
7. Thu, 07 Oct 2021 16:11:25 GMT
Rebecca Frost (rfrost): Approved for Degree Audit Review
8. Fri, 15 Oct 2021 16:34:26 GMT
Dwayne Hubbard (dhubbard): Approved for Registrar's Office
9. Tue, 26 Oct 2021 15:48:02 GMT
Steve Stubbs (sstubbs): Approved for UCC

Program Inactivation Proposal

Date Submitted: Wed, 15 Sep 2021 20:44:37 GMT

Viewing: 146 : Justice Studies Minor

Last edit: Thu, 16 Sep 2021 16:51:18 GMT

Changes proposed by: Brian Wolf

Final Catalog

2022-2023

What will be the last semester of the teach-out period?

What is the teach-out plan?

Rationale for Inactivation

There are redundancies with the criminology BS degree in this minor. In addition, there has been difficulty securing seats in classes associated with this degree, crowding out major students

Attach State Form

Faculty Contact

Change Type (Choose all that apply)

Description of Change

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

Academic Level

Undergraduate

College

Letters Arts & Social Sciences

Department/Unit:

Sociology & Anthropology

Effective Catalog Year

2022-2023

Program Title

Justice Studies 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

Attach Program Change

CIP Code

43.0104 - Criminal Justice/Safety Studies.

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 this program lead to licensure in any state?

Will the program be a statewide responsibility?

Financial Information

What is the financial impact of the request?

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

Discribe the financial impact

Curriculum:

Code	Title	Hours
CRIM 101	Introduction to Criminology	3
CRIM 330	Juvenile Delinquency	3
CRIM 332 or CRIM 334	Sociology of Punishment Police and Social Control	3
Select one of the following:		3
AIST 420	Course AIST 420 Not Found	
PHIL 469	Course PHIL 469 Not Found	

PHIL 470	Course PHIL 470 Not Found	
POLS 467	Constitutional Law	
POLS 468	Civil Liberties	
SOC 420	Sociology of Law	
Select at least three courses (9 credits) from the following:		9
AGEC 477	Law, Ethics, and the Environment	
ANTH 451	Forensic Anthropology	
CRIM 325	Family, Violence, and Society	
CRIM 329	Homicide	
CRIM 333	Elite and White Collar Crime	
CRIM 335	Terrorism, Society and Justice	
CRIM 336	Comparative Criminal Justice Systems	
CRIM 337	Violence and Society	
CRIM 338	Regulation of Vice	
CRIM 339	Crime and the Media	
CRIM 415	Citizen's Police Academy	
CRIM 420	Substance Use and Society	
CRIM 421	Gender and Crime	
CRIM 435	Psychopathy and Crime	
CRIM 436	Mental Health and Crime	
CRIM 439	Inequalities in the Justice System	
CRIM 464	Criminology Abroad	
PSYC 311	Abnormal Psychology	
SOC 201	Introduction to Inequity and Justice	
SOC 327	Sociology of the Family	
SOC 345	Extremism and American Society	
SOC 346	Responding to Risk	
SOC 404	Special Topics	
SOC 427	Racial and Ethnic Relations	
WLF 205	Wildlife Law Enforcement	

Total Hours

21

Courses to total 21 credits for this minor

Degree Maps:

Distance Education Availability

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Can 50% or more of the curricular requirements of this program be completed via distance education?

No

If Yes, can 100% of the curricular requirements of this program be completed via distance education?

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

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

Coeur d'Alene
Moscow

Where?

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.

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

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

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

When will assessment activities occur and at what frequency?

Student Learning Outcomes

Have learning outcomes changed?

Learning Objectives

Rationale for the proposed change. Include an explanation of how the department will manage the added workload, if any.

Supporting Documents

Requires TECC Review

Department Voting Results

College Voting Results

Reviewer Comments

Key: 146

Choose Proposals to Bundle

Select any proposals you would like to bundle together for approval. Only proposals you have saved are available to bundle.

Bundle Title:

Course:

Proposal A

Program:

Proposal B

Submit Cancel

2021 – 2022 Faculty Senate

Approved at Mtg 14 11.16.21

Meeting # 13

Tuesday, November 9, 2021, 3:30 pm – 5:00 pm

Zoom only

Present: Ahmadzadeh, Bridges, Chapman, Dahlquist, Fairley, Gauthier, Hickman, Torrey Lawrence (w/o vote), Lee-Painter, McIntosh, Mittelstaedt, Ogborn, Paul, Quinnett, Rashad, Roberson, Rose, Sammarruca (w/o vote), Schiele, R. Smith, A. Smith (Vice Chair), Schwarzlaender, Tenuto, Thorne, Wargo
Absent: Becker (excused), Rinker (excused), Hoffman (excused), Meeuf (excused), Stroebel

Guests/Presenters: Brandi Terwilliger, Shawn Copeland, Indrajit Charit

Call to Order: Chair Meeuf was absent. Vice Chair Smith called the meeting to order at 3:30 pm.

Approval of Minutes (vote):

- Minutes of the 2021-22 Meeting #12 – Attach. #1.
The minutes of the 2021-22 Meeting #12 were approved as distributed.

Chair's Report:

- Brian Foisy will be attending Senate on November 16 to give a presentation on the university budget. Please consult with your constituents to see if they have any budget-related questions for Vice President Foisy.
There were no questions for the Chair.

Provost's Report:

- Follow-up on a question from last week about Canvas and the ability to download/upload grades directly into Vandalstar or Banner. It appears to be possible. ITS/CETL is currently converting all of our spring courses and will look into this question as soon as they can, consistent with their priorities.
- The SBOE is conducting a survey among all higher education students in Idaho who are 18 and older and enrolled in a degree program. It is a general survey about campus climate and education, part of SBOE preparation for the upcoming legislative session. The survey comes from SBOE, not U of I.
- COVID update: Tests are available, but the demand has been low. Many are still available. Currently we have one student in quarantine and none in isolation. The number of students who have submitted their vaccination card is up to 4,158 students.
- Update about mandatory COVID vaccine for federal employees and entities that hold federal contracts: We are taking no action right now while continuing to talk with SBOE and government agencies. Contrary to what was reported by some of the media, we were not directed by SBOE to put out the mandate, but we were given permission to do so. Watch for updates.
- University Promotion & Tenure Committee: We still need input from some colleges. Please submit them by end of the day this Friday. Faculty input is important.

Discussion:

In response to a question, the Provost said that the "Great Colleges to Work for" survey results will be made known very soon.

Committee Reports:

- FSH 1640.46 Arts Committee – Shawn Copeland, Attach. #2
There are two main reasons for these changes: first, to include the administrative role the committee has had for years regarding the Student Arts Fee Grant (the proposed A-5), and an expanded structure to facilitate the full functioning of the committee (A-1) and in keeping with the university's Arts Collection Management document.

Discussion:

There was a discussion concerning the current committee composition – why is only fine art represented, and not performing arts? It would nice to be broader. Other Senators did not agree with having only the dean of the college of Art and Architecture on the committee, especially now that fiscal responsibilities have been added. Provost Lawrence asked whether President Green had been consulted about the removal of the following language: “... *one administrator designated by the president...*” In view of these questions, there was a motion (Lee-Painter/Quinnett) to send the proposal back to the Arts Committee for further thinking in consultation with the Committee on Committees.

- UCC 250 Industrial Technology (BSTECH) location availability – Indrajit Charit or Aleksandar Vakanski, Attach. #3
It is requested to make the Industrial Technology program available in Coeur d'Alene. The INDT program will allow employees at local industries and local students to earn a BSTech degree in Coeur d'Alene. The degree is relevant for many of the local industries and electives may be developed specifically to meet the needs of the industries and community. The degree will be offered as it is currently both at Idaho Falls and Coeur d'Alene campuses.

Discussion:

There was a brief discussion about the number of credits for the degree, which appears to be larger than 120. Indrajit Charit responded that the actual number will be 121. The registrar was contacted and confirmed that the number of credits can be above 120 if so required for accreditation.

Vote: 20/20 in favor; 0/20 against.

Motion carries.

- UCC 457 Corporate Social Responsibility Certificate – Traci Craig Attach. #4
The reason for the proposed changes is to add a certificate to provide students a particular credential for industry jobs to supplement a variety of degrees. No additional workload is necessary.

Vote: 22/22 in favor; 0/22 against.

Motion carries.

Other Announcements and Communications:

- Human Resources Update – Brandi Terwilliger
Brandi Terwilliger started an overview of three current HR projects: Recruitment Enhancement for Staff; Job Families; 2022 Benefits.
 - Recruitment Enhancement for Staff
Brandi Terwilliger identified the members of the Recruitment Enhancement Working Group and the Staff Supporting Group (which includes members from HR, Finance, OGC, AA/EEO). Tasks that are already completed and implemented are: shortened staff application; a template letter of qualifications; shortened timelines required for advertising; updated resources on the web. This streamlining was implemented to

improve the candidate's experience and overall time to hire. Future projects in process or near completion are: streamlining workflows (from four to two); streamlining fields within a particular workflow; reducing redundant approvals and data requests. Additional work in progress is directed at improving the applicant experience through increased communication with the applicants utilizing existing system functionality, so that the applicant is better informed at each stage of the process. Improving onboarding of new employees is another ongoing project in collaboration with Staff Council and connecting with key partners across campus to make recommendations for improvement.

- Job Families
- Similar positions have similar job descriptions and qualifications across campus, aside from aspects which may be specific to the particular unit. About 80% of staff positions are likely to fall into one "job family." In each job family, it will be very transparent to the applicant or employee how to get to the next level. We started looking at the first group (Research, Finance, IT, Marketing and Communications, Facility, Administrative) working with experts in each area and seeking broad constituent input for a rigorous executive review. 2022 Benefits

Medical plan rates will increase for both PPO and High Deductible health plans. The rate increases are between \$2.05 and \$10.93 per pay period depending on the selected plan and coverage level. Standard PPO annual prescription drug cost-share will go up. For employee-only coverage the increase amounts to \$150, while for family coverage the increase is \$300. Health Savings Account (HSA) maximum contributions will increase according to IRS limits – \$50 for employee-only coverage and \$100 for family coverage. We also offer three new benefits: AbilitiCBT, an online-based cognitive behavioral therapy program that can be accessed from any device; Wondr Health, a digital health program to help eligible employees take control of their physical and overall health; Cancer Guardian, a revolutionary genomic-based program designed to improve early detection of cancer, provide cancer-care support, and financial navigation.

Discussion:

What is the average time to fill a position and by how much will it be reduced by the new initiatives? Brandi Terwilliger responded that the timeline is about 70 days, where the process is considered complete when everybody has been notified that the position is closed which happens with the department. The goal is to reduce that by 10%, possibly more.

The discussion moved to the two health plan options available at U of I, which a Senator argued are similar. Why are there not more options? What employees must pay out of pocket is not very different, although the way they pay it is different. The Senator is not satisfied with the U of I plan. Brandi Terwilliger noted that the Benefits Advisory Group (BAG) – for which a Senate representative needs to be appointed – starts to meet around January or February to consider potential changes, changes to benefits and review proposed programs from our benefit partners. Through BAG, HR can get input from everyone across campus. The university does not favor one plan over the other, so the employer's contribution is the same amount in either plan. With the HD plan, employees pay less from their paycheck but more to the healthcare provider; the Standard PPO plan you pay a small co-pay when you go to the doctor and more in contributions per pay period. It's a personal choice that depends on the individual circumstances. Suggestions for improvements are welcome and can be forwarded directly to Brandi Terwilliger or through BAG.

Provost Lawrence reiterated that BAG recommends changes to our benefits. Senate representation on that committee is important, and yet that seat has been traditionally difficult to fill.

Another Senator expressed concerns about the large out-of-pocket money she has to pay. Some employees on the lower end of the pay scale may not be able to absorb a similar amount. Brandi Terwilliger acknowledged that catastrophic circumstances can occur, which is why HR encourages employees to consider flexible spending, high deductible plans, HSA, together with other benefits that may be available at no cost. Also, some new rules are coming up, such as transparency and a no-surprises act. The employee will be able to see exactly what a procedure costs, depending on where they have it done. If you have an emergency out of network, you would not be subjected to additional costs. These changes are going to start rolling out in January and will help members who have emergency needs .

Regarding the Cancer Guardian benefit, concerns were expressed about data potentially being shared with insurance companies who might then take them as pre-existing conditions. Brandi Terwilliger agreed that it is a concern and they had their external consultants look into this issue. They made sure the data are not shared with Blue Cross. It can happen, though, that a doctor may adjust a patient's routine prevention course due to a detected predisposition to some kind of cancer, such as increasing the frequency of screening tests, which, in turn, may change an otherwise covered preventative service which is covered at no-cost to a diagnostic service which does include deductible and cost-sharing structures.

A Senator raised the issue of communication with HR, which he found to be difficult in terms of finding the right person to talk to about a specific problem and because of broken web links in a communication or when calling the call center. His second question was about email coming from what appeared to be an HR department regarding an international employee and which, to him, came across as potentially suspicious. Brandi Terwilliger said that several updates have been made and the broken links are being taken care of. For benefits-related questions, one should just email benefits@uidaho.edu to reach the whole team of benefits specialists. For very specific issues, HR staff should be able to direct you to the right person – to that end. The call center fields approximately 3,000 calls per month and they handle eligibility, enrollment and basic benefit questions related to the UI health plan. For University specific benefits such as shared leave they would be directed to benefits@uidaho.edu. As part of ongoing training for the call center, they have regular “calibration” meetings to provide coaching and training to call center staff. As for the “HR-INTL@uidaho.edu” email, they are creating a team approach to handle recent challenges when only one person is handling a function and have a need to be out of the office unexpectedly. In regard to international tax treaty issues, they had one person who took care of international matters who had to be out unexpectedly.. So, there were some challenges adjusting to that change and a need to create a team of personnel to handle this function. They will work with ITS to have the email title changed to something more transparent if possible.

The last question was about where Life Flight stands in our insurance. Brandi was happy to share that U of I is entering into a program with MASA, a medical emergency transport much broader than Life Flight. It will roll out after the first of the year, and works nationwide. It is more expensive but can be used in many more locations and for air and ground transportation as well as other features. Life Flight is an inexpensive coverage which supplements the current UI plan,

that also has coverage for air ambulance but is subject to deductible and cost-sharing But MASA is broader, and will help folks outside our area. It will be an optional benefit you sign up for and pay on top of the regular benefit plan.

Many thanks to Brandi Terwilliger for her visit.

- Senate Round Table on Retention – Alistair Smith

This conversation was planned as a follow-up to Dean Kahler’s presentation on October 26, to ask questions or request more information. The Secretary started the discussion by bringing up the issue of decreased student engagement. Dean Kahler noted that there is no simple answer. He and his team are trying to reach out to the students and understand the reasons why they feel disconnected. Often, the reasons for poor retention rates are financial.

A Senator addressed retention and advising. Why can faculty not advise first- and-second year students? It doesn’t seem to work or help with retention. Dean Kahler clarified that this is not a policy. Professional advisors are qualified to help students make a 4-year plan or help navigate the degree audit system, as well as assisting them with best practices for student success. As needed, they refer students to faculty.

Reach out to dkahler@uidaho.edu or send questions to FSL.

Adjournment:

The agenda being completed, Vice Chair Smith adjourned the meeting at 5:00 pm.

Respectfully Submitted,

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



University
of Idaho

HR UPDATES

UPDATES - NOVEMBER 2021



OVERVIEW OF CURRENT HR PROJECTS

I Recruitment Enhancement Updates for Staff

I Job Families

I Benefits For 2022

RECRUITMENT ENHANCEMENT WORKGROUP

Mary Stout, Provost Office

Toni Broyles, President's Office

DeLaina Storhok, SEM

Rusty Vineyard, Facilities

Lisa Snyder, Research

Dan Ewart, ITS

Dayna Willis, CALS

Dennis Becker, CNR

Barb Smith, UCM

Jennifer Radil, Various

Staff Supporting Initiative

Brian Foisy, Finance

Brandi Terwilliger, Director of HR

Mandy Brocke, HR – Recruitment Resource Specialist

HR Business Partners/Classification & Compensation Teams

Lee Espey, Finance

Kim Rytter, OGC

Elissa Keim, AA/EEO



COMPLETED AND IMPLEMENTED

- I Significantly Shortened Staff Application
- I Template Letter of Qualifications
- I Shortened Required Timelines for Advertising
- I Updated Resources on Web



WHAT IS COMING?

I Streamlined Workflows

- Four Workflows Currently
 - Streamlined to Two Workflows

I Streamlined Fields Within Workflows

- Reduce Redundancy in Approvals and Data Request



WHAT IS COMING?

I Job Families

- 80% of Staff Positions Will Likely Be Included
 - Research, Financial, IT, Marketing and Communications, Facilities, Administrative
 - Agricultural, Student Affairs, Student Success, Compliance, Risk and Safety, Business Operations, Program Support and Outreach

ADDITIONAL WORK IN PROGRESS

I Continue to Improve Applicant Experience

- Increase Communication With Applicants Using System Functionality
- Email Triggers

I Onboarding

- Collaboration with Staff Council
- Survey to New Employees and Supervisors
 - Connecting With Partners Across Campus to Make Recommendations For Improvement



BENEFITS FOR 2022

- I Medical plan rates Will increase for both plans, PPO and High Deductible Health Plan
 - Rate increases vary between \$2.05 - \$10.93 per pay period depending on the plan and coverage level you select
- I Standard PPO Annual Prescription drug cost-share maximums will increase
 - Employee-only coverage \$4,250 (\$150 increase)
 - Family coverage - \$8,500 (\$300 increase)
- I Health Savings Account (HSA) contribution maximums (employee and U of I combined) will increase to IRS limits.
 - Employee-only coverage - \$3,650 (\$50 increase)
 - Family coverage - \$7,300 (\$100 increase)



NEW BENEFITS FOR 2022

- I AbilitiCBT** – online-based cognitive behavioral therapy (iCBT) program that you can access from any device, anytime!
- I Wondr Health** – a digital health program helping eligible employees take control of their physical health and make lasting changes to live healthier and happier.
- I Cancer Guardian** – a revolutionary genomics-based program designed to improve early detection of cancer, cancer care support and financial navigation.



University
of Idaho

QUESTIONS?

University of Idaho
2021 – 2022 Faculty Senate Agenda

Meeting # 13

Tuesday, November 9, 2021, at 3:30 pm
Zoom Only

- I. Call to Order
- II. Approval of Minutes (Vote)
 - Minutes of the 2021-2022 Faculty Senate Meeting #12 (November 2, 2021) **Attach. #1**
- III. Consent Agenda (Vote)
- IV. Chair’s Report
- V. Provost’s Report
- VI. Committee Reports
 - FSH 1640.46 Arts Committee – Shawn Copeland **Attach. #2**
 - UCC 250 Industrial Technology (BSTECH) Location availability – Indrajit Charit or Aleksandar Vakanski **Attach. #3**
 - UCC 457 Corporate Social Responsibility Certificate – Traci Craig **Attach. #4**
- VII. Other Announcements and Communications
 - Human Resources Update – Brandi Terwilliger
 - Senate Round Table on Retention – Russ Meeuf
- VIII. Special Orders
- IX. New Business
- X. Adjournment

Attachments:

- **Attach. #1:** Minutes of the 2021-2022 Faculty Senate Meeting #12
- **Attach. #2:** FSH 1640.46
- **Attach. #3:** UCC 250
- **Attach. #4:** UCC 457

2021 – 2022 Faculty Senate – Pending Approval

Meeting # 12

Tuesday, November 2, 2021, 3:30 pm – 5:00 pm

Zoom only

Present: Becker, Bridges, Chapman, Dahlquist, Fairley, Gauthier, Hickman, Hoffmann, Torrey Lawrence (w/o vote), Lee-Painter, McIntosh, Meeuf (Chair), Mittelstaedt, Ogborn, Paul, Quinnett, Rinker, Roberson, Rose, Sammaruca (w/o vote), Schiele, R. Smith, A. Smith (Vice Chair), Schwarzlaender, Stroebel, Tenuto, Thorne, Wargo

Absent: Ahmadzadeh, Rashed (excused), Rose

Also present: Juliet Marshall (proxy for Rashad)

Guests/Presenters: Brian Wolf, Savannah Stroebel, Kallyn Mai, Kayla Nguyen, Suzi Ball, Annette Folwell

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

Approval of Minutes (vote):

- Minutes of the 2021-22 Meeting #11 – Attach. #1.
The minutes of the 2021-22 Meeting #11 were approved as distributed.

Chair's Report:

- The Senate position on the Benefits Advisory Group is currently vacant. This group makes recommendations concerning employee benefits offered through the university, which has been a topic of conversation in recent meetings.
- Chair Meeuf will leave the meeting at 4:50 today for a public speaking engagement and will hand the meeting over to the Vice Chair.

Discussion:

There were no questions for the Chair.

Provost's Report:

- COVID update: as stated in the President's recent memo, the mask mandate will remain in place for the next three weeks, until November 22 – Monday of the fall break.
- Update on "Great Colleges to Work for" survey results: all results have arrived and we are posting them on the webpage. Communication will go out, probably in a day or two.
- Update about mandatory COVID vaccine for entities that hold federal contracts: last Friday the state of Idaho, including the the State Board of education representing higher education institutions, joined a multi-state lawsuit against the federal government regarding the vaccine executive order. More communication is expected soon.

Discussion:

A Senator asked if drawings for students who submit their vaccination card are still going on. Provost Lawrence responded that the drawings are being handled by the Dean of Students' office and will go on until Friday, November 12. New vaccination records continue to come in.

Committee Reports:

- UCC 137 – Inactivate Interdisciplinary Studies Minor – Annette Folwell, Attach. #2

The Interdisciplinary Minor is being discontinued because it has not been used for years – one student has been in the program in 20 years.

Vote: 23/24 in favor; 1/24 against.

Motion carries.

- UCC 146 – Inactivate Justice Studies Minor – Brian Wolf, Attach. #3
This minor contains redundancies with the criminology BS degree. There are many other minors that the department thinks will better serve the students.

Discussion:

A Senator asked whether a criminology minor exists along with the major. Brian Wolf said that there isn't one, though it is something that the department may talk about down the road.

There are a number of options for a minor currently available to the students. There are about 100 students in a minor, but the department is able to serve them well.

Vote: 23/24 in favor; 1/24 against.

Motion carries.

Other Announcements and Communications:

- ASUI Timely Grading Presentation – Savannah Stroebel (ASUI Academic Affairs Officer), Kallyn Mai (ASUI President), and Kayla Nguyen (ASUI Senator).
The ASUI representatives began with emphasizing the importance of timely feedback, which encompasses the subject better and is broader than just timely grading. The issue has been around for quite some time. They want to hear Senate's thoughts and suggestions, and hope we can all work together.

Students need to know about their progress, but some do not know where they stand in the class until the end of the semester. This may impact their academic interest and/or their career goals. Retention is impacted by timely feedback, which informs the students on where they may need extra help. Faculty must communicate with students in order for them to be successful and finish their degree. Guidelines are already in place for faculty to know when grades should be posted.

The ASUI goals are: 70% of the faculty submitting early warning grades or progress reports (4th week of the semester); and 90% of the faculty reporting midterm grades (8th week of the semester). If grades or points are not yet available in a course, a progress report is encouraged, indicating, for instance, good standing vs. poor standing or problems with attendance. Data from spring 2019 to fall 2021 shows a large increase in the number of submitted reports: from 19.8% to 69% for early warnings, and from 74.6% to 81.4% for midterm grades. Ultimately, the ASUI end goal is to support both students and faculty so that students at U of I can have the best academic experience possible.

Next, the ASUI representatives moved to enrollment and retention data from the student satisfaction inventory done by SEM (24% response rate). Timely feedback was among the top 11 areas where students wanted to see improvement. In fact, this aspect was ranked at a 6.3 out of 7 in level of importance, so it's clearly a priority for them. Other areas of improvement that students ranked were all correlated to the need for more frequent assessments in some way, such as feeling prepared for their careers and having a better understanding of the material. Regarding retention data obtained from Dean Kahler: the number of undergraduate-continuing students is down by 5.5%. Timely feedback facilitates student retention and success.

Stories shared by some students with ASUI reveal that not knowing how they are doing in the class creates stress, frustration, anger, and confusion. Sometimes, they receive feedback when it is too late to make appropriate adjustments.

ASUI specific suggestions include college participation towards improved three-week and seven-week communication between students and faculty. To that end, they are in conversation with deans and associate deans. They have the support of U of I leadership, as Provost Lawrence confirmed. Both President Green and the Provost are fully onboard with the ASUI initiative and thankful for it. It is encouraging to see the numbers move in the right direction.

Discussion:

While in agreement with what was said, a Senator suggested that if students are experiencing problems they should report it to the Dean of Students. Some discussion followed about the role of students in improving the communication process.

The Senator representing the Student Bar Association asked whether ASUI had any communication with graduate students on this topic. He will be happy to have a conversation with anybody who wants to explore the issue in the graduate sector as well. Meaningful reporting/feedback can be quite different in graduate classes, where grades are often based on projects.

Chair Meeuf suggested that students use their voice to help advocate for technological improvements to streamline faculty workflow. Having to work with different platforms, which do not communicate with each other, makes grade reporting rather time-consuming, especially with large classes. Several Senators agreed. Hopefully the transition to Canvas will solve some of these problems and facilitate student-faculty engagement. We will continue to have these conversations and work together.

- Gateway Program Update – Torrey Lawrence, Suzi Ball, Annette Folwell.

First, what VGP is:

Although housed in CLASS, the Vandal Gateway Program (VGP) is a university-wide program, identified by President Green as one of his priorities. Today's conversation is just to bring people up to speed. Consistent with the university vision – to expand the institution's intellectual and economic impact and make higher education relevant and accessible to qualified students of all backgrounds – the purpose of VGP is to provide individuals the opportunity to pursue higher education, when otherwise they might not have that opportunity, and provide them with integrated support. This aligns with our land grant mission of serving all components of our state. VGP is a cohort-based academic support two-semester program. Students receive strong support during their first year through high-impact mentoring and coaching. VGP students enroll in General Education (GE) and elective courses, such as INTR 101, ENGL 101/109, and other GE electives (e.g. ANTH 102, CORS 232, etc.). Students are initially placed in General Studies [major] and usually declare their chosen major during the second semester.

The first cohort:

A temporary, emergency presidential action allowed for matriculation. We had 19 students in the first cohort, and hired the program coordinator in August. This first group had an average high school GPA of 2.46, an average SAT of 917, and their first semester average GPA was 2.13 – and increased slightly in their second semester to 2.31. As far as persistence in the program: 12 of the 19 students returned for spring semester. Seven left the University; three of those seven

students transferred to other schools, so we did open the door for them to continue in higher education. Transitioning into the second year, we had five of them in good standing. Overall, there was some success because nine students continued from the first group.

The second cohort:

The admission process for the second cohort involved petitioning the Admission Committee. This is a much smaller group of six. These were students who finished HS during the first full year of COVID. The average high school GPA was 2.23 and the average SAT score was 895. In summary, their midterm grades for Fall 2021 show mixed results.

Moving forward:

We have had two years with two different admission processes. COVID has certainly been a challenge for everyone, especially so for these students. We need to make a decision on where we go from here, and the biggest deciding factor is the admission process. Some possible ideas for discussion would be to think about a three-year pilot to restart the program, hopefully with less impact from COVID and a direct admission policy with fewer barriers. Within some chosen GPA range, they could go directly into VGP. The range could be about 2.30 to 2.59 – just below the 2.60 currently required for admission (emergency policy already in place for Fall 2022 regular admission). But these numbers are certainly negotiable. In this range, we hope to have a cohort of up to 100 students. And of course, the main goal is to decrease barriers for admission. We're not proposing a permanent change in the catalog to our admission policy – just a three-year pilot. In 2024, we would then have two years of data to evaluate the success of the program. VGP will update Senate each spring when we can evaluate a student's performance after a full year. Students who do not qualify for regular admission but don't want to participate in VGP could still have the option to petition the Admissions Committee. A student whose GPA is below the VGP threshold could be admitted through a successful petition to the Admissions Committee, with the Committee's recommendation to join VGP. We are open to ideas for providing different pathways to students who want to pursue higher education but don't meet the automatic admission criteria. Changes to admission standards must go through the University Curriculum Committee. Provost Lawrence concluded by inviting questions and suggestions.

Discussion:

The following points were raised during the Q&A:

- Is the program financially viable? The university is spending \$6,000 per student, and some have left the program. Does the program cost more than it generates in tuition revenue? There is questionable evidence of success.

Response: We do need to see a better success rate. As for costs, tuition money collected did cover the costs for the first year. Based on the expenses of the first year, the break-even point is around 14 – 15 students. It was not a financial burden to the institution nor did we reallocate resources to pay for the program. The second year was not cost effective because of the smaller cohort, which is why we want to increase access. A key point is the admission process.

- Senators appreciated that the program was reframed as a way to eliminate the GPA barrier without lowering the bar. Admission thresholds may be lower, but the support the students receive gives them the opportunity to succeed. These numbers are, to a certain extent, arbitrary and don't define the University of Idaho.

- A big concern was raised about students who do not make it. They don't have scholarships so they're paying full tuition and board. And they are probably one of the most at-risk groups for not making it because they don't have the family background and support system that many other students have. If they do not complete the degree, they will leave with no credentials and a large amount of debt.
Response/comment from the VGP Team: They want to set the students up to be as successful as possible. That's why they are proposing a three-year pilot program. If it is not beneficial to students, it should not be continued. But we need to look at all variables. Should we take away that opportunity or should we let the students make an informed choice?
- This conversation should include our new capital campaign, which is focused on raising money for scholarships. Is this a potential request we should make? That is, raising money specifically to support VGP students in their first year in order to help mitigate the risks.
- A three-year pilot program is being proposed. What kind of approval pipeline is the team thinking of?
Response/comment from the VGP Team: The idea is to have a temporary admission range approved for direct admission to this program. In the past, there was a lot of hesitation about making permanent changes to our admission policy. We could try it for a few cohorts and see how it works. In essence, what we want is a three-year window to fully implement the program then evaluate.
- Perhaps the best would be to go through the prescribed steps and work with UCC to create an academic program that is actually in the books. We can all agree that more accessibility is great, and the idea of utilizing capital campaign funds to help alleviate the students' financial burden is a good one. The VGP Team should go ahead and propose the program through the official channels. It is always possible to discontinue a program.
Response/comment from the VGP Team: as a point of clarification, this is an academic support program, not an academic program.
The Senator disagrees.
- Some Senators said they are not opposed to the program and believe it can be beneficial to the students in the cohorts. However, building stronger bridges with the community colleges in our area may be more efficient and less risky for the students, who could seamlessly come to the University of Idaho. We can help make the pathway seamless for students by integrating some of our classes in the curriculum. It could be a more effective use of everybody's time and money.
Response/comment from the VGP Team: the community college option is still there for these students. But these students do apply to U of I because they want to come here. They want to move to Moscow and perhaps study a discipline that is not available at other schools. If granted admission to VGP, they still have the option to consider a community college. We can provide them that choice.

New Business:

Vice Chair Smith asked whether there was any new business. There was none.

Adjournment:

The agenda being completed, Vice Chair Smith adjourned the meeting 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: **1640.46 Arts 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: Committee on Committees

Policy Sponsor, if different from Originator: Shawn Copeland (Chair, Arts Committee)

Reviewed by General Counsel Yes X No Name & Date: n/a

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

There are two main reasons for these changes: first, to include the administrative role the committee has had for years re the Student Arts Fee Grant (the proposed A-5), and an expanded structure to facilitate the full functioning of the committee (A-1) and in keeping with the university’s Arts Collection Management document (a management document that the Office of the President and College of Art and Architecture have to help manage the art collection).

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

None

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

None.

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

January 1

Function: To advise the university administration regarding the management of the university arts, including, but not limited to: acquisition, deaccession, maintenance, and display of works of visual and performing art at the University of Idaho.

1640.46

ARTS COMMITTEE

[rev. 7-99, extensively revised 7-08]

A. FUNCTION:

A-1. To advise the university administration regarding the management of the university arts, including, but not limited to: acquisition, deaccession, maintenance, and display of works of visual and performing art at the University of Idaho.

A-2 To serve in an advisory capacity for future needs and developments regarding the arts, including, but not limited to: expenditures, inclusion of the arts in new construction, fundraising, and the direction of the arts on campus.

A-3 To serve as a liaison on arts issues between colleges, departments, faculty, staff, student body, local community and the university administration.

A-4 To advocate for the arts through endeavors that advance arts education on campus and community outreach and enrichment in the effort of increasing the University of Idaho's reputation as a leading cultural center in the Northwest.

A-5 To oversee the Student Arts Fee Grant program, including but not limited to soliciting and reviewing proposals and working with the Office of the Provost to ensure timely distribution of funds to successful applicants.

B. STRUCTURE AND MEMBERSHIP. The committee is composed of eight voting members consisting of five faculty members representing at least four units, one staff member, two students (including a representative from the ASUI Fine Arts Committee when possible), and ~~four~~ six ex-officio (non-voting) members to include ~~one administrator designated by the president~~ the dean of the college of Art and Architecture, ~~Director of University Galleries, or designee~~ the University Arts Administrator, a representative from the UI Foundation, a representative from Facilities Management, and the City of Moscow Arts Program Manager ~~Moseow Arts Commission Art Director~~, or designee.

250: INDUSTRIAL TECHNOLOGY (BSTECH)

Export to PDF Export to Word

In Workflow

1. 468 Chair (icharit@uidaho.edu)
2. 08 Curriculum Committee Chair (colberg@uidaho.edu)
3. 08 Dean (crepeau@uidaho.edu)
4. Provost's Office (panttaja@uidaho.edu; kudas@uidaho.edu; mstout@uidaho.edu; jvalkovic@uidaho.edu)
5. Curriculum Review (sstubbs@uidaho.edu)
6. Degree Audit Review (rfrost@uidaho.edu)
7. Registrar's Office (none)
8. Ready for UCC (disable)
9. UCC (none)
10. Faculty Senate Chair (mstout@uidaho.edu; jvalkovic@uidaho.edu)
11. UFM (mstout@uidaho.edu; jvalkovic@uidaho.edu)
12. President's Office (brendah@uidaho.edu; mstout@uidaho.edu; jvalkovic@uidaho.edu)
13. State Approval (mstout@uidaho.edu; jvalkovic@uidaho.edu; lindalundgren@uidaho.edu)
14. NWCCU (sara@uidaho.edu; mstout@uidaho.edu)

Approval Path

1. Tue, 14 Sep 2021 18:43:17 GMT
Indrajit Charit (icharit): Rollback to Initiator
2. Fri, 17 Sep 2021 15:53:45 GMT
Indrajit Charit (icharit): Approved for 468 Chair
3. Tue, 05 Oct 2021 19:42:52 GMT
Patricia Colberg (colberg): Approved for 08 Curriculum Committee Chair
4. Tue, 05 Oct 2021 20:37:08 GMT
John Crepeau (crepeau): Approved for 08 Dean
5. Wed, 06 Oct 2021 21:56:18 GMT
Dean Panttaja (panttaja): Approved for Provost's Office
6. Mon, 11 Oct 2021 16:10:32 GMT
Steve Stubbs (sstubbs): Approved for Curriculum Review
7. Fri, 15 Oct 2021 23:26:23 GMT
Dwayne Hubbard (dhubbard): Approved for Degree Audit Review
8. Fri, 15 Oct 2021 23:27:05 GMT
Dwayne Hubbard (dhubbard): Approved for Registrar's Office
9. Wed, 27 Oct 2021 16:45:21 GMT
Steve Stubbs (sstubbs): Approved for Ready for UCC
10. Tue, 02 Nov 2021 15:40:07 GMT
Steve Stubbs (sstubbs): Approved for UCC

History

1. Apr 2, 2021 by Amy Kingston (amykingston)
2. Jun 15, 2021 by Rebecca Frost (rfrost)
3. Jun 15, 2021 by Rebecca Frost (rfrost)

Date Submitted: Tue, 14 Sep 2021 19:33:13 GMT

Viewing: 250 : Industrial Technology (BSTECH)

Last approved: Tue, 15 Jun 2021 22:30:19 GMT

Last edit: Tue, 26 Oct 2021 21:03:00 GMT

Changes proposed by: Aleksandar Vakanski

Final Catalog

2022-2023

What will be the last semester of the teach-out period?

What is the teach-out plan?

Rationale for Inactivation

%deletejustification.eshtml%

Attach State Form

Faculty Contact

Faculty Name	Faculty Email
Indrajit Charit	icharit@uidaho.edu

Change Type (Choose all that apply)

Change academic component name (degree, major, option, emphasis, minor, concentration, or specialization)

Description of Change

Expand an academic program into a U of I designated region: Make the Industrial Technology program available in Coeur d'Alene. Industrial Technology is currently available only in Idaho Falls.

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

No

Academic Level

Undergraduate

College

Engineering

Department/Unit:

Nuclear Engineering and Industrial Mgmt

Effective Catalog Year

2022-2023

Program Title

Industrial Technology (BSTECH)

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

124

Attach Program Change

CIP Code

15.0612 - Industrial Technology/Technician.

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 this program lead to licensure in any state?

Will the program be a statewide responsibility?

Financial Information

What is the financial impact of the request?

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

Describe the financial impact

Curriculum:

The Industrial Technology Bachelor of Science degree program is designed to provide students with the opportunity to develop in-depth knowledge and hands-on experience in basic and advanced industrial processes, procedures, planning, and management.

To graduate in this program, all students are required to take the Certified Technology Manager (CTM) exam. Passing the CTM exam is not a requirement; students only need to show proof that they have taken the exam.

Required coursework includes the university requirements (regulation J-3 (<https://catalog.uidaho.edu/general-requirements-academic-procedures/j-general-requirements-baccalaureate-degrees/>)) and the following:

Code	Title	Hours
ENGL 317	Technical Writing	3
PSYC 101	Introduction to Psychology	3
ECON 202	Principles of Microeconomics	3
MATH 160 or MATH 170	Survey of Calculus Calculus I	4
PHYS 111	General Physics I	3
PHYS 111L	General Physics I Lab	1
PHYS 112	General Physics II	3
PHYS 112L	General Physics II Lab	1
CHEM 111	General Chemistry I	3
CHEM 111L	General Chemistry I Laboratory	1
STAT 251 or STAT 301	Statistical Methods Probability and Statistics	3
MHR 311	Introduction to Management	3
ENGR 105	Engineering Graphics	2
INDT 310	Introduction to Industrial Technology	3
INDT 332	Introduction to Analog and Digital Electronics	3
INDT 333	Industrial Electronics and Control Systems	3
INDT 350	Introduction to Materials Science	3
INDT 353	Manufacturing Systems	3
INDT 362	Behavior Based Safety	3
INDT 415	Impact of Technology on Society	3
INDT 434	Power Generation and Distribution	3
INDT 435	Network Administration	3
INDT 442	Systems Integration	3
INDT 443	Government Contract Law	3
INDT 444	Quality Assurance Organization and Management	3
INDT 446	Labor Law	3
INDT 448	Project and Program Management	3
INDT 450	Course INDT 450 Not Found	1
INDT 453	Computer Integrated and Robotics Manufacturing Technology	3
INDT 462	Industrial Safety	3
INDT 484	Industrial Technology Capstone I	3
INDT 485	Industrial Technology Capstone II	3
Select Technical and Free Electives (not limited to the following): ²		12
INDT 457	Lean to Green Sustainable Technology	
INDT 464	Human Performance Fundamentals	
INDT 466	Human Performance Field Investigation	
INDT 470	Homeland Security	
INDT 472	National Incident Management Systems	
Total Hours		100

1

This degree is currently only available at the Idaho Falls and Coeur d'Alene Centers

2

Elective credit can also be obtained through Technical Competency. Up to 24 credits can be obtained in this manner. Consult with your advisor for information on this process.

Courses to total 124 credits for this degree

Degree Maps:

Fall Term 1		Hours
ENGL 101	Writing and Rhetoric I	3
MATH 143	College Algebra	3
PSYC 101	Introduction to Psychology	3
Oral Communication Course		2
Humanistic and Artistic Ways of Knowing Course		3
Hours		14
Spring Term 1		Hours
CHEM 111	General Chemistry I	3
CHEM 111L	General Chemistry I Laboratory	1
ECON 202	Principles of Microeconomics	3
ENGL 102	Writing and Rhetoric II	3
MATH 160 or MATH 170	Survey of Calculus or Calculus I	4
American Diversity Course		3
Hours		17
Fall Term 2		Hours
INDT 310	Introduction to Industrial Technology	3
INDT 332	Introduction to Analog and Digital Electronics	3
ENGR 105	Engineering Graphics	2
PHYS 111	General Physics I	3
PHYS 111L	General Physics I Lab	1
STAT 251 or STAT 301	Statistical Methods or Probability and Statistics	3
Hours		15
Spring Term 2		Hours
INDT 333	Industrial Electronics and Control Systems	3
INDT 415	Impact of Technology on Society	3
INDT 450	Course INDT 450 Not Found	1
INDT 462	Industrial Safety	3
PHYS 112	General Physics II	3
PHYS 112L	General Physics II Lab	1
Hours		14
Fall Term 3		Hours
ENGL 317	Technical Writing	3
INDT 350	Introduction to Materials Science	3
INDT 362	Behavior Based Safety	3
INDT 434	Power Generation and Distribution	3
INDT 435	Network Administration	3
Hours		15
Spring Term 3		Hours
INDT 353	Manufacturing Systems	3
INDT 442	Systems Integration	3
INDT 444	Quality Assurance Organization and Management	3
MHR 311	Introduction to Management	3
International Course		3
Humanistic and Artistic Ways of Knowing Course		3
Hours		18
Fall Term 4		Hours
INDT 443	Government Contract Law	3
INDT 448	Project and Program Management	3
INDT 484	Industrial Technology Capstone I	3
Technical, Major Elective Course		3
Technical, Major Elective Course		4
Hours		16
Spring Term 4		Hours
INDT 446	Labor Law	3
INDT 453	Computer Integrated and Robotics Manufacturing Technology	3
INDT 485	Industrial Technology Capstone II	3

Technical, Major Elective Course	3
Technical, Major Elective Course	3
Hours	15
Total Hours	124

The degree map is a guide for the timely completion of your curricular requirements. Your academic advisor or department may be contacted for assistance in interpreting this map. This map is not reflective of your academic history or transcript and it is not official notification of completion of degree or certificate requirements. Please contact the Registrar's Office regarding your official degree/certificate completion status.

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

If Yes, can 100% of the curricular requirements of this program be completed via distance education?

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

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

Coeur d'Alene
Idaho Falls

Where?

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.

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

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

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

When will assessment activities occur and at what frequency?

Student Learning Outcomes

Have learning outcomes changed?

No

Learning Objectives

1. Graduates are prepared to design, implement, and improve processes and systems in the manufacturing, research, and development, service or government sectors. The students will be able to:
 - a. Apply theories and principles from mathematics, physical science, and computer applications and information technology to solve practical technology problems;
 - b. Apply quality, safety, and industrial technology skills in a professional work environment within real-world constraints;
 - c. Demonstrate proficiency in the use of robotics and manufacturing equipment to solve practical technology and engineering problems;

- d. Apply the principles of cognitive systems and human performance to perform task analyses and evaluate human-computer/machine interfaces;
 - e. Interpret, describe, and implement information contained in typical project specifications.
2. Our graduates are prepared to succeed in managerial and leadership positions. The students will be able to:
- a. Demonstrate project management skills by applying time value of money, select and implement cost-effective solutions and understand cost-accounting and effective scheduling principles;
 - b. Develop, motivate, direct, and assist teams in applying critical thinking concepts to solve technology and engineering problems;
 - c. Identify customer project goals, financial needs, timeline constraints, and other customer service based efforts.
3. Our graduates are prepared to communicate with team members, work in teams, customers, and suppliers in the global environment. The students will be able to:
- a. Demonstrate good written and oral communication skills and use current multimedia tools to convey information;
 - b. Draw conclusions from and explain information synthesized from several sources;
 - c. Manage dispute resolution to mutually beneficial accord.
4. Our graduates are prepared to engage in today's evolving market place. The students will be able to:
- a. Analyze contemporary issues for pertinence and potential impacts;
 - b. Describe and evaluate professional and ethical responsibilities;
 - c. Demonstrate the ability to adapt emerging technologies;
 - d. Recognize and evaluate the impact of engineering decisions in a global and societal context;
 - e. Put into practice the concepts of service learning.

Rationale for the proposed change. Include an explanation of how the department will manage the added workload, if any.

It is requested to make the Industrial Technology program available in Coeur d'Alene. The INDT program will allow employees at local industries and local students to earn BSTech degree in Coeur d'Alene. The degree is relevant for many of the local industries and electives may be developed specifically to meet the needs of the industries and community. The degree will be offered as it is currently both at Idaho Falls and Coeur d'Alene campuses.

Supporting Documents

Requires TECC Review

No

Department Voting Results

College Voting Results

Reviewer Comments

Indrajit Charit (icharit) (Tue, 14 Sep 2021 18:43:17 GMT): Rollback: Hi Alex, I am sending back the CDA expansion form. Thanks, Indy
Dwayne Hubbard (dhubbard) (Fri, 15 Oct 2021 23:25:15 GMT): Updated total degree credits per department request.

Key: 250

Choose Proposals to Bundle

Select any proposals you would like to bundle together for approval. Only proposals you have saved are available to bundle.

Bundle Title:

Course:
Proposal A

Program:
Proposal B

Submit Cancel

457: CORPORATE SOCIAL RESPONSIBILITY

Export to PDF Export to Word

In Workflow

1. UCC (none)
2. Faculty Senate Chair (mstout@uidaho.edu; jvalkovic@uidaho.edu)
3. UFM (mstout@uidaho.edu; jvalkovic@uidaho.edu)
4. President's Office (brendah@uidaho.edu; mstout@uidaho.edu; jvalkovic@uidaho.edu)
5. State Approval (mstout@uidaho.edu; jvalkovic@uidaho.edu; lindalundgren@uidaho.edu)
6. NWCCU (sara@uidaho.edu; mstout@uidaho.edu)

Approval Path

1. Mon, 27 Sep 2021 16:47:35 GMT
Traci Craig (tcraig): Approved for 001 Chair
2. Tue, 28 Sep 2021 17:37:48 GMT
Charles Tibbals (ctibbals): Approved for CLASS Review
3. Tue, 28 Sep 2021 17:44:26 GMT
Traci Craig (tcraig): Approved for 18 Curriculum Committee Chair
4. Sun, 10 Oct 2021 20:03:59 GMT
Sean Quinlan (quinlan): Approved for 18 Dean
5. Mon, 11 Oct 2021 15:36:33 GMT
Dean Panttaja (panttaja): Approved for Provost's Office
6. Mon, 11 Oct 2021 16:11:33 GMT
Steve Stubbs (sstubbs): Approved for Curriculum Review
7. Mon, 11 Oct 2021 16:31:17 GMT
Rebecca Frost (rfrost): Approved for Degree Audit Review
8. Tue, 12 Oct 2021 18:48:18 GMT
Rebecca Frost (rfrost): Approved for Registrar's Office
9. Fri, 29 Oct 2021 20:22:03 GMT
Steve Stubbs (sstubbs): Rollback to Initiator
10. Tue, 02 Nov 2021 15:37:23 GMT
Steve Stubbs (sstubbs): Approved for UCC

New Program Proposal

Date Submitted: Mon, 01 Nov 2021 15:18:57 GMT

Viewing: 457 : Corporate Social Responsibility

Last edit: Mon, 01 Nov 2021 15:18:55 GMT

Changes proposed by: Steve Stubbs

Final Catalog

2022-2023

What will be the last semester of the teach-out period?

What is the teach-out plan?

Rationale for Inactivation

%deletejustification.eshtml%

Attach State Form

Faculty Contact

Faculty Name	Faculty Email
Traci Craig	tcraig@uidaho.edu

Change Type (Choose all that apply)

Description of Change

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

No

Academic Level

Undergraduate

College

Letters Arts & Social Sciences

Department/Unit:

Letters Arts & Social Sciences

Effective Catalog Year

2022-2023

Program Title

Corporate Social Responsibility

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

18-20

Attach Program Change

CIP Code

35.0103 - Business and Social Skills.

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 this program lead to licensure in any state?

No

Will the program be a statewide responsibility?

No

Financial Information

What is the financial impact of the request?

Less than \$250,000 per FY

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

Describe the financial impact

Existing courses will be used to create a constellation of courses that meet the learning outcomes for the certificate in Corporate Social Responsibility

Curriculum:

All required coursework must be completed with a grade of 'C' or better (O-10-a).

Code	Title	Hours
Work-Related Skills- Select 6 credits from the following:		6
FCS 445	Issues in Work and Family Life	
JAMM 341	Mass Media Ethics	
MHR 310	Leading Organizations and People	
MHR 441	Maintaining Employee and Labor Relations	
ORGS 321	Workplace Motivation	
ORGS 322	Workplace Soft Skills	
ORGS 323	Messaging for Small Organizations	
ORGS 441	Human Relations in the Workplace	
PHIL 103	Introduction to Ethics	
PHIL 208	Business Ethics	
SOC 423	Economic (In)Justice in the United States	
WGSS 201	Introduction to Women's, Gender, and Sexuality Studies	
Workplace Considerations - Select 1 course from the following:		1-3
ACCT 201	Introduction to Financial Accounting	
ACCT 202	Introduction to Managerial Accounting	
BLAW 265	Legal Environment of Business	
CYB 110	Cybersecurity and Privacy	
ORGS 320	Budgeting for Small Organizations	
Health and Environment - Select 3 credits from the following:		3
CORS 232	Science on Your Plate: Food Safety, Risks and Technology	
ENVS 101	Introduction to Environmental Science	
FS 110	Introduction to Food Science	
FS 113	Introduction to Vines and Wines	
FS 436	Principles of Sustainability	
IAD 151	Introduction to Interior Architecture and Design	
LARC 151	Introduction to the Built Environment	
NR 101	Exploring Natural Resources	
PSYC 319	Environmental Psychology	
RSTM 104	Recreation, Sport, and Tourism in Healthy Communities	
SOC 346	Responding to Risk	
Culture and Creativity - Select 6 credits from the following:		6
AIST 321	Tribal Elders Series	
AMST 301	Studies in American Culture	
ANTH 102	Cultural Anthropology	
ART 100	Introduction to Art: Why Art Matters	
CHIN 101	Elementary Chinese I	
COMM 335	Intercultural Communication	
DAN 100	Dance in Society	
FREN 101	Elementary French I	
GEOG 165	Human Geography	
GERM 101	Elementary German I	
JAPN 101	Elementary Japanese I	
MUSH 106	Women in American Popular Music	
MUSH 201	History of Rock and Roll	
SPAN 101	Elementary Spanish I	
THE 101	Introduction to the Theatre	
Required Capstone Course:		2
INTR 401	Career and Leadership Development	

Total Hours**18-20****Courses to total a minimum of 18 credits for this certificate**

Degree Maps:

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

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

Moscow

Where?

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 create and foster a workplace environment that promotes innovation and practices sustainability.

Students will be able to communicate clearly with multiple stakeholders of an organization including customers, vendors, and employees.

Students will be able to integrate their knowledge of culture and environment to implement practices that demonstrate socially responsible behavior.

Students will be able to practice citizenship by gaining respect for diversity and understanding the necessity of sustaining local and global communities.

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

Students in the INTR 401 course will complete a series of applied assignments that will require them to demonstrate through solving practical problems how they have met the program learning outcomes.

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

Assessment outcomes will be discussed, and course and curricular changes will be implemented to ensure students have every opportunity to achieve the learning outcomes for this certificate.

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

Direct measures will be assessed via certificate completion assignments in the INTR 401 course. Indirect measures will include survey and focus group responses from students completing the program.

When will assessment activities occur and at what frequency?

Assessment will be ongoing and as students complete the certificate the learning outcomes will be robustly assessed in the INTR 401 course each year.

Student Learning Outcomes

Have learning outcomes changed?

Learning Objectives

Students will be able to create and foster a workplace environment that promotes innovation and practices sustainability.

Students will be able to communicate clearly with multiple stakeholders of an organization including customers, vendors, and employees.
Students will be able to integrate their knowledge of culture and environment to implement practices that demonstrate socially responsible behavior.
Students will be able to practice citizenship by gaining respect for diversity and understanding the necessity of sustaining local and global communities.

Rationale for the proposed change. Include an explanation of how the department will manage the added workload, if any.

No additional workload. Adding certificate to provide students a particular credential for industry jobs to supplement existing degrees.

Supporting Documents

Requires TECC Review

No

Department Voting Results

College Voting Results

Reviewer Comments

Steve Stubbs (sstubbs) (Fri, 29 Oct 2021 20:22:03 GMT): Rollback: Will make changes to title and content.

Key: 457

Choose Proposals to Bundle

Select any proposals you would like to bundle together for approval. Only proposals you have saved are available to bundle.

Bundle Title:

Course:

Proposal A

Program:

Proposal B

Submit Cancel

2021 – 2022 Faculty Senate**Meeting # 14**

Approved at mtg 15 11.30.21

Tuesday, November 16, 2021, 3:30 pm – 5:00 pm

Zoom only

Present: Ahmadzadeh, Bridges, Castillo, Chapman, Dahlquist, Fairley, Gauthier, Hickman, Torrey Lawrence (w/o vote), Lee-Painter, McIntosh, Meeuf (Chair), Mittelstaedt, Paul, Quinnett, Rashad, Rinker, Roberson, Rose, Sammarruca (w/o vote), Schiele, R. Smith, A. Smith (Vice Chair), Schwarzlaender, Tenuto, Thorne, Wargo

Absent: Becker, Hoffman, Ogborn

Guests/Presenters: Lisette Waits, Charles Goebel

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

Approval of Minutes (vote):

- Minutes of the 2021-22 Meeting #13 – Attach. #1.
The minutes of the 2021-22 Meeting #13 were approved as distributed.

Chair's Report:

- Hopefully everyone has been receiving communications about our upcoming transition to Canvas. We'll invite some folks from CETL to Senate after the break to provide reminders and suggestions about the transition, but please remember that you will need to migrate course content from BbLearn into Canvas before the start of the Spring term to avoid losing course content. Please make sure your constituents are aware of that.
- New ASUI representative at Senate: Ivan Castillo, replacing Savannah Stroebel. Welcome, Ivan!
- Nominations are currently being accepted for the Dr. Arthur Maxwell Taylor Excellence in Diversity Award, an award that comes with \$4,000 annually to a faculty and staff member. Deadline for submissions is Saturday, Jan. 29. Submit nominations to [MyKel Johnson](#).
- The annual Vandals v. Bengals Food Fight is now collecting non-perishable foods to be donated to food pantries on campus and to the Idaho Food Bank. There are donation receptacles outside of the Bruce M. Pitman Center and the Department of Student Involvement, ISUB third floor; University of Idaho Coeur d'Alene; VandalStore Boise; the Idaho Water Center and, on Friday, Nov. 19, the VandalStore pop-up shop at University Place in Idaho Falls; and the Vandal Tailgate from 10 a.m. to 1 p.m. Mountain time Saturday, Nov. 20, at Bonneville Park across from Holt Arena.
- Tickets are on sale for the Department of Theatre Art's annual production of Charles Dickens' *A Christmas Carol*, starring our very own Senator David-Lee Painter as Scrooge. You can purchase advance tickets online: <https://govandals.eventue.net/cgi-bin/ncommerce3/SEGetEventList?groupCode=ART&linkID=twidaho&shopperContext=&caller=appList&appCode=>

- Senate will not meet next week, Tuesday November 23.
There were no questions for the Chair.

Provost's Report:

- COVID update: We continue to have low numbers. Currently we have a few students in supported quarantine and none in isolation. The number of students who have submitted their vaccination card is over 4,400.
- Update about mandatory COVID vaccine for federal employees and entities that hold federal contracts: We are taking no action right now. See most recent presidential memo for details.
- Nominations will soon be called for the Faculty and Staff Excellence Awards.
- Update on "Great Colleges to Work for" survey. It's been a bigger project than anticipated. All is set up on the webpage, and a university memo will go out tomorrow. College and division information will be out by the end of the week.
- As we approach Thanksgiving time, the provost took the opportunity to thank everybody for all the good work during the semester.
-

Discussion:

A Senator had two questions to forward from his constituents. The first was about mask mandate enforcement at sports events. As can be seen in the Argonaut of 11/11/2021, very few people are wearing a mask. Why "bother" to mandate masks in the classroom when the policy is not enforced at large sports events? The second one was: while we are on hold with regard to the vaccine federal mandate, are we taking steps to prepare for the event that we do need to enforce vaccination? To the first question, Provost Lawrence responded that mask wearing is being enforced as people come into the stadium. Part of the problem may be that getting enough event staff at games has been challenging. He will look in more depth into the question and get back with more information. Concerning the second question, preliminary work has been done and we are ready to move forward if needed, as much as we can be with the information we have at this time.

There was a request for clarification about the potential cost exposure of \$22M in non-grant federal expenditures mentioned in the latest presidential memo. Are federal grants also at risk? Provost Torrey replied that there are many questions about what is impacted by the mandates. The mandate covering federal contracts would have the largest impact on U of I, as well as on the other universities across the state. Federal grants (different than federal contracts) are not part of this mandate.

In response to a question, Provost Lawrence said that additional furlough is not being discussed at all.

Committee Reports:

- Faculty and Staff Policy Group – FSH 3790 Affinity Groups. Rochelle Smith, Attach. #2
Senator Rochelle Smith, chair of the Faculty and Staff Policy Group (FSPG) and co-chair of the Black Faculty and Staff Association, provided some background on the proposed policy. She thanked those who helped with the initiative, with a special recognition of Barb Kirchmeier for the time and effort she invested in the project. The goal is to make a path for affinity based groups of faculty and staff to have some official university recognition. The U of I traditionally doesn't have much in the way of affinity based groups – Athena is the only one. Senator Smith has been in contact with other U of I faculty and some from southern Idaho, who are also interested in a formal path to establish affinity groups. She thanked President Green for his

support. The policy will have positive impact on faculty and staff recruitment and retention, and also on those who are already here.

Discussion:

A lively conversation developed around the nature of affinity groups that should be recognized.

Chair Meeuf invited Policy Coordinator Diane Whitney to help answer some of those questions. Diane Whitney explained that the position of General Counsel was to specifically exclude groups that promote or advocate any religious or political position. In fact, the original draft of the policy in section **B. Groups not recognized** had a provision excluding recognition of those groups and, after extensive discussion, the decision was made to delete that provision. In reviewing the policy prior to the Senate meeting, Diane Whitney noticed that a corresponding clause in section **C** had been overlooked. Therefore, when voting, Senators should keep in mind that the very last clause in section **C** “...*except that the university does not recognize any affinity groups that promote or advocate any religious or political position*” should be deleted, as it was intended to be.

The next topic brought up for discussion was the decision-making process. As the policy is written, it is for the Faculty and Staff Policy Group to determine what types of groups are outside of the policy purview and not in alignment with the university's mission – their decision does not come before Senate. Ultimately, the President has plenary power to make decisions for the university. Senators were also pointed to section **G**. for procedural aspects.

With regard to next steps, if approved at this meeting, the policy will be presented at the next University Faculty Meeting, December 8, for discussion and vote.

There were no more questions. Chair Meeuf asked Senators whether they were comfortable treating the oversight explained by Diane Whitney as a friendly amendment, considering that it was unintended, not an actual change to the policy. The amendment consists of removing the phrase at the end of Section **C** “... *except that the university does not recognize any affinity groups that promote our advocate any religious or political positions.*” Nothing needs to be added to replace the deleted sentence. Hearing no objections, Chair Meeuf moved to the vote on this item, recognizing acceptance of the friendly amendment described earlier.
Vote: 21/23 in favor; 2/23 against. Motion carries.

- UCC 114 Fisheries Science B.S, Name change, and emphasis additions – Lisette Waits, Attach. #3

The degree was previously called Fisheries Resources, from when the department was called Fish and Wildlife Resources. To provide students with additional options, they made the decision to add emphasis areas under the Fisheries Science degree, one in Conservation Law Enforcement and the other in Science and Management. The Science and Management curriculum is very similar to the current curriculum, whereas the Conservation Law Enforcement was redesigned to meet the needs of the state and other regions who hire conservation officers.

Discussion:

There was a request of clarification about prerequisites – has the department carefully checked prerequisites for the list of courses from which students can select? Lisette Waits confirmed that the department did address this potential problem.

Vote: 22/23 in favor; 1/23 against. Motion carries.

- UCC 363 Wildlife Sciences Minor, Name change, and course additions – Lisette Waits, Attach. #4.
This used to be the Wildlife Resources minor. They changed it to Wildlife Sciences minor and added some new wildlife courses – Wildlife 371 and 418.
There were no questions.
Vote: 22/22 in favor; 0/22 against. Motion carries.
- UCC 364 Wildlife Sciences B.S, Name change, and emphasis additions – Lisette Waits, Attach. #5
Postponed.
- UCC 84 Conservation Biology B.S. Ecology option discontinued – Lisette Waits, Attach. #6
Previously, this was called Ecology and Conservation Biology. There is a proposal for a new major in Ecology and Ecosystem Science, which will have multiple emphasis areas. Thus, they have chosen to remove the Ecology emphasis area from the Ecology and Conservation Biology major, which will just be a Conservation Biology major with no emphasis areas. The rationale is that Ecology and Conservation Biology are two different disciplines, and many ecology students didn't want the conservation biology title attached to their degree. Also, they expect that this change will help with recruiting at the college level.
There were no questions.
Vote: 22/22 in favor; 0/22 against. Motion carries.
- UCC 451 Forest Nursery Management and Technology, A.A.S. – Charles Goebel, Attach. #7
Charles Goebel gave some context on the next three items (UCC 451, 456, 458). Since a long time, the department has received requests and comments from stakeholders across the state about doing more for workforce development. After extensive search and discussion, they concluded that the Applied Associate of Science is the way to go. The goal is to help train workforce quickly in some specific areas of need, thus fulfilling our mission as a land grant institution. This initiative will help the department connect to rural communities. No other institution in the state has the facility or expertise to deliver the proposed program. Per State Board rules, 15 credits of general education are required. They kept each of the three A.A.S. at 60 credits. The first one is a Forest Nursery Management and Technology Associate of Applied Science. With this, they will train a workforce that can go out immediately to serve the forest nursery industry and possibly develop some entrepreneurial skills for developing their own nurseries and creating an employment base in rural communities across the state.
Discussion:
The discussion first focused on associate degrees vs. certificates, in particular whether the proposed A.A.S. might become certificates should the proposal not clear the State Board. Alternative options are still to be determined, but the goal is to keep maximum flexibility. There will be challenges with state policies, but these three exciting proposals are the right path (Provost Lawrence).

Some more discussion followed about the nature of the A.A.S., and the fact that sixty credits amount to more than a certificate. On the other hand, U of I and Boise State are not allowed to award associate degrees, so they are requesting a waiver (Goebel, Lawrence). If they had to fall back on the certificate alternative, they would consider a 45 to 50 credit certificate (Goebel). There is no maximum limit on the number of credits for certificates. Sixty credits would be a

very robust certificate, but there's nothing in policy prohibiting that, so it's a backup option (Lawrence).

The discussion moved to the target population for these A.A.S. and the best way to recruit from that population. There are students coming out of high school who may have no interest in a four-year degree but would come to the University of Idaho if there was a two-year degree option. The nursery and the forest operations would be most suitable for those students. Also, there is a large number of individuals potentially interested in wildland fuel and fire technology, which will be delivered 90% online. This will provide the flexibility for a national reach and help individuals who may be moving through their wildland firefighting career into a fuels technology and fire technology position that could potentially transfer into a B.S. program. But the ultimate goal is to help train the workforce (Goebel). Concerning recruiting, they will reach out to small rural high schools around the state and offer teacher workshops over the summer. The department has tight connections with the national wildfire coordinating group as well as fire crews across the country and many nonprofits (Goebel).

Addressing one more question, Charles Goebel said that, based on conversations with stakeholders, they expect strong support and help with recruiting and potentially scholarship funds for the A.A.S. students.

Vote: 22/23 in favor; 1/23 against. Motion carries.

- UCC 456 Wildland Fuel and Fire Technology, A.A.S. – Charles Goebel, Attach. #8
No specific questions on this item.
Vote: 23/23 in favor; 0/23 against. Motion carries.
- UCC 458 Forest Operations and Technology, A.A.S. – Charles Goebel, Attach. #9
No specific questions on this item.

Before moving on to the last item, Chair Meeuf went briefly back to the A.A.S. and the possibility of moving to a certificate, which would imply lowering the number of credits. Both the Provost and Charles Goebel agreed that it's a discussion worth having. However, U of I is uniquely positioned to deliver the proposed program, which is in high demand, and will work with their partners to pursue it.

Vote: 23/23 in favor; 0/23 against. Motion carries.

- UCC 463 Ecology and Ecosystem Science, B.S. – Charles Goebel, Attach. #10
Currently at the University of Idaho, the fields of ecology and ecosystem science are integrated with conservation biology in the BS., Ecology and Conservation Biology (ECB) in the College of Natural Resources (CNR). Following numerous meetings with prospective students and parents interested in the University of Idaho and ecology as a field of study, it has become apparent that joining ecology and conservation biology in a single degree is negatively impacting student recruitment. Consequently, CNR faculty with backgrounds in ecology from across all three academic departments have proposed a new undergraduate degree in Ecology and Ecosystem Science to meet this demand. Concurrently, we are proposing to drop the Natural Resource Ecology emphasis area in the ECB degree and to rename ECB "Conservation Biology." We expect to see sustained enrollment growth in both degrees through this separation and making each degree more visible to prospective students and parents.
There were no questions.

Vote: 22/22 in favor; 0/22 against. Motion carries.

Other Announcements and Communications:

- University Budget Update (Brian Foisy) Attach. #11
This item was postponed to a future meeting to allow more time for the budget conversation with Vice President Foisy.
- *APM 50.16 Criminal Background Check Procedures Attach. #12
Informational item.

New Business:

Chair Meeuf asked whether senators wanted to bring up any new business. There was none.

Adjournment:

The agenda being completed, Chair Meeuf adjourned the meeting at 4:45 pm.

Respectfully Submitted,

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

University of Idaho
2021 – 2022 Faculty Senate Agenda

Meeting # 14

Tuesday, November 16, 2021, at 3:30 pm
Zoom Only

- I. Call to Order
- II. Approval of Minutes (Vote)
 - Minutes of the 2021-22 Faculty Senate Meeting #13 (November 16, 2021) **Attach. #1**
- III. Consent Agenda (Vote)
- IV. Chair’s Report
- V. Provost’s Report
- VI. Committee Reports (Vote)
 - Faculty and Staff Policy Group - Affinity Groups (Rochelle Smith) **Attach. #2**
 - UCC 114 Fisheries Science B.S, Name change, and emphasis additions (Lisette Waits) **Attach. #3**
 - UCC 363 Wildlife Sciences Minor, Name change, and course additions (Lisette Waits) **Attach. #4**
 - UCC 364 Wildlife Sciences B.S, Name change, and emphasis additions (Lisette Waits) **Attach. #5**
 - UCC 84 Conservation Biology B.S. Ecology option discontinued (Lisette Waits) **Attach. #6**
 - UCC 451 Forest Nursery Management and Technology, A.A.S. (Charles Goebel) **Attach. #7**
 - UCC 456 Wildland Fuel and Fire Technology, A.A.S (Charles Goebel) **Attach. #8**
 - UCC 458 Forest Operations and Technology, A.A.S. (Charles Goebel) **Attach. #9**
 - UCC 463 Ecology and Ecosystem Science, B.S. (Charles Goebel) **Attach. #10**
- VII. Other Announcements and Communications
 - University Budget Update (Brian Foisy) **Attach. #11**
 - *APM 50.16 Criminal Background Check Procedures **Attach. #12**
- VIII. Special Orders
- IX. New Business
- X. Adjournment

Attachments:

- **Attach. #1:** Minutes of the 2021-2022 Faculty Senate Meeting #13
- **Attach. #2:** Affinity Groups
- **Attach. #3:** UCC 114
- **Attach. #4:** UCC 363
- **Attach. #5:** UCC 364
- **Attach. #6:** UCC 84
- **Attach. #7:** UCC 451
- **Attach. #8:** UCC 456
- **Attach. #9:** UCC 458
- **Attach. #10:** UCC 463
- **Attach. #11:** University Budget Update
- **Attach. #12:** APM 50.16

* Changes to the Administrative Procedures Manual (APM): Please forward any questions or comments directly to both the policy coordinator at ui-policy@uidaho.edu and to the policy originator (listed on the cover sheet) within five working days of the senate meeting at which the APM item is presented.

2021 – 2022 Faculty Senate – Pending Approval

Meeting # 13

Tuesday, November 9, 2021, 3:30 pm – 5:00 pm

Zoom only

Present: Ahmadzadeh, Bridges, Chapman, Dahlquist, Fairley, Gauthier, Hickman, Torrey Lawrence (w/o vote), Lee-Painter, McIntosh, Mittelstaedt, Ogborn, Paul, Quinnett, Rashad, Roberson, Rose, Sammarruca (w/o vote), Schiele, R. Smith, A. Smith (Vice Chair), Schwarzlaender, Tenuto, Thorne, Wargo
Absent: Becker (excused), Rinker (excused), Hoffman (excused), Meeuf (excused), Stroebel

Guests/Presenters: Brandi Terwilliger, Shawn Copeland, Indrajit Charit

Call to Order: Chair Meeuf was absent. Vice Chair Smith called the meeting to order at 3:30 pm.

Approval of Minutes (vote):

- Minutes of the 2021-22 Meeting #12 – Attach. #1.
The minutes of the 2021-22 Meeting #12 were approved as distributed.

Chair's Report:

- Brian Foisy will be attending Senate on November 16 to give a presentation on the university budget. Please consult with your constituents to see if they have any budget-related questions for Vice President Foisy.
There were no questions for the Chair.

Provost's Report:

- Follow-up on a question from last week about Canvas and the ability to download/upload grades directly into Vandalstar or Banner. It appears to be possible. ITS/CETL is currently converting all of our spring courses and will look into this question as soon as they can, consistent with their priorities.
- The SBOE is conducting a survey among all higher education students in Idaho who are 18 and older and enrolled in a degree program. It is a general survey about campus climate and education, part of SBOE preparation for the upcoming legislative session. The survey comes from SBOE, not U of I.
- COVID update: Tests are available, but the demand has been low. Many are still available. Currently we have one student in quarantine and none in isolation. The number of students who have submitted their vaccination card is up to 4,158 students.
- Update about mandatory COVID vaccine for federal employees and entities that hold federal contracts: We are taking no action right now while continuing to talk with SBOE and government agencies. Contrary to what was reported by some of the media, we were not directed by SBOE to put out the mandate, but we were given permission to do so. Watch for updates.
- University Promotion & Tenure Committee: We still need input from some colleges. Please submit them by end of the day this Friday. Faculty input is important.

Discussion:

In response to a question, the Provost said that the "Great Colleges to Work for" survey results will be made known very soon.

Committee Reports:

- FSH 1640.46 Arts Committee – Shawn Copeland, Attach. #2
There are two main reasons for these changes: first, to include the administrative role the committee has had for years regarding the Student Arts Fee Grant (the proposed A-5), and an expanded structure to facilitate the full functioning of the committee (A-1) and in keeping with the university's Arts Collection Management document.

Discussion:

There was a discussion concerning the current committee composition – why is only fine art represented, and not performing arts? It would nice to be broader. Other Senators did not agree with having only the dean of the college of Art and Architecture on the committee, especially now that fiscal responsibilities have been added. Provost Lawrence asked whether President Green had been consulted about the removal of the following language: “... *one administrator designated by the president...*” In view of these questions, there was a motion (Lee-Painter/Quinnett) to send the proposal back to the Arts Committee for further thinking in consultation with the Committee on Committees.

- UCC 250 Industrial Technology (BSTECH) location availability – Indrajit Charit or Aleksandar Vakanski, Attach. #3

It is requested to make the Industrial Technology program available in Coeur d'Alene. The INDT program will allow employees at local industries and local students to earn a BSTech degree in Coeur d'Alene. The degree is relevant for many of the local industries and electives may be developed specifically to meet the needs of the industries and community. The degree will be offered as it is currently both at Idaho Falls and Coeur d'Alene campuses.

Discussion:

There was a brief discussion about the number of credits for the degree, which appears to be larger than 120. Indrajit Charit responded that the actual number will be 121. The registrar was contacted and confirmed that the number of credits can be above 120 if so required for accreditation.

Vote: 20/20 in favor; 0/20 against.

Motion carries.

- UCC 457 Corporate Social Responsibility Certificate – Traci Craig Attach. #4

The reason for the proposed changes is to add a certificate to provide students a particular credential for industry jobs to supplement a variety of degrees. No additional workload is necessary.

Vote: 22/22 in favor; 0/22 against.

Motion carries.

Other Announcements and Communications:

- Human Resources Update – Brandi Terwilliger
Brandi Terwilliger started an overview of three current HR projects: Recruitment Enhancement for Staff; Job Families; 2022 Benefits.
 - Recruitment Enhancement for Staff
Brandi Terwilliger identified the members of the Recruitment Enhancement Working Group and the Staff Supporting Group (which includes members from HR, Finance, OGC, AA/EEO). Tasks that are already completed and implemented are: shortened staff application; a template letter of qualifications; shortened timelines required for advertising; updated resources on the web. This streamlining was implemented to

improve the candidate's experience and overall time to hire. Future projects in process or near completion are: streamlining workflows (from four to two); streamlining fields within a particular workflow; reducing redundant approvals and data requests. Additional work in progress is directed at improving the applicant experience through increased communication with the applicants utilizing existing system functionality, so that the applicant is better informed at each stage of the process. Improving onboarding of new employees is another ongoing project in collaboration with Staff Council and connecting with key partners across campus to make recommendations for improvement.

- Job Families
- Similar positions have similar job descriptions and qualifications across campus, aside from aspects which may be specific to the particular unit. About 80% of staff positions are likely to fall into one "job family." In each job family, it will be very transparent to the applicant or employee how to get to the next level. We started looking at the first group (Research, Finance, IT, Marketing and Communications, Facility, Administrative) working with experts in each area and seeking broad constituent input for a rigorous executive review. 2022 Benefits

Medical plan rates will increase for both PPO and High Deductible health plans. The rate increases are between \$2.05 and \$10.93 per pay period depending on the selected plan and coverage level. Standard PPO annual prescription drug cost-share will go up. For employee-only coverage the increase amounts to \$150, while for family coverage the increase is \$300. Health Savings Account (HSA) maximum contributions will increase according to IRS limits – \$50 for employee-only coverage and \$100 for family coverage. We also offer three new benefits: AbilitiCBT, an online-based cognitive behavioral therapy program that can be accessed from any device; Wondr Health, a digital health program to help eligible employees take control of their physical and overall health; Cancer Guardian, a revolutionary genomic-based program designed to improve early detection of cancer, provide cancer-care support, and financial navigation.

Discussion:

What is the average time to fill a position and by how much will it be reduced by the new initiatives? Brandi Terwilliger responded that the timeline is about 70 days, where the process is considered complete when everybody has been notified that the position is closed which happens with the department. The goal is to reduce that by 10%, possibly more.

The discussion moved to the two health plan options available at U of I, which a Senator argued are similar. Why are there not more options? What employees must pay out of pocket is not very different, although the way they pay it is different. The Senator is not satisfied with the U of I plan. Brandi Terwilliger noted that the Benefits Advisory Group (BAG) – for which a Senate representative needs to be appointed – starts to meet around January or February to consider potential changes, changes to benefits and review proposed programs from our benefit partners. Through BAG, HR can get input from everyone across campus. The university does not favor one plan over the other, so the employer's contribution is the same amount in either plan. With the HD plan, employees pay less from their paycheck but more to the healthcare provider; the Standard PPO plan you pay a small co-pay when you go to the doctor and more in contributions per pay period. It's a personal choice that depends on the individual circumstances. Suggestions for improvements are welcome and can be forwarded directly to Brandi Terwilliger or through BAG.

Provost Lawrence reiterated that BAG recommends changes to our benefits. Senate representation on that committee is important, and yet that seat has been traditionally difficult to fill.

Another Senator expressed concerns about the large out-of-pocket money she has to pay. Some employees on the lower end of the pay scale may not be able to absorb a similar amount. Brandi Terwilliger acknowledged that catastrophic circumstances can occur, which is why HR encourages employees to consider flexible spending, high deductible plans, HSA, together with other benefits that may be available at no cost. Also, some new rules are coming up, such as transparency and a no-surprises act. The employee will be able to see exactly what a procedure costs, depending on where they have it done. If you have an emergency out of network, you would not be subjected to additional costs. These changes are going to start rolling out in January and will help members who have emergency needs .

Regarding the Cancer Guardian benefit, concerns were expressed about data potentially being shared with insurance companies who might then take them as pre-existing conditions. Brandi Terwilliger agreed that it is a concern and they had their external consultants look into this issue. They made sure the data are not shared with Blue Cross. It can happen, though, that a doctor may adjust a patient's routine prevention course due to a detected predisposition to some kind of cancer, such as increasing the frequency of screening tests, which, in turn, may change an otherwise covered preventative service which is covered at no-cost to a diagnostic service which does include deductible and cost-sharing structures.

A Senator raised the issue of communication with HR, which he found to be difficult in terms of finding the right person to talk to about a specific problem and because of broken web links in a communication or when calling the call center. His second question was about email coming from what appeared to be an HR department regarding an international employee and which, to him, came across as potentially suspicious. Brandi Terwilliger said that several updates have been made and the broken links are being taken care of. For benefits-related questions, one should just email benefits@uidaho.edu to reach the whole team of benefits specialists. For very specific issues, HR staff should be able to direct you to the right person – to that end. The call center fields approximately 3,000 calls per month and they handle eligibility, enrollment and basic benefit questions related to the UI health plan. For University specific benefits such as shared leave they would be directed to benefits@uidaho.edu. As part of ongoing training for the call center, they have regular “calibration” meetings to provide coaching and training to call center staff. As for the “HR-INTL@uidaho.edu” email, they are creating a team approach to handle recent challenges when only one person is handling a function and have a need to be out of the office unexpectedly. In regard to international tax treaty issues, they had one person who took care of international matters who had to be out unexpectedly.. So, there were some challenges adjusting to that change and a need to create a team of personnel to handle this function. They will work with ITS to have the email title changed to something more transparent if possible.

The last question was about where Life Flight stands in our insurance. Brandi was happy to share that U of I is entering into a program with MASA, a medical emergency transport much broader than Life Flight. It will roll out after the first of the year, and works nationwide. It is more expensive but can be used in many more locations and for air and ground transportation as well as other features. Life Flight is an inexpensive coverage which supplements the current UI plan,

that also has coverage for air ambulance but is subject to deductible and cost-sharing But MASA is broader, and will help folks outside our area. It will be an optional benefit you sign up for and pay on top of the regular benefit plan.

Many thanks to Brandi Terwilliger for her visit.

- Senate Round Table on Retention – Alistair Smith

This conversation was planned as a follow-up to Dean Kahler’s presentation on October 26, to ask questions or request more information. The Secretary started the discussion by bringing up the issue of decreased student engagement. Dean Kahler noted that there is no simple answer. He and his team are trying to reach out to the students and understand the reasons why they feel disconnected. Often, the reasons for poor retention rates are financial.

A Senator addressed retention and advising. Why can faculty not advise first- and-second year students? It doesn’t seem to work or help with retention. Dean Kahler clarified that this is not a policy. Professional advisors are qualified to help students make a 4-year plan or help navigate the degree audit system, as well as assisting them with best practices for student success. As needed, they refer students to faculty.

Reach out to dkahler@uidaho.edu or send questions to FSL.

Adjournment:

The agenda being completed, Vice Chair Smith adjourned the meeting at 5:00 pm.

Respectfully Submitted,

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



University
of Idaho

HR UPDATES

UPDATES - NOVEMBER 2021



OVERVIEW OF CURRENT HR PROJECTS

I Recruitment Enhancement Updates for Staff

I Job Families

I Benefits For 2022

RECRUITMENT ENHANCEMENT WORKGROUP

Mary Stout, Provost Office

Toni Broyles, President's Office

DeLaina Storhok, SEM

Rusty Vineyard, Facilities

Lisa Snyder, Research

Dan Ewart, ITS

Dayna Willis, CALS

Dennis Becker, CNR

Barb Smith, UCM

Jennifer Radil, Various

Staff Supporting Initiative

Brian Foisy, Finance

Brandi Terwilliger, Director of HR

Mandy Brocke, HR – Recruitment Resource Specialist

HR Business Partners/Classification & Compensation Teams

Lee Espey, Finance

Kim Rytter, OGC

Elissa Keim, AA/EEO



COMPLETED AND IMPLEMENTED

- I Significantly Shortened Staff Application
- I Template Letter of Qualifications
- I Shortened Required Timelines for Advertising
- I Updated Resources on Web



WHAT IS COMING?

I Streamlined Workflows

- Four Workflows Currently
 - Streamlined to Two Workflows

I Streamlined Fields Within Workflows

- Reduce Redundancy in Approvals and Data Request



WHAT IS COMING?

I Job Families

- 80% of Staff Positions Will Likely Be Included
 - Research, Financial, IT, Marketing and Communications, Facilities, Administrative
 - Agricultural, Student Affairs, Student Success, Compliance, Risk and Safety, Business Operations, Program Support and Outreach



ADDITIONAL WORK IN PROGRESS

I Continue to Improve Applicant Experience

- Increase Communication With Applicants Using System Functionality
- Email Triggers

I Onboarding

- Collaboration with Staff Council
- Survey to New Employees and Supervisors
 - Connecting With Partners Across Campus to Make Recommendations For Improvement



BENEFITS FOR 2022

- I Medical plan rates Will increase for both plans, PPO and High Deductible Health Plan
 - Rate increases vary between \$2.05 - \$10.93 per pay period depending on the plan and coverage level you select
- I Standard PPO Annual Prescription drug cost-share maximums will increase
 - Employee-only coverage \$4,250 (\$150 increase)
 - Family coverage - \$8,500 (\$300 increase)
- I Health Savings Account (HSA) contribution maximums (employee and U of I combined) will increase to IRS limits.
 - Employee-only coverage - \$3,650 (\$50 increase)
 - Family coverage - \$7,300 (\$100 increase)



NEW BENEFITS FOR 2022

- I AbilitiCBT** – online-based cognitive behavioral therapy (iCBT) program that you can access from any device, anytime!
- I Wondr Health** – a digital health program helping eligible employees take control of their physical health and make lasting changes to live healthier and happier.
- I Cancer Guardian** – a revolutionary genomics-based program designed to improve early detection of cancer, cancer care support and financial navigation.



University
of Idaho

QUESTIONS?



POLICY COVER SHEET

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

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

Faculty Staff Handbook (FSH)

X Addition Revision* Deletion* Emergency Minor Amendment
Policy Number & Title: **FSH 3790 Employee Affinity Groups**

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: Rochelle Smith

Policy Sponsor, if different from Originator:

Reviewed by General Counsel x Yes ___No Name & Date: Jim Craig, 10/26/21

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

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.

FSH 3790

Employee Affinity Groups

Owner: Faculty Secretary, Francesca Sammarruca, facsec@uidaho.edu

Contents:

- A. Policy
- B. Groups not recognized
- C. Discrimination and harassment prohibited
- D. Timekeeping and requests for time off
- E. Use of University resources
- F. Guidelines
- G. Procedure

A. Policy. An Employee Affinity Group is a voluntary association of employees formed around a shared interest, characteristic, or common goal that aligns with the goals and strategic priorities of the institution. The University of Idaho recognizes that affinity groups have benefits for both the University and its employees, including:

- Attracting, recruiting, and retaining diverse employees.
- Promoting diversity, cultural awareness, and an inclusive work environment.
- Increasing employee job satisfaction, morale, and productivity.
- Fostering professional development and learning through mentoring, networking, open dialogue, and the exchange of ideas.
- Assisting the University in achieving its goals and strategic priorities.

In support of these benefits, the University of Idaho may recognize affinity groups that comply with this policy.

B. Groups not recognized. The University of Idaho does not recognize affinity groups:

- That do not have a legitimate business purpose (for example, groups based on sports, hobbies, or other outside activities unrelated to employment).
- With a purpose to exclude, divide, or oppose any other employees or affinity groups.
- With a purpose to represent employees regarding their terms and conditions of employment. Similarly, the University does not accept proposals from recognized affinity groups regarding the terms and conditions of employees' employment.

C. Discrimination and harassment prohibited. Membership in any affinity group recognized by the University or participation in any of the group's activities may not be limited based on an employee's race, color, religion, national origin, sex, sexual orientation, gender identity/expression, age, disability, veteran status, or any other characteristic protected under applicable federal, state or local law. Discrimination by an affinity group is prohibited even if one of these protected characteristics is part of the common interest or purpose of the affinity group.

Furthermore, the University does not discriminate in its recognition of any affinity group that otherwise meets this policy's requirements for the formation of an affinity group on the basis of its members' protected characteristics or an affinity group's common interest or purpose that relates to the protected characteristics, except that the University does not recognize any affinity groups that promote or advocate any religious or political position.

D. Timekeeping and requests for time off. Employee attendance at any affinity group meeting or related activity is strictly voluntary. Generally, affinity group meetings and activities should be scheduled outside of regular working hours or during lunch breaks. Employees are not permitted to perform any work for the University of Idaho during affinity group meetings or activities. Time spent at affinity group meetings or activities does not count as hours worked.

E. Use of University resources. Affinity groups recognized by the University are permitted reasonable use of University resources, facilities and technology for official affinity group purposes, such as group meetings, announcements, and communications. These resources include conference rooms, tabling space, and email, subject to University policy.

F. Guidelines. University of Idaho Employees who wish to form an Employee Affinity Group must follow these guidelines:

1. Employee Affinity Groups must be formed voluntarily, and individual employee membership and participation in such groups must be voluntary.
2. The mission and purpose of an Employee Affinity Group must align with the mission, values, and strategic priorities of the University of Idaho.
3. All members must be current employees of the University. Individuals who are not current UI employees may participate in group events at the discretion of the Employee Affinity Group.
4. All activities of an Employee Affinity Group must comply with University policies.

G. Procedure. The following are the procedures for establishing an Employee Affinity Group at the University of Idaho.

G-1. Application.

- a. Identify at least two current employees to serve as the organizers of the Employee Affinity Group.
- b. Contact the Chair of the Faculty and Staff Policy Group to obtain the application materials.
- c. Develop Employee Affinity Group charter document.
 - i. The charter document describes the mission, purpose, and objectives of the Employee Affinity Group. The charter also communicates procedural information regarding membership, leadership roles and selection process, meeting and event notices, and the primary activities of the group.
 - ii. The charter must state that the group adheres to all policies of the University.
 - iii. The charter must adhere to the guidelines identified in this policy.

Commented [KB(1)]: Here's an example:
https://uindy.edu/policies/files/employee_affinity_group_application.pdf

d. Submit application and charter to the Faculty and Staff Policy Group. The committee will approve or disapprove the application within 30 days of submission.

G-2. Approval, disapproval, or revocation of recognition. For any Employee Affinity Group to be officially recognized by the University of Idaho, it must be approved by the University of Idaho through the Faculty and Staff Policy Group. The University has the right to disapprove or revoke recognition of any group that violates University policies or procedures or its own charter or that has been inactive for more than one year. The University's determination is not subject to appeal.

114: FISHERIES SCIENCE (BS)

Export to PDF Export to Word

In Workflow

1. Registrar's Office (none)
2. 150 Chair (lwaits@uidaho.edu)
3. 11 Curriculum Committee Chair (evas@uidaho.edu)
4. 11 Dean (drbecker@uidaho.edu)
5. Provost's Office (panttaja@uidaho.edu; kudas@uidaho.edu; mstout@uidaho.edu; jvalkovic@uidaho.edu)
6. Assessment (sara@uidaho.edu)
7. Curriculum Review (sstubbs@uidaho.edu)
8. Degree Audit Review (rfrost@uidaho.edu)
9. Registrar's Office (none)
10. UCC (none)
11. Faculty Senate Chair (mstout@uidaho.edu; jvalkovic@uidaho.edu)
12. UFM (mstout@uidaho.edu; jvalkovic@uidaho.edu)
13. President's Office (brendah@uidaho.edu; mstout@uidaho.edu; jvalkovic@uidaho.edu)
14. State Approval (mstout@uidaho.edu; jvalkovic@uidaho.edu; lindalundgren@uidaho.edu)
15. NWCCU (sara@uidaho.edu; mstout@uidaho.edu)

Approval Path

1. Fri, 17 Sep 2021 23:32:09 GMT
Rebecca Frost (rfrost): Approved for Registrar's Office
2. Fri, 17 Sep 2021 23:35:37 GMT
Rebecca Frost (rfrost): Rollback to Registrar's Office for Dept Chair
3. Fri, 17 Sep 2021 23:44:22 GMT
Rebecca Frost (rfrost): Approved for Registrar's Office
4. Fri, 17 Sep 2021 23:47:02 GMT
Lisette Waits (lwaits): Approved for 150 Chair
5. Wed, 29 Sep 2021 16:29:13 GMT
Eva Strand (evas): Approved for 11 Curriculum Committee Chair
6. Wed, 29 Sep 2021 20:02:01 GMT
Dennis Becker (drbecker): Approved for 11 Dean
7. Thu, 30 Sep 2021 22:14:10 GMT
Dean Panttaja (panttaja): Approved for Provost's Office
8. Tue, 05 Oct 2021 19:25:07 GMT
Sara Mahuron (sara): Approved for Assessment
9. Wed, 06 Oct 2021 20:25:22 GMT
Steve Stubbs (sstubbs): Approved for Curriculum Review
10. Thu, 07 Oct 2021 16:13:10 GMT
Rebecca Frost (rfrost): Approved for Degree Audit Review
11. Tue, 12 Oct 2021 18:26:23 GMT
Rebecca Frost (rfrost): Approved for Registrar's Office
12. Tue, 19 Oct 2021 18:26:42 GMT
Steve Stubbs (sstubbs): Approved for UCC

History

1. Jun 15, 2021 by Amy Kingston (amykingston)
2. Jun 16, 2021 by Rebecca Frost (rfrost)

Date Submitted: Fri, 17 Sep 2021 22:51:42 GMT

Viewing: 114 : Fisheries Science (BS)

Last approved: Wed, 16 Jun 2021 23:35:12 GMT

Last edit: Tue, 19 Oct 2021 18:03:16 GMT

Changes proposed by: Lisette Waits

Final Catalog

2022-2023

What will be the last semester of the teach-out period?

What is the teach-out plan?

Rationale for Inactivation

%deletejustification.eshtml%

Attach State Form

Faculty Contact

Faculty Name	Faculty Email
Lisette Waits	lwaits@uidaho.edu

Change Type (Choose all that apply)

Change curriculum requirements

Change academic component name (degree, major, option, emphasis, minor, concentration, or specialization)

Description of Change

We are changing the name to Fisheries Science and adding 2 emphasis areas.

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

No

Academic Level

Undergraduate

College

Natural Resources

Department/Unit:

Fish & Wildlife Sciences

Effective Catalog Year

2022-2023

Program Title

Fisheries Science (BS)

Degree Type

Major

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

Program Credits

120

Attach Program Change

CIP Code

03.0301 - Fishing and Fisheries Sciences and Management.

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 this program lead to licensure in any state?

Will the program be a statewide responsibility?

Financial Information

What is the financial impact of the request?

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

Describe the financial impact

Curriculum:

Students pursuing a B.S.Fish.Sci. degree in Fishery Sciences must have received a grade of 'C' or better in each of the following four indicator courses to register for FISH or WLF upper-division courses and to graduate with a B.S.Fish.Res.: BIOL 114, BIOL 213, FOR 221, and STAT 251.

To graduate, students must achieve a grade of 'C' or better in each FISH or WLF upper-division course listed in the requirements for the B.S.Fish.Sci. degree.

Required course work includes the university requirements (see regulation J-3 (<https://catalog.uidaho.edu/general-requirements-academic-procedures/j-general-requirements-baccalaureate-degrees/>)) and:

Code	Title	Hours
Fisheries Core		
<i>First and Second Years</i>		
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	Structure and Function Across the Tree of Life	4
CHEM 275 or CHEM 277	Carbon Compounds Organic Chemistry I	3
COMM 101	Fundamentals of Oral Communication	2
ECON 202 or ECON 272	Principles of Microeconomics Foundations of Economic Analysis	3-4
ENGL 102	Writing and Rhetoric II	3
FISH 102	The Fish and Wildlife Professions	1
FOR 221 or REM 221 OR WLF 220	Principles of Ecology Course REM 221 OR WLF 220 Not Found	3
FOR 235	Society and Natural Resources	3
FOR 375	Introduction to Spatial Analysis for Natural Resource Management	3
NR 101	Exploring Natural Resources	2
NRS 383	Natural Resource and Ecosystem Service Economics	3
STAT 251	Statistical Methods	3
WLF 201	Fish and Wildlife Applications	2
WLF 370	Management and Communication of Scientific Data	3
Select one of the following:		4
CHEM 101 & 101L	Introduction to Chemistry and Introduction to Chemistry Laboratory	
CHEM 111 & 111L	General Chemistry I and General Chemistry I Laboratory	
Select one of the following:		4
GEOG 100 & 100L	Physical Geography and Physical Geography Lab	
GEOL 101 & 101L	Physical Geology and Physical Geology Lab	
PHYS 100 & 100L	Fundamentals of Physics and Fundamentals of Physics Lab	
PHYS 111 & 111L	General Physics I and General Physics I Lab	
<i>Third and Fourth Years</i>		
FISH 314	Fish Ecology	3
FISH 315	Fish Ecology Field Techniques and Methods	2
FISH 415	Limnology	4
FISH 418	Fisheries Management	4

FISH 481	Ichthyology	4
FISH 495	Fisheries Seminar	1
WLF 448	Fish and Wildlife Population Ecology	4

Emphasis

Select one of the following emphases: 25-35

Conservation Law Enforcement (<https://catalog.uidaho.edu/colleges-related-units/natural-resources/fish-wildlife-sciences/fishery-resources-bsfishres/#conservationlawenforcement>)

Science and Management (<https://catalog.uidaho.edu/colleges-related-units/natural-resources/fish-wildlife-sciences/fishery-resources-bsfishres/#scienceandmanagement>)

Total Hours**101-112****A. Conservation Law Enforcement Emphasis**

Code	Title	Hours
CRIM 101	Introduction to Criminology	3
PHIL 103	Introduction to Ethics	3
PSYC 101	Introduction to Psychology	3
SOC 101	Introduction to Sociology	3
WLF 205	Wildlife Law Enforcement	2
Select one of the following:		3-4
MATH 143	College Algebra	
MATH 160	Survey of Calculus	
MATH 170	Calculus I	
Select one of the following:		3
BIOL 250	General Microbiology	
BIOL 310	Genetics	
GENE 314	General Genetics	
Internship:		2
FISH/WLF 398	Renewable Natural Resources Internship	
FISH 498	Internship	
Fisheries and Wildlife Science Electives (pick a minimum of 6 credits):		6
FISH 411	Fish Physiology	
FISH 422	Concepts in Aquaculture	
FISH 424	Fish Health Management	
FISH 430	Riparian Ecology and Management	
FISH 450	Ecology & Conservation of Freshwater Invertebrates	
FISH 451	Freshwater Invertebrate Field Methods	
WLF 314	Ecology of Terrestrial Vertebrates	
WLF 315	Techniques Laboratory	
WLF 411	Wildland Habitat Ecology and Assessment	
WLF 440	Conservation Biology	
Select one of the following:		3
COMM 233	Interpersonal Communication	
COMM 335	Intercultural Communication	
COMM 410	Conflict Management	
NRS 387	Environmental Communication Skills	
NRS 311	Public Involvement in Natural Resource Management	
NRS 364	Politics of the Environment	
NRS 462	Natural Resource Policy	
Select one of the following:		3
CRIM 301	Criminological Theory	
CRIM 339	Crime and the Media	
CRIM 334	Police and Social Control	
CRIM 415	Citizen's Police Academy	
CRIM 439	Inequalities in the Justice System	
PSYC 319	Environmental Psychology	
PSYC 320	Introduction to Social Psychology	
SOC 201	Introduction to Inequity and Justice	

SOC 230	Social Problems	
SOC 343	Power, Politics, and Society	
SOC 420	Sociology of Law	

Total Hours **34-35**

Courses to total 120 credits for this degree

B. Science and Management Emphasis

Code	Title	Hours
BIOL 250	General Microbiology	3
BIOL 255	General Microbiology Lab	2
BIOL 310	Genetics	3
or GENE 314	General Genetics	
FISH 411	Fish Physiology	2
FISH 422	Concepts in Aquaculture	4
or FISH 424	Fish Health Management	
MATH 160	Survey of Calculus	4
or MATH 170	Calculus I	
<i>Internship</i>		2
FISH/WLF 398	Renewable Natural Resources Internship	
FISH 498	Internship	
Fisheries Science Electives (pick a minimum of 3 credits):		3
FISH 430	Riparian Ecology and Management	
FISH 450	Ecology & Conservation of Freshwater Invertebrates	
FISH 451	Freshwater Invertebrate Field Methods	
FISH 497	Senior Thesis	
FISH 499	Directed Study	
Select one of the following electives:		2-3
COMM 410	Conflict Management	
FOR/NRS 484	Forest Policy and Administration	
NRS 386	Managing Complex Environmental Systems	
NRS 387	Environmental Communication Skills	
NRS 311	Public Involvement in Natural Resource Management	
NRS 364	Politics of the Environment	
NRS 462	Natural Resource Policy	
NRS 488	NEPA in Policy and Practice	
WLF 205	Wildlife Law Enforcement	
WLF 440	Conservation Biology	

Total Hours **25-26**

Courses to total 120 credits for this degree

Degree Maps:

A. Conservation Law Enforcement Emphasis

Fall Term 1		Hours
BIOL 114	Organisms and Environments	4
COMM 101	Fundamentals of Oral Communication	2
ENGL 101	Writing and Rhetoric I	3
MATH 143	College Algebra	3
NR 101	Exploring Natural Resources	2
Hours		14
Spring Term 1		Hours
CRIM 101	Introduction to Criminology	3
ENGL 102	Writing and Rhetoric II	3
ECON 202	Principles of Microeconomics	3
or ECON 272	or Foundations of Economic Analysis	
FISH 102	The Fish and Wildlife Professions	1
(CHEM 101 AND CHEM 101L) OR (CHEM 111 AND CHEM 111L)		4
Hours		14

Fall Term 2

BIOL 115	Cells and the Evolution of Life	3
BIOL 115L	Cells and the Evolution of Life Laboratory	1
FOR/REM 221/WLF 220	Principles of Ecology	3
FOR 235	Society and Natural Resources	3
SOC 101	Introduction to Sociology	3
WLF 201	Fish and Wildlife Applications	2

Hours	15
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Spring Term 2

BIOL 213	Structure and Function Across the Tree of Life	4
PSYC 101	Introduction to Psychology	3
STAT 251	Statistical Methods	3
WLF 370	Management and Communication of Scientific Data	3
(GEOG 100 AND GEOG 100L) OR (GEOL 101 AND GEOL 101L) OR (PHYS 100 AND PHYS 100L) OR (PHYS 111 AND PHYS 111L)		4

Hours	17
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Fall Term 3

FISH 314	Fish Ecology	3
FISH 315	Fish Ecology Field Techniques and Methods	2
PHIL 103	Introduction to Ethics	3
BIOL 250 OR BIOL 310 OR GENE 314		3
Fish & Wildlife Science Course, Major Elective		3

Hours	14
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Spring Term 3

CHEM 275	Carbon Compounds	3
FISH 481	Ichthyology	4
NRS 383	Natural Resource and Ecosystem Service Economics	3
WLF 205	Wildlife Law Enforcement	2
Fisheries & Wildlife Science Course, Major Elective Course		4

Hours	16
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Fall Term 4

FISH 415	Limnology	4
FISH 418	Fisheries Management	4
FISH 398	Renewable Natural Resources Internship	1
FOR 375	Introduction to Spatial Analysis for Natural Resource Management	3
Major Elective Course		3

Hours	15
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Spring Term 4

FISH 398	Renewable Natural Resources Internship	1
FISH 495	Fisheries Seminar	1
WLF 448	Fish and Wildlife Population Ecology	4
Humanistic and Artistic Ways of Knowing Course		3
International Course		3
Major Elective Course		3

Hours	15
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Total Hours	120
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The degree map is a guide for the timely completion of your curricular requirements. Your academic advisor or department may be contacted for assistance in interpreting this map. This map is not reflective of your academic history or transcript and it is not official notification of completion of degree or certificate requirements. Please contact the Registrar's Office regarding your official degree/certificate completion status.

B. Fisheries Science and Management Emphasis**Fall Term 1**

BIOL 114	Organisms and Environments	4
COMM 101	Fundamentals of Oral Communication	2
ENGL 101	Writing and Rhetoric I	3
MATH 143	College Algebra	3
NR 101	Exploring Natural Resources	2

Hours	14
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Spring Term 1

ENGL 102	Writing and Rhetoric II	3
ECON 202 or ECON 272	Principles of Microeconomics or Foundations of Economic Analysis	3
FISH 102	The Fish and Wildlife Professions	1
(CHEM 101 AND CHEM 101L) OR (CHEM 111 OR CHEM 111L)		4
MATH 160 or MATH 170	Survey of Calculus or Calculus I	4

Hours	15
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Fall Term 2		
BIOL 115	Cells and the Evolution of Life	3
BIOL 115L	Cells and the Evolution of Life Laboratory	1
WLF 220/FOR 221/REM 221	Principles of Ecology	3
FOR 235	Society and Natural Resources	3
WLF 201	Fish and Wildlife Applications	2
American Diversity Course		3
	Hours	15
Spring Term 2		
BIOL 213	Structure and Function Across the Tree of Life	4
CHEM 275	Carbon Compounds	3
STAT 251	Statistical Methods	3
WLF 370	Management and Communication of Scientific Data	3
(GEOL 101 AND GEOL 101L) OR (PHYS 100 AND PHYS 100L) OR (PHYS 111 AND PHYS 111L) OR (SOIL 205 AND 206)		4
	Hours	17
Fall Term 3		
BIOL 250	General Microbiology	3
BIOL 255	General Microbiology Lab	2
FISH 314	Fish Ecology	3
FISH 315	Fish Ecology Field Techniques and Methods	2
BIOL 310 OR GENE 314		3
Humanistic and Artistic Ways of Knowing Course		3
	Hours	16
Spring Term 3		
FISH 481	Ichthyology	4
NRS 383	Natural Resource and Ecosystem Service Economics	3
FISH 398 OR FISH 498 OR WLF 398		1
Fisheries Sciences Elective, Major Elective Course		4
International Course		3
	Hours	15
Fall Term 4		
FISH 415	Limnology	4
FISH 418	Fisheries Management	4
FISH 398	Renewable Natural Resources Internship	1
FOR 375	Introduction to Spatial Analysis for Natural Resource Management	3
Humanistic and Artistic Ways of Knowing Course		3
	Hours	15
Spring Term 4		
FISH 411	Fish Physiology	2
FISH 495	Fisheries Seminar	1
WLF 448	Fish and Wildlife Population Ecology	4
FISH 422 or FISH 424	Concepts in Aquaculture or Fish Health Management	4
Major Elective Course		2
	Hours	13
	Total Hours	120

The degree map is a guide for the timely completion of your curricular requirements. Your academic advisor or department may be contacted for assistance in interpreting this map. This map is not reflective of your academic history or transcript and it is not official notification of completion of degree or certificate requirements. Please contact the Registrar's Office regarding your official degree/certificate completion status.

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

If Yes, can 100% of the curricular requirements of this program be completed via distance education?

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

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

Moscow

Where?

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.

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

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

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

When will assessment activities occur and at what frequency?

Student Learning Outcomes

Have learning outcomes changed?

Yes

Learning Objectives

Shared Outcomes

1. The student will be able to: identify regional fish species and describe their biological characteristics and ecological requirements,
2. The student will be able to: develop and test hypotheses and produce tabular and graphic summaries of quantitative data.
3. The student will be able to effectively use diverse forms of communication (written and oral) to convey information to scientific audiences
4. The student will be able to explain and discuss diverse points of view about natural resource issues.
5. The student will be able to: work effectively in team settings.
6. The student demonstrates an understanding of ethical professional behavior.

Science and Management Emphasis Area

7) The student will be able to: integrate biological, ecological and social information to make science-based recommendations for management.

Conservation Law Enforcement Emphasis area

7) Student can define basic legal terms and principles that apply to conservation law enforcement conservation

8) Student can demonstrate an understanding of the impact wildlife crime has on the resource

Rationale for the proposed change. Include an explanation of how the department will manage the added workload, if any.

We wanted to provide additional options for students and have created a Science and Management emphasis area and a Conservation Law Enforcement emphasis area. There is no added workload.

Supporting Documents

Requires TECC Review

No

Department Voting Results

College Voting Results

Reviewer Comments

Rebecca Frost (rfrost) (Fri, 17 Sep 2021 23:35:37 GMT): Rollback: Need proper Workflow

Eva Strand (evas) (Wed, 22 Sep 2021 16:42:33 GMT): Is the degree called Fisheries Science or Fisheries Sciences? Both are used in the document.

Sara Mahuron (sara) (Tue, 05 Oct 2021 19:25:03 GMT): reviewed learning outcomes,moving forward; required me to answer the fiscal impact question to save this message -- I answered no, but if this is incorrect, please change

Key: 114

Choose Proposals to Bundle

Select any proposals you would like to bundle together for approval. Only proposals you have saved are available to bundle.

Bundle Title:

Course:

Proposal A

Program:

Proposal B

Submit Cancel

363: WILDLIFE SCIENCES MINOR

Export to PDF Export to Word

In Workflow

1. 150 Chair (lwaits@uidaho.edu)
2. 11 Curriculum Committee Chair (evas@uidaho.edu)
3. 11 Dean (drbecker@uidaho.edu)
4. Provost's Office (panttaja@uidaho.edu; kudas@uidaho.edu; mstout@uidaho.edu; jvalkovic@uidaho.edu)
5. Curriculum Review (sstubbs@uidaho.edu)
6. Degree Audit Review (rfrost@uidaho.edu)
7. Registrar's Office (none)
8. Ready for UCC (disable)
9. UCC (none)
10. Faculty Senate Chair (mstout@uidaho.edu; jvalkovic@uidaho.edu)
11. UFM (mstout@uidaho.edu; jvalkovic@uidaho.edu)
12. President's Office (brendah@uidaho.edu; mstout@uidaho.edu; jvalkovic@uidaho.edu)
13. State Approval (mstout@uidaho.edu; jvalkovic@uidaho.edu; lindalundgren@uidaho.edu)
14. NWCCU (sara@uidaho.edu; mstout@uidaho.edu)

Approval Path

1. Wed, 01 Sep 2021 03:38:08 GMT
Lisette Waits (lwaits): Approved for 150 Chair
2. Wed, 01 Sep 2021 17:34:46 GMT
Eva Strand (evas): Approved for 11 Curriculum Committee Chair
3. Wed, 29 Sep 2021 20:02:06 GMT
Dennis Becker (drbecker): Approved for 11 Dean
4. Thu, 30 Sep 2021 22:16:04 GMT
Dean Panttaja (panttaja): Approved for Provost's Office
5. Fri, 01 Oct 2021 15:06:10 GMT
Steve Stubbs (sstubbs): Approved for Curriculum Review
6. Fri, 01 Oct 2021 16:34:24 GMT
Rebecca Frost (rfrost): Approved for Degree Audit Review
7. Tue, 12 Oct 2021 18:48:55 GMT
Rebecca Frost (rfrost): Approved for Registrar's Office
8. Tue, 12 Oct 2021 20:41:01 GMT
Steve Stubbs (sstubbs): Approved for Ready for UCC
9. Tue, 19 Oct 2021 16:00:30 GMT
Steve Stubbs (sstubbs): Approved for UCC

Date Submitted: Wed, 01 Sep 2021 03:36:50 GMT

Viewing: 363 : Wildlife Sciences Minor

Last edit: Wed, 22 Sep 2021 16:17:28 GMT

Changes proposed by: Lisette Waits

Final Catalog

2022-2023

What will be the last semester of the teach-out period?

What is the teach-out plan?

Rationale for Inactivation

%deletejustification.eshtml%

Attach State Form

Faculty Contact

Faculty Name	Faculty Email
Lisette Waits	lwaits@uidaho.edu

Change Type (Choose all that apply)

Change curriculum requirements

Change academic component name (degree, major, option, emphasis, minor, concentration, or specialization)

Description of Change

Change name to Wildlife Sciences and add courses.

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

Academic Level

Undergraduate

College

Natural Resources

Department/Unit:

Fish & Wildlife Sciences

Effective Catalog Year

2022-2023

Program Title

Wildlife Sciences 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

18

Attach Program Change

CIP Code

03.0601 - Wildlife, Fish and Wildlands Science and Management.

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 this program lead to licensure in any state?

Will the program be a statewide responsibility?

Financial Information

What is the financial impact of the request?

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

Discribe the financial impact

Curriculum:

Code	Title	Hours
BIOL 314	Ecology and Population Biology	3-4
or FOR 221	Principles of Ecology	
or WLF 220	Principles of Ecology	

WLF 314	Ecology of Terrestrial Vertebrates	3
WLF 315	Techniques Laboratory	2
Select any combination of the following:		9-12
BIOL 483	Mammalogy	
BIOL 489	Herpetology	
WLF 371	Physiological Ecology of Wildlife	
WLF 411	Wildland Habitat Ecology and Assessment	
WLF 418	Wildlife Monitoring	
WLF 440	Conservation Biology	
WLF 448	Fish and Wildlife Population Ecology	
WLF 482	Ornithology	
WLF 492	Wildlife Management	

Total Hours **17-21**

Courses to total 18 credits for this minor

Degree Maps:

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

If Yes, can 100% of the curricular requirements of this program be completed via distance education?

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

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

Moscow

Where?

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.

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

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

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

When will assessment activities occur and at what frequency?

Student Learning Outcomes

Have learning outcomes changed?

NoChange

Learning Objectives

Rationale for the proposed change. Include an explanation of how the department will manage the added workload, if any.

There is no added workload.

Supporting Documents

Requires TECC Review

No

Department Voting Results

College Voting Results

Reviewer Comments

Key: 363

Choose Proposals to Bundle

Select any proposals you would like to bundle together for approval. Only proposals you have saved are available to bundle.

Bundle Title:

Course:

Proposal A

Program:

Proposal B

Submit Cancel

364: WILDLIFE SCIENCES (BS)

Export to PDF Export to Word

In Workflow

1. Registrar's Office (none)
2. 150 Chair (lwaits@uidaho.edu)
3. 11 Curriculum Committee Chair (evas@uidaho.edu)
4. 11 Dean (drbecker@uidaho.edu)
5. Provost's Office (panttaja@uidaho.edu; kudas@uidaho.edu; mstout@uidaho.edu; jvalkovic@uidaho.edu)
6. Assessment (sara@uidaho.edu)
7. Curriculum Review (sstubbs@uidaho.edu)
8. Degree Audit Review (rfrost@uidaho.edu)
9. Registrar's Office (none)
10. UCC (none)
11. Faculty Senate Chair (mstout@uidaho.edu; jvalkovic@uidaho.edu)
12. UFM (mstout@uidaho.edu; jvalkovic@uidaho.edu)
13. President's Office (brendah@uidaho.edu; mstout@uidaho.edu; jvalkovic@uidaho.edu)
14. State Approval (mstout@uidaho.edu; jvalkovic@uidaho.edu; lindalundgren@uidaho.edu)
15. NWCCU (sara@uidaho.edu; mstout@uidaho.edu)

Approval Path

1. Fri, 17 Sep 2021 23:47:11 GMT
Rebecca Frost (rfrost): Approved for Registrar's Office
2. Fri, 17 Sep 2021 23:48:20 GMT
Lisette Waits (lwaits): Approved for 150 Chair
3. Wed, 29 Sep 2021 16:28:59 GMT
Eva Strand (evas): Approved for 11 Curriculum Committee Chair
4. Wed, 29 Sep 2021 20:02:18 GMT
Dennis Becker (drbecker): Approved for 11 Dean
5. Thu, 30 Sep 2021 22:16:25 GMT
Dean Panttaja (panttaja): Approved for Provost's Office
6. Tue, 05 Oct 2021 19:28:24 GMT
Sara Mahuron (sara): Approved for Assessment
7. Wed, 06 Oct 2021 20:26:58 GMT
Steve Stubbs (sstubbs): Approved for Curriculum Review
8. Wed, 06 Oct 2021 20:41:23 GMT
Rebecca Frost (rfrost): Approved for Degree Audit Review
9. Tue, 12 Oct 2021 18:50:37 GMT
Rebecca Frost (rfrost): Approved for Registrar's Office
10. Tue, 19 Oct 2021 18:26:51 GMT
Steve Stubbs (sstubbs): Approved for UCC

History

1. Jun 15, 2021 by Amy Kingston (amykingston)
2. Jun 16, 2021 by Rebecca Frost (rfrost)

Date Submitted: Fri, 17 Sep 2021 17:22:52 GMT

Viewing: 364 : Wildlife Sciences (BS)

Last approved: Wed, 16 Jun 2021 23:39:20 GMT

Last edit: Tue, 19 Oct 2021 18:00:20 GMT

Changes proposed by: Lisette Waits

Final Catalog

2022-2023

What will be the last semester of the teach-out period?

What is the teach-out plan?

Rationale for Inactivation
%deletejustification.eshtml%

Attach State Form

Faculty Contact

Faculty Name	Faculty Email
Lisette Waits	lwaits@uidaho.edu

Change Type (Choose all that apply)
Change curriculum requirements
Add/Edit Learning Outcomes
Change academic component name (degree, major, option, emphasis, minor, concentration, or specialization)

Description of Change

We are changing the name to Wildlife Science and adding 4 emphasis areas.

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

No

Academic Level

Undergraduate

College

Natural Resources

Department/Unit:

Fish & Wildlife Sciences

Effective Catalog Year

2022-2023

Program Title

Wildlife Sciences (BS)

Degree Type

Major

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

Program Credits

120

Attach Program Change

CIP Code

03.0601 - Wildlife, Fish and Wildlands Science and Management.

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 this program lead to licensure in any state?

Will the program be a statewide responsibility?

Financial Information

What is the financial impact of the request?

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

Describe the financial impact

Curriculum:

Students pursuing a B.S.Wildl.Sci. in Wildlife Sciences must have received a grade of 'C' or better in each of the following four indicator courses to register in FISH or WLF upper-division courses: BIOL 114, BIOL 213, STAT 251, and one of FOR 221, NR 321, or WLF 220.

To graduate, a student must receive a grade of 'C' or better in each FISH or WLF upper-division course listed in the requirements for the B.S.Wildl.Sci.

Required course work includes the university requirements (see regulation J-3 (<https://catalog.uidaho.edu/general-requirements-academic-procedures/j-general-requirements-baccalaureate-degrees/>)) and:

Code	Title	Hours
Wildlife Sciences Core		
BIOL 114	Organisms and Environments	4
BIOL 115 & 115L	Cells and the Evolution of Life and Cells and the Evolution of Life Laboratory	4
BIOL 213	Structure and Function Across the Tree of Life	4
COMM 101	Fundamentals of Oral Communication	2
ECON 202 or ECON 272	Principles of Microeconomics Foundations of Economic Analysis	3-4
ENGL 102	Writing and Rhetoric II	3
FOR/REM 221/WLF 220	Principles of Ecology	3
FOR 235	Society and Natural Resources	3
FOR 375	Introduction to Spatial Analysis for Natural Resource Management	3
NR 101	Exploring Natural Resources	2
NRS 383	Natural Resource and Ecosystem Service Economics	3
STAT 251	Statistical Methods	3
WLF 102	The Fish and Wildlife Professions	1
WLF 201	Fish and Wildlife Applications	2
WLF 370	Management and Communication of Scientific Data	3
WLF 314	Ecology of Terrestrial Vertebrates	3
WLF 315	Techniques Laboratory	2
WLF 398	Renewable Natural Resources Internship	1-16
Select two of the following:		7-8
BIOL 483	Mammalogy	
BIOL 489	Herpetology	
FISH 481	Ichthyology	
WLF 482	Ornithology	
<i>Emphasis</i>		
Select one of the following emphases:		44-59
Pre-Vet (https://catalog.uidaho.edu/colleges-related-units/natural-resources/fish-wildlife-sciences/wildlife-resources-bswildlres/#prevet)		
Conservation Law Enforcement (https://catalog.uidaho.edu/colleges-related-units/natural-resources/fish-wildlife-sciences/wildlife-resources-bswildlres/#conservationlawenforcement)		
Human-Wildlife Interactions (https://catalog.uidaho.edu/colleges-related-units/natural-resources/fish-wildlife-sciences/wildlife-resources-bswildlres/#humanwildlifeinteractions)		
Wildlife Science and Management (https://catalog.uidaho.edu/colleges-related-units/natural-resources/fish-wildlife-sciences/wildlife-resources-bswildlres/#wildlifescienceandmanagement)		

Total Hours 100-132

A. Pre-Vet Emphasis

Code	Title	Hours
BIOL 300	Survey of Biochemistry	3
CHEM 111 & 111L	General Chemistry I and General Chemistry I Laboratory	4

CHEM 112 & 112L	General Chemistry II and General Chemistry II Laboratory	5
PHYS 111 & 111L	General Physics I and General Physics I Lab	4
CHEM 277 & CHEM 278	Organic Chemistry I and Organic Chemistry I: Lab	4
WLF 371	Physiological Ecology of Wildlife	2
Select one of the following:		3
BIOL 250	General Microbiology	
BIOL 312	Molecular and Cellular Biology	
Select one of the following Math courses:		4
MATH 160	Survey of Calculus	
MATH 170	Calculus I	
Select one of the following Genetics courses:		3
BIOL 310	Genetics	
GENE 314	General Genetics	
Select one of the following Wildlife Courses:		3-4
WLF 440	Conservation Biology	
WLF 448	Fish and Wildlife Population Ecology	
Select one of the following Capstone courses:		4
WLF 492	Wildlife Management	
WLF 497 & WLF 473	Senior Thesis and ECB Senior Presentation	
Select two of the following Restricted Electives:		6-8
AVS 222	Animal Reproduction and Breeding	
AVS 305	Animal Nutrition	
AVS 371	Anatomy and Physiology	
AVS 411	Ruminant Nutrition	
AVS 471	Animal Disease Management	
BIOL 428	Microscopic Anatomy	
BIOL 432	Immunology	
BIOL 433	Pathogenic Microbiology	
BIOL 461	Neurobiology	
BIOL 474	Developmental Biology	

Total Hours **45-48**

Courses to total 120 credits for this degree

B. Conservation Law Enforcement Emphasis

Code	Title	Hours
CRIM 101	Introduction to Criminology	3
PHIL 103	Introduction to Ethics	3
PSYC 101	Introduction to Psychology	3
SOC 101	Introduction to Sociology	3
WLF 205	Wildlife Law Enforcement	2
WLF 440	Conservation Biology	3
WLF 448	Fish and Wildlife Population Ecology	4
WLF 492	Wildlife Management	4
Select one of the following:		4
CHEM 101 & 101L	Introduction to Chemistry and Introduction to Chemistry Laboratory	
CHEM 111 & 111L	General Chemistry I and General Chemistry I Laboratory	
Select one of the following Physical Sciences with lab:		4
GEOL 101 & 101L	Physical Geology and Physical Geology Lab	
PHYS 100 & 100L	Fundamentals of Physics and Fundamentals of Physics Lab	

PHYS 111 & 111L	General Physics I and General Physics I Lab	
SOIL 205 & SOIL 206	The Soil Ecosystem and The Soil Ecosystem Lab	
Select one of the following:		3-4
MATH 143	College Algebra	
MATH 160	Survey of Calculus	
MATH 170	Calculus I	
Select one of the following Plant ID courses:		3
FOR 220	Forest Biology & Dendrology	
REM 341	Systematic Botany	
REM 252 & REM 253	Wildland Plant Identification and Wildland Plant Identification Field Studies	
Select one of the following Wildlife or Fish Science courses:		2-3
FISH 314	Fish Ecology	
FISH 430	Riparian Ecology and Management	
WLF 371	Physiological Ecology of Wildlife	
WLF 411	Wildland Habitat Ecology and Assessment	
Select two of the following:		6
COMM 233	Interpersonal Communication	
COMM 335	Intercultural Communication	
COMM 410	Conflict Management	
NRS 387	Environmental Communication Skills	
NRS 311	Public Involvement in Natural Resource Management	
NRS 364	Politics of the Environment	
NRS 462	Natural Resource Policy	
Select one of the following:		3
CRIM 301	Criminological Theory	
CRIM 339	Crime and the Media	
CRIM 334	Police and Social Control	
CRIM 415	Citizen's Police Academy	
CRIM 439	Inequalities in the Justice System	
PSYC 319	Environmental Psychology	
PSYC 320	Introduction to Social Psychology	
SOC 201	Introduction to Inequity and Justice	
SOC 230	Social Problems	
SOC 343	Power, Politics, and Society	
SOC 420	Sociology of Law	

Total Hours 50-52

Courses to total 120 credits for this degree

C. Human-Wildlife Interactions Emphasis

Code	Title	Hours
<i>Wildlife Core</i>		
WLF 371	Physiological Ecology of Wildlife	2
WLF 411	Wildland Habitat Ecology and Assessment	2
WLF 440	Conservation Biology	3
WLF 448	Fish and Wildlife Population Ecology	4
WLF 492	Wildlife Management	4
<i>Human Core:</i>		
NRS 310	Social Science Methods	4
NRS 311	Public Involvement in Natural Resource Management	3
NRS 386	Managing Complex Environmental Systems	3
Select one of the following:		3
HIST 424	American Environmental History	
NRS 462	Natural Resource Policy	
NRS 475	Local and Regional Environmental Planning	

NRS 488	NEPA in Policy and Practice	
Select one of the following Chemistry courses:		4
CHEM 101 & 101L	Introduction to Chemistry and Introduction to Chemistry Laboratory	
CHEM 111 & 111L	General Chemistry I and General Chemistry I Laboratory	
Select one of the following Math courses:		3-4
MATH 143	College Algebra	
MATH 160	Survey of Calculus	
MATH 170	Calculus I	
Select one of the following Botany courses:		3
REM 341	Systematic Botany	
REM 252 & REM 253	Wildland Plant Identification and Wildland Plant Identification Field Studies	
Select one of the following Tribal & Indigenous history and perspectives courses:		3
HIST 316	American Indian History	
AIST 314	Tribal Sovereignty and Federal Policy	
AIST 344	Indigenous Ways of Knowing	
Select one of the following Human Behavior and social process courses:		3
ANTH 420	Anthropological History and Theory	
COMM 410	Conflict Management	
NRS 387	Environmental Communication Skills	
POLS 439	Public Policy	
PSYC 320	Introduction to Social Psychology	
SOC 340	Environmental Sociology and Globalization	

Total Hours **44-45**

Courses to total 120 credits for this degree

D. Wildlife Science and Management Emphasis

Code	Title	Hours
WLF 371	Physiological Ecology of Wildlife	2
WLF 411	Wildland Habitat Ecology and Assessment	2
WLF 440	Conservation Biology	3
WLF 448	Fish and Wildlife Population Ecology	4
WLF 492	Wildlife Management	4
Select one of the following:		4
CHEM 101 & 101L	Introduction to Chemistry and Introduction to Chemistry Laboratory	
CHEM 111 & 111L	General Chemistry I and General Chemistry I Laboratory	
Select one of the following:		4
GEOL 101 & 101L	Physical Geology and Physical Geology Lab	
PHYS 100 & 100L	Fundamentals of Physics and Fundamentals of Physics Lab	
PHYS 111 & 111L	General Physics I and General Physics I Lab	
SOIL 205 & SOIL 206	The Soil Ecosystem and The Soil Ecosystem Lab	
Select one of the following:		4
MATH 160	Survey of Calculus	
MATH 170	Calculus I	
Select one of the following:		3
FOR 220	Forest Biology & Dendrology	
REM 341	Systematic Botany	
REM 252 & REM 253	Wildland Plant Identification and Wildland Plant Identification Field Studies	
Select one of the following:		3

BIOL 310	Genetics	
GENE 314	General Genetics	
Select one of the following:		3
CHEM 275	Carbon Compounds	
CHEM 277	Organic Chemistry I	
Select two of the following:		4-6
COMM 410	Conflict Management	
FOR/NRS 484	Forest Policy and Administration	
NRS 387	Environmental Communication Skills	
NRS 462	Natural Resource Policy	
WLF 205	Wildlife Law Enforcement	
NRS 311	Public Involvement in Natural Resource Management	
NRS 364	Politics of the Environment	
NRS 386	Managing Complex Environmental Systems	
NRS 475	Local and Regional Environmental Planning	
NRS 484	Forest Policy and Admin	
NRS 488	NEPA in Policy and Practice	

Total Hours **40-42**

Courses to total 120 credits for this degree

Degree Maps:

A. Pre-Vet Emphasis

		Hours
Fall Term 1		
CHEM 111	General Chemistry I	3
CHEM 111L	General Chemistry I Laboratory	1
COMM 101	Fundamentals of Oral Communication	2
ENGL 101	Writing and Rhetoric I	3
MATH 143	College Algebra	3
NR 101	Exploring Natural Resources	2
	Hours	14
Spring Term 1		
BIOL 114	Organisms and Environments	4
CHEM 112	General Chemistry II	3
CHEM 112L	General Chemistry II Laboratory	2
ENGL 102	Writing and Rhetoric II	3
WLF 102	The Fish and Wildlife Professions	1
MATH 160 OR MATH 170		4
	Hours	17
Fall Term 2		
BIOL 115	Cells and the Evolution of Life	3
BIOL 115L	Cells and the Evolution of Life Laboratory	1
FOR 235	Society and Natural Resources	3
STAT 251	Statistical Methods	3
WLF 201	Fish and Wildlife Applications	2
FOR 221 OR REM 221 OR WLF 220		3
	Hours	15
Spring Term 2		
BIOL 213	Structure and Function Across the Tree of Life	4
CHEM 277	Organic Chemistry I	3
CHEM 278	Organic Chemistry I: Lab	1
PHYS 111	General Physics I	3
PHYS 111L	General Physics I Lab	1
WLF 370	Management and Communication of Scientific Data	3
	Hours	15
Fall Term 3		
WLF 314	Ecology of Terrestrial Vertebrates	3
WLF 315	Techniques Laboratory	2
BIOL 310 OR GENE 314		3
ECON 202 OR ECON 272		3
FISH 398 OR WLF 398		2
American Diversity Course		3
	Hours	16

Spring Term 3

WLF 371	Physiological Ecology of Wildlife	2
BIOL 250 or BIOL 312		3
WLF 448 OR WLF 440		3
International Course		3
Humanistic and Artistic Ways of Knowing Course		3
Hours		14

Fall Term 4

BIOL 300	Survey of Biochemistry	3
FOR 375	Introduction to Spatial Analysis for Natural Resource Management	3
Restricted Elective, Major Elective Course		3
Humanistic and Artistic Ways of Knowing Course		3
BIOL 483 OR BIOL 489 OR FISH 481 OR WLF 482		3
Hours		15

Spring Term 4

NRS 383	Natural Resource and Ecosystem Service Economics	3
WLF 492 OR (WLF 497 AND WLF 483)		4
Restricted Elective, Major Elective Course		3
BIOL 483 OR BIOL 489 OR FISH 481 OR WLF 482		4
Hours		14
Total Hours		120

The degree map is a guide for the timely completion of your curricular requirements. Your academic advisor or department may be contacted for assistance in interpreting this map. This map is not reflective of your academic history or transcript and it is not official notification of completion of degree or certificate requirements. Please contact the Registrar's Office regarding your official degree/certificate completion status.

B. Conservation Law Enforcement Emphasis

Fall Term 1		Hours
CHEM 101	Introduction to Chemistry	3
CHEM 101L	Introduction to Chemistry Laboratory	1
COMM 101	Fundamentals of Oral Communication	2
ENGL 101	Writing and Rhetoric I	3
NR 101	Exploring Natural Resources	2
MATH 143 OR MATH 160 OR MATH 170		3
Hours		14
Spring Term 1		
BIOL 114	Organisms and Environments	4
ENGL 102	Writing and Rhetoric II	3
WLF 102	The Fish and Wildlife Professions	1
CRIM 101	Introduction to Criminology	3
ECON 202 OR ECON 272		3
Hours		14
Fall Term 2		
BIOL 115	Cells and the Evolution of Life	3
BIOL 115L	Cells and the Evolution of Life Laboratory	1
FOR 235	Society and Natural Resources	3
STAT 251	Statistical Methods	3
WLF 201	Fish and Wildlife Applications	2
FOR 221 OR REM 221 OR WLF 220		3
Hours		15
Spring Term 2		
BIOL 213	Structure and Function Across the Tree of Life	4
WLF 370	Management and Communication of Scientific Data	3
PSYC 101	Introduction to Psychology	3
(GEOL 101 AND GEOL 101L) OR (PHYS 100 AND PHYS 100L) OR (PHYS 111 AND PHYS 111L) OR (SOIL 205 AND SOIL 206)		4
		2
Hours		16
Fall Term 3		
WLF 314	Ecology of Terrestrial Vertebrates	3
WLF 315	Techniques Laboratory	2
SOC 101	Introduction to Sociology	3
(REM 252 AND REM 253) OR FOR 220 OR REM 341		3
FISH 314 OR FISH 430 OR WLF 371 OR WLF 411		2
FISH 398 OR WLF 398		2
Hours		15
Spring Term 3		
WLF 205	Wildlife Law Enforcement	2

WLF 448	Fish and Wildlife Population Ecology	4
PHIL 103	Introduction to Ethics	3
COMM 233 OR COMM 335 OR COMM 410 OR NRS 311 OR NRS 364 OR NRS 387 OR NRS 462		3
International		3
Hours		15
Fall Term 4		
FOR 375	Introduction to Spatial Analysis for Natural Resource Management	3
WLF 440	Conservation Biology	3
COMM 233 OR COMM 335 OR COMM 410 OR NRS 311 OR NRS 364 OR NRS 387 OR NRS 462		3
BIOL 483 OR BIOL 489 OR FISH 481 OR WLF 482		3
Humanistic and Artistic Ways of Knowing Course		3
Hours		15
Spring Term 4		
WLF 492	Wildlife Management	4
NRS 383	Natural Resource and Ecosystem Service Economics	3
CRIM 301 OR CRIM 334 OR CRIM 339 OR CRIM 415 OR CRIM 419 OR PSYC 319 OR PSYC 320 OR SOC 201 OR SOC 230 OR SOC 343 OR SOC 420		3
BIOL 483 OR BIO 489 OR FISH 481 OR WLF 482		3
Elective		3
Hours		16
Total Hours		120

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C. Human-Wildlife Interactions Emphasis

Fall Term 1		Hours
CHEM 101	Introduction to Chemistry	3
CHEM 101L	Introduction to Chemistry Laboratory	1
COMM 101	Fundamentals of Oral Communication	2
ENGL 101	Writing and Rhetoric I	3
NR 101	Exploring Natural Resources	2
MATH 143 OR MATH 160 OR MATH 170		3
Hours		14
Spring Term 1		
BIOL 114	Organisms and Environments	4
ENGL 102	Writing and Rhetoric II	3
WLF 102	The Fish and Wildlife Professions	1
ECON 202 OR ECON 272		3
Humanistic or Artistic Ways of Knowing Course		3
Hours		14
Fall Term 2		
BIOL 115	Cells and the Evolution of Life	3
BIOL 115L	Cells and the Evolution of Life Laboratory	1
FOR 235	Society and Natural Resources	3
STAT 251	Statistical Methods	3
WLF 201	Fish and Wildlife Applications	2
FOR 221 OR REM 221 OR WLF 220		3
Hours		15
Spring Term 2		
BIOL 213	Structure and Function Across the Tree of Life	4
WLF 370	Management and Communication of Scientific Data	3
Humanistic and Artistic Ways of Knowing Course		3
American Diversity Course		3
Elective Course		2
Hours		15
Fall Term 3		
WLF 314	Ecology of Terrestrial Vertebrates	3
WLF 315	Techniques Laboratory	2
NRS 310	Social Science Methods	4
(REM 252 AND REM 253) OR REM 341		3
HIST 424 OR NRS 462 OR NRS 475 OR NRS 488		3
FISH 398 OR WLF 398		2
Hours		17
Spring Term 3		
NRS 311	Public Involvement in Natural Resource Management	3
WLF 448	Fish and Wildlife Population Ecology	4

WLF 371	Physiological Ecology of Wildlife	2
AIST 314 OR AIST 344 OR HIST 316		3
International Course		3
Hours		15
Fall Term 4		
FOR 375	Introduction to Spatial Analysis for Natural Resource Management	3
NRS 386	Managing Complex Environmental Systems	3
WLF 440	Conservation Biology	3
WLF 411	Wildland Habitat Ecology and Assessment	2
BIOL 483 OR BIOL 489 OR FISH 481 OR WLF 482		3
Hours		14
Spring Term 4		
WLF 492	Wildlife Management	4
NRS 383	Natural Resource and Ecosystem Service Economics	3
ANTH 420 OR COMM 410 OR NRS 387 OR POLS 439 OR PSYC 320 OR SOC 340		3
BIOL 483 OR BIOL 489 OR FISH 481 OR WLF 482		3
Elective		3
Hours		16
Total Hours		120

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D. Wildlife Science and Management Emphasis

Fall Term 1		Hours
CHEM 101	Introduction to Chemistry	3
CHEM 101L	Introduction to Chemistry Laboratory	1
COMM 101	Fundamentals of Oral Communication	2
ENGL 101	Writing and Rhetoric I	3
MATH 143	College Algebra	3
NR 101	Exploring Natural Resources	2
Hours		14
Spring Term 1		
BIOL 114	Organisms and Environments	4
ENGL 102	Writing and Rhetoric II	3
WLF 102	The Fish and Wildlife Professions	1
ECON 202 OR ECON 272		3
MATH 160 OR MATH 170		4
Hours		15
Fall Term 2		
BIOL 115	Cells and the Evolution of Life	3
BIOL 115L	Cells and the Evolution of Life Laboratory	1
FOR 235	Society and Natural Resources	3
STAT 251	Statistical Methods	3
WLF 201	Fish and Wildlife Applications	2
FOR 221 OR REM 221 OR WLF 220		3
Hours		15
Spring Term 2		
BIOL 213	Structure and Function Across the Tree of Life	4
WLF 370	Management and Communication of Scientific Data	3
CHEM 275 OR CHEM 277		3
(GEOL 101 AND GEOL 101L) OR (PHYS 100 AND PHYS 100L) OR (PHYS 111 AND PHYS 111L) OR (SOIL 205 AND 206)		4
Hours		14
Fall Term 3		
WLF 314	Ecology of Terrestrial Vertebrates	3
WLF 315	Techniques Laboratory	2
(REM 252 AND REM 253) OR REM 341 OR FOR 220		3
BIOL 310 OR GENE 314		3
FISH 398 OR WLF 398		2
American Diversity Course		3
Hours		16
Spring Term 3		
WLF 371	Physiological Ecology of Wildlife	2
WLF 448	Fish and Wildlife Population Ecology	4
COMM 410 OR FOR 484 OR NRS 311 OR NRS 386 OR NRS 387 OR NRS 462 OR NRS 364 OR NRS 475 OR NRS 488 OR WLF 205		3
Humanistic and Artistic Ways of Knowing Course		3

International Course		3
	Hours	15
Fall Term 4		
FOR 375	Introduction to Spatial Analysis for Natural Resource Management	3
WLF 411	Wildland Habitat Ecology and Assessment	2
WLF 440	Conservation Biology	3
BIOL 483 OR BIOL 489 OR FISH 481 OR WLF 482		3
Humanistic and Artistic Ways of Knowing Course		3
COMM 410 OR FOR 484 OR NRS 311 OR NRS 386 OR NRS 387 OR NRS 462 OR NRS 364 OR NRS 475 OR NRS 488 OR WLF 205		3
	Hours	17
Spring Term 4		
WLF 492	Wildlife Management	4
NRS 383	Natural Resource and Ecosystem Service Economics	3
BIOL 483 OR BIOL 489 OR FISH 481 OR WLF 482		4
Elective Course		3
	Hours	14
	Total Hours	120

The degree map is a guide for the timely completion of your curricular requirements. Your academic advisor or department may be contacted for assistance in interpreting this map. This map is not reflective of your academic history or transcript and it is not official notification of completion of degree or certificate requirements. Please contact the Registrar's Office regarding your official degree/certificate completion status.

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

If Yes, can 100% of the curricular requirements of this program be completed via distance education?

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

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

Moscow

Where?

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.

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

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

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

When will assessment activities occur and at what frequency?

Student Learning Outcomes

Have learning outcomes changed?

Yes

Learning Objectives

Shared Outcomes

1. The student will be able to: identify regional wildlife species and describe their biological characteristics and ecological requirements,
2. The student will be able to: develop and test hypotheses and produce tabular and graphic summaries of quantitative data.
3. The student will be able to: effectively use diverse forms of communication (written, oral) to convey information to scientific audiences.
4. The student will be able to explain and discuss diverse points of view about natural resource issues.
5. The student demonstrates an understanding of ethical professional behavior.

Science and Management Emphasis area

6. Student will be able to: integrate biological, ecological, and social information to make science-based recommendations for management.
7. The student: will be able to work effectively in team settings.

Pre-vet emphasis area

6. The student will be able to: use logic and reasoning, analysis, and synthesis to arrive at defensible scientific conclusions,
7. The student will be able to explain how physiological and morphological traits interact to determine how animals function (i.e., survive and reproduce) in natural environments.

Conservation Law Enforcement Emphasis area

6. Student can define basic legal terms and principles that apply to conservation law enforcement
7. The student demonstrates an understanding of the impact wildlife crime has on the resource

Human Wildlife Emphasis area

6. The student: will be able to work effectively in team settings.
7. The student will be able to integrate biological, ecological and social information to make science-based recommendations for management.
8. The student will be able to: describe and evaluate social science research principles and methods used in human dimensions of wildlife management.

Rationale for the proposed change. Include an explanation of how the department will manage the added workload, if any.

We wanted to update our curriculum and provide more options and flexibility for students. We met with students and employers about changes and all were very positive. We also wanted to update the name of the degree to reflect the name of the Dept (Fish and Wildlife Sciences) and the focus of the program.

Supporting Documents

Requires TECC Review

No

Department Voting Results

College Voting Results

Reviewer Comments

Sara Mahuron (sara) (Tue, 05 Oct 2021 19:27:57 GMT): reviewed learning outcomes, moving proposal forward. Note I was forced to answer the 250K financial question in order to save this note. Please review.

Key: 364

Choose Proposals to Bundle

Select any proposals you would like to bundle together for approval. Only proposals you have saved are available to bundle.

Bundle Title:

Course:

Proposal A

Program:

Proposal B

Submit Cancel

84: CONSERVATION BIOLOGY (BS)

Export to PDF Export to Word

In Workflow

1. Registrar's Office (none)
2. 150 Chair (lwaits@uidaho.edu)
3. 11 Curriculum Committee Chair (evas@uidaho.edu)
4. 11 Dean (drbecker@uidaho.edu)
5. Provost's Office (panttaja@uidaho.edu; kudas@uidaho.edu; mstout@uidaho.edu; jvalkovic@uidaho.edu)
6. Assessment (sara@uidaho.edu)
7. Curriculum Review (sstubbs@uidaho.edu)
8. Degree Audit Review (rfrost@uidaho.edu)
9. Registrar's Office (none)
10. UCC (none)
11. Faculty Senate Chair (mstout@uidaho.edu; jvalkovic@uidaho.edu)
12. UFM (mstout@uidaho.edu; jvalkovic@uidaho.edu)
13. President's Office (brendah@uidaho.edu; mstout@uidaho.edu; jvalkovic@uidaho.edu)
14. State Approval (mstout@uidaho.edu; jvalkovic@uidaho.edu; lindalundgren@uidaho.edu)
15. NWCCU (sara@uidaho.edu; mstout@uidaho.edu)

Approval Path

1. Mon, 20 Sep 2021 15:08:17 GMT
Rebecca Frost (rfrost): Approved for Registrar's Office
2. Mon, 20 Sep 2021 18:17:15 GMT
Lisette Waits (lwaits): Approved for 150 Chair
3. Wed, 06 Oct 2021 14:51:51 GMT
Eva Strand (evas): Approved for 11 Curriculum Committee Chair
4. Wed, 06 Oct 2021 15:08:42 GMT
Dennis Becker (drbecker): Approved for 11 Dean
5. Wed, 06 Oct 2021 21:58:32 GMT
Dean Panttaja (panttaja): Approved for Provost's Office
6. Mon, 11 Oct 2021 16:06:23 GMT
Sara Mahuron (sara): Approved for Assessment
7. Mon, 11 Oct 2021 16:38:55 GMT
Steve Stubbs (sstubbs): Approved for Curriculum Review
8. Tue, 12 Oct 2021 18:19:02 GMT
Rebecca Frost (rfrost): Approved for Degree Audit Review
9. Tue, 12 Oct 2021 18:20:02 GMT
Rebecca Frost (rfrost): Approved for Registrar's Office
10. Tue, 19 Oct 2021 18:27:01 GMT
Steve Stubbs (sstubbs): Approved for UCC

History

1. Apr 20, 2021 by Joana Espinoza (jespinoza)
2. May 18, 2021 by Amy Kingston (amykingston)
3. Jun 16, 2021 by Rebecca Frost (rfrost)

Date Submitted: Sat, 18 Sep 2021 14:24:53 GMT

Viewing: 84 : Conservation Biology (BS)

Last approved: Wed, 16 Jun 2021 23:31:02 GMT

Last edit: Tue, 19 Oct 2021 18:18:00 GMT

Changes proposed by: Lisette Waits

Final Catalog

2022-2023

What will be the last semester of the teach-out period?

What is the teach-out plan?

Rationale for Inactivation

%deletejustification.eshtml%

Attach State Form

Faculty Contact

Faculty Name	Faculty Email
Lisette Waits	lwaits@uidaho.edu

Change Type (Choose all that apply)

Change curriculum requirements

Discontinue Option, Emphasis, Concentration, or Specialization within a major

Add/Edit Learning Outcomes

Change academic component name (degree, major, option, emphasis, minor, concentration, or specialization)

Description of Change

We are discontinuing the Ecology option because there will be a new BS in Ecology and Ecosystem Sciences. We are making changes to the Conservation Biology curriculum.

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

No

Academic Level

Undergraduate

College

Natural Resources

Department/Unit:

Fish & Wildlife Sciences

Effective Catalog Year

2022-2023

Program Title

Conservation Biology (BS)

Degree Type

Major

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

Program Credits

120

Attach Program Change

CIP Code

26.1307 - Conservation Biology.

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 this program lead to licensure in any state?

Will the program be a statewide responsibility?

Financial Information

What is the financial impact of the request?

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

Describe the financial impact

Curriculum:

It has never been more important to generate robust, unbiased information about the state of the biosphere. We face a biodiversity crisis, a "Sixth Extinction Event", but this crisis creates endless opportunities for scientists, policy makers, and other conservation professionals to make a real impact in maintaining the tapestry of our Earth's living heritage. To achieve this goal, we'll need professionals 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 the management of rare, threatened, and endangered species and their habitat is necessary to reverse their decline. In the Conservation Biology major, students learn to apply biological, ecological, social, and political tools towards integrated problem solving. As a discipline, Conservation Biology spans the components, patterns, and processes of biodiversity, from understanding the consequences of genetic inbreeding in isolated populations to evaluating the consequences of changing wildfire regimes at a global scale.

In this major, 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. Graduates with a Conservation Biology major often continue advanced studies at national and international universities. In fact, the program is broadly viewed as exceptional preparation for graduate school. At the same time, 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. Students pursuing a B.S.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: BIOL 114, BIOL 213, FOR 221 or WLF 220, NR 321, and STAT 251.

Students must achieve a 'C' or better to graduate in the following seven core courses: BIOL 421, NR 200, PHIL 452, REM 429, WLF 440, and WLF 448.

Before students are allowed to begin their senior thesis or project (NRS 485 or NRS 497), they must attend two thesis/project sessions and one senior poster presentation.

Required course work includes the university requirements (see regulation J-3 (<https://catalog.uidaho.edu/general-requirements-academic-procedures/j-general-requirements-baccalaureate-degrees/#j3>)) and:

Code	Title	Hours
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	Structure and Function Across the Tree of Life	4
BIOL 310	Genetics	3
or GENE 314	General Genetics	
BIOL 421	Advanced Evolution/Population Dynamics	3
COMM 101	Fundamentals of Oral Communication	2
ECON 202	Principles of Microeconomics	3-4
or ECON 272	Foundations of Economic Analysis	
ENGL 317	Technical Writing	3
or WLF 370	Management and Communication of Scientific Data	
or JAMM 328	Science Writing	
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
PHIL 452	Environmental Philosophy	3
REM 429	Landscape Ecology	3
STAT 251	Statistical Methods	3
WLF 440	Conservation Biology	3
WLF 448	Fish and Wildlife Population Ecology	4
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 & 101L	Introduction to Chemistry and Introduction to Chemistry Laboratory	
CHEM 111 & 111L	General Chemistry I 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 6 credits)	
NR 497	Senior Thesis (Max 3 credits)	
REM 497	Senior Research and Thesis	
WLF 497	Senior Thesis (Max 6 credits)	
Select one Quantitative Resource Analysis Restricted elective from the following:		2-4
ANTH 417	Social Data Analysis	
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 Ecology and Assessment ¹	
STAT 422	Survey Sampling Methods	
STAT 431	Statistical Analysis	
Select one Resource Management Restricted elective from the following:		3-4
FISH 418	Fisheries Management	
FOR 410	Fire Effects and Management	
FOR 424	Silviculture Principles and Practices	
FOR 462	Watershed Science and Management	
NRS 386	Managing Complex Environmental Systems	
NRS 476	Environmental Project Management and Decision Making	
NRS 490	Wilderness and Protected Area Management	
PLSC 419	Plant Community Restoration Methods	
REM 480	Ecological Restoration	
REM 456	Integrated Rangeland Management	
WLF 492	Wildlife Management	
Select 6 credits of Ecology Restricted electives from the following: ²		6
BIOL 478	Animal Behavior	
ENT 469	Introduction to Forest Insects	
FISH 314	Fish Ecology	
FISH 315	Fish Ecology Field Techniques and Methods	
FISH 415	Limnology	

FISH 430	Riparian Ecology and Management	
FISH 450	Ecology & Conservation of Freshwater Invertebrates	
FISH 451	Freshwater Invertebrate Field Methods	
FOR 330	Terrestrial Ecosystem Ecology	
FOR 326	Fire Ecology	
FOR 462	Watershed Science and Management	
GEOG 410	Biogeography	
GEOG 430	Climate Change Ecology	
PLSC 410	Invasive Plant Biology	
REM 440	Restoration Ecology	
REM 459	Rangeland Ecology	
REM 460	Integrated Field Studies in Rangelands	
WLF 314	Ecology of Terrestrial Vertebrates	
WLF 315	Techniques Laboratory	
Select one Organismal Biology Restricted elective from the following:		3-4
BIOL 483	Mammalogy	
BIOL 489	Herpetology	
FISH 481	Ichthyology	
WLF 482	Ornithology	
Select two Social/Political Restricted electives from the following:		4-6
AIST 344	Indigenous Ways of Knowing	
ANTH 465	Environmental Justice	
COMM 410	Conflict Management	
ENVS 225	International Environmental Issues Seminar	
ENVS 436	Principles of Sustainability	
FOR 310	Indigenous Culture and Ecology	
FOR 484	Forest Policy and Administration	
GEOG 420	Land, Resources, and Environment	
HIST 424	American Environmental History	
IS 322	International Environmental Governance	
NRS 386	Managing Complex Environmental Systems	
NRS 387	Environmental Communication Skills	
NRS 462	Natural Resource Policy	
NRS 311	Public Involvement in Natural Resource Management	
POLS 364	Politics of the Environment	
Total Hours		91-114

1

Both REM 410 (<https://catalog.uidaho.edu/search/?P=REM%20410>) and REM 411 (<https://catalog.uidaho.edu/search/?P=REM%20411>) must be completed to satisfy Quantitative Resource Analysis Restricted Elective requirement.

2

At least 2 credits from FISH 315, FISH 415, FISH 430, FISH 451, REM 460, and/or WLF 315.

Courses to total 120 credits for this degree

Degree Maps:

Fall Term 1		Hours
BIOL 114	Organisms and Environments	4
ENGL 101	Writing and Rhetoric I	3
MATH 143	College Algebra	3
NR 101	Exploring Natural Resources	2
Elective Course		2
		Hours
		14
Spring Term 1		Hours
COMM 101	Fundamentals of Oral Communication	2
ENGL 102	Writing and Rhetoric II	3
NR 200	Seminar	1
MATH 160 OR MATH 170		4

(CHEM 101 AND CHEM 101L) OR (CHEM 111 AND CHEM 111L)	4	
Hours	14	
Fall Term 2		
BIOL 115	Cells and the Evolution of Life	3
BIOL 115L	Cells and the Evolution of Life Laboratory	1
FOR 235	Society and Natural Resources	3
STAT 251	Statistical Methods	3
Humanistic and Artistic Ways of Knowing Course		3
ECON 202 OR ECON 272		3
Hours	16	
Spring Term 2		
BIOL 213	Structure and Function Across the Tree of Life	4
FOR 375	Introduction to Spatial Analysis for Natural Resource Management	3
NR 300	Ecology and Conservation Biology Thesis Seminar	1
BIOL 314 OR FOR 221 OR NR 321 OR REM 221 OR WLF 220		3
BIOL 310 OR GENE 314		3
Hours	14	
Fall Term 3		
PHIL 452	Environmental Philosophy	3
WLF 440	Conservation Biology	3
ENGL 317 OR WLF 370		3
FOR 220 OR REM 341		3
FOR 472 OR GEOG 385 OR NRS 310 OR REM 410 OR REM 411 OR STAT 422 OR STAT 431		3
Hours	15	
Spring Term 3		
BIOL 421	Advanced Evolution/Population Dynamics	3
NRS 383	Natural Resource and Ecosystem Service Economics	3
WLF 448	Fish and Wildlife Population Ecology	4
BIOL 478 OR ENT 469 OR FISH 314 OR FISH 315 OR FISH 415 OR FISH 430 OR FOR 326 OR FOR 330 OR FOR 468 OR GEOG 410 OR PLSC 410 OR REM 440 OR REM 459 OR REM 460 OR WLF 314 OR WLF 315		3
COMM 410 OR ENVS 225 OR FOR 484 OR GEOG 420 OR HIST 424 OR NRS 311 OR NRS 386 OR NRS 387 OR NRS 462 OR POLS 364		3
Hours	16	
Fall Term 4		
American Diversity Course		3
International Course		3
FISH 497 OR FOR 497 OR NR 497 OR REM 497 OR WLF 497		3
FISH 418 OR FOR 424 OR FOR 462 OR NRS 386 OR NRS 490 OR NRS 496 OR REM 456 OR WLF 492		3
BIOL 483 OR BIOL 489 OR FISH 481 OR WLF 482		3
Hours	15	
Spring Term 4		
REM 429	Landscape Ecology	3
Humanistic and Artistic Ways of Knowing Course		3
Elective Course		3
FISH 473 OR FOR 473 OR NRS 473 OR REM 473 OR RMAT 473 OR WLF 473		1
BIOL 478 OR ENT 469 OR FISH 314 OR FISH 315 OR FISH 415 OR FISH 430 OR FOR 326 OR FOR 330 OR FOR 468 OR GEOG 410 OR PLSC 410 OR REM 440 OR REM 459 OR REM 460 OR WLF 314 OR WLF 315		3
COMM 410 OR ENVS 225 OR FOR 484 OR GEOG 420 OR HIST 424 OR NRS 311 OR NRS 386 OR NRS 387 OR NRS 462 OR POLS 364		3
Hours	16	
Total Hours	120	

The degree map is a guide for the timely completion of your curricular requirements. Your academic advisor or department may be contacted for assistance in interpreting this map. This map is not reflective of your academic history or transcript and it is not official notification of completion of degree or certificate requirements. Please contact the Registrar's Office regarding your official degree/certificate completion status.

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

If Yes, can 100% of the curricular requirements of this program be completed via distance education?

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

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

Moscow

Where?

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.

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

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

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

When will assessment activities occur and at what frequency?

Student Learning Outcomes

Have learning outcomes changed?

Yes

Learning Objectives

Conservation Biology

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.

Rationale for the proposed change. Include an explanation of how the department will manage the added workload, if any.

We are discontinuing the Ecology option because there will be a new BS in Ecology and Ecosystem Sciences. No change to workload.

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
UI_Batch2_ProgramChgs4-19-21 (002)--SBOE approvals.pdf

Requires TECC Review

No

Department Voting Results

College Voting Results

Reviewer Comments

Rebecca Frost (rfrost) (Tue, 12 Oct 2021 18:18:44 GMT): Updated Degree map to reflect curricular changes.

Key: 84

Choose Proposals to Bundle

Select any proposals you would like to bundle together for approval. Only proposals you have saved are available to bundle.

Bundle Title:

Course:

Proposal A

Program:

Proposal B

Submit Cancel

SHORT FORM

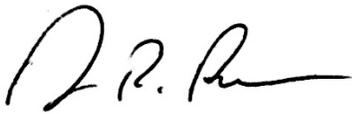
(Fill out this form if you have a program component change as defined by Board Policy III.G.d.)

FILL IN THE GREEN SECTION THEN FILL THE SECTION BELOW THAT MATCHES YOUR REQUEST:

<p>SECTION #1 – New Program Components and Certificates</p> <ul style="list-style-type: none"> • New component (option, minor, emphasis, concentration, endorsement or specialization) • New UG or Grad Certificate (less than 30 credits)
<p>SECTION #2 – Name Changes/CIP Code Change</p> <ul style="list-style-type: none"> • Change the name of a programs, degree, major, minor, option, emphasis, endorsement or certificate • Change the name of an administrative or instructional home of an academic program • Change a CIP code
<p>SECTION #3 – Consolidate/Convert/Move</p> <ul style="list-style-type: none"> • Consolidate two or more existing UG programs to create a new program • Bifurcate or split an existing UG program to create new programs • Convert an option or emphasis to be its own program • Move academic programs between exiting units • Expand an existing program into a UI designated region
<p>SECTION #4 – Online</p> <ul style="list-style-type: none"> • Change an academic program from face-to-face to online • Add an online component to an existing program of more than 50%
<p>SECTION #5 – Discontinuation</p> <ul style="list-style-type: none"> • Discontinue anything that is not a degree (options, minor, emphasis, certificate less than 30 credits, etc.)

REQUIRED INFORMATION FOR ALL SELECTIONS:

Dept Chair Name:	Dennis Becker	Email:	drbecker@uidaho.edu
Department/Unit:	Natural Resources		
College:	College of Natural Resources		
Current Program Name:	B.S. Ecology and Conservation Biology	<input type="checkbox"/> Graduate <input checked="" type="checkbox"/> Undergraduate	
Current program credits:	120 credits		
Primary Point of Contact (if different from above):	N/A	Email:	N/A
Briefly describe the change you are requesting:	Move B.S. Ecology and Conservation Biology from Department of Natural Resources to Department of Fish and Wildlife Sciences		
Describe the financial impact: (Note: if the financial impact is more than \$250,000 you will need a different form)	None		
When do you want this to be effective:	July 1, 2021 (or sooner if possible)		
Put the percentage of the program that will be online and/or face to face:	Online 0	Face to Face 100	

Select the location or locations that this will be delivered.	<input checked="" type="checkbox"/> Moscow	<input type="checkbox"/> Idaho Falls	<input type="checkbox"/> Other: Please describe
	<input type="checkbox"/> Coeur d'Alene	<input type="checkbox"/> Boise	
Dept/Unit Curriculum Committee Approval Date:	N/A	Vote Record:	N/A
Dept Chair Signature of Approval	N/A		
College Curriculum Committee Approval Date:	Via email	Vote Record:	7-0 in favor
Dean Signature of Approval			

SECTION #1- NEW PROGRAM COMPONENTS AND CERTIFICATES

Name of new component or certificate:			
Number of credits:			
Requested CIP code:			
Describe the proposed new program component or certificate to include overview of program:			
Are there curriculum changes needed and/or do new courses need to be created:	<input type="checkbox"/>	Yes – if you select yes to this question, please attach all curriculum and course documents related to this.	<input type="checkbox"/> No
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:			
Describe the assessment process that will be used to evaluate how well students are achieving the intended learning outcomes of the program component:			
How will you ensure that the assessment findings will be used to improve the program?			
What direct and indirect measures will be used to assess student learning?			
When will assessment activities occur and at what frequency?			

SECTION #2 - NAME CHANGES/CIP CODE CHANGES

Current name of component, degree, administrative home:	
---	--

New name of component, degree, administrative home:			
CIP code change:	Existing CIP code:		Requested CIP code:
What is the primary major or degree this is attached to:			
Describe rationale for the modification:			
Are there curriculum changes needed and/or do new courses need to be created:		Yes – if you select yes to this question, please attach all curriculum and course documents related to this.	No
Are any of the learning outcomes changing:		Yes – if yes fill out question below	No
List the new learning outcomes:	1. 2. 3. 4. 5.		

SECTION #3 – CONSOLIDATE/CONVERT/MOVE

What are the existing UG programs you are wanting to make a change to:	B.S. Ecology and Conservation Biology		
Describe the change you are wanting to make:	Move B.S. Ecology and Conservation Biology from Department of Natural Resources to Department of Fish and Wildlife Sciences		
Describe rationale for the modification:	<p>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).</p> <p>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.</p>		
List any new names or degree changes that will need to happen for this change:	N/A		
Are there curriculum changes needed and/or do new courses need to be created:		Yes – if you select yes to this question, please attach all curriculum and course documents related to this.	No There are no changes in coursework, delivery method, or personnel
Are any of the learning outcomes changing:		Yes – if yes fill out question below	No Student learning outcome measures remain the same
List the new learning outcomes:	N/A		

SECTION #4 - ONLINE

Does the current program have any online component currently:		Yes – estimate the percentage of the program that can currently be obtained online	No
How much are you wanting to increase the online offering of the program (percentage):			

If you are moving to 100% please indicate how much if any of the face to face program will still be available:			
Are there curriculum changes needed and/or do new courses need to be created:		Yes – if you select yes to this question, please attach all curriculum and course documents related to this.	No

SECTION #5 - DISCONTINUATION

What are you requesting to discontinue:			
What is the student impact if any?			
Are there curriculum changes needed and/or do new courses need to be created:		Yes – if you select yes to this question, please attach all curriculum and course documents related to this.	No

Revised (2020)

1. ***Articulate disciplinary Identity:***
 - a. 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. ***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:***
 - a. 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***
 - a. 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***
 - a. 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.

Revised (2020)

1. ***Articulate disciplinary Identity:***
 - a. 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.
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5. ***Work collaboratively***
 - a. 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***
 - a. 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.

**University of Idaho
Curriculum Plan**

Ecology & Conservation Biology: Conservation Biology Option (B.S.Ecol.Cons.Biol.)

Successful completion of the requirements in 2020-2021 catalog year requirements will lead to a B.S.Ecol.Cons.Biol. in Ecology & Conservation Biology: Conservation Biology Option from the University of Idaho.

Freshman									
Fall Semester				Spring Semester					
		Credit				Credit			
BIOL	114	4	SCI	COMM	101	2			OC
ENGL	101	3	WC	ENGL	102	3			WC
MATH	143	3	M	NR	200	1		C	
NR	101	2		MATH	160 OR 170	4			
ELEC		3		CHEM	101/101L OR 111/111L	4			SCI
Total		15	Total		14				

Color Key

	Major Requirements
	Core Requirements (if applicable)
	General Education Requirements
	BA/BS Requirements (CLASS only)

Sophomore									
Fall Semester				Spring Semester					
		Credit				Credit			
BIOL	115	3		BIOL	213	4			
BIOL	115L	1		FOR	375	3			
FOR	235	3	SS	NR	300	1			
STAT	251	3		BIOL	314 OR FOR/REM 221	3			
ECON	202 OR 272	3	SS	GENE	314 OR 310	3			
ELEC	HUMANITIES	3	H	Total		14			
Total		16	Total		14				

General Education Checklist		
WC	Written English	6 cr
OC	Oral Communication	2-3 cr
SCI	Science	7-8 cr
M	Math	3 cr
H	Humanities	6 cr
SS	Social Science	6 cr
AD	American Diversity	3 cr
IN	International	3 cr
SE	Senior Experience	varies

59

Junior Year									
Fall Semester				Spring Semester					
		Credit				Credit			
PHIL	452	3	C	BIOL	421	3		C	
WLF	440	3	C	NRS	383	3			
ENGL/WLF	317 OR 370	3		WLF	448	4		C	
FOR/REM	220 OR 341	3		BIOL	478, ENT 469, FISH 314.....	3			
F/G/N/R/S	472, 385, 310, 410, 411, 422, 43	3		COMM	410, ENVS 225, FOR 484.....	3			
Total		15	Total		16				

Senior									
Fall Semester				Spring Semester					
		Credit				Credit			
FISH	497	3		REM	429	3		C	
FISH	418, FOR 424, 462, NRS.....	3		FISH	473	1			SE
BIOL	483, 489, FISH 481, WLF 482	3		NRS/ENVS	493 OR 225	3			
ELEC	AMERICAN DIV	3	AD	BIOL	478, ENT 469, FISH 314....	3			
ELEC	INTERNATIONAL	3	IN	ELEC	HUMANITIES	3			H
Total		15	Total		16				

121

**?? - Univers
Curricul
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Successful completion of the requirements in 2015-16 Catalog year articulation agreement will lead to an Associate

Freshman Year at ??

Fall Quarter	SCC Credit	UI Equivalent Course	Winter Quarter
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Total	0		Total
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Sophomore Year at ??

Fall Quarter	SCC Credit	UI Equivalent Course	Winter Quarter
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Total	0		Total
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Junior Year at University of Idaho

Fall Semester	Credit	Spring Semester
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Total	0	Total
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Senior Year at University of Idaho

Fall Semester	Credit	Spring Semester
---------------	--------	-----------------

Total	0	Total
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Senior Year at University of Idaho

Fall Semester	Credit	Spring Semester
---------------	--------	-----------------

Total

0

Total

0

0

0

**University of Idaho
Curriculum Plan**

Ecology & Conservation Biology: Natural Resource Ecology Option (B.S.Ecol.Cons.Biol.)

Successful completion of the requirements in 2020-2021 catalog year requirements will lead to a B.S.Ecol.Cons.Biol. in Ecology & Conservation Biology: Natural Resource Ecology Option from the University of Idaho.

Freshman					
Fall Semester			Spring Semester		
		Credit			Credit
BIOL	114	4	COMM	101	2
ENGL	101	3	ENGL	102	3
MATH	143	3	NR	200	1
NR	101	2	MATH	160 OR 170	4
ELEC		3	CHEM	101/101L OR 111/111L	4
Total			Total		
15			14		

Sophomore					
Fall Semester			Spring Semester		
		Credit			Credit
BIOL	115	3	BIOL	213	4 C
BIOL	115L	1	FOR	375	3
FOR	235	3 SS	NR	300	1
STAT	251	3	SOIL	205	3 C
ECON	202 OR 272	3 SS	SOIL	206	1 C
ELEC	HUMANITIES	3	BIOL/FOR	314, FOR/REM 221, NR 321	3 C
Total			Total		
16			15		

Junior Year					
Fall Semester			Spring Semester		
		Credit			Credit
ENGL/WLF	317 OR 370	3	FOR	330	4
FOR/REM	220 OR 341	3	NRS	383	3
PHYS	100/100L OR 111/111L	4	WLF	448	4
COMM	410, FOR 484, GEOG 420....	3	FOR	472, GEOG 385, NRS 310....	2
			BIOL	421, 478, ENT 469, FISH 314...	3
Total			Total		
13			16		

Senior					
Fall Semester			Spring Semester		
		Credit			Credit
FISH	497 FISH/FOR/NR/REM/WLF	3	REM	429	3
FISH	418, FOR 424, 462, NRS 386...	3	FISH	473 FISH/FOR/NRS/REM/FSP/WLF	1 SE
BIOL	421, 478, ENT 469.....	4	BIOL	421, 478, ENT 469, FISH 314....	3
ELEC	AMERICAN DIV	3	ELEC	INTERNATIONAL	3
ELEC		3	ELEC	HUMANITIES	3
			ELEC		2
Total			Total		
16			15		

Color Key

Major Requirements
Core Requirements (if applicable)
General Education Requirements
BA/BS Requirements (CLASS only)

General Education Checklist		
WC	Written English	6 cr
OC	Oral Communication	2-3 cr
SCI	Science	7-8 cr
M	Math	3 cr
H	Humanities	6 cr
SS	Social Science	6 cr
AD	American Diversity	3 cr
IN	International	3 cr
SE	Senior Experience	varies

60

120

**?? - Univers
Curricul
?? (B.**

Successful completion of the requirements in 2015-16 Catalog year articulation agreement will lead to an Associate

Freshman Year at ??

Fall Quarter	SCC Credit	UI Equivalent Course	Winter Quarter
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Total	0		Total
-------	---	--	-------

Sophomore Year at ??

Fall Quarter	SCC Credit	UI Equivalent Course	Winter Quarter
--------------	------------	----------------------	----------------

Total	0		Total
-------	---	--	-------

Junior Year at University of Idaho

Fall Semester	Credit	Spring Semester
---------------	--------	-----------------

Total	0	Total
-------	---	-------

Senior Year at University of Idaho

Fall Semester	Credit	Spring Semester
---------------	--------	-----------------

Total	0	Total
-------	---	-------

Senior Year at University of Idaho

Fall Semester	Credit	Spring Semester
---------------	--------	-----------------

Total

0

Total

0

0

0



IDAHO STATE BOARD OF EDUCATION

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208/334-2270 FAX: 208/334-2632

e-mail: board@osbe.idaho.gov
www.boardofed.idaho.gov

March 19, 2021

Dr. Torrey Lawrence
Provost and Executive Vice President
University of Idaho
Administration Bldg., Room 105
P.O. Box 443152
Moscow, ID 83844-3152

Dear Dr. Lawrence,

The Office of the State Board of Education received correspondence from University of Idaho regarding their intent to make program changes consistent with Board Policy III.G.3.c and 3.d.

The university's request to add online options to existing programs aligns with Board Policy III.G.3.c. and the streamlined process under the policy waiver approved by the Board. Please accept this letter of approval for the added online options to Masters in Music, M.S. in Movement and Leisure Sciences and B.S. in Recreation, Sport and Tourism Management, effective Fall 2021.

Consistent with Board Policy III.G.3.d, the Board office acknowledges the University of Idaho's intent to create new certificates in Natural Resource Management and in Business Analytics to include CIP code changes to the Masters of Architecture and Master of Science and Ph.D. in Natural Resources programs, as outlined in Attachment 1, effective Fall 2021.

Please contact our office should you have any questions.

Sincerely,

A handwritten signature in blue ink that reads "Matt Freeman".

Matt Freeman
Executive Director

MF/ps

Attachment

**University of Idaho
Program Changes per Board Policy III.G.3.d.**

- Change the CIP code from 04.0201 to 04.0902 in the Masters of Architecture
- Change the CIP code from 03.0201 to 03.0199 in the M.S. and Ph.D. in Natural Resources
- Program changes to the B.S. in Environmental Science to include name changes:
 - Biological Science option to Ecological Restoration emphasis
 - Physical Science option 1 to Policy Planning and Management
 - Physical Science option 2 to Culture and Communication
 - Social Science option to Integrated Sciences
 - Biophysical Science option to Sustainability Sciences (online only)
- Change name of the department of Agricultural and Extension Education to the department of Agricultural Education, Leadership and Communications.
- Change name of the option of Applied-Quantitative Modeling to Applied – Modeling and Data Science in the B.S. in Mathematics
- Change name of the Graduate Certificate in Data Analytics to Data Science
- Change name of the B.S. in Operations Management to the B.S. in Operations and Supply Chain Management
- Add a new option of Fish and Wildlife Science and Management to the Masters of Natural Resources
- New minor in Human and Community Engagement
- New minor in Sustainable Food Systems
- New Minor in Water Science and Management
- New Minor in Groundwater Hydrology
- Rename the Natural Resources and Environmental Science, P.S.M. to Interdisciplinary Science and Technology, P.S.M. and:
 - Change the name of the Water Resources Management emphasis to Water Resources
 - Change the name of Sustainability Science emphasis to Sustainable Soil and Land Systems
 - Change the name of the Climate Change Science emphasis to Climate Change
 - Add the emphasis of Precision Nutrition for Animal and Human Health
 - Add the emphasis of Sustainable Food and Fiber
 - Add the emphasis of Geographic Information Skills, Mapping and Monitoring
- Change the B.S. in Ecology and Conservation Biology from the Natural Resources Department to the Fish & Wildlife Sciences Department

451: FOREST NURSERY MANAGEMENT AND TECHNOLOGY (A.A.S.)

Export to PDF Export to Word

In Workflow

1. 161 Chair (cgoebel@uidaho.edu)
2. 11 Curriculum Committee Chair (evas@uidaho.edu)
3. 11 Dean (drbecker@uidaho.edu)
4. Provost's Office (panttaja@uidaho.edu; kudas@uidaho.edu; mstout@uidaho.edu; jvalkovic@uidaho.edu)
5. Curriculum Review (sstubbs@uidaho.edu)
6. Registrar's Office (none)
7. Ready for UCC (disable)
8. UCC (none)
9. Faculty Senate Chair (mstout@uidaho.edu; jvalkovic@uidaho.edu)
10. UFM (mstout@uidaho.edu; jvalkovic@uidaho.edu)
11. President's Office (brendah@uidaho.edu; mstout@uidaho.edu; jvalkovic@uidaho.edu)
12. State Approval (mstout@uidaho.edu; jvalkovic@uidaho.edu; lindalundgren@uidaho.edu)
13. NWCCU (sara@uidaho.edu; mstout@uidaho.edu)

Approval Path

1. Tue, 14 Sep 2021 22:24:24 GMT
Charles Goebel (cgoebel): Approved for 161 Chair
2. Wed, 22 Sep 2021 00:41:30 GMT
Eva Strand (evas): Approved for 11 Curriculum Committee Chair
3. Wed, 22 Sep 2021 00:59:56 GMT
Dennis Becker (drbecker): Approved for 11 Dean
4. Wed, 22 Sep 2021 16:06:26 GMT
Dean Panttaja (panttaja): Approved for Provost's Office
5. Wed, 22 Sep 2021 16:44:31 GMT
Rebecca Frost (rfrost): Approved for Curriculum Review
6. Thu, 30 Sep 2021 21:20:15 GMT
Steve Stubbs (sstubbs): Approved for Registrar's Office
7. Thu, 30 Sep 2021 23:27:40 GMT
Steve Stubbs (sstubbs): Rollback to 161 Chair for Ready for UCC
8. Mon, 04 Oct 2021 23:37:05 GMT
Charles Goebel (cgoebel): Approved for 161 Chair
9. Wed, 06 Oct 2021 14:50:48 GMT
Eva Strand (evas): Approved for 11 Curriculum Committee Chair
10. Wed, 06 Oct 2021 15:08:05 GMT
Dennis Becker (drbecker): Approved for 11 Dean
11. Wed, 06 Oct 2021 21:57:03 GMT
Dean Panttaja (panttaja): Approved for Provost's Office
12. Fri, 22 Oct 2021 23:40:13 GMT
Steve Stubbs (sstubbs): Approved for Curriculum Review
13. Mon, 25 Oct 2021 23:26:21 GMT
Dwaine Hubbard (dhubbard): Approved for Registrar's Office
14. Tue, 26 Oct 2021 18:11:52 GMT
Steve Stubbs (sstubbs): Approved for Ready for UCC
15. Tue, 02 Nov 2021 15:41:07 GMT
Steve Stubbs (sstubbs): Approved for UCC

New Program Proposal

Date Submitted: Tue, 14 Sep 2021 22:22:52 GMT

Viewing: 451 : Forest Nursery Management and Technology (A.A.S.)

Last edit: Mon, 04 Oct 2021 23:35:54 GMT

Changes proposed by: Charles Goebel

Final Catalog

2022-2023

What will be the last semester of the teach-out period?

What is the teach-out plan?

Rationale for Inactivation

%deletejustification.eshtml%

Attach State Form

Faculty Contact

Faculty Name	Faculty Email
Charles Goebel	cgoebel@uidaho.edu

Change Type (Choose all that apply)

Description of Change

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

No

Academic Level

Undergraduate

College

Natural Resources

Department/Unit:

Forest, Rangeland & Fire Sci

Effective Catalog Year

2022-2023

Program Title

Forest Nursery Management and Technology (A.A.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

60

Attach Program Change

AAS Forest Nursery Proposal FORMS .pdf

CIP Code

01.0606 - Plant Nursery Operations and Management.

Emphasis/Option CIP Code(s)

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 this program lead to licensure in any state?

No

Will the program be a statewide responsibility?

Yes

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

This new program relies heavily on existing courses from multiple colleges. All new courses will be delivered by faculty and staff in the College of Natural Resources and Department of Forest, Rangeland and Fire Sciences. We will utilize current staff with extensive technical experience from the Pitkin Forest Nursery to assist with new courses associated with artificial growth media, insect and disease identification and management, and sustainable forest nursery design. Finally, we have strong relationships with forest stakeholders (many associated with the Pitkin Forest Nursery Advisory Committee) that have committed to assist with the new career and nursery tour courses. Costs associated with the new program will be associated primarily with hiring Pitkin Forest Nursery staff as part-time instructors and developing/revising marketing materials.

Curriculum:

Code	Title	Hours
ASM 112	Introduction to Agricultural Systems Management	3
CHEM 101 & 101L	Introduction to Chemistry and Introduction to Chemistry Laboratory	4
COMM 150	Online Oral Communication	3
ENGL 101	Writing and Rhetoric I	3
ECON 202	Principles of Microeconomics	3
FOR 152	Course FOR 152 Not Found	1
FOR 153	Course FOR 153 Not Found	1
FOR 207	Course FOR 207 Not Found	1
FOR 220	Forest Biology & Dendrology	3
FOR 251	Course FOR 251 Not Found	2
FOR 255	Nursery Irrigation and Fertilization	1
FOR 257	Course FOR 257 Not Found	3
FOR 298	Course FOR 298 Not Found	1
LARC 288	Plant Materials & Design 1	3
MATH 123 or MATH 143	Math in Modern Society College Algebra	3
MKTG 321	Marketing	3
PLSC 102	The Science of Plants in Agriculture	3
PLSC 201	Principles of Horticulture	3
PLSC 300	Plant Propagation	3
PLSC 340	Nursery Management	3
PLSC 341	Nursery Management Laboratory	1
REM 252	Wildland Plant Identification	2
SOIL 205	The Soil Ecosystem	3
Select one of the following:		3
AGEC 333	Introduction to Sales	
MKTG 422	Sales Management	

Total Hours

59

Courses to total 60 credits for this degree

Degree Maps:

Fall Term 1		Hours
PLSC 102	The Science of Plants in Agriculture	3
FOR 152	Course FOR 152 Not Found	1
FOR 153	Course FOR 153 Not Found	1
MATH 123 or MATH 143	Math in Modern Society or College Algebra	3
ASM 112	Introduction to Agricultural Systems Management	3
ENGL 101	Writing and Rhetoric I	3
Hours		14
Spring Term 1		
CHEM 101	Introduction to Chemistry	3
CHEM 101L	Introduction to Chemistry Laboratory	1
PLSC 201	Principles of Horticulture	3
REM 252	Wildland Plant Identification	2
SOIL 205	The Soil Ecosystem	3
FOR 207	Course FOR 207 Not Found	1
FOR 255	Nursery Irrigation and Fertilization	1
Elective Course		1
Hours		15
Summer Term 1		
FOR 298	Course FOR 298 Not Found	1
Hours		1
Fall Term 2		
FOR 251	Course FOR 251 Not Found	2
LARC 288	Plant Materials & Design 1	3
MKTG 321	Marketing	3
FOR 220	Forest Biology & Dendrology	3
PLSC 340	Nursery Management	3
PLSC 341	Nursery Management Laboratory	1
Hours		15
Spring Term 2		
FOR 257	Course FOR 257 Not Found	3
ECON 202	Principles of Microeconomics	3
COMM 150	Online Oral Communication	3
PLSC 300	Plant Propagation	3
AGEC 333	Introduction to Sales	3
Hours		15
Total Hours		60

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

If Yes, can 100% of the curricular requirements of this program be completed via distance education?

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

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

Moscow

Where?

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.

After completing the Applied Associate of Science in Forest Nursery Management and Technology, students will:

- 1) Be able to identify forest and rangeland plants and understand how they grow in relation to abiotic components such as light, moisture, and soil nutrients.
- 2) Be able to identify and manage important insects and diseases that impact forest nurseries.
- 3) Understand and apply basic horticultural concepts and technology to manage real-world problems and solutions related to sustainable forest nursery management.
- 4) Understand and apply basic business principles and marketing practices to sustainably manage forest nurseries.

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

Assessment will be measured directly through student performance on specific projects and exams associated with required coursework, including a new capstone course called FOR 257 Sustainable Forest Nursery Design and Management. In addition to these direct assessment metrics, we will conduct an exit survey with all graduates of the A.A.S. as part of FOR 257 Sustainable Forest Nursery Design and Management. The survey will provide an opportunity for students enrolled in the program to assess how well they believe the program has prepared them for a career in the forest nursery industry and related fields.

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

Assessment findings will be shared with each instructor teaching a course that includes a direct assessment tool (e.g., project, exam). Findings will also be shared with Department faculty as part of the annual Department retreat held each August before the Fall Semester. Findings will be used to assess if the learning objectives are being met, and if not, courses and the program will be modified as needed.

Findings will also be shared with the Pitkin Forest Nursery Advisory Committee (NAC) at their fall meetings. The NAC ensures adequate stakeholder representation, provides external advice, and serves to guide the Pitkin Forest Nursery program to greater excellence, relevance, understanding and service while also providing mutual industry support. Feedback from the NAC will be collected on the program and graduates and shared with Department faculty to help improve of the program as needed.

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

Direct assessment measures include:

- 1) Identify forest and rangeland plants – final lab exams associated with FOR 220 and REM 252 that focus on identification of forest and rangelands, respectively.
- 2) Understand how forest and rangeland plants grow in relation to abiotic components such as light, moisture, and soil nutrients – final project associated with FOR 255 Nursery Irrigation and Fertilization.
- 3) Identify and manage important insects and diseases – projects associated with FOR 252 Nursery Insect and Disease Management.
- 4) Apply basic horticultural concepts and technology in sustainable forest nursery management – final project in capstone course FOR 257 Sustainable Forest Nursery Design and Management.
- 5) Apply basic business principles and marketing practices to sustainable forest nursery management - final project in capstone course FOR 257 Sustainable Forest Nursery Design and Management.

Indirect measures include:

- 6) Exit survey of graduates as part of capstone course FOR 257 Sustainable Forest Nursery Design and Management.

When will assessment activities occur and at what frequency?

Assessment activities will occur annually, associated with each class will occur when scheduled in either the fall or spring semesters. The graduating student surveys will be completed each spring at the end of FOR 257 Sustainable Forest Nursery Design and Management.

Student Learning Outcomes

Have learning outcomes changed?

Learning Objectives

After completing the Applied Associate of Science in Forest Nursery Management and Technology, students will:

- 1) Be able to identify forest and rangeland plants and understand how they grow in relation to abiotic components such as light, moisture, and soil nutrients.
- 2) Be able to identify and manage important insects and diseases that impact forest nurseries.
- 3) Understand and apply basic horticultural concepts and technology to manage real-world problems and solutions related to sustainable forest nursery management.
- 4) Understand and apply basic business principles and marketing practices to sustainably manage forest nurseries.

Rationale for the proposed change. Include an explanation of how the department will manage the added workload, if any.

Across the western U.S., increased wildfires and other forest health issues, as well as emerging efforts to use forests to meet carbon sequestration goals to help mitigate climate change, are leading to increased demand for seedlings as part of reforestation and restoration efforts. For example, the recent Trillion Trees Initiative established by the United Nations Environment Programme and followed by the Trillion Trees Act passed by the 116th U.S. Congress, has the goal of planting one trillion new trees globally to support efforts to reduce global atmospheric carbon, support the forestry and wood products industry, and incentivize the use of sustainable wood-based building products that sequester carbon.

Over the past 100 years, numerous federal, state, private nurseries have supported reforestation and restoration efforts on both public and private lands. Unfortunately, over the past 20 years support for forest nurseries has declined in part to reductions in the federal timber program. This decline has adversely affected many of the state and federal nurseries, as well as many private forest nurseries that were supported through contracts with federal and state agencies. Numerous forest nurseries have closed in rural Idaho and beyond, leading many to wonder where the supply of tree seedlings will be produced that will be needed to meet new reforestation, restoration, and climate migration activities. There is clearly an opportunity for the private sector to help meet these demands assuming there is a qualified workforce to support these efforts.

While many private forest companies have maintained forest nurseries to meet their own planting and reforestation needs, there is a shortage of qualified nursery technicians and managers to meet industry needs. Additionally, few forestry programs in the U.S. are training students in forest nursery technology and management to meet private industry needs. This competition for a skilled workforce between public and private commercial nurseries will only exacerbate the shortage of forest nursery technicians and managers as demand for tree seedlings increases.

The University of Idaho is uniquely positioned to help meet this demand for a skilled forest nursery workforce. As one of the only universities in the U.S. with a large commercial nursery (Pitkin Forest Nursery) that produces approximately 500,000 seedlings per year for both public and private stakeholders, we have the expertise and opportunity to develop a skilled workforce for the forest nurseries that are critical to the success of the forest industry in Idaho and many other western states. No other institution in the state has the facility or expertise to deliver this proposed program. Our proposed Applied Associate of Science in Forest Nursery Management and Technology will provide students with a hands-on and in-depth education focused on developing the technical, managerial and entrepreneurial skills needed to manage a sustainable forest nursery. We anticipate that students from Idaho's rural communities will be interested in this program, and our efforts will help foster increased economic activity and opportunity for students in these rural communities. We believe this is a critical part of the University of Idaho's land-grant mission.

Supporting Documents

AAS Forest Nursery Management and Technology - Support Letters.pdf
Forest Nursery Management and Technology_AAS_9-22-21.docx

Requires TECC Review

No

Department Voting Results

College Voting Results

Reviewer Comments

Rebecca Frost (rfrost) (Wed, 22 Sep 2021 16:41:56 GMT): Added degree to program title. Degree does not total 60 credits -- FOR 255 is only 2 credits not the 3 credits indicated in submitted course list. Guidelines for AAS degrees must be established and passed before full confirmation that it meets curricular requirements. Added original submission in word form of curriculum requirements and degree map as supporting documents.

Amy Kingston (amykingston) (Wed, 22 Sep 2021 18:06:37 GMT): Courses showing as "Course Not Found" are new courses moving through the approval process now. The course details will autopopulate once they are approved. (FOR 152, FOR 153, FOR 207, FOR 251, FOR 257, FOR 298)

Amy Kingston (amykingston) (Thu, 23 Sep 2021 00:05:18 GMT): Hold for now, pending ongoing conversations with SBOE about whether an A.A.S. or an A.S. is allowed and also ongoing conversations in Registrar's Office about new policies needed to support Associate's degrees.

Steve Stubbs (sstubbs) (Thu, 30 Sep 2021 23:27:40 GMT): Rollback: As requested by C.Goebel

Charles Goebel (cgoebel) (Mon, 04 Oct 2021 23:35:54 GMT): Attached Class C SBOE Forms.

Key: 451

Choose Proposals to Bundle

Select any proposals you would like to bundle together for approval. Only proposals you have saved are available to bundle.

Bundle Title:

Course:
Proposal A

Program:

Proposal B

Submit Cancel



Franklin H. Pitkin
Nursery Advisory Committee
College of Natural Resources
875 Perimeter Dr. MS 1137
Moscow, ID 83844-1137

August 10, 2021

RE: Letter of support for the Applied Associate of Science, Forest Nursery Management and Technology degree from Franklin H. Pitkin Forest Nursery Advisory Committee

The Franklin H. Pitkin Forest Nursery Advisory Committee (NAC) is excited to support the proposed Associate of Applied Science (A.A.S.) in Forest Nursery Management and Technology degree within the College of Natural Resources, University of Idaho. The NAC is comprised of nursery owners, nursery managers, and landowners across the Inland Northwest who strongly value the graduates of programs from UI that prepare students to further the seedling nursery industry. This proposed degree has great potential to substantially increase the number of skilled employees entering the forest nursery workforce, and with the emphasis on accounting, marketing and sales, has the potential to increase the number of new private nurseries in Idaho to help address growing demands for seedlings.

There are many benefits to Idahoans to move forward with this degree. These include:

- Increase the pool of skilled nursery workers and new business owners:
 - o Educated students are in high demand for jobs at private, State, and Federal nurseries
 - o Students will have the knowledge to return to their hometowns and start new nursery businesses in Idaho
- Enhance integration of the Pitkin Nursery into UI curriculum
 - o The new degree will increase student training at the Pitkin Nursery including the new greenhouses approved through the Permanent Building Fund as part of Governor Little's Building Idaho's Future initiative
 - o Training students with state-of-the-art equipment and facilities will aid them in landing quality jobs

NAC looks forward to our continued good relationship with UI Pitkin Forest Nursery and the College of Natural Resources, providing guidance on this new degree program, and continued quality graduates produced at this facility.

On Behalf of the Pitkin NAC,

A handwritten signature in black ink, appearing to read 'Gabe French', written over a horizontal line.

Gabe French, Chair, Pitkin NAC & Owner, Idaho Evergreens, LLC



PRT Growing Services Ltd.

101 – 1006 Fort Street
Victoria, BC
Canada V8V 3K4

August 11, 2021

To Whom it May Concern:

This letter is to express our support for the AAS degree program in Forest Nursery Management and Technology degree program at the University of Idaho.

PRT is North America's largest producer of containerized forest seedlings with 19 nurseries in located in Canada and the US. We are proud seedling suppliers to many valued customers in WA, OR, CA, ID, MT and AK. We rely on forestry programs and Canadian and American universities to produce qualified individuals to work in, and manage, our nurseries and work with our customers. From my perspective, this program provides the background and training needed for those endeavors. I loved the two 3 credit sales courses. Good idea.

Best of luck.

Please let me know how I can be of further assistance.

Sincerely,

A handwritten signature in black ink, appearing to read "H. Markgraf". The signature is written in a cursive, flowing style.

Herb Markgraf

Vice President, Marketing



**IDAHO FOREST
PRODUCTS
COMMISSION**

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Fax (208) 334-3449
email: ifpc@idahoforests.org
plt@idahoforests.org
www.idahoforests.org

August 5, 2021

David Gabrielsen
District 1 - (208) 660-3701

Jack A. Buell
District 2 - (208) 245-2501

Jesse D. Short
District 3 - (208) 848-2301

Mark Mahon
District 4 - (208) 741-9067

Trevor Stone
At-Large - (208) 748-2038

Jennifer Okerlund
Director

Michelle Youngquist
Education Coordinator

Charles Goebel
Department Head & Professor
Department of Forest, Rangeland and Fire Sciences
College of Natural Resources
University of Idaho
875 Perimeter Drive MS1133
Moscow, ID 83844-1133

Re: Support for A.A.S., Forest Harvesting and Technology and A.A.S, Forest Nursery Management and Technology

The Idaho Forest Products Commission (IFPC) would like to offer its compliments and complete support of the University of Idaho's introduction of A.A.S., Forest Harvesting and Technology and A.A.S, Forest Nursery Management and Technology. The addition of these degree offerings further expand and diversify the College of Natural Resources educational opportunities, while also being responsive to current timber industry needs within the state of Idaho.

Idaho's Forests Sector offers reliable employment for over 30,000 hardworking Idahoans with competitive wages. The provision of educational opportunities is essential in maintaining a sustainable workforce. IFPC has always valued its partnership with the UI in providing those opportunities – together creating a healthier Idaho through education, managed forests and strong rural and state economies.

IFPC applauds the University of Idaho (UI) and is proud to offer a letter of support for the offering of proactive educational solutions to a specific audience that's so essential to the health and success of the timber industry in Idaho.

IFPC's supporters include milling, logging, wood-related transportation and forest land owners who will directly benefit from new educational opportunities focused on timber harvesting and nursery management.

If you need any additional information, please contact me directly.

Sincerely,

Jennifer Okerlund
Director



ASSOCIATED LOGGING CONTRACTORS, INC.

P. O. Box 671 | Coeur d'Alene, Idaho 83816
Phone 208-667-6473 | alc@idahologgers.com
www.idahologgers.com

Charles Goebel, Ph.D.

August 11, 2021

Department Head & Professor
Department of Forest, Rangeland and Fire Sciences
College of Natural Resources - University of Idaho
875 Perimeter Drive MS1133
Moscow, Idaho 83844-1133

Dear Dr. Goebel,

I write in support of the proposal for two new Applied Associate Degrees at the University of Idaho College of Natural Resources.

The Associated Logging Contractors of Idaho (ALC-Idaho) is a statewide trade association of logging and wood products and equipment hauling contractor businesses. Established in 1966 we currently represent 500 members. The ALC-Idaho also represents 100 associate members who are consumers, suppliers, and vendors in our forest products sector.

The ALC-Idaho supports both proposed programs. The Applied Associate of Science in Forest Nursery Management and Technology is an important addition as the need for professionals who assist in nurturing, growing, and improving tree species is critical as we continue our collective commitment to reforestation in the United States. The Applied Associate of Science in Forest Harvesting and Technology is also critical to our forest products sector as there is a growing need for training of the next generation of foresters and of forest harvesting professionals.

Like many business sectors today, the business members of the ALC-Idaho struggle to find skilled and knowledgeable employees and the proposed Forest Harvesting and Technology degree can be a key to recruiting and training in the areas outlined within the program. This two-year program provides critical components of knowledge allowing students to start their careers sooner than a four-year program provides and fills a void of focused programing in this area in Idaho.

Thank you and the CNR for this effort to launch these two important programs.

Sincerely,

Shawn Keough
Executive Director



IFA NURSERIES, INC.

August 10, 2021

Mr. Andrew Nelson
Director, Center for Forest Nursery & Seedling Research
University of Idaho
875 Perimeter Dr. MS 1133
Moscow, ID 83444

Dear Mr. Nelson:

This letter is being provided to you in support of the proposed Applied Associate of Science in Forest Nursery Management and Technology program at the University of Idaho.

IFA Nurseries, Inc. ("IFA") is extremely excited about this type of program being created to fill a long outstanding need in the seedling nursery business. Although we have hired many outstanding University of Idaho graduates at IFA, a dedicated program for nurseries would provide excellent background and training that is sorely needed throughout the seedling industry.

The curriculum that is proposed is perfect. Especially important are the courses in Financial Accounting and Microeconomics. These should provide basic business acumen that is often missing from forestry graduates. The courses in Nursery Management will also be invaluable to graduates as they enter the nursery business.

IFA will provide any needed support to the program such as guest speakers, internship positions at IFA locations or any other assistance that IFA is capable of providing. Please do not hesitate to contact me with any assistance that may be needed to begin and implement the new program. As I said above, we are VERY excited about this new curriculum at the University of Idaho.

Sincerely,
IFA NURSERIES, INC.

Thomas E. Jackman
President and CEO
(503) 984-8486

tjackman@ifanurseries.com



IFA NURSERIES, INC.

August 10, 2021

Mr. Andrew Nelson
Director, Center for Forest Nursery & Seedling Research
875 Perimeter Dr. MS 1133
Moscow, ID 93444

Dear Mr. Nelson:

IFA Nurseries, Inc. is pleased to learn of the newly proposed Forest Nursery Management and Technology curriculum. Many of our long-term employees, myself included, are graduates from the University of Idaho. We at IFA Nurseries, Inc. have developed a long-standing relationship with the University of Idaho College of Natural resources staff and feel that this program will only enhance that relationship.

The proposed curriculum will provide students with a skill set that is in high demand amongst growers of industrial forest seedlings in the northwest. The focus within the curriculum on understanding and applying basic business principles and practices to sustainably manage forest nurseries is of critical importance for these students entering the workforce.

We are looking forward to the approval of this degree program and can be available at your convenience to help in the approval process in any way you see fit.

Very truly yours,
IFA NURSERIES, INC.

David Colgrove
CFO
(971) 645-3236
dcolgrove@ifanurseries.com

Departmental Submission of Curricular Requirements and Degree Map 9/22/2021

Required course work includes:

Course No.	Course Name	Credits
ENGL 101	Writing and Rhetoric I	3
COMM 150	Online Oral Communication	3
MATH 123 or MATH 143	Math in Modern Society or College Algebra	3
ECON 202	Principles of Microeconomics	3
CHEM 101/101L	Introduction to Chemistry and Lab	4
PLSC 102	Science of Plants in Agriculture	3
FOR 152*	Careers in Forest Nursery Management & Technology	1
FOR 153*	Forest Nurseries Tour	1
PLSC 201	Principles of Horticulture	3
SOIL 205	The Soil Ecosystem	3
FOR 207*	Properties of Artificial Growth Media	1
FOR 220	Forest Biology and Dendrology	3
REM 252	Wildland Plant Identification	2
FOR 251*	Nursery Insects and Disease	2
ASM 112	Introduction to Agricultural Systems Management	3
FOR 255	Nursery Irrigation and Fertilization	2
LARC 288	Plant Materials and Design 1	3

PLSC 300	Plant Propagation	3
PLSC 340	Nursery Management	3
PLSC 341	Nursery Management Lab	1
FOR 257*	Sustainable Nursery Design and Management	3
FOR 298*	Forest Technology Internship	1
MKTG 321	Marketing	3

Select one of the following:

AGEC 333	Introduction to Sales	3
MKTG 422	Sales Management	3

Total credits for degree: 60

*denotes new course

Curriculum Map

Fall Semester First Year

PLSC 102	Science of Plants in Agriculture	3
FOR 152*	Careers in Forest Nursery Management & Technology	1
FOR 153*	Forest Nurseries Tour	1
MATH 123 or	Math in Modern Society or	3
MATH 143	College Algebra	
ASM 112	Introduction to Agricultural Systems Management	3
ENGL 101	Writing and Rhetoric I	<u>3</u>
	Total	14

Spring Semester First Year

CHEM 101 & 101L	Introduction to Chemistry and Lab	4
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PLSC 201	Principles of Horticulture	3		
REM 252	Wildland Plant Identification	2		
SOIL 205	The Soil Ecosystem	3		
FOR 207*	Properties of Artificial Growth Media	1		
FOR 255	Nursery Irrigation and Fertilization	<u>2</u>		
			Total	15

Summer Semester First Year

FOR 298*	Forest Technology Internship	1		
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Fall Semester Second Year

FOR 251*	Nursery Insects and Disease	2		
LARC 288	Plant Materials and Design 1	3		
MKTG 321	Marketing	3		
FOR 220	Forest Biology and Dendrology	3		
PLSC 340	Nursery Management	3		
PLSC 341	Nursery Management Lab	<u>1</u>		
			Total	15

Spring Semester Second Year

FOR 257*	Sustainable Nursery Design and Management	3		
ECON 202	Principles of Microeconomics	3		
COMM 150	Online Oral Communication	3		
PLSC 300	Plant Propagation	3		
AGEC 333	Introduction to Sales	<u>3</u>		
			Total	15

Total Credits 60

456: WILDLAND FUEL AND FIRE TECHNOLOGY (A.A.S.)

Export to PDF Export to Word

In Workflow

1. 161 Chair (cgoebel@uidaho.edu)
2. 11 Curriculum Committee Chair (evas@uidaho.edu)
3. 11 Dean (drbecker@uidaho.edu)
4. Provost's Office (panttaja@uidaho.edu; kudas@uidaho.edu; mstout@uidaho.edu; jvalkovic@uidaho.edu)
5. Curriculum Review (sstubbs@uidaho.edu)
6. Degree Audit Review (rfrost@uidaho.edu)
7. Registrar's Office (none)
8. UCC (none)
9. Faculty Senate Chair (mstout@uidaho.edu; jvalkovic@uidaho.edu)
10. UFM (mstout@uidaho.edu; jvalkovic@uidaho.edu)
11. President's Office (brendah@uidaho.edu; mstout@uidaho.edu; jvalkovic@uidaho.edu)
12. State Approval (mstout@uidaho.edu; jvalkovic@uidaho.edu; lindalundgren@uidaho.edu)
13. NWCCU (sara@uidaho.edu; mstout@uidaho.edu)

Approval Path

1. Tue, 21 Sep 2021 23:53:53 GMT
Charles Goebel (cgoebel): Approved for 161 Chair
2. Wed, 29 Sep 2021 21:07:28 GMT
Eva Strand (evas): Rollback to 161 Chair for 11 Curriculum Committee Chair
3. Mon, 04 Oct 2021 23:34:55 GMT
Charles Goebel (cgoebel): Approved for 161 Chair
4. Wed, 06 Oct 2021 14:50:53 GMT
Eva Strand (evas): Approved for 11 Curriculum Committee Chair
5. Wed, 06 Oct 2021 15:08:12 GMT
Dennis Becker (drbecker): Approved for 11 Dean
6. Wed, 06 Oct 2021 21:57:11 GMT
Dean Panttaja (panttaja): Approved for Provost's Office
7. Fri, 22 Oct 2021 23:40:17 GMT
Steve Stubbs (sstubbs): Approved for Curriculum Review
8. Fri, 22 Oct 2021 23:41:45 GMT
Steve Stubbs (sstubbs): Rollback to Curriculum Review for Degree Audit Review
9. Fri, 22 Oct 2021 23:48:30 GMT
Steve Stubbs (sstubbs): Approved for Curriculum Review
10. Wed, 27 Oct 2021 22:12:45 GMT
Rebecca Frost (rfrost): Approved for Degree Audit Review
11. Wed, 27 Oct 2021 22:17:41 GMT
Steve Stubbs (sstubbs): Approved for Registrar's Office
12. Tue, 02 Nov 2021 15:41:03 GMT
Steve Stubbs (sstubbs): Approved for UCC

New Program Proposal

Date Submitted: Tue, 21 Sep 2021 23:45:36 GMT

Viewing: 456 : Wildland Fuel and Fire Technology (A.A.S.)

Last edit: Fri, 29 Oct 2021 18:58:51 GMT

Changes proposed by: Charles Goebel

Final Catalog

2022-2023

What will be the last semester of the teach-out period?

What is the teach-out plan?

Rationale for Inactivation

%deletejustification.eshtml%

Attach State Form

Faculty Contact

Faculty Name	Faculty Email
Charles Goebel	cgoebel@uidaho.edu

Change Type (Choose all that apply)

Description of Change

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

No

Academic Level

Undergraduate

College

Natural Resources

Department/Unit:

Forest, Rangeland & Fire Sci

Effective Catalog Year

2022-2023

Program Title

Wildland Fuel and Fire Technology (A.A.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

61

Attach Program Change

AAS Wildland Fire Proposal FORMS .pdf

CIP Code

03.0511 - Forest Technology/Technician.

Emphasis/Option CIP Code(s)

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 this program lead to licensure in any state?

No

Will the program be a statewide responsibility?

Yes

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

This new program relies on existing courses, and new courses will be delivered by faculty and staff in the College of Natural Resources and Department of Forest, Rangeland and Fire Sciences. We will utilize instructional staff and stakeholders with extensive technical experience to assist with new courses associated with basic forestry and applied forest operations. Costs associated with the new program will be associated primarily with hiring instructional staff and other professionals as part-time instructors and developing/revising marketing materials.

Curriculum:

Required course work includes:

Code	Title	Hours
COMM 150	Online Oral Communication	3
ENGL 101	Writing and Rhetoric I	3
FOR 102	Introduction to Forest Management	2
FOR 103	Course FOR 103 Not Found	1
FOR 111	Course FOR 111 Not Found	1
FOR 145	Course FOR 145 Not Found	2
FOR 202	Course FOR 202 Not Found	3
FOR 213	Course FOR 213 Not Found	3
FOR 226	Course FOR 226 Not Found	3
FOR 253	Course FOR 253 Not Found	2
FOR 254	Course FOR 254 Not Found	3
FOR 256	Course FOR 256 Not Found	1
FOR 261	Course FOR 261 Not Found	3
FOR 284	Course FOR 284 Not Found	3
FOR 290	Course FOR 290 Not Found	3
FOR 321	Course FOR 321 Not Found	3
FOR 323	Course FOR 323 Not Found	2
FOR 444	Prescribed Fire For Ecologically-Based Management	2-3
MATH 123 or MATH 143	Math in Modern Society College Algebra	3
PHIL 201	Critical Thinking	3
REM 142	Course REM 142 Not Found	2
REM 151	Rangeland Principles	3
REM 210	Course REM 210 Not Found	2
REM 298	Course REM 298 Not Found	1
SOC 101	Introduction to Sociology	3

Total Hours

60-61

Total credits for required for this degree: 61

Degree Maps:

Fall Term 1		Hours
ENGL 101	Writing and Rhetoric I	3
COMM 150	Online Oral Communication	3
FOR 102	Introduction to Forest Management	2
REM 151	Rangeland Principles	3
MATH 123 or MATH 143	Math in Modern Society or College Algebra	3
FOR 103	Course FOR 103 Not Found	1
Hours		15
Spring Term 1		
FOR 145	Course FOR 145 Not Found	2
FOR 202	Course FOR 202 Not Found	3
PHIL 201	Critical Thinking	3
REM 142	Course REM 142 Not Found	2

REM 210	Course REM 210 Not Found	2
SOC 101	Introduction to Sociology	3
Hours		15
Summer Term 1		
FOR 111	Course FOR 111 Not Found	1
REM 298	Course REM 298 Not Found	1
Hours		2
Fall Term 2		
FOR 226	Course FOR 226 Not Found	3
FOR 253	Course FOR 253 Not Found	2
FOR 254	Course FOR 254 Not Found	3
FOR 256	Course FOR 256 Not Found	1
FOR 261	Course FOR 261 Not Found	3
Hours		12
Spring Term 2		
FOR 284	Course FOR 284 Not Found	3
FOR 290	Course FOR 290 Not Found	3
FOR 321	Course FOR 321 Not Found	3
FOR 323	Course FOR 323 Not Found	2
FOR 444	Prescribed Fire For Ecologically-Based Management	2-3
Hours		13-14
Summer Term 2		
FOR 213	Course FOR 213 Not Found	3
REM 298	Course REM 298 Not Found	1
Hours		4
Total Hours		61-62

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

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

Moscow

Where?

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.

After completing the Associate of Applied Science in Wildland Fuels and Fire Technology, students will:

1. Identify the primary factors associated with the start, spread, and management of wildfires and prescribed fires in forests and rangelands.
2. Demonstrate the proper application of fuel measurement techniques and be able complete fuel assessments in forest, rangelands, and the wildland-urban interface.
3. Demonstrate the proper use of fire equipment and fire suppression and prescribed fire techniques.
4. Effectively synthesize and communicate fire and fuels management information to the public.
5. Demonstrate an ability to measure fire effects.

6. Demonstrate ability to assume leadership roles in fire and fuels management.
7. Identify cultural uses, programmatic structures, policies, and administration in fuels and fire management.

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

Assessment will be measured directly through student performance on specific projects and exams associated with required coursework. For example, proficiency with field-based skills will be assessed using lab exercises associated with FOR 111 Saws and Pumps. Additionally, a new field-based capstone course FOR 213 Vegetation Management will be used to assess how well students can apply wildland fuel and fire techniques to manage vegetation in a real-world setting. In addition to these direct assessment metrics, we will conduct an exit survey with all graduates of the A.A.S. as part of FOR 323 Communication and Facilitative Instruction in Fire Management. The survey will provide an opportunity for students enrolled in the program to assess how well they believe the program has prepared them for a career in the wildland fuel and fire technology and related fields.

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

Assessment findings will be shared with each instructor teaching a course that includes a direct assessment tool (e.g., project, exam). Findings will also be shared with Department faculty as part of the annual Department retreat held each August before the Fall Semester. Findings will be used to assess if the learning objectives are being met, and if not, courses and the program will be modified as needed.

Findings will also be shared annually with a new committee composed of external wildland fire professionals across the region (e.g., Idaho Department of Lands, U.S. Forest Service, Clearwater-Potlatch Timber Protective Association). Feedback from the committee will be collected on the program and graduates and shared with Department faculty to help improve of the program as needed.

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

Direct assessment measures include:

1. Identify the primary factors associated with the start, spread, and management of wildfires and prescribed fires in forests and rangelands – exercises and exams associated with and FOR 254 Fire Environment.
2. Demonstrate the proper application of fuel measurement techniques and be able complete fuel assessments in forest, rangelands, and the wildland-urban interface – exercises and exams FOR 253 Introduction to Fuels Inventory and Sampling and final project associated with FOR 226 Wildland-Urban Interface Assessment and Communication.
3. Demonstrate the proper use of fire equipment and fire suppression and prescribed fire techniques - field-based exercises and exam associated with FOR 111 Saws and Pumps and projects associated with FOR 444 Prescribed Burning for Ecologically Based Fire Management.
4. Effectively synthesize and communicate fire and fuels management information to the public – final project associated with FOR 323 Communication and Facilitative Instruction in Fire Management.
5. Demonstrate an ability to measure fire effects – final project associated with REM 210 Introduction to Fire Effects and Management.
6. Demonstrate ability to assume leadership roles in fire and fuels management – Exercises and final project in FOR 202 Leadership and Decision-Making in Fire Management, and final project in capstone course FOR 213 Vegetation Management.
7. Identify cultural uses, programmatic structures, policies, and administration in fuels and fire management – final project associated with FOR 321 Cultural Use of Fire and application of relevant information into final project associated with capstone course FOR 213 Vegetation Management.

Indirect measures include:

- 1) Exit survey of graduates as part of course FOR 323 Communication and Facilitative Instruction in Fire Management.

When will assessment activities occur and at what frequency?

Assessment activities will occur annually, associated with each class when scheduled in either the fall or spring semesters. The graduating student surveys will be completed each spring at the end of FOR 323 Communication and Facilitative Instruction in Fire Management.

Student Learning Outcomes

Have learning outcomes changed?

Learning Objectives

After completing the Applied Associate of Science in Wildland Fuel and Fire Technology, students will be able to:

1. Identify the primary factors associated with the start, spread, and management of wildfires and prescribed fires in forests and rangelands.

2. Demonstrate the proper application of fuel measurement techniques and be able complete fuel assessments in forest, rangelands, and the wildland-urban interface.
3. Demonstrate the proper use of fire equipment and fire suppression and prescribed fire techniques.
4. Effectively synthesize and communicate fire and fuels management information to the public.
5. Demonstrate an ability to measure fire effects.
6. Demonstrate ability to assume leadership roles in fire and fuels management.
7. Identify cultural uses, programmatic structures, policies, and administration in fuels and fire management.

Rationale for the proposed change. Include an explanation of how the department will manage the added workload, if any.

Wildfires continue to significantly impact the U.S., a trend that is predicted to continue into the future. In 2020, the National Interagency Fire Center (NIFC) reported over 10 million acres of forests and rangelands burned from over 58,950 reported fires, with 38% of this acreage burning California alone. Nationally, the impact of these wildfires was extensive – 17,904 were destroyed in 2020 and over 30,000 firefighters deployed in fire suppression efforts, costing an estimated \$2.3 billion of federal funds. Although these statistics were almost double in 2020 than 2019, the 5-year and 10-year trends suggest that the wildfire issue is likely to continue to worsen as the wildfire season increases due to prolonged drought and warming temperatures in the western U.S. Corresponding to the increase in wildfire activity, requests for firefighting resources in 2020 were near or above the 10-year average.

Although the 2021 fire season is not complete, NIFC reports similar trends with over 5.7 million acres burned as of September 20, 2021 and almost 17,000 personnel assigned to fight wildfires. As a result, many wildfire managers are suggesting a shift from seasonal to full-time firefighting crews that would focus not only of wildland fire suppression, but also fuels management. In June 2021, U.S. Forest Service (USFS) Deputy Chief Christopher French testified to the U.S. Senate Committee on Energy and Natural Resources that the USFS conducts fuel treatments designed to reduce wildfire impacts on only about 3 million acres annually, and that 3-4 times that amount is necessary to make progress in helping to reduce the impact of wildfires on the 193 million acres the USFS manages. This impact is only compounded when other private, state, and other federal lands are considered, especially in many areas of the western U.S. with the expansion of homes and other structures into the wildland-urban interface.

To meet this challenge, it is clear we are going to need a better trained and equipped workforce that understands fuels management, fire suppression techniques, and the use of prescribed fire. This is particularly true now that wildfire suppression and fuels management has become a year-round process. Historically, many wildland firefighters employed by state and federal agencies have been seasonal employees. Many of these seasonal wildland firefighters have been college students, including students enrolled in our Fire Ecology and Management and Forestry programs here at the University of Idaho. With a shift to a more permanent wildland fuels and firefighter workforce, we need new programs to provide the technical skills related to fuels assessment and management, as well as wildfire suppression and the use of prescribed fire. Furthermore, individuals serving in these roles need flexible opportunities to further their education for career advancement.

The University of Idaho (UI) is uniquely positioned to help meet this demand for a skilled wildland fuel and fire technology workforce. UI has the oldest wildland fire program in the country and our B.S. in Fire Ecology and Management was the first of its kind in the U.S. Additionally, we have extensive expertise with wildland fire and fuels management at the faculty level, and an extensive network of partners at the federal and state level. Our faculty and staff are already delivering courses to wildland firefighters through online workshops and have developed content for the National Wildfire Coordinating Group (NWCG), an operational group designed to coordinate fire management programs of participating federal agencies, including training.

Our proposed Associate of Applied Science in Wildland Fuels and Fire Technology will provide students with a hands-on and in-depth education focused on developing the technical and leadership skills needed to support the increasing challenges presented by wildfires. We anticipate that students from Idaho's rural communities will be interested in this program, as well as students from other western states (especially California, Oregon, and Washington). Additionally, because we have designed the Associate of Applied Science degree to be delivered almost entirely online (with key in-person and field-based learning opportunities that will be delivered at the University of Idaho in Moscow), we will be in a position to effectively and efficiently serve a broad audience of wildland firefighters and other individuals across the U.S. and beyond that are looking to develop credentials to help advance in their careers. We believe this is a critical part of the University of Idaho's land-grant mission.

Although we anticipate the need to develop a series of new courses to deliver this A.A.S. degree, we have the resources to develop these courses and deliver online. We have commitments from partners to help develop new online content, and we have based many courses upon already developed content from NWCG. We also have developed a program of professional fire training workshops that will help support the new degree program.

Supporting Documents

UofI_LetterOfSupport - AAS Wildland Fire (Cota).pdf
456_ Wildland Fuel and Fire Technology (AAS).pdf

Requires TECC Review

No

Department Voting Results

College Voting Results

Reviewer Comments

Eva Strand (evas) (Wed, 29 Sep 2021 21:07:28 GMT): Rollback: Attached SBOE form and budget sheet

Charles Goebel (cgoebel) (Mon, 04 Oct 2021 23:34:33 GMT): Added Class C SBOE forms.

Steve Stubbs (sstubbs) (Fri, 22 Oct 2021 23:41:45 GMT): Rollback: setup

Rebecca Frost (rfrost) (Wed, 27 Oct 2021 22:12:42 GMT): Added degree map.

Rebecca Frost (rfrost) (Fri, 29 Oct 2021 18:58:51 GMT): Updated degree map as per department request.

Key: 456

Choose Proposals to Bundle

Select any proposals you would like to bundle together for approval. Only proposals you have saved are available to bundle.

Bundle Title:

Course:

Proposal A

Program:

Proposal B

Submit Cancel



**United States
Department of
Agriculture**

Forest
Service

WO FAM
Workforce Development

Date: 10/7/2021

Subject: Letter of Support for University of Idaho

Wildland fire management will always be a technical skill-based profession, however the involving complexities of managing wildland fire, whether it is a planned or unplanned ignition, requires the agency to develop a more holistic fire and fuels professional.

The agency is currently exploring avenues internal and external that allow it to accelerate its ongoing efforts to educate and train its current and future professionals. Education opportunities that allow for the transfer of knowledge, reinforcement of technical skills, and the synthesis of both to improve critical thinking, problem solving, and more efficient decision making is essential to developing the type of professional fire and fuels managers that the agency is seeking.

Programs such as the AAS for Fire and Fuels Management are ideal for recruiting new fire and fuels managers and educating our current professionals. The agency looks forward to seeing how this program will help us maintain a high standard of technical skill in education for fire fuels professionals.

Sincerely,

/s/ Heath Cota

Forest Service
Washington Office
Branch Chief of Fire Workforce Development and Training

208-957-3045
heath.coda@usda.gov

Pacific Southwest Region

458: FOREST OPERATIONS AND TECHNOLOGY (A.A.S)

Export to PDF Export to Word

In Workflow

1. 161 Chair (cgoebel@uidaho.edu)
2. 11 Curriculum Committee Chair (evas@uidaho.edu)
3. 11 Dean (drbecker@uidaho.edu)
4. Provost's Office (panttaja@uidaho.edu; kudas@uidaho.edu; mstout@uidaho.edu; jvalkovic@uidaho.edu)
5. Curriculum Review (sstubbs@uidaho.edu)
6. Degree Audit Review (rfrost@uidaho.edu)
7. Registrar's Office (none)
8. UCC (none)
9. Faculty Senate Chair (mstout@uidaho.edu; jvalkovic@uidaho.edu)
10. UFM (mstout@uidaho.edu; jvalkovic@uidaho.edu)
11. President's Office (brendah@uidaho.edu; mstout@uidaho.edu; jvalkovic@uidaho.edu)
12. State Approval (mstout@uidaho.edu; jvalkovic@uidaho.edu; lindalundgren@uidaho.edu)
13. NWCCU (sara@uidaho.edu; mstout@uidaho.edu)

Approval Path

1. Tue, 21 Sep 2021 04:50:09 GMT
Charles Goebel (cgoebel): Approved for 161 Chair
2. Wed, 29 Sep 2021 21:07:35 GMT
Eva Strand (evas): Rollback to 161 Chair for 11 Curriculum Committee Chair
3. Mon, 04 Oct 2021 23:38:52 GMT
Charles Goebel (cgoebel): Approved for 161 Chair
4. Wed, 06 Oct 2021 14:51:01 GMT
Eva Strand (evas): Approved for 11 Curriculum Committee Chair
5. Wed, 06 Oct 2021 15:08:18 GMT
Dennis Becker (drbecker): Approved for 11 Dean
6. Wed, 06 Oct 2021 21:57:17 GMT
Dean Panttaja (panttaja): Approved for Provost's Office
7. Fri, 22 Oct 2021 23:40:19 GMT
Steve Stubbs (sstubbs): Approved for Curriculum Review
8. Fri, 22 Oct 2021 23:41:54 GMT
Steve Stubbs (sstubbs): Rollback to Curriculum Review for Degree Audit Review
9. Fri, 22 Oct 2021 23:58:02 GMT
Steve Stubbs (sstubbs): Approved for Curriculum Review
10. Wed, 27 Oct 2021 22:56:52 GMT
Rebecca Frost (rfrost): Approved for Degree Audit Review
11. Wed, 27 Oct 2021 23:15:26 GMT
Dwayne Hubbard (dhubbard): Approved for Registrar's Office
12. Tue, 02 Nov 2021 15:41:10 GMT
Steve Stubbs (sstubbs): Approved for UCC

New Program Proposal

Date Submitted: Tue, 21 Sep 2021 03:49:43 GMT

Viewing: 458 : Forest Operations and Technology (A.A.S)

Last edit: Fri, 29 Oct 2021 19:06:40 GMT

Changes proposed by: Charles Goebel

Final Catalog

2022-2023

What will be the last semester of the teach-out period?

What is the teach-out plan?

Rationale for Inactivation

%deletejustification.eshtml%

Attach State Form

Faculty Contact

Faculty Name	Faculty Email
Charles Goebel	cgoebel@uidaho.edu

Change Type (Choose all that apply)

Description of Change

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

No

Academic Level

Undergraduate

College

Natural Resources

Department/Unit:

Forest, Rangeland & Fire Sci

Effective Catalog Year

2022-2023

Program Title

Forest Operations and Technology (A.A.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

60

Attach Program Change

AAS Forest Operations Proposal FORMS .pdf

CIP Code

03.0511 - Forest Technology/Technician.

Emphasis/Option CIP Code(s)

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 this program lead to licensure in any state?

No

Will the program be a statewide responsibility?

Yes

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

This new program relies on existing courses from multiple departments, including courses that are part of the Agricultural Systems Management (ASM) program. All new courses will be delivered by faculty and staff in the College of Natural Resources and Department of Forest, Rangeland and Fire Sciences. We will utilize current staff with extensive technical experience from the University of Idaho Experimental Forest to assist with new courses associated with basic forestry and applied forest operations. Costs associated with the new program will be associated primarily with hiring University of Idaho Experimental Forest staff and other professionals as part-time instructors and developing/revising marketing materials. We will exploring funding opportunities through workforce development programs at the state and federal level.

Curriculum:

Required course work includes:

Code	Title	Hours
ACCT 201	Introduction to Financial Accounting	3
ASM 107	Beginning Welding	3
ASM 202	Agricultural Shop Practices	3
ASM 409	Agricultural Tractors, Power Units and Machinery Management	4
COMM 150	Online Oral Communication	3
ECON 201 or ECON 202	Principles of Macroeconomics Principles of Microeconomics	3
ENGL 101	Writing and Rhetoric I	3
FOR 102	Introduction to Forest Management	2
FOR 103	Course FOR 103 Not Found	1
FOR 201	Course FOR 201 Not Found	2
FOR 210	Winter Harvesting	1
FOR 211	Course FOR 211 Not Found	2
FOR 230	Course FOR 230 Not Found	3
FOR 231	Course FOR 231 Not Found	2
FOR 236	Course FOR 236 Not Found	2
FOR 272	Course FOR 272 Not Found	3
FOR 274	Forest Measurement and Inventory	3
FOR 293	Course FOR 293 Not Found	2
FOR 296	Course FOR 296 Not Found	3
FOR 298	Course FOR 298 Not Found	1
FSP 100	Introduction to Forest and Sustainable Products	2
MATH 123 or MATH 143	Math in Modern Society College Algebra	3
MKTG 321	Marketing	3
REM 144	Wildland Fire Management	3
Total Hours		60

Total credits required for this degree: 60

Degree Maps:

Fall Term 1	Hours	
ASM 107	Beginning Welding	3
ENGL 101	Writing and Rhetoric I	3
FOR 103	Course FOR 103 Not Found	1
FOR 201	Course FOR 201 Not Found	2
FSP 100	Introduction to Forest and Sustainable Products	2
MATH 123 or MATH 143	Math in Modern Society or College Algebra	3
FOR 210	Winter Harvesting (To be taken during Winter Intersession)	1
Hours		15
Spring Term 1	Hours	
ACCT 201	Introduction to Financial Accounting	3

ECON 201 or ECON 202	Principles of Macroeconomics or Principles of Microeconomics	3
FOR 102	Introduction to Forest Management	2
FOR 273	Course FOR 273 Not Found	3
REM 144	Wildland Fire Management	3
Hours		14
Summer Term 1		
FOR 298	Course FOR 298 Not Found	1
Hours		1
Fall Term 2		
ASM 202	Agricultural Shop Practices	3
FOR 211	Course FOR 211 Not Found	2
FOR 230	Course FOR 230 Not Found	3
FOR 231	Course FOR 231 Not Found	2
FOR 274	Forest Measurement and Inventory	3
MKTG 321	Marketing	3
Hours		16
Spring Term 2		
ASM 409	Agricultural Tractors, Power Units and Machinery Management	4
COMM 150	Online Oral Communication	3
FOR 236	Course FOR 236 Not Found	2
FOR 293	Course FOR 293 Not Found	2
FOR 296	Course FOR 296 Not Found	3
Hours		14
Total Hours		60

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

If Yes, can 100% of the curricular requirements of this program be completed via distance education?

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

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

Moscow

Where?

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.

After completing the Associate of Applied Science in Forest Operations and Technology, students will:

- 1) Be able to identify and describe traditional and advanced logging systems and understand considerations for feasible and safe forest operations accounting for topographic and forest conditions.
- 2) Be able to use basic computer-based applications and mobile technologies to aid the planning, execution, and assessment of forest operations.
- 3) Understand and apply safe practices, basic equipment operation and service, and cost tracking for manual and mechanized forest operations in real-world scenarios.
- 4) Understand the implications of the Forest Practices Act and best management practices (BMP's) for logging and forest road building activities to support sustainable forest management.
- 5) Understand basic forestry and fire management concepts to ensure effective communication with other natural resource professionals.

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

Assessment will be measured directly through student performance on specific projects and exams associated with required coursework, including a new capstone course called FOR 296 Forest Harvesting Practicum. In addition to these direct assessment metrics, we will conduct an exit survey with all graduates of the A.A.S. as part of FOR 296 Forest Harvesting Practicum. The survey will provide an opportunity for students enrolled in the program to assess how well they believe the program has prepared them for a career in the forest operations industry and related fields.

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

Assessment findings will be shared with each instructor teaching a course that includes a direct assessment tool (e.g., project, exam). Findings will also be shared with Department faculty as part of the annual Department retreat held each August before the Fall Semester. Findings will be used to assess if the learning objectives are being met, and if not, courses and the program will be modified as needed.

Findings will also be shared annually with the Idaho Forest Products Commission (IFPC) and Associated Logging Contractors of Idaho (ALC). Feedback from the IFPC and ALC will be collected on the program and graduates and shared with Department faculty to help improve of the program as needed.

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

Direct assessment measures include:

- 1) Identify and describe logging systems – final project associated with FOR 296 Forest Harvesting Practicum.
- 2) Be able to use basic computer-based applications and mobile technologies – field-based projects associated with FOR 273 Forest Surveying and Mapping.
- 3) Understand and apply safe practices and best practices for manual and mechanized forest operations – field-based projects associated with FOR 210 Winter Harvesting and FOR 211 Logging Safety and Emergency Procedures
- 4) Understand Forest Practices Act – final project associated with FOR 296 Forest Harvesting Practicum.
- 5) Effective Communication – final projects associated with FOR 211 Logging Safety and Emergency Procedures and FOR 296 Forest Harvesting Practicum.

Indirect measures include:

- 1) Exit survey of graduates as part of capstone course FOR 296 Forest Harvesting Practicum.

When will assessment activities occur and at what frequency?

Assessment activities will occur annually, associated with each class when scheduled in either the fall or spring semesters. The graduating student surveys will be completed each spring at the end of FOR 296 Forest Harvesting Practicum.

Student Learning Outcomes

Have learning outcomes changed?

Learning Objectives

After completing the Associate of Applied Science in Forest Operations and Technology, students will:

- 1) Be able to identify and describe traditional and advanced logging systems and understand considerations for feasible and safe forest operations accounting for topographic and forest conditions.
- 2) Be able to use basic computer-based applications and mobile technologies to aid the planning, execution, and assessment of forest operations.
- 3) Understand and apply safe practices, basic equipment operation and maintenance, and cost tracking for manual and mechanized forest operations in real world scenarios.
- 4) Understand the implications of the Forest Practices Act and best management practices (BMP's) for logging and forest road building activities to support sustainable forest management.
- 5) Understand basic forestry and fire management concepts to ensure effective communication with other natural resource professionals.

Rationale for the proposed change. Include an explanation of how the department will manage the added workload, if any.

According to an analysis of Idaho's Forest Products Sector by the University of Idaho's Policy Analysis Group and College of Natural Resources, it is estimated that Idaho's Forest Products Industry provides more than \$2 Billion to the state's economy and employees over 30,000 individuals. While the majority of these jobs are associated with the wood products, paper, and furniture manufacturing

sectors, almost 7,000 individuals are employed directly in the forest management and operations sector. These individuals are responsible for significant economic activity, adding over \$400 million to the state's economy and \$525 million in gross sales annually based upon a harvest of 1.1 billion board feet from private, state and federal lands.

Historically, many of these forest operations positions have been filled by individuals with little education beyond high school. However, as the forest operations sector modernizes and relies more and more on advanced technologies, employers are clamoring for a better trained and more skilled workforce. The U.S. Bureau of Labor Statistics estimates that the overall for logging workers is projected to grow 7% from 2020 to 2030; this translates to about 7,400 openings for logging/operations workers each year, on average, over the decade. Many of those openings are expected to result from the need to replace workers who transfer to different occupations or exit the labor force due to retirement.

The University of Idaho is uniquely positioned to help meet this demand for a skilled forest operations workforce. Our forestry program has been training foresters for over 100 years and we have considerable expertise in forest operations and the application of new technologies. Additionally, the 10,000+ acre University of Idaho Experimental Forest (UIEF) provides a natural laboratory for an associate of applied science program in forest operations and technology. The UIEF is a true working forest, with active harvesting and forest operations, that provides hands-on learning opportunities for our students. Furthermore, the UIEF has recently acquired new harvesting and operations equipment, including a Caterpillar 538 Logging Processor with Waratah attachments (\$480,000) and a John Deere 648L Grapple Skidder (\$280,000). With these resources, we believe our program is uniquely positioned to support the type of hands-on workforce development program that many in Idaho's forest products sector are requesting. Furthermore, we anticipate that students from Idaho's rural communities (as well as other areas of the Pacific Northwest) will be interested in this program, and our efforts will help foster increased economic activity and opportunity for students in these rural communities. We believe this is a critical part of the University of Idaho's land-grant mission.

The proposed program utilizes a variety of existing courses taught in the College of Natural Resources and will build upon a strong foundation of forest operations courses that support of B.S. in Forestry. Additionally, we propose to utilize courses in the Agricultural Systems Management program to support a greater understanding of the design and operation of equipment and systems associated with the forest sector. We will work with stakeholders in the private and public sectors to develop content and deliver new courses as part of the Associate of Applied Science program, and anticipate that UIEF staff will provide instructional support for some of these new courses.

Supporting Documents

Support Letters.pdf

458_ Forest Operations and Technology (AAS).pdf

Forest Operations AAS Curriculum Map (002).docx

Requires TECC Review

No

Department Voting Results

College Voting Results

Reviewer Comments

Eva Strand (evas) (Wed, 22 Sep 2021 19:13:09 GMT): CNR is submitting a Forest Operations associates degree as both an A.S. and an A.A.S. This submission is for the A.A.S. Pending SBOE input we intend to offer the A.A.S.

Eva Strand (evas) (Wed, 29 Sep 2021 21:07:35 GMT): Rollback: Attached SBOE form and budget sheet

Charles Goebel (cgoebel) (Mon, 04 Oct 2021 23:38:00 GMT): Attached Class C SBOE forms.

Steve Stubbs (sstubbs) (Fri, 22 Oct 2021 23:41:54 GMT): Rollback: setup

Rebecca Frost (rfrost) (Wed, 27 Oct 2021 22:56:13 GMT): Added degree map.

Rebecca Frost (rfrost) (Fri, 29 Oct 2021 19:06:40 GMT): Updated degree map as per department.

Key: 458

Choose Proposals to Bundle

Select any proposals you would like to bundle together for approval. Only proposals you have saved are available to bundle.

Bundle Title:

Course:
Proposal A

Program:
Proposal B

Submit Cancel



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Charles Goebel, Ph.D.

August 11, 2021

Department Head & Professor
Department of Forest, Rangeland and Fire Sciences
College of Natural Resources - University of Idaho
875 Perimeter Drive MS1133
Moscow, Idaho 83844-1133

Dear Dr. Goebel,

I write in support of the proposal for two new Applied Associate Degrees at the University of Idaho College of Natural Resources.

The Associated Logging Contractors of Idaho (ALC-Idaho) is a statewide trade association of logging and wood products and equipment hauling contractor businesses. Established in 1966 we currently represent 500 members. The ALC-Idaho also represents 100 associate members who are consumers, suppliers, and vendors in our forest products sector.

The ALC-Idaho supports both proposed programs. The Applied Associate of Science in Forest Nursery Management and Technology is an important addition as the need for professionals who assist in nurturing, growing, and improving tree species is critical as we continue our collective commitment to reforestation in the United States. The Applied Associate of Science in Forest Harvesting and Technology is also critical to our forest products sector as there is a growing need for training of the next generation of foresters and of forest harvesting professionals.

Like many business sectors today, the business members of the ALC-Idaho struggle to find skilled and knowledgeable employees and the proposed Forest Harvesting and Technology degree can be a key to recruiting and training in the areas outlined within the program. This two-year program provides critical components of knowledge allowing students to start their careers sooner than a four-year program provides and fills a void of focused programing in this area in Idaho.

Thank you and the CNR for this effort to launch these two important programs.

Sincerely,

Shawn Keough
Executive Director



**IDAHO FOREST
PRODUCTS
COMMISSION**

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August 5, 2021

David Gabrielsen
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Jack A. Buell
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Jesse D. Short
District 3 - (208) 848-2301

Mark Mahon
District 4 - (208) 741-9067

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Jennifer Okerlund
Director

Michelle Youngquist
Education Coordinator

Charles Goebel
Department Head & Professor
Department of Forest, Rangeland and Fire Sciences
College of Natural Resources
University of Idaho
875 Perimeter Drive MS1133
Moscow, ID 83844-1133

Re: Support for A.A.S., Forest Harvesting and Technology and A.A.S, Forest Nursery Management and Technology

The Idaho Forest Products Commission (IFPC) would like to offer its compliments and complete support of the University of Idaho's introduction of A.A.S., Forest Harvesting and Technology and A.A.S, Forest Nursery Management and Technology. The addition of these degree offerings further expand and diversify the College of Natural Resources educational opportunities, while also being responsive to current timber industry needs within the state of Idaho.

Idaho's Forests Sector offers reliable employment for over 30,000 hardworking Idahoans with competitive wages. The provision of educational opportunities is essential in maintaining a sustainable workforce. IFPC has always valued its partnership with the UI in providing those opportunities – together creating a healthier Idaho through education, managed forests and strong rural and state economies.

IFPC applauds the University of Idaho (UI) and is proud to offer a letter of support for the offering of proactive educational solutions to a specific audience that's so essential to the health and success of the timber industry in Idaho.

IFPC's supporters include milling, logging, wood-related transportation and forest land owners who will directly benefit from new educational opportunities focused on timber harvesting and nursery management.

If you need any additional information, please contact me directly.

Sincerely,

Jennifer Okerlund
Director

Forest Operations AAS Curriculum Map

Fall Semester First Year

FSP 100	Introduction to Forest and Sustainable Products	2
FOR 103	Introduction to Computer Applications in Natural Resources	1
FOR 201	Industrial Forest Management and Sawmill Tour	2
ENGL 101	Writing and Rhetoric I	3
MATH 123 or MATH 143	Math in Modern Society or College Algebra	3
ASM 107	Beginning Welding	<u>3</u>
	Total	14

Winter Intercession First Year

FOR 210	Winter Harvesting	1
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Spring Semester First Year

FOR 102	Introduction to Forest Management	2
REM 144	Wildland Fire Management	3
ACCT 201	Introduction to Financial Accounting	3
ECON 202	Principles of Microeconomics	3
FOR 273	Forest Surveying and Mapping	<u>3</u>
	Total	14

Summer Semester First Year

FOR 298	Forest Technology Internship	1
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Fall Semester Second Year

FOR 211	Logging Safety and Emergency Preparedness	2
FOR 274	Forest Measurement and Inventory	3
FOR 230	Forest Operations	3
FOR 231	Low Volume Forest Roads	2
MKTG 321	Marketing	3
ASM 202	Agricultural Shop Practices	<u>3</u>
	Total	16

Spring Semester Second Year

COMM 150	Online Oral Communication	3
ASM 409	Agricultural Tractors, Power Units and Machinery Management	4
FOR 236	Cable Systems	2
FOR 293	Business of Forestry	2
FOR 296	Forest Harvesting Practicum	<u>3</u>
	Total	15

Total Credits 60

463: ECOLOGY AND ECOSYSTEM SCIENCE (B.S.)

Export to PDF Export to Word

In Workflow

1. 161 Chair (cgoebel@uidaho.edu)
2. 11 Curriculum Committee Chair (evas@uidaho.edu)
3. 11 Dean (drbecker@uidaho.edu)
4. Provost's Office (panttaja@uidaho.edu; kudas@uidaho.edu; mstout@uidaho.edu; jvalkovic@uidaho.edu)
5. Curriculum Review (sstubbs@uidaho.edu)
6. Degree Audit Review (rfrost@uidaho.edu)
7. Registrar's Office (none)
8. UCC (none)
9. Faculty Senate Chair (mstout@uidaho.edu; jvalkovic@uidaho.edu)
10. UFM (mstout@uidaho.edu; jvalkovic@uidaho.edu)
11. President's Office (brendah@uidaho.edu; mstout@uidaho.edu; jvalkovic@uidaho.edu)
12. State Approval (mstout@uidaho.edu; jvalkovic@uidaho.edu; lindalundgren@uidaho.edu)
13. NWCCU (sara@uidaho.edu; mstout@uidaho.edu)

Approval Path

1. Wed, 22 Sep 2021 06:40:04 GMT
Charles Goebel (cgoebel): Approved for 161 Chair
2. Wed, 29 Sep 2021 21:06:44 GMT
Eva Strand (evas): Rollback to 161 Chair for 11 Curriculum Committee Chair
3. Mon, 04 Oct 2021 23:33:24 GMT
Charles Goebel (cgoebel): Approved for 161 Chair
4. Wed, 06 Oct 2021 14:51:38 GMT
Eva Strand (evas): Approved for 11 Curriculum Committee Chair
5. Wed, 06 Oct 2021 15:08:34 GMT
Dennis Becker (drbecker): Approved for 11 Dean
6. Wed, 06 Oct 2021 21:57:58 GMT
Dean Panttaja (panttaja): Approved for Provost's Office
7. Tue, 19 Oct 2021 21:08:00 GMT
Steve Stubbs (sstubbs): Approved for Curriculum Review
8. Fri, 29 Oct 2021 22:48:52 GMT
Rebecca Frost (rfrost): Approved for Degree Audit Review
9. Fri, 29 Oct 2021 23:13:36 GMT
Dwayne Hubbard (dhubbard): Approved for Registrar's Office
10. Tue, 02 Nov 2021 21:19:16 GMT
Steve Stubbs (sstubbs): Approved for UCC

New Program Proposal

Date Submitted: Wed, 22 Sep 2021 06:37:20 GMT

Viewing: 463 : Ecology and Ecosystem Science (B.S.)

Last edit: Tue, 02 Nov 2021 21:18:24 GMT

Changes proposed by: Charles Goebel

Final Catalog

2022-2023

What will be the last semester of the teach-out period?

What is the teach-out plan?

Rationale for Inactivation

%deletejustification.eshtml%

Attach State Form

Faculty Contact

Faculty Name	Faculty Email
Charles Goebel	cgoebel@uidaho.edu

Change Type (Choose all that apply)

Description of Change

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

No

Academic Level

Undergraduate

College

Natural Resources

Department/Unit:

Natural Resources

Effective Catalog Year

2022-2023

Program Title

Ecology and Ecosystem Science (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

BS Ecology and Ecosystem Science Proposal FORMS .pdf

CIP Code

26.1301 - Ecology.

Emphasis/Option CIP Code(s)

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 this program lead to licensure in any state?

No

Will the program be a statewide responsibility?

Yes

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

This new program relies heavily on existing courses in the College of Natural Resources; the degree is also supported by existing courses in the College of Agriculture and Life Sciences and College of Science. All new courses (five courses in total) will be developed and delivered by existing faculty and staff in the College of Natural Resources. Costs associated with the new program will be associated primarily with course development and developing/revising marketing materials.

Curriculum:

Required course work includes the university requirements (see regulation J-3 (<https://catalog.uidaho.edu/general-requirements-academic-procedures/j-general-requirements-baccalaureate-degrees/>)) and:

Code	Title	Hours
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	Structure and Function Across the Tree of Life	4
BIOL 310	Genetics	3
or GENE 314	General Genetics	
or BIOL 421	Advanced Evolution/Population Dynamics	
Select one of the following:		4
CHEM 101 & 101L	Introduction to Chemistry and Introduction to Chemistry Laboratory	
CHEM 111 & 111L	General Chemistry I and General Chemistry I Laboratory	
CHEM 275 or CHEM 277	Carbon Compounds Organic Chemistry I	3
COMM 101	Fundamentals of Oral Communication	2
ECON 202 or ECON 272	Principles of Microeconomics Foundations of Economic Analysis	3
ENGL 317	Technical Writing	3
FOR 221 or WLF 220	Principles of Ecology Principles of Ecology	3
FOR 375	Introduction to Spatial Analysis for Natural Resource Management	3
MATH 160 or MATH 170	Survey of Calculus Calculus I	4
NR 101	Exploring Natural Resources	2
NR 200	Seminar	1
NR 325	Course NR 325 Not Found	
NR 326	Course NR 326 Not Found	
NR 421	Course NR 421 Not Found	
NRS 235	Society and Natural Resources	3
NRS 383	Natural Resource and Ecosystem Service Economics	3
Select one of the following:		4
PHYS 100 & 100L	Fundamentals of Physics and Fundamentals of Physics Lab	
PHYS 111 & 111L	General Physics I and General Physics I Lab	
REM 429	Landscape Ecology	3
STAT 251	Statistical Methods	3
WLF 448 or FOR 448	Fish and Wildlife Population Ecology Course FOR 448 Not Found	4
Select one of the following emphasis areas:		26-31
Aquatic Ecology (https://catalog.uidaho.edu/colleges-related-units/natural-resources/fish-wildlife-sciences/ecology-ecosystem-science-bs/#aquaticceology)		
Terrestrial Ecology (https://catalog.uidaho.edu/colleges-related-units/natural-resources/fish-wildlife-sciences/ecology-ecosystem-science-bs/#terrestrialecology)		

Ecosystem Ecology (<https://catalog.uidaho.edu/colleges-related-units/natural-resources/fish-wildlife-sciences/ecology-ecosystem-science-bs/#ecosystemecology>)

Total Hours **89-94**

A. Aquatic Ecology

Code	Title	Hours
FISH 415	Limnology	4
FISH 430	Riparian Ecology and Management	3
SOIL 452	Environmental Water Quality	3
Select one of the following Tools and Technology courses:		3-4
GEOG 424	Hydrologic Applications of GIS and Remote Sensing	
NRS 472	Remote Sensing of the Environment	
REM 475	Remote Sensing Application with Unmanned Aerial Systems (UAS)	
STAT 407	Experimental Design	
STAT 427	R Programming	
STAT 427	R Programming	
STAT 431	Statistical Analysis	
STAT 436	Applied Regression Modeling	
Select one of the following Organismal Biology courses:		4
BIOL 489	Herpetology	
FISH 481	Ichthyology	
FISH 450 & FISH 451	Ecology & Conservation of Freshwater Invertebrates and Freshwater Invertebrate Field Methods	
Complete a minimum of 9 credits from the following courses:		9
ENVS 450	Environmental Hydrology	
FISH 314	Fish Ecology	
FISH 315	Fish Ecology Field Techniques and Methods	
FISH 496	Intro to Aquatic Restoration	
FISH 497	Senior Thesis	
or FOR 497	Senior Thesis	
FOR 462	Watershed Science and Management	
GEOG 405	Climate and Water Resources Change	
GEOG 430	Climate Change Ecology	
REM 440	Restoration Ecology	
WLF 440	Conservation Biology	

Total Hours **26-27**

Courses to total 120 credits for this degree.

B. Terrestrial Ecology

Code	Title	Hours
FOR 220	Forest Biology & Dendrology	3
or REM 459	Rangeland Ecology	
FOR 326	Fire Ecology	3
SOIL 205	The Soil Ecosystem	3
SOIL 206	The Soil Ecosystem Lab	1
WLF 314	Ecology of Terrestrial Vertebrates	3
WLF 411	Wildland Habitat Ecology and Assessment	2
Select one of the following Tools and Technology courses:		3
NRS 472	Remote Sensing of the Environment	
REM 475	Remote Sensing Application with Unmanned Aerial Systems (UAS)	
STAT 422	Survey Sampling Methods	
STAT 431	Statistical Analysis	
WLF 370	Management and Communication of Scientific Data	
Select one of the following Organismal Biology courses:		3-4
BIOL 483	Mammalogy	
BIOL 489	Herpetology	
ENT 469	Introduction to Forest Insects	
FOR 468	Forest and Plant Pathology	

REM 465	Course REM 465 Not Found	
WLF 482	Ornithology	
Complete a minimum of 9 credits of upper-division courses selected in consultation with an advisor		9

Total Hours **30-31**

Courses to total 122 credits for this degree.

C. Ecosystem Ecology

Code	Title	Hours
CHEM 112	General Chemistry II	3
CHEM 112L	General Chemistry II Laboratory	2
FOR 330	Terrestrial Ecosystem Ecology	4
SOIL 205	The Soil Ecosystem	3
SOIL 206	The Soil Ecosystem Lab	1
SOIL 415 or SOIL 422	Soil and Environmental Physics Environmental Soil Chemistry	3
SOIL 425	Microbial Ecology	3
Select one of the following Remote Sensing Tools and Technology courses:		3
GEOG 424	Hydrologic Applications of GIS and Remote Sensing	
NRS 472	Remote Sensing of the Environment	
REM 475	Remote Sensing Application with Unmanned Aerial Systems (UAS)	
Complete a minimum of 9 credits from the following courses:		9
GEOG 301	Meteorology	
GEOG 313	Global Climate Change	
GEOG 401	Climatology	
GEOG 405	Climate and Water Resources Change	
GEOG 407	Spatial Analysis and Modeling	
GEOG 430	Climate Change Ecology	
SOIL 450	Environmental Hydrology	
SOIL 452	Environmental Water Quality	
SOIL 454	Pedology	
STAT 427	R Programming	
STAT 431	Statistical Analysis	

Total Hours **31**

Courses to total 123 credits for this degree.

Degree Maps:

A. Aquatic Ecology Emphasis

Fall Term 1		Hours
BIOL 114	Organisms and Environments	4
ENGL 101	Writing and Rhetoric I	3
MATH 143	College Algebra	3
NR 101	Exploring Natural Resources	2
(CHEM 101 AND CHEM 101L) OR (CHEM 111 AND CHEM 111L)		4
Hours		16
Spring Term 1		Hours
BIOL 115	Cells and the Evolution of Life	3
BIOL 115L	Cells and the Evolution of Life Laboratory	1
COMM 101	Fundamentals of Oral Communication	2
ENGL 102	Writing and Rhetoric II	3
MATH 160 or MATH 170	Survey of Calculus or Calculus I	4
Humanistic and Artistic Ways of Knowing Course		3
Hours		16
Fall Term 2		Hours
CHEM 275 or CHEM 277	Carbon Compounds or Organic Chemistry I	3-4
NR 200	Seminar (Current Issues in Ecology)	1
NRS 235	Society and Natural Resources	3
STAT 251	Statistical Methods	3

(PHYS 100 AND PHYS 100L) OR (PHYS 111 AND PHYS 111L)	4
Hours	14-15
Spring Term 2	
BIOL 213	Structure and Function Across the Tree of Life
FOR 221 or WLF 220	Principles of Ecology or Principles of Ecology
ECON 202 or ECON 272	Principles of Microeconomics or Foundations of Economic Analysis
American Diversity Course	
Elective Course	
Hours	14
Fall Term 3	
NR 325	Course NR 325 Not Found
ENGL 317	Technical Writing
BIOL 310 OR BIOL 421 OR GENE 314	
Emphasis Area Elective, Major Elective Course	
Humanistic and Artistic Ways of Knowing Course	
Hours	15
Spring Term 3	
FOR 375	Introduction to Spatial Analysis for Natural Resource Management
NR 326	Course NR 326 Not Found
NRS 383	Natural Resource and Ecosystem Service Economics
BIOL 489 OR FISH 481 OR (FISH 450 AND FISH 451)	
International Course	
Hours	15
Fall Term 4	
NR 421	Course NR 421 Not Found
FISH 415	Limnology
GEOG 424 OR NRS 472 OR REM 475 OR STAT 407 OR STAT 427 OR STAT 431 OR STAT 436	
Emphasis Area Elective, Major Elective Course	
Emphasis Area Elective, Major Elective Course	
Hours	15
Spring Term 4	
REM 429	Landscape Ecology
WLF 448 or FOR 448	Fish and Wildlife Population Ecology or Course FOR 448 Not Found
FISH 430	Riparian Ecology and Management
SOIL 452	Environmental Water Quality
Elective Course	
Hours	14
Total Hours	119-120

B. Terrestrial Ecology

Fall Term 1		Hours
BIOL 114	Organisms and Environments	4
ENGL 101	Writing and Rhetoric I	3
MATH 143	College Algebra	3
NR 101	Exploring Natural Resources	2
(CHEM 101 AND CHEM 101L) OR (CHEM 111 AND CHEM 111L)		4
Hours		16
Spring Term 1		
BIOL 115	Cells and the Evolution of Life	3
BIOL 115L	Cells and the Evolution of Life Laboratory	1
ENGL 102	Writing and Rhetoric II	3
MATH 160 or MATH 170	Survey of Calculus or Calculus I	4
COMM 101	Fundamentals of Oral Communication	2
Humanistic and Artistic Ways of Knowing Course		3
Hours		16
Fall Term 2		
CHEM 275 or CHEM 277	Carbon Compounds or Organic Chemistry I	3
NR 200	Seminar	1
NRS 235	Society and Natural Resources	3
FOR 220 or REM 459	Forest Biology & Dendrology or Rangeland Ecology	3
(PHYS 100 AND PHYS 100L) OR (PHYS 111 AND PHYS 111L)		4
Hours		14

Spring Term 2

BIOL 213	Structure and Function Across the Tree of Life	4
FOR 221 or WLF 220	Principles of Ecology or Principles of Ecology	3
ECON 202 or ECON 272	Principles of Microeconomics or Foundations of Economic Analysis	3
SOIL 205	The Soil Ecosystem	3
SOIL 206	The Soil Ecosystem Lab	1
STAT 251	Statistical Methods	3

Hours **17**

Fall Term 3

NR 325	Course NR 325 Not Found	3
BIOL 310 or BIOL 421 or GENE 314	Genetics or Advanced Evolution/Population Dynamics or General Genetics	3
ENGL 317	Technical Writing	3
WLF 314	Ecology of Terrestrial Vertebrates	3
Humanistic and Artistic Ways of Knowing Course		3

Hours **15**

Spring Term 3

FOR 375	Introduction to Spatial Analysis for Natural Resource Management	3
NR 326	Course NR 326 Not Found	3
NRS 383	Natural Resource and Ecosystem Service Economics	3
Emphasis Elective Course, Major Elective Course		3
International Course		3

Hours **15**

Fall Term 4

NR 421	Course NR 421 Not Found	2
FOR 326	Fire Ecology	3
WLF 411	Wildland Habitat Ecology and Assessment	2
NRS 472 OR REM 475 OR STAT 422 OR STAT 431 OR WLF 370		3
Emphasis Area Elective, Major Elective Course		3
American Diversity Course		3

Hours **16**

Spring Term 4

REM 429	Landscape Ecology	3
WLF 448 or FOR 448	Fish and Wildlife Population Ecology or Course FOR 448 Not Found	4
BIOL 483 OR BIOL 489 OR ENT 469 OR FOR 468 OR REM 465 OR WLF 482		3
Emphasis Area Elective, Major Elective Course		3

Hours **13**

Total Hours **122**

C. Ecosystem Ecology

Fall Term 1		Hours
BIOL 114	Organisms and Environments	4
ENGL 101	Writing and Rhetoric I	3
MATH 143	College Algebra	3
NR 101	Exploring Natural Resources	2
(CHEM 100 AND CHEM 100L) OR (CHEM 111 AND CHEM 111L)		4
Hours		16

Spring Term 1

BIOL 115	Cells and the Evolution of Life	3
BIOL 115L	Cells and the Evolution of Life Laboratory	1
COMM 101	Fundamentals of Oral Communication	2
ENGL 102	Writing and Rhetoric II	3
MATH 160 or MATH 170	Survey of Calculus or Calculus I	4
Humanistic and Artistic Ways of Knowing Course		3
Hours		16

Fall Term 2

CHEM 112	General Chemistry II	3
CHEM 112L	General Chemistry II Laboratory	2
NR 200	Seminar	1
NRS 235	Society and Natural Resources	3
STAT 251	Statistical Methods	3
(PHYS 100 AND PHYS 100L) OR (PHYS 111 AND PHYS 111L)		4

Hours **16**

Spring Term 2		
BIOL 213	Structure and Function Across the Tree of Life	4
FOR 221 or WLF 220	Principles of Ecology or Principles of Ecology	3
ECON 202 or ECON 272	Principles of Microeconomics or Foundations of Economic Analysis	3
CHEM 275 or CHEM 277	Carbon Compounds or Organic Chemistry I	3
Hours		13
Fall Term 3		
NR 325	Course NR 325 Not Found	3
BIOL 310 or BIOL 421 or GENE 314	Genetics or Advanced Evolution/Population Dynamics or General Genetics	3
ENGL 317	Technical Writing	3
SOIL 205	The Soil Ecosystem	3
SOIL 206	The Soil Ecosystem Lab	1
Humanistic and Artistic Ways of Knowing Course		3
Hours		16
Spring Term 3		
FOR 375	Introduction to Spatial Analysis for Natural Resource Management	3
NR 326	Course NR 326 Not Found	3
NRS 383	Natural Resource and Ecosystem Service Economics	3
FOR 330	Terrestrial Ecosystem Ecology	4
International Course		3
Hours		16
Fall Term 4		
NR 421	Course NR 421 Not Found	2
SOIL 415 or SOIL 422	Soil and Environmental Physics or Environmental Soil Chemistry	3
GEOG 424 or NRS 472 or REM 475	Hydrologic Applications of GIS and Remote Sensing or Remote Sensing of the Environment or Remote Sensing Application with Unmanned Aerial Systems (UAS)	3
Emphasis Area Elective, Major Elective Course		3
Emphasis Area Elective, Major Elective Course		3
Hours		14
Spring Term 4		
REM 429	Landscape Ecology	3
SOIL 425	Microbial Ecology	3
WLF 448 or FOR 448	Fish and Wildlife Population Ecology or Course FOR 448 Not Found	4
Emphasis Area Elective, Major Elective Course		3
American Diversity Course		3
Hours		16
Total Hours		123

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

If Yes, can 100% of the curricular requirements of this program be completed via distance education?

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

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

Moscow

Where?

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.

After completing the B.S., Ecology and Ecosystem Science, students will be able to:

- 1) Explain basic population, community, ecosystem, and landscape ecology concepts, how these processes shape evolutionary processes, and regulate the distribution, abundance and diversity of organisms.
- 2) Evaluate how ecological process across all scales are affected by human activities.
- 3) Effectively use field and laboratory techniques commonly used in the field of ecology and ecosystem science.
- 4) Effectively use quantitative methods to analyze and understand ecological systems, including the interpretation of numeric and graphical data.
- 5) Synthesize information from the primary scientific literature and logically interpret the results of original research in the context of established ecological knowledge.
- 6) Effectively practice written and oral communication skills necessary to communicate research findings and interpretations to diverse audiences, including policy makers, scientists, stake holders and the general public.

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

Assessment will be measured directly through student performance on specific projects and exams associated with required coursework, including a new field-based capstone course called NR 421 Advanced Field Ecology. In addition to these direct assessment metrics, we will conduct an exit survey with all graduates as part of NR 421 Advanced Field Ecology. The survey will provide an opportunity for students enrolled in the program to assess how well they believe the program has prepared them for a career in ecology and ecosystem science.

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

Assessment findings will be shared with each instructor teaching a course that includes a direct assessment tool (e.g., project, exam). Findings will also be shared with College of Natural Resources faculty as part of annual Department retreats held each August before the Fall Semester. Findings will be used to assess if the learning objectives are being met, and if not, courses and the program will be modified as needed.

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

Direct assessment measures include:

- 1) Explain basic ecological concepts – performance on final exams associated with five principal courses that address ecology at different scales, including NR 325, NR 325, REM 429, WLF 448, and FOR 448.
- 2) Human-environment interactions – reflective paper on current issues in ecology and ecosystem science as part of NR 201 Current Issues in Ecology Seminar and final project associated with NR 421 Advanced Field Ecology.
- 3) Field and laboratory techniques – final project associated with NR 421 Advanced Field Ecology.
- 4) Effectively use quantitative methods – final project associated with NR 421 Advanced Field Ecology.
- 5) Synthesize and interpret ecological data – final project associated with NR 421 Advanced Field Ecology.
- 6) Effectively communicate – final project and oral presentation associated with NR 421 Advanced Field Ecology.

Indirect measures include:

- 1) Exit survey of graduates as part of capstone course with NR 421 Advanced Field Ecology.

When will assessment activities occur and at what frequency?

Assessment activities will occur annually, associated with each class will occur when scheduled in either the fall or spring semesters. The graduating student surveys will be completed each spring at the end of NR 421 Advanced Field Ecology.

Student Learning Outcomes

Have learning outcomes changed?

Learning Objectives

After completing the B.S., Ecology and Ecosystem Science, students will be able to:

- 1) Explain basic population, community, ecosystem, and landscape ecology concepts, how these processes shape evolutionary processes, and regulate the distribution, abundance and diversity of organisms.

- 2) Evaluate how ecological process across all scales are affected by human activities.
- 3) Effectively use field and laboratory techniques commonly used in the field of ecology and ecosystem science.
- 4) Effectively use quantitative methods to analyze and understand ecological systems, including the interpretation of numeric and graphical data.
- 5) Synthesize information from the primary scientific literature and logically interpret the results of original research in the context of established ecological knowledge.
- 6) Effectively practice written and oral communication skills necessary to communicate research findings and interpretations to diverse audiences, including policy makers, scientists, stake holders and the general public.

Rationale for the proposed change. Include an explanation of how the department will manage the added workload, if any.

Currently at the University of Idaho, the fields of ecology and ecosystem science are integrated with conservation biology in the BS., Ecology and Conservation Biology (ECB) in the College of Natural Resources (CNR). Following numerous meetings with prospective students and parents interested in the University of Idaho and ecology as a field of study, it has become apparent that the linkage of ecology and conservation biology in a single degree is negatively impacting student recruitment. Consequently, CNR faculty with backgrounds in ecology from across all three academic departments have joined together to propose a new undergraduate degree in Ecology and Ecosystem Science to meet this demand. Concurrently, we are proposing to drop the Natural Resource Ecology emphasis area in the ECB degree and renaming ECB "Conservation Biology." We expect to see sustained enrollment growth in both degrees through this separation and making each degree more visible to prospective students and parents.

As the majority of the proposed degree utilizes the extensive ecologically focused courses offerings in CNR, it is anticipated that the cost of creating the new Ecology and Ecosystem Science degree will be minimal. Additionally, the new courses to support the degree (NR 201, NR 322, NR 323, and NR 421) will be co-taught by faculty from across CNR, ensuring the interdisciplinary nature of the degree and distributing the costs of course delivery and advising.

Supporting Documents

Ecology and Ecosystem Science Curriculum Map.docx

Requires TECC Review

No

Department Voting Results

College Voting Results

Reviewer Comments

Eva Strand (evas) (Wed, 29 Sep 2021 21:06:44 GMT): Rollback: Consider dropping ENVS 476 from one of the bins since ENVS 475 is required for that course.

Charles Goebel (cgoebel) (Mon, 04 Oct 2021 23:32:50 GMT): Dropped ENVS 476 from the Aquatic Ecology Emphasis Area and added Class C SBOE forms.

Rebecca Frost (rfrost) (Fri, 29 Oct 2021 22:48:19 GMT): Added degree maps as provided by department. Had to adjust some courses due to SBOE and VP standards as well as adjust for pre-requisite sequencing.

Key: 463

Choose Proposals to Bundle

Select any proposals you would like to bundle together for approval. Only proposals you have saved are available to bundle.

Bundle Title:

Course:

Proposal A

Program:

Proposal B

Submit Cancel

B.S. Ecology and Ecosystem Science Curriculum Map

A. Aquatic Ecology Emphasis Area

Fall Semester First Year

BIOL 114	Organisms and Environment	4
ENGL 101	Writing and Rhetoric I	3
MATH 160 OR MATH 170	Survey of Calculus OR Analytic Geometry and Calculus	4
NR 101	Introduction to Natural Resources	2
COMM 101	Oral Communication	2

Spring Semester First Year

BIOL 115/115L	Cells and the Evolution of Life	4
CHEM 101/101L OR CHEM 111/111L	Introduction to Chemistry and Lab OR Principles of Chemistry and Lab	4
ENGL 102	Writing and Rhetoric II	3
PHYS 100/100L OR PHYS 111/111L	Fundamental of Physics OR General Physics I and Lab	4

Fall Semester Second Year

CHEM 275 OR CHEM 277	Carbon Compounds OR Organic Chemistry I	4
NR 201	Current Issues in Ecology Seminar	1
NRS 235	Society and Natural Resources	3
STAT 251	Statistical Methods	3

Spring Semester Second Year

BIOL 213	Principles of Biological Structure and Function	4
FOR 221/WLF 220	Principles of Ecology	3
ECON 202 OR ECON 272	Principles of Microeconomics OR Foundations of Economic Analysis	3-4

Fall Semester Third Year

NR 325	Community Ecology	3
BIOL 310 OR	Genetics OR	3
GENE 314 OR	General Genetics OR	
BIOL 421	Advanced Evolution/Population Dynamics	
ENGL 317	Technical Writing	3
XXX	Emphasis Area Elective	3

Spring Semester Third Year

FOR 375	Introduction to Spatial Analysis for Natural Resource Management	3
NR 326	Ecosystem Ecology	3
NRS 383	Natural Resource and Ecosystem Service Economics	3
XXX	Organismal Biology Elective	4

Fall Semester Fourth Year

NR 421	Advanced Field Ecology	2
FISH 415	Limnology	4
XXX	Emphasis Area Elective	3
XXX	Emphasis Area Elective	3

Spring Semester Fourth Year

REM 429	Landscape Ecology	3
WLF 448 OR	Fish and Wildlife Population Ecology OR	4
FOR 448*	Plant Population Ecology	
FISH 430	Riparian and River Ecology	3
SOIL 452	Environmental Water Quality	3

B.S. Ecology and Ecosystem Science Curriculum Map

B. Terrestrial Ecology Emphasis Area

Fall Semester First Year

BIOL 114	Organisms and Environment	4
ENGL 101	Writing and Rhetoric I	3
MATH 160 OR MATH 170	Survey of Calculus OR Analytic Geometry and Calculus	4
NR 101	Introduction to Natural Resources	2
COMM 101	Oral Communication	2

Spring Semester First Year

BIOL 115/115L	Cells and the Evolution of Life	4
CHEM 101/101L OR CHEM 111/111L	Introduction to Chemistry and Lab OR Principles of Chemistry and Lab	4
ENGL 102	Writing and Rhetoric II	3
PHYS 100/100L OR PHYS 111/111L	Fundamental of Physics OR General Physics I and Lab	4

Fall Semester Second Year

CHEM 275 OR CHEM 277	Carbon Compounds OR Organic Chemistry I	4
NR 201	Current Issues in Ecology Seminar	1
NRS 235	Society and Natural Resources	3
STAT 251	Statistical Methods	3
FOR 220 OR REM 459	Forest Biology and Dendrology OR Rangeland Ecology	3

Spring Semester Second Year

BIOL 213	Principles of Biological Structure and Function	4
FOR 221/WLF 220	Principles of Ecology	3
ECON 202 OR ECON 272	Principles of Microeconomics OR Foundations of Economic Analysis	3-4
SOIL 205	The Soil Ecosystem	3
SOIL 206	The Soil Ecosystem Lab	1

Fall Semester Third Year

NR 325	Community Ecology	3
BIOL 310 OR	Genetics OR	3
GENE 314 OR	General Genetics OR	
BIOL 421	Advanced Evolution/Population Dynamics	
ENGL 317	Technical Writing	3
WLF 314	Ecology of Terrestrial Vertebrates	3

Spring Semester Third Year

FOR 375	Introduction to Spatial Analysis for Natural Resource Management	3
NR 326	Ecosystem Ecology	3
NRS 383	Natural Resource and Ecosystem Service Economics	3
XXX	Emphasis Area Elective	3

Fall Semester Fourth Year

NR 421	Advanced Field Ecology	2
FOR 326	Fire Ecology	3
WLF 411	Wildland Habitat Ecology and Assessment	2
XXX	Tools and Technology Elective	3

Spring Semester Fourth Year

REM 429	Landscape Ecology	3
WLF 448 OR	Fish and Wildlife Population Ecology OR	4
FOR 448*	Plant Population Ecology	
XXX	Emphasis Area Elective	3
XXX	Emphasis Area Elective	3

B.S. Ecology and Ecosystem Science Curriculum Map

C. Ecosystem Science Emphasis Area

Fall Semester First Year

BIOL 114	Organisms and Environment	4
ENGL 101	Writing and Rhetoric I	3
MATH 160 OR MATH 170	Survey of Calculus OR Analytic Geometry and Calculus	4
NR 101	Introduction to Natural Resources	2
COMM 101	Oral Communication	2

Spring Semester First Year

BIOL 115/115L	Cells and the Evolution of Life	4
CHEM 101/101L OR CHEM 111/111L	Introduction to Chemistry and Lab OR Principles of Chemistry and Lab	4
ENGL 102	Writing and Rhetoric II	3
PHYS 100/100L OR PHYS 111/111L	Fundamental of Physics OR General Physics I and Lab	4

Fall Semester Second Year

CHEM 112	General Chemistry 2	3
CHEM 112L	General Chemistry Lab 2	2
NR 201	Current Issues in Ecology Seminar	1
NRS 235	Society and Natural Resources	3
STAT 251	Statistical Methods	3

Spring Semester Second Year

BIOL 213	Principles of Biological Structure and Function	4
CHEM 275 OR CHEM 277	Carbon Compounds OR Organic Chemistry I	4
FOR 221/WLF 220	Principles of Ecology	3
ECON 202 OR ECON 272	Principles of Microeconomics OR Foundations of Economic Analysis	3-4

Fall Semester Third Year

SOIL 205	The Soil Ecosystem	3
SOIL 206	The Soil Ecosystem Lab	1
NR 325	Community Ecology	3
BIOL 310 OR	Genetics OR	3
GENE 314 OR	General Genetics OR	
BIOL 421	Advanced Evolution/Population Dynamics	
ENGL 317	Technical Writing	3

Spring Semester Third Year

FOR 375	Introduction to Spatial Analysis for Natural Resource Management	3
NR 326	Ecosystem Ecology	3
NRS 383	Natural Resource and Ecosystem Service Economics	3
FOR 330	Terrestrial Ecosystem Ecology	4

Fall Semester Fourth Year

NR 421	Advanced Field Ecology	2
SOIL 415 OR	Soil and Environmental Physics OR	3
SOIL 422	Environmental Soil Chemistry	
XXX	Remote Sensing Tools and Technology Elective	3
XXX	Emphasis Area Elective	3
XXX	Emphasis Area Elective	3

Spring Semester Fourth Year

REM 429	Landscape Ecology	3
WLF 448 OR	Fish and Wildlife Population Ecology OR	4
FOR 448*	Plant Population Ecology	
SOIL 425	Microbial Ecology	3
XXX	Emphasis Area Elective	3



University
of Idaho

FALL 2021 FINANCE UPDATE

PRESENTATION OUTLINE



- Financial statement results from FY17 to FY21
- SBOE reserve requirement (5%)
- Current year enrollment trends
- FY22 initial tuition revenue analysis
- Sustainable financial model

FY17/FY18 FINANCIAL STATEMENTS



NET POSITION		
Net investment in capital assets	243,910,315	241,966,964
Restricted for:		
Nonexpendable	-	-
Expendable	35,790,253	39,604,882
Unrestricted	<u>16,017,834</u>	<u>69,951,936</u>
 Total Net Position	 <u>295,718,402</u>	 <u>351,523,782</u>
 TOTAL LIABILITIES AND NET POSITION	 <u><u>\$ 588,984,603</u></u>	 <u><u>\$ 611,100,860</u></u>

INCREASE (DECREASE) IN NET POSTION	(21,065,830)	6,258,413
NET POSITION - Beginning of year (Previously reported)	351,523,782	361,551,297
Cumulative effect of correction of error and implementation of GASBS 74 and 75	<u>(34,739,550)</u>	<u>(16,285,928)</u>
NET POSITION - Beginning of year (Restated)	<u>316,784,232</u>	<u>345,265,369</u>
NET POSITION - End of year	<u><u>\$ 295,718,402</u></u>	<u><u>\$ 351,523,782</u></u>

FY18/FY19 FINANCIAL STATEMENTS



NET POSITION		
Net investment in capital assets	251,956,088	243,910,315
Restricted for:		
Nonexpendable	-	-
Expendable	38,281,066	35,790,253
Unrestricted	<u>(13,852,237)</u>	<u>16,017,834</u>
TOTAL NET POSITION	<u>276,384,917</u>	<u>295,718,402</u>
TOTAL LIABILITIES, DEFERRED INFLOWS OF RESOURCES AND NET POSITION	<u>\$ 577,165,488</u>	<u>\$ 591,557,949</u>
INCREASE (DECREASE) IN NET POSTION		
	(19,333,485)	(21,065,830)
NET POSITION - Beginning of year (Previously reported)	295,718,402	351,523,782
Cumulative effect of implementation of GASB 75	<u>-</u>	<u>(34,739,550)</u>
NET POSITION - Beginning of year (Restated)	<u>295,718,402</u>	<u>316,784,232</u>
NET POSITION - End of year	<u>\$ 276,384,917</u>	<u>\$ 295,718,402</u>

FY19/FY20 FINANCIAL STATEMENTS



NET POSITION

Net investment in capital assets	258,246,064	251,956,088
Restricted for:		
Nonexpendable	-	-
Expendable	28,752,979	38,281,066
Unrestricted	<u>(9,713,003)</u>	<u>(13,852,237)</u>
TOTAL NET POSITION	<u>277,286,040</u>	<u>276,384,917</u>
TOTAL LIABILITIES, DEFERRED INFLOWS OF RESOURCES AND NET POSITION	<u>\$ 601,059,564</u>	<u>\$ 577,165,488</u>

INCREASE (DECREASE) IN NET POSITION	901,123	(19,333,485)
NET POSITION - Beginning of year	<u>276,384,917</u>	<u>295,718,402</u>
NET POSITION - End of year	<u>\$ 277,286,040</u>	<u>\$ 276,384,917</u>

FY20/FY21 FINANCIAL STATEMENTS



NET POSITION

Net investment in capital assets	281,875,922	258,246,064
Restricted for:		
Nonexpendable	—	—
Expendable	20,191,474	28,752,979
Unrestricted	(1,939,022)	(9,713,003)
TOTAL NET POSITION	<u>300,128,374</u>	<u>277,286,040</u>
TOTAL LIABILITIES, DEFERRED INFLOWS OF RESOURCES AND NET POSITION	<u>\$ 822,828,262</u>	<u>\$ 601,059,564</u>

INCREASE (DECREASE) IN NET POSITION	22,842,334	901,123
NET POSITION - Beginning of year	<u>277,286,040</u>	<u>276,384,917</u>
NET POSITION - End of year	<u>\$ 300,128,374</u>	<u>\$ 277,286,040</u>

SBOE RESERVE REQUIREMENT (5%)

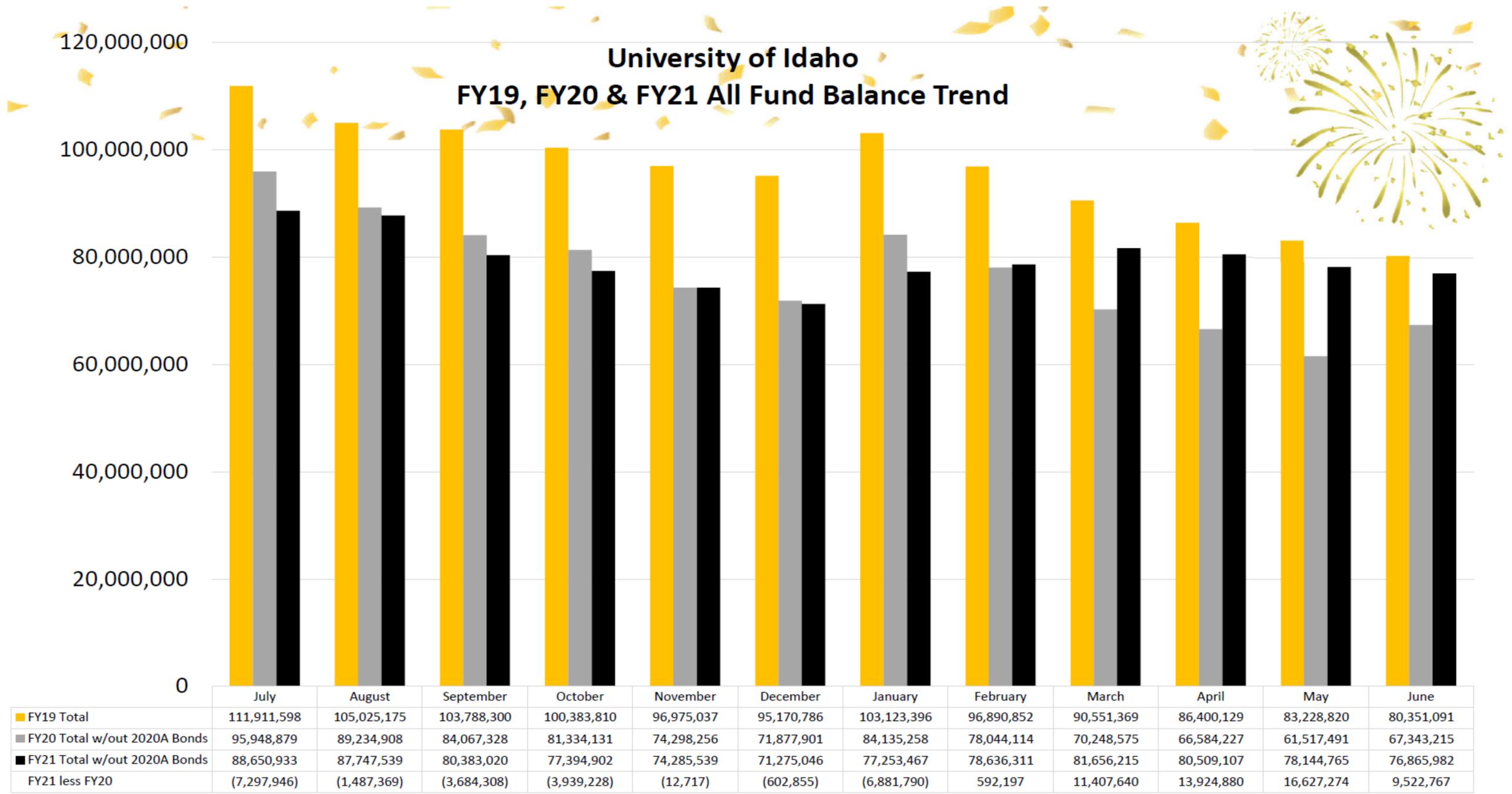


	FY21	FY20	Goal	Diff
1 Net Position:				
2 Invested in capital assets, net of related debt	\$ 281,875,922	\$ 258,246,064		
3 Restricted, expendable	20,191,474	28,752,979		
4 Unrestricted	(1,939,022)	(9,713,003)		
5 Total Net Position	\$ 300,128,374	\$ 277,286,040		
6 Unrestricted Net Position:	\$ (1,939,022)	\$ (9,713,003)	\$ 32,485,945	\$ (34,424,967)
7 Obligated (Note A)				
- Debt Service Obligations	\$ 11,948,415	\$ 14,448,703		
- Capital Project and Equipment Fund Obligations	1,127,514	5,870,496		
Total Obligated Funds	\$ 13,075,929	\$ 20,319,199	\$ 13,075,929	
9 Unrestricted Available (Note C)	\$ (15,014,951)	\$ (30,032,202)	\$ 19,410,016	
10 Operating expenses	\$ 388,200,328	\$ 415,809,563		
11 Ratio of Unrestricted Funds Available to operating expenses	-3.9%	-7.2%	5.0%	
12 5% of operating expenses (minimum available reserve target)	\$ 19,410,016	\$ 20,790,478		
13 Two months operating expenses	\$ 64,700,055	\$ 69,301,594		
14 Ratio of Unrestricted Funds Available to two months of operating expenses	-23%	-43%		
15 Number of days expenses covered by Unrestricted Funds Available	0	0		

CURRENT YEAR ENROLLMENT TRENDS

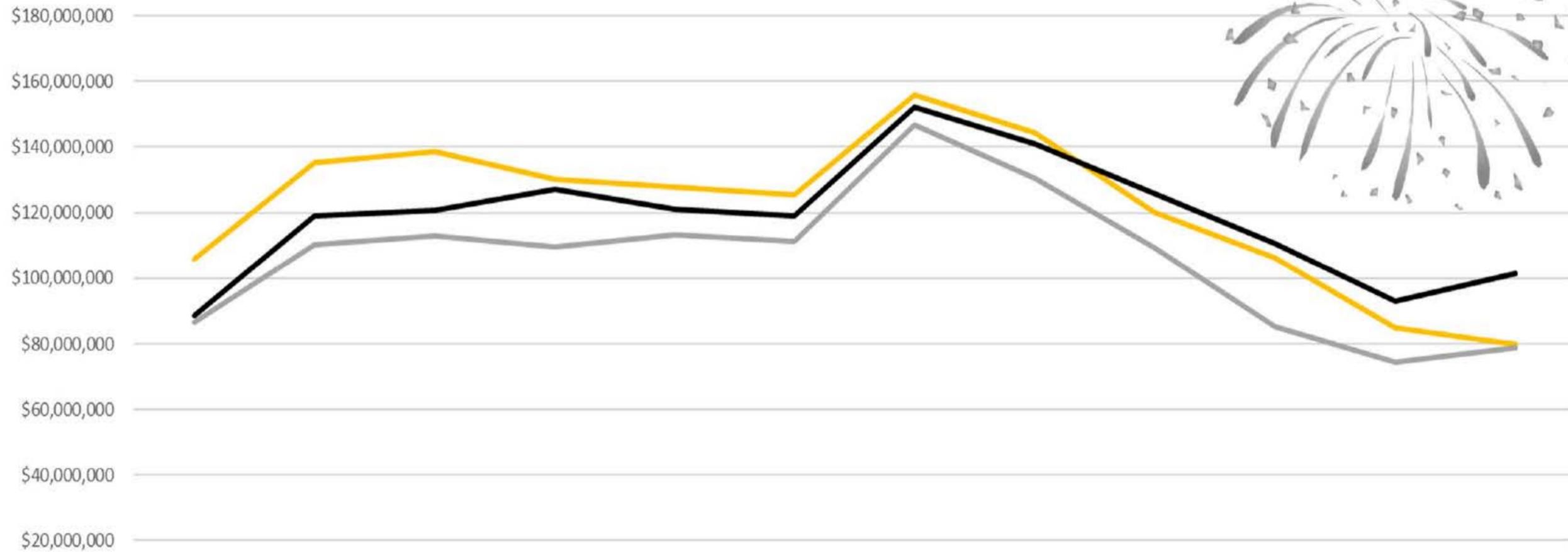


- First Time Freshmen number is up 16% over last year
- Transfer student enrollment is up 12%
- We are experiencing our largest incoming undergraduate class since 2016
- Our graduate incoming class is also up 14% over last year
- Our continuing student number was down 1% and we believe that is directly related to the pandemic
- Idaho residents are up 2% over last year
- International students are up 11%
- Domestic non-resident students are up 21%
- WUE students are up 15% (total WUE enrollment is up from 189 students in 2015 to 1,417 students today)
- Official enrollment will be set on October 15
- Dual Credit last year was 1400 students and we have already exceeded that mark
- Expect our total enrollment will exceed 11,200 for this fall
- Applications and admissions for the spring semester are also up significantly at this point



Ending Cash By Month

Excluding 2020A bond funds



\$-	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
FY2019	105,752,100	135,203,714	138,661,485	130,315,526	127,970,643	125,488,060	155,938,472	144,327,712	119,942,741	106,349,565	84,940,699	79,943,671
FY2020	86,636,100	110,152,211	112,908,211	109,712,621	113,249,942	111,190,420	146,678,090	130,539,891	109,385,008	85,069,529	74,362,991	78,872,414
FY2021	88,598,296	119,053,074	120,808,262	127,204,540	121,097,250	119,035,213	152,046,394	140,978,267	125,918,312	110,730,651	92,904,783	101,580,191



Employment Snapshot - 5 Years

As of Date	Head Count	FTE	Salary	\$/FTE	% Increase
7/9/2017	2417	2381.036	\$144,055,388.90	\$60,501.14	0.00
7/9/2018	2479	2442.244	\$156,897,298.28	\$64,243.09	6.18
7/9/2019	2511	2475.282	\$162,833,881.29	\$65,783.97	2.40
7/9/2020	2296	2265.174	\$148,639,578.67	\$65,619.50	-0.25
7/9/2021	2239	2208.97	\$150,450,631.97	\$68,108.95	3.79

SUSTAINABLE FINANCIAL MODEL



OVERVIEW

SFM WORKING GROUP PARTICIPANTS

Scott Green

President

Chandra Zenner Ford

President's Office Executive Sponsor

John Wiencek

Provost and EVP co-chair

Brian Foisy

VP Finance and Administration co-chair

Annette Elg

retired CFO Simplot

Sharon Allen

retired Chairman Deloitte

Craig Olson

retired CFO Albertsons

Todd Kilburn

CFO SBOE

Brad Ritts

AVP Research

Jerry Long

Dean College of Law

Terry Grieb

*Chair, Faculty Senate
College of Business and
Economics*

Patrick Hrdlicka

Chemistry Faculty

Brian Johnson

Engineering Faculty

Toni Broyles

President's Office

Cari Espenschade

Vice Chair Staff Council

Stephanie Fox

*Manager, Facilities and Operations
UI Boise*

Margarita Cardona

*Director Admin Services, College
of Agriculture and Life Sciences*

Jacob Lockhart

ASUI President

Alexis Murray

SArb President

Recorder: Patty Houle

retired staff

<https://www.uidaho.edu/president/university-working-groups>

WHITE PAPER



GUIDING PRINCIPLES

The SFM Working Group focused on the following general themes as guiding principles for making its recommendations.

- **Mission Alignment** - The model must help us achieve our land grant mission, support student success, and promote research and discovery.
- **Transparency** - The model, and its implementation, must be accessible to the entire University community.
- **Agility and Adaptability** - The model must allow university leadership to correct and guide, support continuous improvement, enable U of I to respond to the State's educational needs and provide training for in-demand jobs.
- **Incentive Based** - The model must promote efficiencies and encourage entrepreneurial and interdisciplinary ideas.

BUDGET MODELS CONSIDERED

The SFM Working Group considered the following budget models:

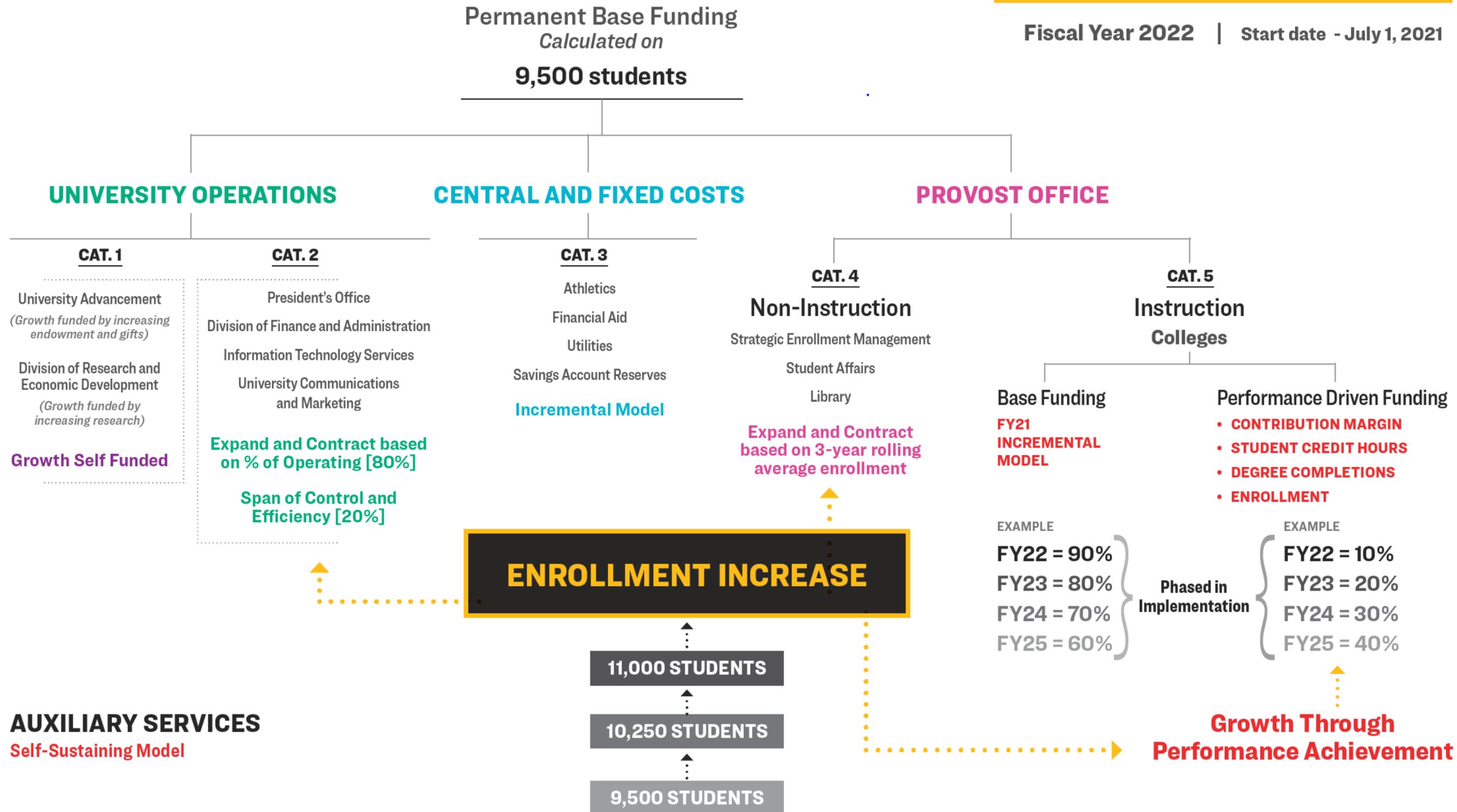
1. **Incremental** – Currently in use at the U of I with budget allocations based on the previous year's budget
2. **Activity-based** – Allocates funding based on specific activities and metrics
3. **Performance-based** – Awards funding based on performance, defined by outcomes and standards (e.g., student credit hours taught, degrees conferred, graduation rates)
4. **Responsibility Centered Management (RCM)** – Assigns decision-making authority to academic units to manage their own budgets, increases accountability, assigns all costs (like central services and facilities) to units and motivates revenue generation and expense reduction

GENERAL EDUCATION FUNDING ONLY



VANDAL HYBRID BUDGET MODEL

Fiscal Year 2022 | Start date - July 1, 2021



BUDGET STRUCTURE – CORE NEEDS



Current Funding Considerations ~ \$16.5 million annually:

I Rebuild Reserves - \$30 million over time

- Doesn't have to all come from Gen Ed

I Fund existing structural budget issues

I Invest in new or expanded student programming

I Build a pool for new strategic initiatives or investments

- One-time
- Ongoing

ENROLLMENT INCREASE



I \$16.5M in identified budgetary needs

I Enrollment increase of approximately 1,500-2,000 full-time students would fund needs

- Assumes across the board increases for all student types
- Assumes no change in overall student type mix
- Assumes no significant change in tuition



10 YEAR ENROLLMENT

BUDGET TO CONSERVATIVE ENROLLMENT

10-YEAR ENROLLMENT HISTORY / FALL 2020 ESTIMATE												
Source of historical data: Institutional Effectiveness and Accreditation Website												
	Fall Census Enrollment Tables					Fall Census Overview					LOWEST	
	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	
UI at Moscow	10,753	10,791	10,468	10,103	9,751	9,509	9,349	9,319	9,430	9,328	8,755	
UI at Boise	371	335	306	318	405	354	265	304	276	305	375	
UI at CDA	492	506	408	393	406	395	311	243	165	160	153	
UI at Idaho Falls	324	351	318	218	174	152	202	179	140	158	131	
UI at Twin Falls	42	51	54	46	39	38	34	30	25	22	8	
UI at High School												
UI Unduplicated Total w/o HS	11,982	12,034	11,554	11,078	10,775	10,448	10,161	10,075	10,036	9,973	9,422	
Resident	8,047	8,124	8,721	8,314	8,066	7,968	8,579	8,910	8,618	8,603	7,737	
Non-Resident/Foreign	4,024	3,945	3,695	3,520	3,468	3,404	3,201	3,162	3,223	3,323	3,054	
UI Unduplicated Total	12,071	12,069	12,416	11,834	11,534	11,372	11,780	12,072	11,841	11,926	10,791	

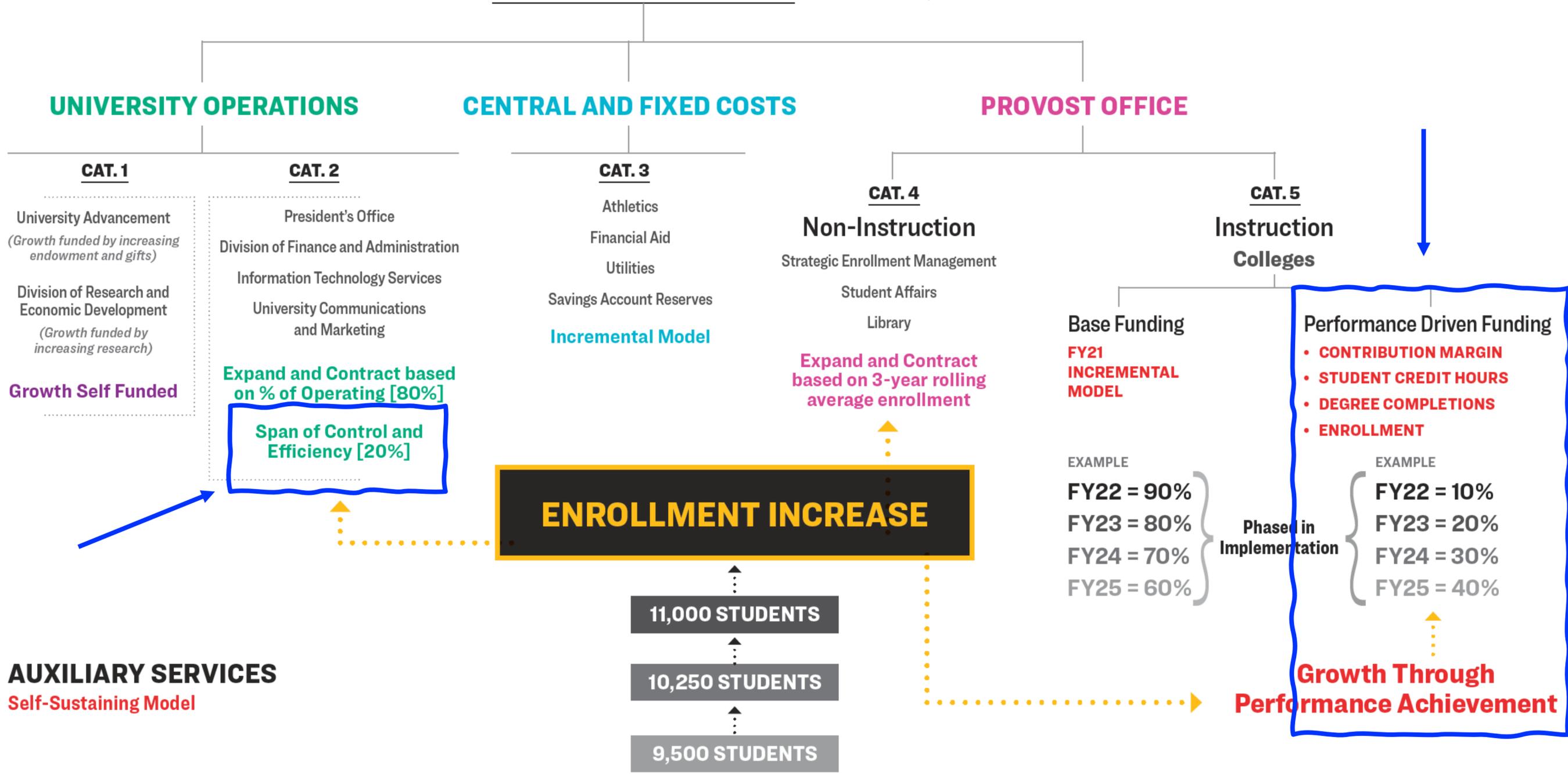
GENERAL EDUCATION FUNDING ONLY



VANDAL HYBRID BUDGET MODEL

Fiscal Year 2022 | Start date - July 1, 2021

Permanent Base Funding
Calculated on
9,500 students



CATEGORY 2 – UNIVERSITY OPERATIONS



I Category 2 Units – Core support operations (cost centers):

- President's Office
- Division of Finance & Administration
- Information Technology Services
- University Communications & Marketing
- Typical organizational goals for cost centers include:
 - Minimizing cost
 - Maximizing efficiency
- Metrics:
 - Span of control
 - Customer service
 - Efficiency of operation



CATEGORY 5 – ACADEMIC COLLEGES

ALLOCATION OF ACADEMIC COLLEGE FUNDING POOL

I Base Funding from Prior Year	90%
I Academic Affairs Strategic Pool*	2%
I Metric Driven Incentive Funding**	8%

*Academic Affairs Strategic Pool can be used to address structural issues, reward collaboration, recognize mission centrality, resolve emerging issues.

**When possible, any changes to original budget for Academic Colleges will go to the incentive funding allocation.

CATEGORY 5 – ACADEMIC COLLEGES

METRICS

I Contribution Margin

- Consider Net Tuition + F&A + G&A

I SCH Delivered (3-year average)

I UG Degree Completions (3-year average)

I GR Degree Completions (3-year average)

I UG Enrollment Trend

I GR Enrollment Trend

I Targets, metrics and weightings for FY22 will be finalized by July 1, 2021.

I Metrics and weightings will be the same for all the units in Category 5.

I Unit targets for each metric will have a fixed incentive amount.

I FY23 budgets will reflect the relative percentage of targets achieved.

SAMPLE ACADEMIC MODEL



Sustainable Financial Model
Academic College Metric Modeling
DRAFT REVISED 3.4.2021

		FY20 and FY21 financial data		3 year average FY19, 20, 21		3 year average FY19, 20, 21		Change in Enrollment		3 year average FY19, 20, 21		Change in Enrollment Fall 2018 to Fall 2021				Academic Affairs Strategic			
Metric		Contribution Margin*		SCH Delivered		UG Degree Completions		UG Enrollment Trend		GR Degree Completions		GR Enrollment Trend		8%	90%	2%			
Weighting		% of target	15%	% of target	30%	% of target	25%	% of target	15%	% of target	10%	% of target	5%			550,000			
College	FY21 Gen Ed Budget		330,000		660,000		550,000		330,000		220,000		110,000	% of FY21 Gen Ed Budget based on Metric Allocation	% Allocation of FY21 Gen Ed Budget	Academic Affairs pool funding	FY23 New Budget Allocation	Final % increase/ (decrease) from original budget	Final \$ increase/ (decrease) from original budget
A	3,500,000	100%	42,000	95%	79,800	100%	70,000	0%	-	100%	28,000	100%	14,000	233,800	3,150,000	130,000	3,513,800	0.39%	13,800
B	8,000,000	25%	24,000	100%	192,000	100%	160,000	100%	96,000	100%	64,000	30%	9,600	545,600	7,200,000	150,000	7,895,600	-1.31%	(104,400)
C	10,000,000	100%	120,000	97%	232,800	95%	190,000	50%	60,000	95%	76,000	100%	40,000	718,800	9,000,000	250,000	9,968,800	-0.31%	(31,200)
D	6,000,000	80%	57,600	95%	136,800	100%	120,000	100%	72,000	100%	48,000	100%	24,000	458,400	5,400,000	250,000	6,108,400	1.81%	108,400
Total	27,500,000		243,600		641,400		540,000		228,000		216,000		87,600	1,956,600	24,750,000	780,000	27,486,600	-0.05%	(13,400)
														Total Incentive Available	2,200,000	Savings Retained			
														Undistributed Incentive	243,400	13,400			

*The weighting for contribution margin will change when the other incentive metrics are changed, so the total remains 100%

University of Idaho

POLICY COVER SHEET

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

Faculty/Staff Handbook [FSH] Addition Revision* Deletion* Emergency
 Minor Amendment
Chapter & Title: _____

Administrative Procedures Manual [APM] Addition Revision* Deletion* Emergency
 Minor Amendment
Chapter & Title: APM50.16 Criminal Background Check Procedures

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: 885-3008 brandit@uidaho.edu

Policy Sponsor: (If different than originator.) _____

Telephone & Email: 885-7590 brianfoisy@uidaho.edu

Reviewed by General Counsel Yes No Name & Date: Kim Rytter on March 8, 2021

- 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.
 Revising evaluation ratings to align more with Faculty ratings and create consistency. Old language and incorrect information was removed.

- 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.
 APM50.21 as well as the Evaluation form and instructions which are not in policy, but included for information.

- 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)

50.16 - Criminal Background Check Procedures

Updated: ~~February 20, 2018~~ January 2022

A. General. Criminal background checks confirm an individual's fitness relative to the requirements of their employment or volunteer service at the University of Idaho (UI).

UI requires criminal background checks for all non-student positions, graduate student appointees, postdoctoral scholars, and temporary help positions (T1, T4, etc.). UI ~~also~~ requires criminal background checks for student positions (ST/SF/SI), interns, and volunteers only if the work will involve contact with minors or the hiring authority determines the work to be security-sensitive. This list is not intended to be exhaustive. Questions on background check requirements should be directed to Human Resources (HR). *[rev. 3-18]*

The requirements of this procedure also apply to existing employees being considered for changes in position, transfers, and promotions. However, if an existing employee has a previous background check on file with UI, and that background check is applicable to the change in position, transfer, or promotion, a new background check will not be required. A background check is not required for general faculty promotions in rank pursuant to FSH ~~3560-3500~~ where the faculty promotion does not involve an internal or external search. *[rev. 11-12, 12-14, 3-18]*

Non-compliance with this procedure will be communicated to the Office of General Counsel and the appropriate vice president.

B. Procedures for Criminal Background Checks. The UI will conduct criminal background checks on the recommended candidate(s) for all positions listed in Section A. Hiring authorities must request criminal background checks for student positions (ST/SF/SI), interns, and volunteers if the work will involve contact with minors or the hiring authority determines the work to be security-sensitive. Security-sensitive work may involve access to restricted facilities, resources, finances, data, confidential information, or research, ~~as determined by the hiring authority~~. *[rev. 3-18]*

B-1. Required Notification of Criminal Background Checks. All advertisements, notices, and postings for positions listed in Section A must state: "This position is subject to the successful completion of a criminal background check." No candidate for a position listed in Section A shall commence employment until a satisfactory criminal background check has been received by HR. Any offers associated with these positions must be made contingent on a satisfactory criminal background check. *[rev. 3-18]*

For student (ST/SF/SI), intern, and volunteer positions for which a search was not necessary or was waived, the hiring authority will provide the candidate or ~~volunteer~~ with written notice of the criminal background check requirement prior to offering the position. The candidate or ~~volunteer~~ can only be offered the position contingent on a satisfactory

criminal background check. The candidate ~~or~~ volunteer must not begin work or begin the new responsibilities until a satisfactory criminal background check has been received by HR. *[add. 10-07, ed. 11-12, rev. 3-18]*

B-2. Required Authorization for Criminal Background Check. If a search runs through the UI online recruitment system, the criminal background check is initiated during the hiring proposal process. For hires outside the online recruitment system, the hiring unit must submit a Department Request for Criminal Background Check via the on-line request for background check. The request shall include the following information: candidate name and email address, position title/action number, budget number, and unit. The candidate will receive an email to initiate the background check. The candidate must submit the required personal information at a secure website and electronically sign the Disclosure and Authorization forms. The candidate will then receive a summary of rights under the Fair Credit Reporting Act (FCRA), and the background check will begin. The third-party consumer reporting agency will provide the background check results to HR. HR will review the background check results to determine whether the candidate meets the criteria for the position. HR will notify the hiring authority of the results of the background check. Costs associated with criminal background checks will be charged to the hiring unit. *[rev. 11-12, 12-14, 3-18]*

B-3. Contingent Offer of Employment. If circumstances require that a job offer be made prior to the completion of the background check, the hiring unit must use the approved contingent offer letter template found on the HR website, which includes the following language: “This offer is contingent upon the completion of a satisfactory criminal background investigation and other pre-employment requirements.” Although a contingent offer may be made, the employee may not begin work in any capacity, including attending orientations for the unit or University, without a completed satisfactory background investigation and other pre-employment paperwork. *[rev. 3-18]*

B-4. Prior Criminal Background Check Qualifies. If a candidate is being rehired or reappointed into the same position, has previously met the background check requirement for that position, and the break in service is less than one year, the background check requirement may be waived at the discretion of the senior HR executive or designee. *[rev. 10-07, 11-12, 3-18]*

B-5. Day Care Centers Must Comply with I.C. § 39-1105. ~~This procedure does not apply to e~~Employees or volunteers at day care centers who have direct contact with children. ~~These individuals~~ are subject to the criminal history check procedures set forth in I.C. § 39-1105, which are conducted by the day care centers in conjunction with the appropriate state agencies. The procedures set forth in this APM 50.16 do not apply these individuals. *[ed. 3-18]*

B-6. UI College of Agricultural and Life Sciences Unique Requirements.

a. Non-4-H Volunteers. The University’s College of Agricultural and Life Sciences (CALs) has implemented additional criminal background check procedures for

volunteers who have significant contact with minors. Students and volunteers of CALS may be subject to additional screening requirements pursuant to those procedures. [rev. 10-07, 3-18 ed. 11-12]

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~~b. 4-H Volunteers. This procedure does not apply to v~~Volunteers through the 4-H programs who have direct contact with children. ~~These individuals~~ are subject to the criminal history check procedures set forth in the 4-H Policies and Procedures.

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B-7. J-1 Scholars and Exceptions. J-1 scholars are visiting temporary workers here by invitation to perform specialized work. The Department of Homeland Security performs background checks on all J-1 scholars. Therefore, these temporary workers are exempt from the requirements of this procedure. ~~The s~~Senior HR executive, or designee, may provide exemptions for other employees in similar situations. [add. 3-18]

~~B-8. Successful Applicants as a result of a recruitment~~Recruited through an Authorized Search Firm. When an authorized search firm is used to recruit for key leadership roles, where the services provided includes a background check that is no less comprehensive than that conducted by the UI, the senior HR executive, or designee may approve the use of the search firm background check for purposes of employment in that position. All background checks are to be sent to HR and not provided to search committees, etc., to maintain consistency in process.

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C. Procedures for Criminal Background Checks for Security Purposes. If the senior HR executive, or designee, has reasonable grounds to believe that an employee or volunteer represents an immediate threat to the safety and security of the UI community, HR may conduct a criminal background check through the Idaho State Police or other appropriate agency. The written authorization of the employee to conduct this check will be obtained in most cases. However, in certain circumstances, it may not be possible or feasible to obtain written authorization. In those cases, a limited background check may be performed through the Idaho State Police or other appropriate agency. Any information obtained through this process will be used solely for the purpose of maintaining the safety and security of the UI community and will be shared strictly on a "need to know" basis. [ed. 11-12, rev. 3-18]

D. Results of Criminal Background Checks.

~~D-1. Applicants New to UI. If the criminal background check identifies convictions,~~ with the exception of D-34 below, determinations of fitness for employment will be made by Human Resources, in consultation with appropriate hiring authority ~~when applicable,~~ based on the nature and details of the conviction, date of the conviction, how the crime relates to the job in question, evidence of rehabilitation, and other relevant factors. [rev. 3-18]

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~~D-2. Current Employees. When a current employee with convictions is considered for~~ changes in position, transfers, or promotions, the senior HR executive or designee, in

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consultation with the appropriate hiring authority, will determine whether to exclude the candidate. [rev. 3-18]

If, pursuant to this procedure, a criminal background check is conducted on a current employee and an event is uncovered that was not previously considered, UI may initiate personnel action against the employee. In these cases, the senior HR executive, or designee, in consultation with the Risk Management Officer and other applicable personnel, will determine what action, if any, should be taken. The senior HR executive or designee may ask the employee for a written explanation of the offense(s). [rev. 11-12, 3-18]

D-31. Disqualifying Employment Convictions. A record of any of the following convictions will generally result in automatic exclusion of the candidate or termination of a current employee: [rev. 3-18]

- i) Conviction of any crime against a child or vulnerable adult (including but not limited to child abuse, abandonment, neglect, and statutory rape);
- ii) Conviction of any crime of violence;
- iii) Conviction of any crime of a sexual nature, including but not limited to lewd conduct, sexual battery, sexual exploitation, rape, and statutory rape;
- iv) Conviction of any crime involving unlawful use or possession of a weapon or firearm. [ed. 11-12]

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D-42. "Conviction" Defined. For purposes of this procedure, the term "conviction" will be interpreted broadly and will include pleas of no contest, deferred adjudications, and similar dispositions. If a criminal history report indicates pending criminal charges that, if a conviction resulted, would result in exclusion from employment, the candidate will be excluded from employment until final disposition of the charges. [ed. 3-18]

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E. Communication of Results and Employee Rights

E-1. Consumer Reporting Agency. Procedures when the report has been provided by a consumer reporting agency (e.g., Verified Credentials) shall be as follows:- [ed. 12-14, 3-18]

- i) If a determination has been made that a candidate should be excluded, or that adverse action should be taken against a current employee, based on an unsatisfactory criminal background check, HR shall, prior to taking any adverse action against the individual, provide a Pre-Adverse Action Disclosure that (1) notifies the individual in writing of the unsatisfactory result, (2) provides the candidate or employee with a copy of the report, and (3) provides the candidate or employee with a written description of his or her rights under the Fair Credit Reporting Act.

ii) After the adverse action has been taken, HR will provide the candidate with an Adverse Action Notice, which includes (1) the name, address, and phone number of the consumer reporting agency that supplied the report, (2) a statement that the consumer reporting agency that supplied the report did not make the decision regarding the adverse action and cannot provide the reasons for the adverse action, and (3) a notice of the individual's right to dispute the accuracy or completeness of any information the agency has furnished, and his or her right to an additional free consumer report from the agency upon request within 60 days.

iii) A candidate or employee who has received an initial unsatisfactory result and who has sought correction of his or her report under the Fair Credit Reporting Act is not eligible for a listed position until the senior HR executive or designee has confirmed the correction and determined that the result is satisfactory. The UI has no obligation to hold a position open to allow a candidate or employee to correct his or her report. *[ed. 11-12, 3-18]*

E-2. Government Reporting Agency. Procedures when the report has been provided by a governmental agency (e.g., Idaho State Police) *shall be as follows:-*

↳ If a decision has been made to exclude a candidate, or initiate action against a current employee, based on an unsatisfactory background check, HR shall (1) notify the individual in writing of the unsatisfactory result, and (2) provide the candidate or employee with a copy of the report.

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F. Record Keeping. Criminal history information collected under this procedure shall be kept electronically with the third-party vendor or in accordance with record retention requirements (see [APM Chapter 65](#)). The information will be used solely for the purpose of maintaining the safety and security of the UI community and will be disclosed only as permitted or required by law. *[rev. 10-07, 11-12, 3-18]*

2021 – 2022 Faculty Senate **Approved at Mtg 16 12.07.21**
Meeting # 15

Tuesday, November 30, 2021, 3:30 pm – 5:00 pm
Zoom only

Present: Ahmadzadeh, Becker, Bridges, Castillo, Chapman, Dahlquist, Fairley, Gauthier, Hickman, Torrey Lawrence (w/o vote), Lee-Painter, McIntosh, Meeuf (Chair), Mittelstaedt, Ogborn, Paul, Quinnett, Rashad, Rinker, Roberson, Rose, Sammarruca (w/o vote), Schiele, R. Smith, A. Smith (Vice Chair), Schwarzlaender, Tenuto, Thorne, Wargo

Absent Hoffman (excused)

Guests/Presenters: Sean Quinlan, Annette Folwell, Suzi Ball, Jim Nagler, Bob Tripepi, Tara MacDonald

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

Approval of Minutes (vote):

- Minutes of the 2021-22 Meeting #14 – Attach. #1.
The minutes of the 2021-22 Meeting #14 were approved as distributed.

Chair's Report:

- A friendly reminder that the next University Faculty Meeting is next Wednesday, December 8 at 2:30 p.m. This meeting will be held via Zoom. Please let your constituents know about the meeting so we can have a quorum and vote on the many important proposals we have vetted here at Senate this semester.
- Faculty and staff will soon receive a link to the annual preference survey administered by the Committee on Committees so they can place new members on University-level committees. Please encourage your constituents to complete the survey, with the caveat that completion of the survey indicates a commitment to serve on the committee you are assigned. By filling out the survey, you are signing up for committee service, and the Committee on Committees will do its best to assign you to a committee based on your preferences. If you have questions, please refer them to Committee on Committees Chair Alistair Smith.
There were no questions for the Chair.

Provost's Report:

- COVID update: The numbers look good. Currently we have no students in quarantine or isolation. We will reevaluate the mask mandate next week.
- Tests are available. The new location, more convenient for the season, is by the Student Recreation Center, just follow the drive-through loop.
- There was a follow-up discussion to an earlier question about enforcing mask wearing at athletic events. Masks are required to enter and are provided to people who don't have one. We have had challenges with getting sufficient event staff—we get approximately 50% of the number we request. The police cannot enforce the mandate because it's not a law. We are doing the best we can, but it's hard to monitor a crowd and even more complicated when people are allowed to remove their mask to eat or drink. Please send any suggestions you may have.

- Nominations are open for the Faculty and Staff Excellence Awards through January 28, 2022.
- Commencement is on Saturday, December 11, at 12:30. We hope to see many people there.
- Confidential feedback on supervisors is being collected, see today's memo from Vice Provost Kelly-Riley. This year we are doing it earlier than what we have usually done, to provide the feedback to supervisors earlier.
- Moving to Canvas: CETL is working with the faculty to ensure a smooth transition. A majority of faculty have moved or are moving their courses. A number of resources are available through CETL, online or otherwise. So far, feedback on Canvas has been generally positive.

Discussion:

There was a question about whether the Catholic Church on campus is on university property and thus should follow the mask mandate. Provost Lawrence responded that the church is not on university property and is not subject to our mandate, although he will double check.

Follow-up on the previous question about enforcing mask wearing at athletic events: Chair Meeuf suggested the possibility of establishing a designated area where people can remove the mask for consuming food and drinks. The Provost added that our event staff is willing to reseat people who may feel uncomfortable.

Chair Meeuf inquired about mandatory COVID vaccines for federal employees and entities that hold federal contracts. Apparently, Boise State is enforcing the mandate. Where does U of I stand with regard to that issue? The Provost said that, in his interpretation, Boise State is actually not enforcing a mandate – their message indicated that if the lawsuit does not hold, they will move forward with the mandate. As for U of I, there is a hearing this Friday regarding the lawsuit. There could be a decision at that time, or at a later date. We are on hold. Updates will follow.

A Senator commented on how well we have done this semester as an institution. The Provost appreciated the comment – hopefully, we will continue on this path for the next couple of weeks.

Committee Reports:

- UCC Vandal Gateway Program – Torrey Lawrence, Sean Quinlan, Annette Folwell, Suzi Ball, Attach. #2
The Vandal Gateway Program (VGP) provides students with a cohort-based academic support program during the first two semesters of a student's college career involving high impact mentoring, coaching, and advising services. The mission of the Vandal Gateway Program is to provide support services to ensure student success in their college career. The proposed admission standards will have to change for the second and third year if the university standards do. Students who do not want to participate in the Vandal Gateway Program may appeal for regular admission through the Admissions Committee.

Discussion:

Questions addressed the timeline planned for evaluating the program during the three years – to which Provost Lawrence responded that annual reviews are planned, probably in early fall – and whether transfer students are VGP-eligible – only first-year students are. There was a brief exchange on whether Senate should consider a resolution in support of allocating some funds from the Capital Campaign to help VGP students. Annette Folwell would like to see *Go Idaho!* scholarships go to VGP students who are doing well.

Vote: 20/23 in favor; 3/23 against. Motion passes.

- UCC 185 Medical Sciences (BS) – Jim Nagler, Attach. #3

This proposal only adds a chemistry class, CHEM 472, as an option under the nine credits of Biomedical Sciences.

Discussion:

A very brief discussion followed, with Jim Nagler clarifying that it came to their attention that such a class could be useful.

Vote: 24/24 in favor; 0/24 against.

- UCC 219 Exercise, Sport & Health Sciences (BS) – Dave Paul, Attach. #4
We have updated our curriculum to meet accreditation requirements as well as the varying interests and needs of our students. Many of our students go to graduate school, each school having different requirements. The changes we propose do not change the overall requirements of the degree. Instead, they allow flexibility for students to choose electives and courses that best meet their needs, and aid in retention and timely graduation by allowing menu options within the different emphasis areas in which courses are offered every semester and students can choose the option that best meets their needs. It will also aid transfer students in timely graduation. The emphasis name change from Pre-Physical Therapy Emphasis to Pre-Physical Therapy and Allied Health Emphasis better represents the program and captures what our degree prepares our students to do. We are also removing the GPA requirement because we believe the University GPA requirement of 2.0 to graduate is sufficient for our program. The faculty do not believe the 2.3 GPA requirement is necessary to be successful in our program. Additionally, the requirement for a GPA of 2.3 or better to enroll in 300 level or higher coursework is very difficult to monitor and enforce, particularly with almost 300 UG students. Vote: 25/25 in favor; 0/25 against. Motion passes.

- UCC 75 Crop Management (BSPLSC) – Bob Tripepi, Attach. #6
The recent academic program prioritization (APP) recommended to cut one of the Plant Sciences majors. The faculty decided that the Crop Management major was the one that could most easily be incorporated in the Crop Science major. Thus, the Crop Management major will be discontinued and the students in that program will be advised to move to the Crop Science major.

Discussion:

There was some discussion on whether the Crop Science major contains sufficient components of crop management. Bob Tripepi noted that this is the best decision they could make, having to drop a major following the APP outcome. In response to another question, he clarified that no courses are being dropped – all courses are taught in other majors.

Vote: 24/26 in favor; 2/26 against. Motion passes.

- UCC 97 English (BA) – Tara MacDonald Attach. #5
This proposal is to match curriculum needs with the reality of fewer faculty. Currently, there are five emphases for the BA in English, and students must pick one. With the proposed revisions, students can earn a BA in English with a concentration. Vote: 27/27 in favor; 0/27 against. Motion passes.

Other Announcements and Communications:

- FSH 3340 Performance Evaluation of Staff members (vote) – Brandi Terwilliger, Attach. #7
The purpose is to revise evaluation ratings to better align with faculty ratings and thus create more consistency. The main change is the introduction of two ratings, similar to what is done in faculty evaluations. They are: “meets or exceeds expectations” and “needs improvement.” Also, outdated language and incorrect information have been removed.

Discussion

There were some questions concerning the meaning of the performance levels. Brandi Terwilliger clarified that the employee receives a cumulative rating for all of their responsibility areas. It could happen, though, that an employee does, overall, meet expectations, but needs improvement in a particular function. It is for the supervisor to determine whether that function is (or is not) a priority for the job, which would then guide the overall rating. In the narrative part of the evaluation, supervisors can point out the areas where they would like to see growth or improvement and those areas where people have exceeded expectations. It is important to train supervisors to give an accurate reflection of the work and highlight areas as appropriate. Too many ratings tend to make the process more subjective. Brandi Terwilliger and her team look forward to seeing how the new system works. They expect it to be more efficient and productive.

As for the implementation timeline, the target is January 1, 2022. However, it seems unlikely that 2021 evaluations will be done under revised FSH 3340, which has to go through due process.

The policy revisions have been discussed at Staff Council last year, and some of these changes were recommended by the Council.

The conversation continued, more generally, on evaluations and the two-option system. In particular, a Senator noted that the promotion forms do offer more categories, which seems to be inconsistent with the annual evaluations. Provost Lawrence addressed this question: the current forms do not have the old scale, but changing procedures or forms can be a long process. The best one can do is remind people that the applicable rules can be different depending on the year.

Lastly, a Senator suggested that a similar “two-level” system could be used for teaching evaluations. Vice Chair Smith is on the taskforce currently working on a proposal to revise the teaching evaluation system and will take the suggestion to the committee.

Vote: 23/23 in favor; 0/23 against.

- *APM 50.21 Documenting and Addressing Unsatisfactory Performance of Classified Staff – Attach. #8
Informational item.

New Business:

Chair Meeuf asked whether senators wanted to bring up any new business. Senators raised the following issues:

- Should we be recording abstentions? Someone may wish to abstain for a particular reason. The Secretary cited from the relevant policy: “...*abstentions are not recorded in the minutes unless a member requests that his or her abstention be recorded.*” (FSH 1580 Article V Section 11)
- What is the status of the search for the Vice Provost of Academic Initiatives? The position is advertised (<https://uidaho.peopleadmin.com/postings/33931>). The search committee is not yet complete. Interested faculty members are welcome to reach out.
- Could the Provost provide some information on the budget, specifically new revenue from increased enrollment? The Provost will be able to provide definite figures in about two weeks.

Adjournment:

The agenda being completed, Vice Chair Smith adjourned the meeting at 4:37 pm.

Respectfully Submitted,

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

University of Idaho
2021 – 2022 Faculty Senate Agenda

Meeting # 15

Tuesday, November 30, 2021, at 3:30 pm
Zoom Only

- I. Call to Order
- II. Approval of Minutes (Vote)
 - Minutes of the 2021-22 Faculty Senate Meeting #14 (November 16, 2021) **Attach. #1**
- III. Consent Agenda (Vote)
- IV. Chair’s Report
- V. Provost’s Report
- VI. Committee Reports (Vote)
 - UCC: Vandal Gateway Program; Sean Quinlan, Annette Folwell, Suzi Ball, **Attach. #2**
 - UCC: 185: Medical Sciences (BS); Jim Nagler, **Attach. #3**
 - UCC: 219: Exercise, Sport & Health Sciences (BS); Dave Paul, **Attach. #4**
 - UCC: 75: Crop Management (BSPLSC); Bob Tripepi, **Attach. #5**
 - UCC: 97: English (BA); Tara MacDonald, **Attach. #6**
- VII. Other Announcements and Communications
 - FSH 3340 Performance Evaluation of Staff members (vote); Brandi Terwilliger, **Attach. #7**
 - *APM 50.21 Documenting and Addressing Unsatisfactory Performance of Classified Staff; **Attach. #8**
- VIII. Special Orders
- IX. New Business
- X. Adjournment

Attachments:

- **Attach. #1:** Mtg #14 Minutes
- **Attach. #2:** VGP
- **Attach. #3:** UCC 185
- **Attach. #4:** UCC 219
- **Attach. #5:** UCC 75
- **Attach. #6:** UCC 97
- **Attach. #7:** FSH 3340
- **Attach. #8:** APM 50.21

* Changes to the Administrative Procedures Manual (APM): Please forward any questions or comments directly to both the policy coordinator at ui-policy@uidaho.edu and to the policy originator (listed on the cover sheet) within five working days of the senate meeting at which the APM item is presented.

2021 – 2022 Faculty Senate – Pending Approval

Meeting # 14

Tuesday, November 16, 2021, 3:30 pm – 5:00 pm

Zoom only

Present: Ahmadzadeh, Bridges, Castillo, Chapman, Dahlquist, Fairley, Gauthier, Hickman, Torrey Lawrence (w/o vote), Lee-Painter, McIntosh, Meeuf (Chair), Mittelstaedt, Paul, Quinnett, Rashad, Rinker, Roberson, Rose, Sammarruca (w/o vote), Schiele, R. Smith, A. Smith (Vice Chair), Schwarzlaender, Tenuto, Thorne, Wargo

Absent: Becker, Hoffman, Ogborn

Guests/Presenters: Lisette Waits, Charles Goebel

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

Approval of Minutes (vote):

- Minutes of the 2021-22 Meeting #13 – Attach. #1.
The minutes of the 2021-22 Meeting #13 were approved as distributed.

Chair's Report:

- Hopefully everyone has been receiving communications about our upcoming transition to Canvas. We'll invite some folks from CETL to Senate after the break to provide reminders and suggestions about the transition, but please remember that you will need to migrate course content from BbLearn into Canvas before the start of the Spring term to avoid losing course content. Please make sure your constituents are aware of that.
- New ASUI representative at Senate: Ivan Castillo, replacing Savannah Stroebel. Welcome, Ivan!
- Nominations are currently being accepted for the Dr. Arthur Maxwell Taylor Excellence in Diversity Award, an award that comes with \$4,000 annually to a faculty and staff member. Deadline for submissions is Saturday, Jan. 29. Submit nominations to [MyKel Johnson](#).
- The annual Vandals v. Bengals Food Fight is now collecting non-perishable foods to be donated to food pantries on campus and to the Idaho Food Bank. There are donation receptacles outside of the Bruce M. Pitman Center and the Department of Student Involvement, ISUB third floor; University of Idaho Coeur d'Alene; VandalStore Boise; the Idaho Water Center and, on Friday, Nov. 19, the VandalStore pop-up shop at University Place in Idaho Falls; and the Vandal Tailgate from 10 a.m. to 1 p.m. Mountain time Saturday, Nov. 20, at Bonneville Park across from Holt Arena.
- Tickets are on sale for the Department of Theatre Art's annual production of Charles Dickens' *A Christmas Carol*, starring our very own Senator David-Lee Painter as Scrooge. You can purchase advance tickets online: <https://govandals.eventue.net/cgi-bin/ncommerce3/SEGetEventList?groupCode=ART&linkID=twidaho&shopperContext=&caller=appList&appCode=>

- Senate will not meet next week, Tuesday November 23.
There were no questions for the Chair.

Provost's Report:

- COVID update: We continue to have low numbers. Currently we have a few students in supported quarantine and none in isolation. The number of students who have submitted their vaccination card is over 4,400.
- Update about mandatory COVID vaccine for federal employees and entities that hold federal contracts: We are taking no action right now. See most recent presidential memo for details.
- Nominations will soon be called for the Faculty and Staff Excellence Awards.
- Update on "Great Colleges to Work for" survey. It's been a bigger project than anticipated. All is set up on the webpage, and a university memo will go out tomorrow. College and division information will be out by the end of the week.
- As we approach Thanksgiving time, the provost took the opportunity to thank everybody for all the good work during the semester.
-

Discussion:

A Senator had two questions to forward from his constituents. The first was about mask mandate enforcement at sports events. As can be seen in the Argonaut of 11/11/2021, very few people are wearing a mask. Why "bother" to mandate masks in the classroom when the policy is not enforced at large sports events? The second one was: while we are on hold with regard to the vaccine federal mandate, are we taking steps to prepare for the event that we do need to enforce vaccination? To the first question, Provost Lawrence responded that mask wearing is being enforced as people come into the stadium. Part of the problem may be that getting enough event staff at games has been challenging. He will look in more depth into the question and get back with more information. Concerning the second question, preliminary work has been done and we are ready to move forward if needed, as much as we can be with the information we have at this time.

There was a request for clarification about the potential cost exposure of \$22M in non-grant federal expenditures mentioned in the latest presidential memo. Are federal grants also at risk? Provost Torrey replied that there are many questions about what is impacted by the mandates. The mandate covering federal contracts would have the largest impact on U of I, as well as on the other universities across the state. Federal grants (different than federal contracts) are not part of this mandate.

In response to a question, Provost Lawrence said that additional furlough is not being discussed at all.

Committee Reports:

- Faculty and Staff Policy Group – FSH 3790 Affinity Groups. Rochelle Smith, Attach. #2
Senator Rochelle Smith, chair of the Faculty and Staff Policy Group (FSPG) and co-chair of the Black Faculty and Staff Association, provided some background on the proposed policy. She thanked those who helped with the initiative, with a special recognition of Barb Kirchmeier for the time and effort she invested in the project. The goal is to make a path for affinity based groups of faculty and staff to have some official university recognition. The U of I traditionally doesn't have much in the way of affinity based groups – Athena is the only one. Senator Smith has been in contact with other U of I faculty and some from southern Idaho, who are also interested in a formal path to establish affinity groups. She thanked President Green for his

support. The policy will have positive impact on faculty and staff recruitment and retention, and also on those who are already here.

Discussion:

A lively conversation developed around the nature of affinity groups that should be recognized.

Chair Meeuf invited Policy Coordinator Diane Whitney to help answer some of those questions. Diane Whitney explained that the position of General Counsel was to specifically exclude groups that promote or advocate any religious or political position. In fact, the original draft of the policy in section **B. Groups not recognized** had a provision excluding recognition of those groups and, after extensive discussion, the decision was made to delete that provision. In reviewing the policy prior to the Senate meeting, Diane Whitney noticed that a corresponding clause in section **C** had been overlooked. Therefore, when voting, Senators should keep in mind that the very last clause in section **C** “...*except that the university does not recognize any affinity groups that promote or advocate any religious or political position*” should be deleted, as it was intended to be.

The next topic brought up for discussion was the decision-making process. As the policy is written, it is for the Faculty and Staff Policy Group to determine what types of groups are outside of the policy purview and not in alignment with the university's mission – their decision does not come before Senate. Ultimately, the President has plenary power to make decisions for the university. Senators were also pointed to section **G**. for procedural aspects.

With regard to next steps, if approved at this meeting, the policy will be presented at the next University Faculty Meeting, December 8, for discussion and vote.

There were no more questions. Chair Meeuf asked Senators whether they were comfortable treating the oversight explained by Diane Whitney as a friendly amendment, considering that it was unintended, not an actual change to the policy. The amendment consists of removing the phrase at the end of Section **C** “... *except that the university does not recognize any affinity groups that promote our advocate any religious or political positions.*” Nothing needs to be added to replace the deleted sentence. Hearing no objections, Chair Meeuf moved to the vote on this item, recognizing acceptance of the friendly amendment described earlier.
Vote: 21/23 in favor; 2/23 against. Motion carries.

- UCC 114 Fisheries Science B.S, Name change, and emphasis additions – Lisette Waits, Attach. #3

The degree was previously called Fisheries Resources, from when the department was called Fish and Wildlife Resources. To provide students with additional options, they made the decision to add emphasis areas under the Fisheries Science degree, one in Conservation Law Enforcement and the other in Science and Management. The Science and Management curriculum is very similar to the current curriculum, whereas the Conservation Law Enforcement was redesigned to meet the needs of the state and other regions who hire conservation officers.

Discussion:

There was a request of clarification about prerequisites – has the department carefully checked prerequisites for the list of courses from which students can select? Lisette Waits confirmed that the department did address this potential problem.

Vote: 22/23 in favor; 1/23 against. Motion carries.

- UCC 363 Wildlife Sciences Minor, Name change, and course additions – Lisette Waits, Attach. #4.
This used to be the Wildlife Resources minor. They changed it to Wildlife Sciences minor and added some new wildlife courses – Wildlife 371 and 418.
There were no questions.
Vote: 22/22 in favor; 0/22 against. Motion carries.
- UCC 364 Wildlife Sciences B.S, Name change, and emphasis additions – Lisette Waits, Attach. #5
Postponed.
- UCC 84 Conservation Biology B.S. Ecology option discontinued – Lisette Waits, Attach. #6
Previously, this was called Ecology and Conservation Biology. There is a proposal for a new major in Ecology and Ecosystem Science, which will have multiple emphasis areas. Thus, they have chosen to remove the Ecology emphasis area from the Ecology and Conservation Biology major, which will just be a Conservation Biology major with no emphasis areas. The rationale is that Ecology and Conservation Biology are two different disciplines, and many ecology students didn't want the conservation biology title attached to their degree. Also, they expect that this change will help with recruiting at the college level.
There were no questions.
Vote: 22/22 in favor; 0/22 against. Motion carries.
- UCC 451 Forest Nursery Management and Technology, A.A.S. – Charles Goebel, Attach. #7
Charles Goebel gave some context on the next three items (UCC 451, 456, 458). Since a long time, the department has received requests and comments from stakeholders across the state about doing more for workforce development. After extensive search and discussion, they concluded that the Applied Associate of Science is the way to go. The goal is to help train workforce quickly in some specific areas of need, thus fulfilling our mission as a land grant institution. This initiative will help the department connect to rural communities. No other institution in the state has the facility or expertise to deliver the proposed program. Per State Board rules, 15 credits of general education are required. They kept each of the three A.A.S. at 60 credits. The first one is a Forest Nursery Management and Technology Associate of Applied Science. With this, they will train a workforce that can go out immediately to serve the forest nursery industry and possibly develop some entrepreneurial skills for developing their own nurseries and creating an employment base in rural communities across the state.
Discussion:
The discussion first focused on associate degrees vs. certificates, in particular whether the proposed A.A.S. might become certificates should the proposal not clear the State Board. Alternative options are still to be determined, but the goal is to keep maximum flexibility. There will be challenges with state policies, but these three exciting proposals are the right path (Provost Lawrence).

Some more discussion followed about the nature of the A.A.S., and the fact that sixty credits amount to more than a certificate. On the other hand, U of I and Boise State are not allowed to award associate degrees, so they are requesting a waiver (Goebel, Lawrence). If they had to fall back on the certificate alternative, they would consider a 45 to 50 credit certificate (Goebel). There is no maximum limit on the number of credits for certificates. Sixty credits would be a

very robust certificate, but there's nothing in policy prohibiting that, so it's a backup option (Lawrence).

The discussion moved to the target population for these A.A.S. and the best way to recruit from that population. There are students coming out of high school who may have no interest in a four-year degree but would come to the University of Idaho if there was a two-year degree option. The nursery and the forest operations would be most suitable for those students. Also, there is a large number of individuals potentially interested in wildland fuel and fire technology, which will be delivered 90% online. This will provide the flexibility for a national reach and help individuals who may be moving through their wildland firefighting career into a fuels technology and fire technology position that could potentially transfer into a B.S. program. But the ultimate goal is to help train the workforce (Goebel). Concerning recruiting, they will reach out to small rural high schools around the state and offer teacher workshops over the summer. The department has tight connections with the national wildfire coordinating group as well as fire crews across the country and many nonprofits (Goebel).

Addressing one more question, Charles Goebel said that, based on conversations with stakeholders, they expect strong support and help with recruiting and potentially scholarship funds for the A.A.S. students.

Vote: 22/23 in favor; 1/23 against. Motion carries.

- UCC 456 Wildland Fuel and Fire Technology, A.A.S. – Charles Goebel, Attach. #8
No specific questions on this item.
Vote: 23/23 in favor; 0/23 against. Motion carries.
- UCC 458 Forest Operations and Technology, A.A.S. – Charles Goebel, Attach. #9
No specific questions on this item.

Before moving on to the last item, Chair Meeuf went briefly back to the A.A.S. and the possibility of moving to a certificate, which would imply lowering the number of credits. Both the Provost and Charles Goebel agreed that it's a discussion worth having. However, U of I is uniquely positioned to deliver the proposed program, which is in high demand, and will work with their partners to pursue it.

Vote: 23/23 in favor; 0/23 against. Motion carries.

- UCC 463 Ecology and Ecosystem Science, B.S. – Charles Goebel, Attach. #10
Currently at the University of Idaho, the fields of ecology and ecosystem science are integrated with conservation biology in the BS., Ecology and Conservation Biology (ECB) in the College of Natural Resources (CNR). Following numerous meetings with prospective students and parents interested in the University of Idaho and ecology as a field of study, it has become apparent that joining ecology and conservation biology in a single degree is negatively impacting student recruitment. Consequently, CNR faculty with backgrounds in ecology from across all three academic departments have proposed a new undergraduate degree in Ecology and Ecosystem Science to meet this demand. Concurrently, we are proposing to drop the Natural Resource Ecology emphasis area in the ECB degree and to rename ECB "Conservation Biology." We expect to see sustained enrollment growth in both degrees through this separation and making each degree more visible to prospective students and parents.
There were no questions.

Vote: 22/22 in favor; 0/22 against. Motion carries.

Other Announcements and Communications:

- University Budget Update (Brian Foisy) Attach. #11
This item was postponed to a future meeting to allow more time for the budget conversation with Vice President Foisy.
- *APM 50.16 Criminal Background Check Procedures Attach. #12
Informational item.

New Business:

Chair Meeuf asked whether senators wanted to bring up any new business. There was none.

Adjournment:

The agenda being completed, Chair Meeuf adjourned the meeting at 4:45 pm.

Respectfully Submitted,

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

Vandal Gateway Program

Proposal to UCC – Nov. 15, 2021

PROPOSED CATALOG ADDITION

Section 4: STUDENT SERVICES › ACADEMICS AND ADVISING

<https://catalog.uidaho.edu/student-services/academics-advising/>

Vandal Gateway Program

Administration Building, Room 112, 208-885-6426, vandalgateway@uidaho.edu,
<https://www.uidaho.edu/class/academics/undergraduate/gateway>

The Vandal Gateway Program provides students with a cohort-based academic support program during the first two semesters of a student's college career involving high impact mentoring, coaching, and advising services. The mission of the Vandal Gateway Program is to provide support services to ensure student success in their college career.

PROPOSED ADMISSIONS LANGUAGE

Note: UI is current using admissions standards that resulted from an Emergency Policy due to SAT/ACT testing challenges from COVID-19. These changes are in effect through the 2022-23 academic year and did not change the catalog, but are listed at the Admissions webpage below:

<https://www.uidaho.edu/admissions/apply/first-year/admission-requirements/gpa-and-test-scores>

The following addition is proposed for a three-year pilot program (Fall 2022 – Spring 2025); however, the VGP admissions standard for years 2 and 3 may need to be modified if university admissions standards change.

New first-year students entering in Fall 2022 who have a cumulative unweighted GPA that is below the current minimum admissions requirement by 0.30 or less will be offered direct admission into the Vandal Gateway Program. Students who do not want to participate in the Vandal Gateway Program may appeal for regular admission through the Admissions Committee.

Note: information about the Admissions Committee appeal process may be found here:

<https://www.uidaho.edu/admissions/apply/first-year/admission-requirements/admissions-committee>

185: MEDICAL SCIENCES (BS)

Export to PDF Export to Word

In Workflow

1. 006 Chair (jamesn@uidaho.edu)
2. 19 Curriculum Committee Chair (markn@uidaho.edu)
3. 19 Dean (gingercarney@uidaho.edu)
4. Provost's Office (panttaja@uidaho.edu; kudas@uidaho.edu; mstout@uidaho.edu; jvalkovic@uidaho.edu)
5. Curriculum Review (sstubbs@uidaho.edu)
6. Degree Audit Review (rfrost@uidaho.edu)
7. Registrar's Office (none)
8. Ready for UCC (disable)
9. UCC (none)
10. Faculty Senate Chair (mstout@uidaho.edu; jvalkovic@uidaho.edu)
11. UFM (mstout@uidaho.edu; jvalkovic@uidaho.edu)
12. President's Office (brendah@uidaho.edu; mstout@uidaho.edu; jvalkovic@uidaho.edu)
13. State Approval (mstout@uidaho.edu; jvalkovic@uidaho.edu; lindalundgren@uidaho.edu)
14. NWCCU (sara@uidaho.edu; mstout@uidaho.edu)
15. Steve Stubbs (sstubbs@uidaho.edu)

Approval Path

1. Fri, 08 Oct 2021 22:44:38 GMT
Steve Stubbs (sstubbs): Approved for 006 Chair
2. Fri, 08 Oct 2021 22:56:43 GMT
Mark Nielsen (markn): Approved for 19 Curriculum Committee Chair
3. Mon, 18 Oct 2021 20:58:36 GMT
Ginger Carney (gingercarney): Approved for 19 Dean
4. Tue, 19 Oct 2021 20:40:47 GMT
Dean Panttaja (panttaja): Approved for Provost's Office
5. Tue, 19 Oct 2021 21:24:21 GMT
Steve Stubbs (sstubbs): Approved for Curriculum Review
6. Wed, 27 Oct 2021 23:01:37 GMT
Rebecca Frost (rfrost): Approved for Degree Audit Review
7. Wed, 27 Oct 2021 23:16:15 GMT
Dwayne Hubbard (dhubbard): Approved for Registrar's Office
8. Tue, 02 Nov 2021 21:19:44 GMT
Steve Stubbs (sstubbs): Approved for Ready for UCC
9. Tue, 09 Nov 2021 17:54:36 GMT
Steve Stubbs (sstubbs): Approved for UCC

History

1. Apr 2, 2021 by Mark Nielsen (markn)
2. Jun 16, 2021 by Rebecca Frost (rfrost)
3. Oct 8, 2021 by Steve Stubbs (sstubbs)

Date Submitted: Fri, 08 Oct 2021 15:25:18 GMT

Viewing: 185 : Medical Sciences (BS)

Last approved: Fri, 08 Oct 2021 15:20:30 GMT

Last edit: Tue, 09 Nov 2021 17:54:21 GMT

Changes proposed by: Steve Stubbs

Final Catalog

2022-2023

What will be the last semester of the teach-out period?

What is the teach-out plan?

Rationale for Inactivation

%deletejustification.eshtml%

Attach State Form

Faculty Contact

Faculty Name	Faculty Email
Gina Tingley	gtingley@uidaho.edu

Change Type (Choose all that apply)

Change curriculum requirements

Description of Change

Add CHEM 472 as an option under the nine credits of Biomedical Sciences.

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

No

Academic Level

Undergraduate

College

Science

Department/Unit:

Biological Sciences

Effective Catalog Year

2022-2023

Program Title

Medical Sciences (BS)

Degree Type

Major

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

Program Credits

120

Attach Program Change

CIP Code

51.1099 - Clinical/Medical Laboratory Science and Allied Professions, Other.

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 this program lead to licensure in any state?

Will the program be a statewide responsibility?

Financial Information

What is the financial impact of the request?

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

Describe the financial impact

Curriculum:

To graduate in this program, students must earn a minimum grade of 'C' in BIOL 115 and BIOL 115L. Required course work includes the university requirements (see regulation J-3 (<https://catalog.uidaho.edu/general-requirements-academic-procedures/j-general-requirements-baccalaureate-degrees/>)) and:

Code	Title	Hours
BIOL 115 & 115L	Cells and the Evolution of Life and Cells and the Evolution of Life Laboratory	4
BIOL 204	Special Topics	1-16
BIOL 227	Anatomy and Physiology I	4
BIOL 228	Anatomy and Physiology II	4
BIOL 250 & BIOL 255	General Microbiology and General Microbiology Lab	5
BIOL 310 & BIOL 315	Genetics and Genetics Lab	4
BIOL 312 & BIOL 313	Molecular and Cellular Biology and Molecular and Cellular Laboratory	4
BIOL 380	Biochemistry I	4
CHEM 111 & 111L	General Chemistry I and General Chemistry I Laboratory	4
CHEM 112 & 112L	General Chemistry II and General Chemistry II Laboratory	5
CHEM 277 & CHEM 278	Organic Chemistry I and Organic Chemistry I: Lab	4
MATH 170	Calculus I	4
PHIL 103	Introduction to Ethics	3
PSYC 101	Introduction to Psychology	3
SOC 101	Introduction to Sociology	3
STAT 251 or STAT 301	Statistical Methods Probability and Statistics	3
Select one of the following Physics sequences:		8
PHYS 111 & 111L	General Physics I and General Physics I Lab	
PHYS 112 & 112L	General Physics II and General Physics II Lab	
OR		
PHYS 211 & 211L	Engineering Physics I and Laboratory Physics I	
PHYS 212 & 212L	Engineering Physics II and Laboratory Physics II	
Select 3 credits of Written Communication courses from the following:		3
ENGL 208	Personal & Exploratory Writing	
ENGL 317	Technical Writing	
ENGL 318	Science Writing	
Select one of the following Senior Capstone courses:		2
BIOL 401	Undergraduate Research (Max 8 credits)	
BIOL 407	Practicum in Biology Laboratory Teaching	
BIOL 408	Human Anatomy and Physiology Laboratory Pedagogy (Max 8 credits)	
BIOL 411	Senior Capstone	
Select one of the following:		3
ANTH/SOC 417	Social Data Analysis	
BIOL 456	Computer Skills for Biologists	
CHEM 302	Principles of Physical Chemistry	
MATH 437	Mathematical Biology	
STAT 431	Statistical Analysis	
Select 3 credits of Critical Thinking courses from the following:		3

ENGL 207	Persuasive Writing	
PHIL 201	Critical Thinking	
PHIL 202	Introduction to Symbolic Logic	
PHIL 417	Philosophy of Biology	
Select 2-3 credits of Leadership and Professional courses from the following:		2-3
BIOL 398	Internship	
INTR 492	College of Science Ambassadors (Max 8 credits)	
INTR 496	Pre-Health Peer Mentors (Max 4 credits)	
MHR 311	Introduction to Management	
PHIL 361	Professional Ethics (Max 6 credits)	
PSYC 414	Traumatic Events: Preparation, Intervention, Evaluation	
Select 6 credits of Psychology courses from the following:		6
PSYC 305	Developmental Psychology	
PSYC 311	Abnormal Psychology	
PSYC 325	Cognitive Psychology	
PSYC 372	Physiological Psychology	
PSYC 470	Introduction to Chemical Addictions	
PSYC 472	Introduction to the Pharmacology of Psychoactive Drugs	
Select 6 credits of Global and Cultural Competence courses from the following:		6
ANTH 327	Belief Systems	
COMM 335	Intercultural Communication	
FCS 411	Global Nutrition	
HIST 380	Disease and Culture: History of Western Medicine	
JAMM 340	Media and Diversity	
POLS 385	Political Psychology	
SOC 201	Introduction to Inequity and Justice	
SOC 340	Environmental Sociology and Globalization	
SOC 427	Racial and Ethnic Relations	
Select 9 credits of Biomedical Sciences courses from the following:		9
BIOL 314	Ecology and Population Biology	
BIOL 421	Advanced Evolution/Population Dynamics	
BIOL 428	Microscopic Anatomy	
BIOL 432	Immunology	
BIOL 433	Pathogenic Microbiology	
BIOL 444	Genomics	
BIOL 447	Virology	
BIOL 454	Biochemistry II	
BIOL 461	Neurobiology	
BIOL 474	Developmental Biology	
BIOL 482	Protein Structure and Function	
BIOL 487	Cellular and Molecular Basis of Disease	
CHEM 372	Organic Chemistry II	
CHEM 472	Medicinal Chemistry	
ENT 411	Veterinary & Medical Entomology	
ENT 476	Medical Parasitology	
FCS 361	Advanced Nutrition	
H&S 450	Critical Health Issues	
H&S 451	Psychosocial Determinants of Health	
PSYC 473	Blood and Airborne Pathogens: HIV/STDs/Hepatitis/TB	

Total Hours**101-117****Courses to total 120 credits for this degree**

Degree Maps:

Four-Year Plan

	Hours
Fall Term 1	
BIOL 151	Intro to Health Professions
1	
CHEM 111	General Chemistry I
3	
CHEM 111L	General Chemistry I Laboratory
1	
ENGL 101	Writing and Rhetoric I
3	
MATH 170	Calculus I
4	
PSYC 101	Introduction to Psychology
3	
Hours	
15	
Spring Term 1	
BIOL 115	Cells and the Evolution of Life
3	
BIOL 115L	Cells and the Evolution of Life Laboratory
1	
CHEM 112	General Chemistry II
3	
CHEM 112L	General Chemistry II Laboratory
2	
ENGL 102	Writing and Rhetoric II
3	
STAT 251 OR STAT 301	
3	
Hours	
15	
Fall Term 2	
BIOL 227	Anatomy and Physiology I
4	
CHEM 277	Organic Chemistry I
3	
CHEM 278	Organic Chemistry I: Lab
1	
BIOL 250	General Microbiology
3	
BIOL 255	General Microbiology Lab
2	
SOC 101	Introduction to Sociology
3	
Hours	
16	
Spring Term 2	
BIOL 228	Anatomy and Physiology II
4	
PHIL 103	Introduction to Ethics
3	
Oral Communication Course	
3	
ENGL 208 OR ENGL 317 OR ENGL 318	
3	
PSYC 305 OR PSYC 311 OR PSYC 325 OR PSYC 372 OR PSYC 470 OR PSYC 472	
3	
Hours	
16	
Fall Term 3	
BIOL 380	Biochemistry I
4	
BIOL 310	Genetics
3	
BIOL 315	Genetics Lab
1	
ENGL 207 OR PHIL 201 OR PHIL 202 OR PHIL 417	
3	
(PHYS 111 AND PHYS 111L) OR (PHYS 211 AND PHYS 211L)	
4	
Hours	
15	
Spring Term 3	
BIOL 312	Molecular and Cellular Biology
3	
BIOL 313	Molecular and Cellular Laboratory
1	
Elective Course	
1	
(PHYS 112 AND PHYS 112L) OR (PHYS 212 AND PHYS 212L)	
4	
ANTH 327 OR COMM 335 OR FCS 411 OR HIST 380 OR JAMM 340 OR PHIL 367 OR POLS 385 OR SOC 201 OR SOC 340	
3	
BIOL 398 OR INTR 492 OR INTR 496 OR MHR 311 OR PHIL 361 OR PSYC 414	
2	
Hours	
14	
Fall Term 4	
Humanistic and Artistic Ways of Knowing Course	
3	
BIOL 314 OR BIOL 324 OR BIOL 421 OR BIOL 428 OR BIOL 432 OR BIOL 433 OR BIOL 444 OR BIOL 447 OR BIOL 454 OR BIOL 461 OR BIOL 474 OR BIOL 482 OR BIOL 487 OR CHEM 372 OR ENT 411 OR ENT 476 OR FCS 361 OR H&S 450 OR H&S 451	
3	
BIOL 314 OR BIOL 324 OR BIOL 421 OR BIOL 428 OR BIOL 432 OR BIOL 433 OR BIOL 444 OR BIOL 447 OR BIOL 454 OR BIOL 461 OR BIOL 474 OR BIOL 482 OR BIOL 487 OR CHEM 372 OR ENT 411 OR ENT 476 OR FCS 361 OR H&S 450 OR H&S 451	
3	
ANTH 417 OR BIOL 456 OR CHEM 302 OR MATH 437 OR STAT 431	
3	
PSYC 305 OR PSYC 311 OR PSYC 325 OR PSYC 372 OR PSYC 470 OR PSYC 472	
3	
Hours	
15	
Spring Term 4	
International Course	
3	
Elective Course	
3	
BIOL 401 OR BIOL 407 OR BIOL 408 OR BIOL 411	
2	
BIOL 314 OR BIOL 324 OR BIOL 421 OR BIOL 428 OR BIOL 432 OR BIOL 433 OR BIOL 444 OR BIOL 447 OR BIOL 454 OR BIOL 461 OR BIOL 474 OR BIOL 482 OR BIOL 487 OR CHEM 372 OR CHEM 472 OR ENT 411 OR ENT 476 OR FCS 361 OR H&S 450 OR H&S 451	
3	
ANTH 327 OR COMM 335 OR FCS 411 OR HIST 380 OR JAMM 340 OR PHIL 367 OR POLS 385 OR SOC 201 OR SOC 340	
3	
Hours	
14	
Total Hours	
120	

Five-Year Plan

		Hours
Fall Term 1		
BIOL 151	Intro to Health Professions	1
MATH 143	College Algebra	3
ENGL 101	Writing and Rhetoric I	3
MATH 144	Analytic Trigonometry	1
PSYC 101	Introduction to Psychology	3
Oral Communication Course		2
Hours		13
Spring Term 1		
CHEM 111	General Chemistry I	3
CHEM 111L	General Chemistry I Laboratory	1
ENGL 102	Writing and Rhetoric II	3
MATH 170	Calculus I	4
1 credit Elective Course		1
Hours		12
Fall Term 2		
BIOL 115	Cells and the Evolution of Life	3
BIOL 115L	Cells and the Evolution of Life Laboratory	1
PHIL 103	Introduction to Ethics	3
CHEM 112	General Chemistry II	3
CHEM 112L	General Chemistry II Laboratory	2
Hours		12
Spring Term 2		
CHEM 277	Organic Chemistry I	3
CHEM 278	Organic Chemistry I: Lab	1
Elective Course		2
ENGL 208 OR ENGL 317 OR ENGL 318		3
STAT 251 OR STAT 301		3
Hours		12
Fall Term 3		
BIOL 227	Anatomy and Physiology I	4
BIOL 250	General Microbiology	3
BIOL 255	General Microbiology Lab	2
(PHYS 111 AND PHYS 111L) OR (PHYS 211 AND PHYS 211L)		4
Hours		13
Spring Term 3		
BIOL 228	Anatomy and Physiology II	4
Psychology, Major Elective Course		3
Critical Thinking, Major Elective Course		3
Humanistic and Artistic Ways of Knowing Course		3
Hours		13
Fall Term 4		
BIOL 380	Biochemistry I	4
BIOL 310	Genetics	3
BIOL 315	Genetics Lab	1
(PHYS 111 AND PHYS 111L) OR (PHYS 211 AND PHYS 211L)		4
Hours		12
Spring Term 4		
BIOL 312	Molecular and Cellular Biology	3
BIOL 313	Molecular and Cellular Laboratory	1
Global and Cultural Competence Elective, Major Elective Course		3
Leadership & Prof., 2- Major Elective Course		3
(PHYS 112 AND PHYS 112L) OR (PHYS 212 AND PHYS 212L)		4
Hours		14
Fall Term 5		
Biomedical, Major Elective Course		3
Biomedical, Major Elective Course		3
Analysis/Comp/Math Skills, Major Elective Course		3
Psychology, Major Elective Course		3
Hours		12
Spring Term 5		
Biomedical, Major Elective Course		3
Global and Cultural Competence Elective, Major Elective Course		3
International Course		3
1 credit Elective Course		1

BIOL 401 OR BIOL 405 OR BIOL 408 OR BIOL 411	2
Hours	12
Total Hours	125

The degree map is a guide for the timely completion of your curricular requirements. Your academic advisor or department may be contacted for assistance in interpreting this map. This map is not reflective of your academic history or transcript and it is not official notification of completion of degree or certificate requirements. Please contact the Registrar's Office regarding your official degree/certificate completion status.

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

If Yes, can 100% of the curricular requirements of this program be completed via distance education?

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

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

Coeur d'Alene
Moscow

Where?

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.

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

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

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

When will assessment activities occur and at what frequency?

Student Learning Outcomes

Have learning outcomes changed?

No

Learning Objectives

1. The student will be able to apply mathematical and chemical principles to solve biological problems with a focus on the molecular scale.
2. The student will be able to use different modes of thinking to examine concepts and issues related to the molecular and microbiological sciences, explore creative avenues, and solve complex problems.
3. The student will have a service-oriented commitment to advance and sustain local and global communities.

Rationale for the proposed change. Include an explanation of how the department will manage the added workload, if any.

Course satisfies the Biomedical Sciences content area.

Supporting Documents

Requires TECC Review

No

Department Voting Results

College Voting Results

Reviewer Comments

Key: 185

Choose Proposals to Bundle

Select any proposals you would like to bundle together for approval. Only proposals you have saved are available to bundle.

Bundle Title:

Course:

Proposal A

Program:

Proposal B

Submit Cancel

219: EXERCISE, SPORT AND HEALTH SCIENCES (BS)

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In Workflow

1. 105 Chair (dpaul@uidaho.edu)
2. 15 Curriculum Committee Chair (akitchel@uidaho.edu)
3. 15 Dean (pwscruggs@uidaho.edu)
4. Provost's Office (panttaja@uidaho.edu; kudas@uidaho.edu; mstout@uidaho.edu; jvalkovic@uidaho.edu)
5. Curriculum Review (sstubbs@uidaho.edu)
6. Degree Audit Review (rfrost@uidaho.edu)
7. Assessment (sara@uidaho.edu)
8. Registrar's Office (none)
9. Ready for UCC (disable)
10. UCC (none)
11. Faculty Senate Chair (mstout@uidaho.edu; jvalkovic@uidaho.edu)
12. UFM (mstout@uidaho.edu; jvalkovic@uidaho.edu)
13. President's Office (brendah@uidaho.edu; mstout@uidaho.edu; jvalkovic@uidaho.edu)
14. State Approval (mstout@uidaho.edu; jvalkovic@uidaho.edu; lindalundgren@uidaho.edu)
15. NWCCU (sara@uidaho.edu; mstout@uidaho.edu)
16. Steve Stubbs (sstubbs@uidaho.edu)

Approval Path

1. Tue, 14 Sep 2021 16:47:05 GMT
David Paul (dpaul): Approved for 105 Chair
2. Tue, 28 Sep 2021 18:01:34 GMT
Allen Kitchel (akitchel): Approved for 15 Curriculum Committee Chair
3. Tue, 05 Oct 2021 17:19:52 GMT
Philip Scruggs (pwscruggs): Approved for 15 Dean
4. Tue, 05 Oct 2021 18:12:48 GMT
Dean Panttaja (panttaja): Approved for Provost's Office
5. Wed, 06 Oct 2021 20:36:51 GMT
Steve Stubbs (sstubbs): Approved for Curriculum Review
6. Wed, 06 Oct 2021 23:34:27 GMT
Rebecca Frost (rfrost): Approved for Degree Audit Review
7. Mon, 11 Oct 2021 16:05:52 GMT
Sara Mahuron (sara): Approved for Assessment
8. Mon, 25 Oct 2021 22:20:22 GMT
Dwayne Hubbard (dhubbard): Approved for Registrar's Office
9. Tue, 09 Nov 2021 19:19:45 GMT
Steve Stubbs (sstubbs): Approved for Ready for UCC
10. Tue, 16 Nov 2021 16:12:34 GMT
Steve Stubbs (sstubbs): Approved for UCC

History

1. Jun 15, 2021 by Rebecca Frost (rfrost)

Date Submitted: Mon, 13 Sep 2021 18:11:45 GMT

Viewing: 219 : Exercise, Sport and Health Sciences (BS)

Last approved: Tue, 15 Jun 2021 21:57:26 GMT

Last edit: Wed, 06 Oct 2021 23:34:14 GMT

Changes proposed by: Chantal Vella

Final Catalog

2022-2023

What will be the last semester of the teach-out period?

What is the teach-out plan?

Rationale for Inactivation

%deletejustification.eshtml%

Attach State Form

Faculty Contact

Faculty Name	Faculty Email
Chantal Vella	cvella@uidaho.edu

Change Type (Choose all that apply)

Change curriculum requirements

Add/Edit Learning Outcomes

Change academic component name (degree, major, option, emphasis, minor, concentration, or specialization)

Description of Change

We are revising our Program Learning Outcomes and curriculum. We are also removing the GPA requirement for our program. We are changing the name of one emphasis area. We are changing the BSESHS to BS. Our Program Title name change was approved previously but was not updated in the system, so that is also being changed here.

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

Academic Level

Undergraduate

College

Education, Health & Human Sci

Department/Unit:

Movement Sciences

Effective Catalog Year

2022-2023

Program Title

Exercise, Sport and Health Sciences (BS)

Degree Type

Major

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

Program Credits

120

Attach Program Change

CIP Code

13.1314 - Physical Education Teaching and Coaching.

Emphasis/Option CIP Code(s)

Code(s)
31.0505
26.0908
51.0001

Will the program be Self-Support?

Will the program have a Professional Fee?

Will the program have an Online Program Fee?

Will this program lead to licensure in any state?

Will the program be a statewide responsibility?

Financial Information

What is the financial impact of the request?

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

Describe the financial impact

Curriculum:

Acceptance into the Teacher Education program for the Physical Education Track requires a minimum GPA of 2.75.

Required course work includes the university requirements (see regulation J-3 (<https://catalog.uidaho.edu/general-requirements-academic-procedures/j-general-requirements-baccalaureate-degrees/>)), the Department of Movement Sciences core course MVSC 201, and the following:

Major Requirements

Code	Title	Hours
BIOL 227	Anatomy and Physiology I	4
BIOL 228	Anatomy and Physiology II	4
H&S 451 or H&S 450	Psychosocial Determinants of Health Critical Health Issues	3
PEP 100	Introduction to Exercise Science and Health	1
PEP 300	Applied Human Anatomy and Biomechanics	3
PEP 418	Physiology of Exercise	3
PEP 493	Fitness Assessment and Prescription	3
Emphases		
Select one of the following emphases:		27-49
Community Health Education and Promotion (https://catalog.uidaho.edu/colleges-related-units/education-health-human-sciences/movement-sciences/exercise-science-health-bsesh/#communityhealtheducationandpromotion)		
Fitness, Health, and Human Performance (https://catalog.uidaho.edu/colleges-related-units/education-health-human-sciences/movement-sciences/exercise-science-health-bsesh/#fitnesshealthhumanperformance)		
Pre-Physical Therapy & Allied Health (https://catalog.uidaho.edu/colleges-related-units/education-health-human-sciences/movement-sciences/exercise-science-health-bsesh/#prephysicaltherapy)		
Pre-Athletic Training (https://catalog.uidaho.edu/colleges-related-units/education-health-human-sciences/movement-sciences/exercise-science-health-bsesh/#preathletictraining)		
Physical Education Teacher Certification (https://catalog.uidaho.edu/colleges-related-units/education-health-human-sciences/movement-sciences/exercise-science-health-bsesh/#physicaleducationteachercertification)		
Total Hours		48-70

A. Community Health Education and Promotion Emphasis

Code	Title	Hours
FCS 205	Concepts in Human Nutrition	3
H&S 301	Peer Health Education	2
H&S 328	Community Health: Theory, Systems, and Practice	3
H&S 423	Health Education Methods	3
H&S 450	Critical Health Issues	3
H&S 451	Psychosocial Determinants of Health	3
H&S 490	Health Promotion	3
H&S 498	Internship	6-9
MVSC 445	Internship Preparation and Professional Development	1
MVSC 486	Healthy Active Lifestyle Assessment and Intervention	3
PEP 455	Design & Analysis of Research in Movement Sciences	3
PEP 495 & 495	Practicum and Practicum (Two at 1 credit each)	2
STAT 251	Statistical Methods	3
Select 3 Credits of PE Activity/Skill Analysis Classes (See advisor for selection)		3

Select one of the following		1
PEP 132	Skill and Analysis of Striking and Net/Wall Activities	
PEP 133	Skill and Analysis of Target and Invasion Activities	
PEP 134	Skill and Analysis of Recreation and Outdoor Activities	
Total Hours		42-45

B. Fitness, Health, and Human Performance Emphasis

Code	Title	Hours
MVSC 445	Internship Preparation and Professional Development	1
PEP 360	Motor Behavior	3
PEP 455	Design & Analysis of Research in Movement Sciences	3
PEP 495 & 495	Practicum and Practicum (Two at 1 credit each)	2
PEP 498	Internship in Exercise Science & Health	6-9
Select 9 credits from the following		9
FCS 205	Concepts in Human Nutrition	
H&S 450	Critical Health Issues	
H&S 451	Psychosocial Determinants of Health	
H&S 490	Health Promotion	
MVSC 486	Healthy Active Lifestyle Assessment and Intervention	
Select 9 credits from the following		9
H&S 245	Introduction to Athletic Injuries	
PEP 305	Applied Sports Psychology	
PEP 459	Course PEP 459 Not Found	
PEP 407	Sport Biomechanics	
PEP 409	Concepts in Strength and Conditioning	
Select 3 credits of PE Activity/Skill Classes (see advisor for selection).		3
Select one of the following:		1
PEP 132	Skill and Analysis of Striking and Net/Wall Activities	
PEP 133	Skill and Analysis of Target and Invasion Activities	
PEP 134	Skill and Analysis of Recreation and Outdoor Activities	
Total Hours		37-40

C. Pre-Physical Therapy and Allied Health Emphasis

Code	Title	Hours
BIOL 115	Cells and the Evolution of Life	3
BIOL 115L	Cells and the Evolution of Life Laboratory	1
CHEM 111	General Chemistry I	3
CHEM 111L	General Chemistry I Laboratory	1
MVSC 445	Internship Preparation and Professional Development	1
PEP 495 & 495	Practicum and Practicum (Two at 1 credit each)	2
PEP 360	Motor Behavior	3
PEP 455	Design & Analysis of Research in Movement Sciences	3
PEP 498	Internship in Exercise Science & Health	6-9
PSYC 305 or PSYC 311	Developmental Psychology Abnormal Psychology	3
STAT 251	Statistical Methods	3
Select 12 credits from the following		12
FCS 205	Concepts in Human Nutrition	
H&S 232	Medical Terminology	
H&S 245	Introduction to Athletic Injuries	
H&S 328	Community Health: Theory, Systems, and Practice	
H&S 450	Critical Health Issues	
H&S 451	Psychosocial Determinants of Health	
H&S 490	Health Promotion	
PEP 305	Applied Sports Psychology	

PEP 459	Course PEP 459 Not Found	
PEP 407	Sport Biomechanics	
PEP 409	Concepts in Strength and Conditioning	
Select 3 credits from the following		3
BIOL 114	Organisms and Environments	
BIOL 250	General Microbiology	
BIOL 255	General Microbiology Lab	
BIOL 310	Genetics	
BIOL 380	Biochemistry I	
CHEM 112	General Chemistry II	
CHEM 112L	General Chemistry II Laboratory	
CHEM 277	Organic Chemistry I	
CHEM 278	Organic Chemistry I: Lab	
PHYS 111	General Physics I	
PHYS 111L	General Physics I Lab	
PSYC 372	Physiological Psychology	
Select 3 credits of PE Activity/Skill Classes (see advisor for selection).		3
Select one of the following		1
PEP 132	Skill and Analysis of Striking and Net/Wall Activities	
PEP 133	Skill and Analysis of Target and Invasion Activities	
PEP 134	Skill and Analysis of Recreation and Outdoor Activities	
Total Hours		48-51

D. Pre-Athletic Training Emphasis

Code	Title	Hours
H&S 245	Introduction to Athletic Injuries	3
PEP 171	Athletic Training Clinical Experience I - Observation	1
PEP 360	Motor Behavior	3
PEP 455	Design & Analysis of Research in Movement Sciences	3
PEP 495	Practicum	1
AT 506	Clinical Anatomy I	3
AT 507	Emergency Management and Care of Injuries and Illnesses	3
AT 508	Evaluation and Diagnosis of Injuries and Illnesses I	4
AT 509	Principles of Rehabilitation	3
AT 510	Therapeutic Modalities	2
AT 511	Ethics and Administration in Athletic Training	3
AT 512	Research Methods & Statistics I	3
AT 520	Clinical Education I	2
AT 521	Clinical Experience I	4
AT 587	Prevention and Health Promotion in Athletic Training	3
Select 3 credits from the following		3
PEP 305	Applied Sports Psychology	
PEP 407	Sport Biomechanics	
PEP 409	Concepts in Strength and Conditioning	
PEP 459	Course PEP 459 Not Found	
Total Hours		44

1

Students in the Pre-Athletic Training Emphasis who are admitted into the MSAT program after their junior year may count up to 30 credits of graduate level course work from the first year of the MSAT program towards the upper division requirement (see J-1-b (<https://catalog.uidaho.edu/general-requirements-academic-procedures/j-general-requirements-baccalaureate-degrees/>)) of their BSESHS degree in Exercise, Sport, and Health Sciences with an Athletic Training Emphasis. Up to 8 of 30 credits of graduate level course work from the first year of the MSAT program may be counted towards the residency requirement (see J-2 (<https://catalog.uidaho.edu/general-requirements-academic-procedures/j-general-requirements-baccalaureate-degrees/>)) for the BSESHS degree. For more information on the MSAT see the Graduate Degree Programs section for this department.

E. Physical Education Teacher Certification Emphasis

Code	Title	Hours
EDCI 201	Contexts of Education	3
EDCI 301	Learning, Development, and Assessment	3
EDCI 302	Teaching Culturally Diverse Learners	3
EDCI 401	Internship Seminar	1
EDCI 463	Literacy Methods for Content Learning	3
FCS 205	Concepts in Human Nutrition	3
H&S 245	Introduction to Athletic Injuries	3
MVSC 486	Healthy Active Lifestyle Assessment and Intervention	3
PEP 360	Motor Behavior	3
PEP 412	Elementary Methods in Physical Activity Pedagogy	3
PEP 413	Foundations and Assessment in Physical Activity Pedagogy	3
PEP 421	Secondary Methods in Physical Activity Pedagogy	3
PEP 424	Inclusive Physical Education and Recreation	3
PEP 484	Internship in Physical Education Teaching (14 credits required)	14
Select one of the following:		3
ENGL 207	Persuasive Writing	
ENGL 208	Personal & Exploratory Writing	
ENGL 313	Business Writing	
ENGL 317	Technical Writing	
Select 5 credits from the following:		5
IFIT 108	Water-Based Fitness and Sports	
PEP 107	Movement Fundamentals	
PEP 132	Skill and Analysis of Striking and Net/Wall Activities	
PEP 133	Skill and Analysis of Target and Invasion Activities	
PEP 134	Skill and Analysis of Recreation and Outdoor Activities	
Total Hours		59

Courses to total 120 credits for this degree

Additional Requirements for Health Certification

Code	Title	Hours
H&S 423	Health Education Methods	3
H&S 450	Critical Health Issues	3
H&S 451	Psychosocial Determinants of Health	3
H&S 490	Health Promotion	3
FCS 240	Intimate Relationships	3
or PSYC 330	Human Sexuality	
Total Hours		15

Degree Maps:

Community Health Education and Promotion Emphasis

Fall Term 1		Hours
COMM 101	Fundamentals of Oral Communication	2
ENGL 101	Writing and Rhetoric I	3
PEP 100	Introduction to Exercise Science and Health	1
BIOL 102	Biology and Society	3
BIOL 102L	Biology and Society Lab	1
Social and Behavioral Ways of Knowing Course		3
Mathematical Ways of Knowing Course		3
Hours		16
Spring Term 1		Hours
ENGL 102	Writing and Rhetoric II	3
FCS 205	Concepts in Human Nutrition	3
Humanistic and Artistic Ways of Knowing Course		3
International Course		3

Scientific Ways of Knowing Course		4
	Hours	16
Fall Term 2		
BIOL 227	Anatomy and Physiology I	4
MVSC 201	Physical Activity, Wellness & Behavior Change for Healthy Active Lifestyles	3
American Diversity Course		3
Humanistic and Artistic Ways of Knowing Course		3
Elective Course		3
PEP 132, 133 or 134		1
	Hours	17
Spring Term 2		
BIOL 228	Anatomy and Physiology II	4
STAT 251	Statistical Methods	3
Social and Behavioral Ways of Knowing Course		3
Elective Course		3
PE Activity/Skill		1
	Hours	14
Fall Term 3		
H&S 301	Peer Health Education	2
H&S 328	Community Health: Theory, Systems, and Practice	3
PEP 300	Applied Human Anatomy and Biomechanics	3
PEP 418	Physiology of Exercise	3
PEP 495	Practicum	1
Elective Course		3
	Hours	15
Spring Term 3		
H&S 451	Psychosocial Determinants of Health	3
H&S 490	Health Promotion	3
MVSC 486	Healthy Active Lifestyle Assessment and Intervention	3
PEP 360	Motor Behavior	3
PEP 455	Design & Analysis of Research in Movement Sciences	3
PE Activity/Skill		1
	Hours	16
Fall Term 4		
H&S 423	Health Education Methods	3
H&S 450	Critical Health Issues	3
MVSC 445	Internship Preparation and Professional Development	1
PEP 493	Fitness Assessment and Prescription	3
PEP 495	Practicum	1
PE Activity/Skill Course		1
Elective		2
	Hours	14
Spring Term 4		
H&S 498	Internship	9
Elective Course		3
	Hours	12
	Total Hours	120

Fitness, Health, and Human Performance Emphasis

Fall Term 1		Hours
ENGL 101	Writing and Rhetoric I	3
PEP 100	Introduction to Exercise Science and Health	1
BIOL 102	Biology and Society	3
BIOL 102L	Biology and Society Lab	1
PE Activity/Skill, 1 credit Major Elective Course		1
Mathematical Ways of Knowing Course		3
Social and Behavioral Ways of Knowing Course		3
	Hours	15
Spring Term 1		
COMM 101	Fundamentals of Oral Communication	2
ENGL 102	Writing and Rhetoric II	3
FCS 205	Concepts in Human Nutrition	3
Humanistic and Artistic Ways of Knowing Course		3
International Course		3
PE Activity/Skill, 1 credit Major Elective Course		1
	Hours	15
Fall Term 2		
BIOL 227	Anatomy and Physiology I	4

MVSC 201	Physical Activity, Wellness & Behavior Change for Healthy Active Lifestyles	3
Humanistic and Artistic Ways of Knowing Course		3
PE Activity/Skill, 1 credit Major Elective Course		1
Scientific Ways of Knowing Course		4
Hours		15
Spring Term 2		
BIOL 228	Anatomy and Physiology II	4
H&S 245	Introduction to Athletic Injuries	3
PEP 305	Applied Sports Psychology	3
Social and Behavioral Ways of Knowing Course		3
Elective Course		3
Hours		16
Fall Term 3		
PEP 300	Applied Human Anatomy and Biomechanics	3
PEP 418	Physiology of Exercise	3
PEP 495	Practicum	1
American Diversity Course		3
Elective Course		3
PEP 132 OR PEP 133 OR PEP 134		1
Hours		14
Spring Term 3		
H&S 451 or H&S 450	Psychosocial Determinants of Health or Critical Health Issues	3
PEP 360	Motor Behavior	3
PEP 493	Fitness Assessment and Prescription	3
H&S 490	Health Promotion	3
Elective Course		3
Hours		15
Fall Term 4		
MVSC 445	Internship Preparation and Professional Development	1
PEP 407	Sport Biomechanics	3
PEP 455	Design & Analysis of Research in Movement Sciences	3
PEP 495	Practicum	1
Elective Course		3
Elective Course		3
PE Activity/Skill Class		1
Hours		15
Spring Term 4		
PEP 498	Internship in Exercise Science & Health	9
Elective Course		3
Elective Course		3
Hours		15
Total Hours		120

Pre-Physical Therapy & Allied Health Emphasis

Fall Term 1		Hours
ENGL 101	Writing and Rhetoric I	3
PEP 100	Introduction to Exercise Science and Health	1
PSYC 101	Introduction to Psychology	3
PE Activity/Skill, 1 credit Major Elective Course		1
Elective Course		3
Elective Course		1
MATH 143 OR MATH 160 OR MATH 170		3
Hours		15
Spring Term 1		
CHEM 111	General Chemistry I	3
CHEM 111L	General Chemistry I Laboratory	1
COMM 101	Fundamentals of Oral Communication	2
ENGL 102	Writing and Rhetoric II	3
STAT 251	Statistical Methods	3
FCS 205 OR H&S 232 OR H&S 245 OR H&S 328 OR H&S 450 OR H&S 451 OR H&S 490 OR PEP 305 OR PEP 459 OR PEP 407 OR PEP 409		3
PEP 132 OR PEP 133 OR PEP 134		1
Hours		16
Fall Term 2		
BIOL 115	Cells and the Evolution of Life	3
BIOL 115L	Cells and the Evolution of Life Laboratory	1
MVSC 201	Physical Activity, Wellness & Behavior Change for Healthy Active Lifestyles	3

BIOL 114 OR BIOL 250 OR BIOL 255 OR BIO 310 OR BIOL 380 OR CHEM 112 OR CHEM 112L OR CHEM 277 OR CHEM 278 OR PHYS 111 OR PHYS 111L OR PHYS 372	3
PE Activity/Skill, 1 credit Major Elective Course	1
Humanistic and Artistic Ways of Knowing Course	3
Hours	14
Spring Term 2	
H&S 245 Introduction to Athletic Injuries	3
PE Activity/Skill, 1 credit Major Elective Course	1
Humanistic and Artistic Ways of Knowing Course	3
International Course	3
Elective Course	3
Elective Course	3
Hours	16
Fall Term 3	
BIOL 227 Anatomy and Physiology I	4
PEP 300 Applied Human Anatomy and Biomechanics	3
PEP 418 Physiology of Exercise	3
PEP 495 Practicum	1
American Diversity Course	3
Hours	14
Spring Term 3	
BIOL 228 Anatomy and Physiology II	4
H&S 451 Psychosocial Determinants of Health or H&S 450 or Critical Health Issues	3
PEP 455 Design & Analysis of Research in Movement Sciences	3
PEP 360 Motor Behavior	3
Social and Behavioral Ways of Knowing Course	3
Hours	16
Fall Term 4	
MVSC 445 Internship Preparation and Professional Development	1
PEP 493 Fitness Assessment and Prescription	3
PEP 495 Practicum	1
PSYC 305 OR PSYC 311	3
FCS 205 OR H&S 232 OR H&S 245 OR H&S 328 OR H&S 450 OR H&S 451 OR H&S 490 OR PEP 305 OR PEP 459 OR PEP 407 OR PEP 409	6
Hours	14
Spring Term 4	
PEP 498 Internship in Exercise Science & Health	9
Elective Course	3
Elective Course	3
Hours	15
Total Hours	120

Pre-Athletic Training Emphasis

Fall Term 1		Hours
ENGL 101 Writing and Rhetoric I	3	
COMM 101 Fundamentals of Oral Communication	2	
PEP 100 Introduction to Exercise Science and Health	1	
BIOL 102 Biology and Society	3	
BIOL 102L Biology and Society Lab	1	
Mathematical Ways of Knowing Course	3	
Social and Behavioral Ways of Knowing Course	3	
Hours	16	
Spring Term 1		
ENGL 102 Writing and Rhetoric II	3	
Humanistic and Artistic Ways of Knowing Course	3	
Scientific Ways of Knowing Course	4	
American Diversity Course	3	
Elective Course	3	
Hours	16	
Fall Term 2		
BIOL 227 Anatomy and Physiology I	4	
MVSC 201 Physical Activity, Wellness & Behavior Change for Healthy Active Lifestyles	3	
International Course	3	
PEP 305 OR PEP 407 OR PEP 409 OR PEP 459	3	
Humanistic and Artistic Ways of Knowing Course	3	
Hours	16	
Spring Term 2		
BIOL 228 Anatomy and Physiology II	4	

H&S 245	Introduction to Athletic Injuries	3
PEP 171	Athletic Training Clinical Experience I - Observation	1
Social and Behavioral Ways of Knowing Course		3
Elective Course		3
1 credit Elective Course		1
Hours		15
Fall Term 3		
PEP 300	Applied Human Anatomy and Biomechanics	3
PEP 418	Physiology of Exercise	2
PEP 418L	Physiology of Exercise Laboratory	1
PEP 455	Design & Analysis of Research in Movement Sciences	3
Elective Course		3
1 credit Elective Course		1
Hours		13
Spring Term 3		
H&S 451 or H&S 450	Psychosocial Determinants of Health or Critical Health Issues	3
PEP 360	Motor Behavior	3
PEP 493	Fitness Assessment and Prescription	3
PEP 495	Practicum	1
Elective Course		3
1 credit Elective Course		1
Hours		14
Fall Term 4		
AT 506	Clinical Anatomy I	3
AT 507	Emergency Management and Care of Injuries and Illnesses	3
AT 508	Evaluation and Diagnosis of Injuries and Illnesses I	4
AT 509	Principles of Rehabilitation	3
AT 510	Therapeutic Modalities	2
Hours		15
Spring Term 4		
AT 511	Ethics and Administration in Athletic Training	3
AT 512	Research Methods & Statistics I	3
AT 520	Clinical Education I	2
AT 521	Clinical Experience I	4
AT 587	Prevention and Health Promotion in Athletic Training	3
Hours		15
Total Hours		120

Physical Education Teacher Certification

Fall Term 1		Hours
ENGL 101	Writing and Rhetoric I	3
PEP 100	Introduction to Exercise Science and Health	1
BIOL 102	Biology and Society	3
BIOL 102L	Biology and Society Lab	1
PEP 132	Skill and Analysis of Striking and Net/Wall Activities	1
Mathematical Ways of Knowing Course		3
Social and Behavioral Ways of Knowing Course		3
Hours		15
Spring Term 1		
COMM 101	Fundamentals of Oral Communication	2
EDCI 201	Contexts of Education	3
ENGL 102	Writing and Rhetoric II	3
PEP 107	Movement Fundamentals	1
PEP 133	Skill and Analysis of Target and Invasion Activities	1
Humanistic and Artistic Ways of Knowing Course		3
International Course		3
Hours		16
Fall Term 2		
BIOL 227	Anatomy and Physiology I	4
EDCI 301	Learning, Development, and Assessment	3
FCS 205	Concepts in Human Nutrition	3
MVSC 201	Physical Activity, Wellness & Behavior Change for Healthy Active Lifestyles	3
PEP 134	Skill and Analysis of Recreation and Outdoor Activities	1
International Course		3
Hours		17
Spring Term 2		
BIOL 228	Anatomy and Physiology II	4

H&S 245	Introduction to Athletic Injuries	3
PEP 360	Motor Behavior	3
EDCI 302	Teaching Culturally Diverse Learners	3
Humanistic and Artistic Ways of Knowing Course		3
Hours		16
Fall Term 3		
PEP 300	Applied Human Anatomy and Biomechanics	3
PEP 418	Physiology of Exercise	2
PEP 418L	Physiology of Exercise Laboratory	1
PEP 424	Inclusive Physical Education and Recreation	3
IFIT 108	Water-Based Fitness and Sports	1
ENGL 207 OR ENGL 208 OR ENGL 313 OR ENGL 317		3
IFIT 108 OR PEP 107 OR PEP 132 OR PEP 133 OR PEP 134		1
Hours		14
Spring Term 3		
H&S 451	Psychosocial Determinants of Health	3
MVSC 486	Healthy Active Lifestyle Assessment and Intervention	3
PEP 413	Foundations and Assessment in Physical Activity Pedagogy	3
PEP 421	Secondary Methods in Physical Activity Pedagogy	3
Hours		12
Fall Term 4		
EDCI 463	Literacy Methods for Content Learning	3
PEP 412	Elementary Methods in Physical Activity Pedagogy	3
PEP 493	Fitness Assessment and Prescription	3
Elective		3
Elective Course		3
Hours		15
Spring Term 4		
EDCI 401	Internship Seminar	1
PEP 484	Internship in Physical Education Teaching	14
Hours		15
Total Hours		120

The degree map is a guide for the timely completion of your curricular requirements. Your academic advisor or department may be contacted for assistance in interpreting this map. This map is not reflective of your academic history or transcript and it is not official notification of completion of degree or certificate requirements. Please contact the Registrar's Office regarding your official degree/certificate completion status.

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

If Yes, can 100% of the curricular requirements of this program be completed via distance education?

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

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

Moscow

Where?

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.

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

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

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

When will assessment activities occur and at what frequency?

Student Learning Outcomes

Have learning outcomes changed?

Learning Objectives

1. Graduates will be able to understand the biological, sociological, and psychological contributions, consequences, and conditions of health and exercise behavior.
2. Graduates will be able to critically evaluate current trends, information, sources, and research related to exercise, sport, and health sciences.
3. Graduates will be able to integrate and apply knowledge, skills, and critical thinking to assess and plan for individual and community physical activity, health, and wellness.

Rationale for the proposed change. Include an explanation of how the department will manage the added workload, if any.

There is no added workload with these proposed changes. We have updated our curriculum to meet accreditation requirements as well as the varying interests and needs of our students. Many of our students go to graduate school, each school having different requirements. The changes we propose do not change the overall requirements of the degree but allow flexibility for students to choose electives and courses that best meet their needs. These changes also aid in retention and timely graduation by allowing menu options within the different emphasis areas in which courses are offered every semester and students can choose the option that best meets their needs for careers, schedules, and graduate school requirements. It will also aid transfer students in timely graduation. The emphasis name change from Pre-Physical Therapy Emphasis to Pre-Physical Therapy and Allied Health Emphasis better represents the program and what our degree prepares our students to do. Our students are pre-med, pre-PA, pre-OT, nursing, etc and the current Pre-Physical Therapy Emphasis name does not capture that. This new name can also help with recruitment of students who are interested in pre-health professions. We are removing the GPA requirement because we believe the University GPA requirement of 2.0 to graduate is sufficient for our program because it indicates average performance. Additionally, the requirement for a GPA of 2.3 or better to enroll in 300 level or higher coursework is very difficult to monitor and enforce, particularly with almost 300 UG students. The faculty do not believe the 2.3 GPA requirement is necessary to be successful in our program. This aligns the GPA requirement of the degree with the University. Course change paperwork for PEP 418 and PEP 459 are going through the system currently.

Supporting Documents

Requires TECC Review

No

Department Voting Results

College Voting Results

Reviewer Comments

Rebecca Frost (rfrost) (Wed, 06 Oct 2021 23:31:27 GMT): Adjusted 4 year plans to accurately reflect pre-requisite needs and student level.

Key: 219

Choose Proposals to Bundle

Select any proposals you would like to bundle together for approval. Only proposals you have saved are available to bundle.

Bundle Title:

Course:

Proposal A

Program:

Proposal B

Submit Cancel

75: CROP MANAGEMENT (BSPLSC)

Export to PDF Export to Word

In Workflow

1. 082 Chair (jmarshall@uidaho.edu)
2. CALS Review (bschroeder@uidaho.edu)
3. 07 Curriculum Committee Chair (bschroeder@uidaho.edu)
4. 07 Dean (mdoumit@uidaho.edu)
5. Provost's Office (panttaja@uidaho.edu; kudas@uidaho.edu; mstout@uidaho.edu; jvalkovic@uidaho.edu)
6. Curriculum Review (sstubbs@uidaho.edu)
7. Degree Audit Review (rfrost@uidaho.edu)
8. Registrar's Office (none)
9. Ready for UCC (disable)
10. UCC (none)
11. Faculty Senate Chair (mstout@uidaho.edu; jvalkovic@uidaho.edu)
12. UFM (mstout@uidaho.edu; jvalkovic@uidaho.edu)
13. President's Office (brendah@uidaho.edu; mstout@uidaho.edu; jvalkovic@uidaho.edu)
14. State Approval (mstout@uidaho.edu; jvalkovic@uidaho.edu; lindalundgren@uidaho.edu)
15. NWCCU (sara@uidaho.edu; mstout@uidaho.edu)
16. Steve Stubbs (sstubbs@uidaho.edu)

Approval Path

1. Sat, 11 Sep 2021 05:34:53 GMT
Juliet Marshall (jmarshall): Approved for 082 Chair
2. Tue, 14 Sep 2021 20:35:37 GMT
Brenda Schroeder (bschroeder): Rollback to 082 Chair for CALS Review
3. Thu, 16 Sep 2021 14:54:02 GMT
Juliet Marshall (jmarshall): Approved for 082 Chair
4. Tue, 21 Sep 2021 19:47:06 GMT
Beth Ropski (eropski): Approved for CALS Review
5. Tue, 21 Sep 2021 20:15:36 GMT
Brenda Schroeder (bschroeder): Approved for 07 Curriculum Committee Chair
6. Mon, 25 Oct 2021 22:35:44 GMT
Matthew Doumit (mdoumit): Approved for 07 Dean
7. Wed, 27 Oct 2021 17:16:33 GMT
Dean Panttaja (panttaja): Approved for Provost's Office
8. Wed, 27 Oct 2021 17:47:23 GMT
Steve Stubbs (sstubbs): Approved for Curriculum Review
9. Fri, 29 Oct 2021 22:54:16 GMT
Rebecca Frost (rfrost): Approved for Degree Audit Review
10. Fri, 29 Oct 2021 23:10:39 GMT
Dwayne Hubbard (dhubbard): Approved for Registrar's Office
11. Tue, 09 Nov 2021 19:21:19 GMT
Steve Stubbs (sstubbs): Approved for Ready for UCC
12. Tue, 16 Nov 2021 16:14:21 GMT
Steve Stubbs (sstubbs): Approved for UCC

History

1. Jul 8, 2021 by Amy Kingston (amykingston)

Program Inactivation Proposal

Date Submitted: Thu, 08 Jul 2021 18:08:41 GMT

Viewing: 75 : Crop Management (BSPLSC)

Last approved: Thu, 08 Jul 2021 18:07:01 GMT

Last edit: Tue, 21 Sep 2021 19:46:01 GMT

Changes proposed by: Amy Kingston

Final Catalog

2022-2023

What will be the last semester of the teach-out period?

What is the teach-out plan?

Rationale for Inactivation

The Crop Management major was started in July 2017, and student numbers have been slowly increasing over time. The recent Program Prioritization recommended that one of the Plant Sciences majors had to be dropped. The Crop Management major is the major faculty said could fit into the Crop Sciences major. Therefore, the Crop Management major will be discontinued and students in this major will be advised to move into the Crop Science major.

Attach State Form

75_Crop Management (BSPLSC) - Original Proposal Details.pdf
discontinuance-form-10-13-2020.doc
Copy of Discontinuance Budget-Proposal-Form 20200814.xlsx

Faculty Contact

Faculty Name	Faculty Email
Amy Kingston	catalog@uidaho.edu

Change Type (Choose all that apply)

Description of Change

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

Academic Level

Undergraduate

College

Agricultural & Life Sciences

Department/Unit:

Plant Sciences

Effective Catalog Year

2022-2023

Program Title

Crop Management (BSPLSC)

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

CIP Code

01.0304 - Crop Production.

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 this program lead to licensure in any state?

Will the program be a statewide responsibility?

Financial Information

What is the financial impact of the request?

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

Describe the financial impact

Curriculum:

Required course work includes the university requirements (see regulation J-3 (<https://catalog.uidaho.edu/general-requirements-academic-procedures/j-general-requirements-baccalaureate-degrees/#j3>)) and:

Code	Title	Hours
AGED 406 or AGED 407	Exploring International Agriculture Global Agricultural & Life Sciences Systems	3
PLSC 102	The Science of Plants in Agriculture	3
PLSC 400	Seminar	1
SOIL 205	The Soil Ecosystem	3
Select one of the following:		4
BIOL 115 & 115L	Cells and the Evolution of Life and Cells and the Evolution of Life Laboratory	
PLSC 205	General Botany	
Select one of the following:		4-5
BIOL 250 & BIOL 255	General Microbiology and General Microbiology Lab	
EPPN 154 & EPPN 155	Microbiology and the World Around Us and Microbiology and the World Around Us: Laboratory	
Select one of the following:		4
CHEM 101 & 101L	Introduction to Chemistry and Introduction to Chemistry Laboratory	
CHEM 111 & 111L	General Chemistry I and General Chemistry I Laboratory	
Select one of the following:		3
ENGL 313	Business Writing	
ENGL 317	Technical Writing	
Select one of the following:		3-4
MATH 143	College Algebra	
MATH 160	Survey of Calculus	
MATH 170	Calculus I	
Select one of the following:		3
PLSC 398	Internship	
PLSC 402	Undergraduate Research in Plant Science	
PLSC 499	Directed Study	
Crop Management Courses		
AGEC 278	Farm and Agribusiness Management	4
AGEC 289	Agricultural Markets and Prices	3
ASM 305	GPS and Precision Agriculture	3
ASM 315	Irrigation Systems and Water Management	3
PLSC 338	Weed Control	4
PLSC 407	Field Crop Production	3
PLSC 408	Cereal Science	3
PLSC 438	Pesticides in the Environment	3
PLSC 444	Forage and Grassland Management	3
PLSC 451	Vegetable Crops	3
PLSC 480	Field Trip	1

PLSC 490	Potato Science	3
SOIL 206	The Soil Ecosystem Lab	1
Select 12 credits of Crop Management electives from the following:		12
AGEC 302	Managerial Economics: Consumption & Markets	
AGEC 356	Agricultural and Rural Policy	
AGEC 447	International Development Economics	
ASM 107	Beginning Welding	
ASM 112	Introduction to Agricultural Systems Management	
ASM 409	Agricultural Tractors, Power Units and Machinery Management	
ECON 202	Principles of Microeconomics	
GENE 314	General Genetics	
PLP 415	Plant Pathology	
PLP 416	Plant Pathology Lab	
PLSC 401	Plant Physiology	
PLSC 446	Plant Breeding	
SOIL 425	Microbial Ecology	
SOIL 446	Soil Fertility	
STAT 251	Statistical Methods	
Select 6 credits of Professional Support electives from the following:		6
AGEC 411	Course AGEC 411 Not Found	
AVS 109	The Science of Animals that Serve Humanity	
CHEM 275 & CHEM 276	Carbon Compounds and Carbon Compounds Lab	
PLSC 201	Principles of Horticulture	
PLSC 205	General Botany	
PLSC 207	Introduction to Biotechnology	
PLSC 300	Plant Propagation	
PLSC 398	Internship	
PLSC 410	Invasive Plant Biology	
PLSC 433	Plant Tissue Culture Techniques	
PLSC 440	Advanced Laboratory Techniques	
PLSC 488	Genetic Engineering	
STAT 431	Statistical Analysis	

Total Hours **86-88**

Courses to total 120 credits for this degree

Degree Maps:

Fall Term 1		Hours
ENGL 101	Writing and Rhetoric I	3
PLSC 102	The Science of Plants in Agriculture	3
Humanistic and Artistic Ways of Knowing Course		3
Elective Course		3
MATH 143 OR MATH 160 OR MATH 170		3
Hours		15
Spring Term 1		Hours
ENGL 102	Writing and Rhetoric II	3
Social and Behavioral Ways of Knowing Course		3
Oral Communication Course		2
(BIOL 250 AND BIOL 255) OR (EPPN 154 AND EPPN 155)		4
(CHEM 101 AND CHEM 101L) OR (CHEM 111 AND CHEM 111L)		4
Hours		16
Fall Term 2		Hours
AGEC 278	Farm and Agribusiness Management	4
BIOL 115	Cells and the Evolution of Life	3
BIOL 115L	Cells and the Evolution of Life Laboratory	1
Social and Behavioral Ways of Knowing Course		3
Humanistic and Artistic Ways of Knowing Course		3
Hours		14

Spring Term 2

AGEC 289	Agricultural Markets and Prices	3
SOIL 206	The Soil Ecosystem Lab	1
SOIL 205	The Soil Ecosystem	3
STAT 251	Statistical Methods	3
American Diversity Course		3
Crop Management, Major Elective Course		3

Hours	16
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Fall Term 3

ASM 305	GPS and Precision Agriculture	3
PLSC 338	Weed Control	4
PLSC 451	Vegetable Crops	3
Crop Management, Major Elective Course		3
ENGL 313 OR ENGL 317		3

Hours	16
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Spring Term 3

PLSC 407	Field Crop Production	3
PLSC 408	Cereal Science	3
Professional Support, Major Elective Course		3
AGED 406 OR AGED 407		3
Elective Course		2-3

Hours	14-15
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Fall Term 4

ASM 315	Irrigation Systems and Water Management	3
PLSC 400	Seminar	1
PLSC 480	Field Trip	1
Crop Management, Major Elective Course		3
Professional Support, Major Elective Course		3
PLSC 398 OR PLSC 402 OR PLSC 499		3

Hours	14
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Spring Term 4

PLSC 438	Pesticides in the Environment	3
PLSC 444	Forage and Grassland Management	3
PLSC 490	Potato Science	3
Crop Management, Major Elective Course		3
International Course		3

Hours	15
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Total Hours	120-121
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The degree map is a guide for the timely completion of your curricular requirements. Your academic advisor or department may be contacted for assistance in interpreting this map. This map is not reflective of your academic history or transcript and it is not official notification of completion of degree or certificate requirements. Please contact the Registrar's Office regarding your official degree/certificate completion status.

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

If Yes, can 100% of the curricular requirements of this program be completed via distance education?

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

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

Moscow

Where?

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.

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

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

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

When will assessment activities occur and at what frequency?

Student Learning Outcomes

Have learning outcomes changed?

NoChange

Learning Objectives

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

Department Voting Results

College Voting Results

Reviewer Comments

Amy Kingston (amykingston) (Thu, 08 Jul 2021 18:10:39 GMT): Note: This inactivation proposal was originally submitted by Elizabeth Bullers on Thu, 25 Feb 2021. I had to shred that proposal in order to fix a glitch in the system so I am resubmitting it now. It was still at the first step in the workflow. The details of the original submission are attached in PDF form. When Elizabeth originally submitted the form, the question about student impact was not yet included on the form. It is now required, so the department needs to complete that section before moving the proposal forward.

Brenda Schroeder (bschroeder) (Tue, 14 Sep 2021 20:35:37 GMT): Rollback: PLease add student impact

Key: 75

Choose Proposals to Bundle

Select any proposals you would like to bundle together for approval. Only proposals you have saved are available to bundle.

Bundle Title:

Course:

Proposal A

Program:

Proposal B

Submit Cancel

97: ENGLISH (BA)

Export to PDF Export to Word

In Workflow

1. 012 Chair (tmacdonald@uidaho.edu)
2. CLASS Review (ctibbals@uidaho.edu)
3. 18 Curriculum Committee Chair (tcraig@uidaho.edu)
4. 18 Dean (quinlan@uidaho.edu)
5. Provost's Office (panttaja@uidaho.edu; kudas@uidaho.edu; mstout@uidaho.edu; jvalkovic@uidaho.edu)
6. Curriculum Review (sstubbs@uidaho.edu)
7. Degree Audit Review (rfrost@uidaho.edu)
8. Registrar's Office (none)
9. Ready for UCC (disable)
10. UCC (none)
11. Faculty Senate Chair (mstout@uidaho.edu; jvalkovic@uidaho.edu)
12. UFM (mstout@uidaho.edu; jvalkovic@uidaho.edu)
13. President's Office (brendah@uidaho.edu; mstout@uidaho.edu; jvalkovic@uidaho.edu)
14. State Approval (mstout@uidaho.edu; jvalkovic@uidaho.edu; lindalundgren@uidaho.edu)
15. NWCCU (sara@uidaho.edu; mstout@uidaho.edu)
16. Steve Stubbs (sstubbs@uidaho.edu)

Approval Path

1. Fri, 01 Oct 2021 18:44:11 GMT
Tara MacDonald (tmacdonald): Approved for 012 Chair
2. Mon, 04 Oct 2021 20:28:09 GMT
Charles Tibbals (ctibbals): Approved for CLASS Review
3. Mon, 04 Oct 2021 22:11:31 GMT
Traci Craig (tcraig): Approved for 18 Curriculum Committee Chair
4. Mon, 04 Oct 2021 22:45:22 GMT
Sean Quinlan (quinlan): Approved for 18 Dean
5. Tue, 05 Oct 2021 18:13:14 GMT
Dean Panttaja (panttaja): Approved for Provost's Office
6. Mon, 11 Oct 2021 16:02:10 GMT
Steve Stubbs (sstubbs): Approved for Curriculum Review
7. Mon, 11 Oct 2021 16:22:07 GMT
Rebecca Frost (rfrost): Approved for Degree Audit Review
8. Fri, 15 Oct 2021 16:56:16 GMT
Dwayne Hubbard (dhubbard): Approved for Registrar's Office
9. Tue, 09 Nov 2021 19:21:21 GMT
Steve Stubbs (sstubbs): Approved for Ready for UCC
10. Tue, 16 Nov 2021 16:14:42 GMT
Steve Stubbs (sstubbs): Approved for UCC

History

1. Apr 2, 2021 by Brian Blanchfield (bablanch)
2. May 17, 2021 by Amy Kingston (amykingston)
3. Jun 15, 2021 by Rebecca Frost (rfrost)
4. Aug 10, 2021 by Rebecca Frost (rfrost)

Date Submitted: Fri, 01 Oct 2021 18:40:26 GMT

Viewing: 97 : English (BA)

Last approved: Tue, 10 Aug 2021 17:56:10 GMT

Last edit: Mon, 01 Nov 2021 16:30:15 GMT

Changes proposed by: Tara MacDonald

Final Catalog

2022-2023

What will be the last semester of the teach-out period?

What is the teach-out plan?

Rationale for Inactivation

%deletejustification.eshtml%

Attach State Form

Faculty Contact

Faculty Name	Faculty Email
Tara MacDonald	tmacdonald@uidaho.edu

Change Type (Choose all that apply)

Discontinue Option, Emphasis, Concentration, or Specialization within a major

Description of Change

We are dropping the emphases for the English BA, in favor of a single BA in English model. We will provide language for 4 concentrations.

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

No

Academic Level

Undergraduate

College

Letters Arts & Social Sciences

Department/Unit:

English

Effective Catalog Year

2022-2023

Program Title

English (BA)

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

CIP Code

23.1302 - Creative Writing.

Emphasis/Option CIP Code(s)

Code(s)
16.0105
23.0101
23.1303
13.1305

Will the program be Self-Support?

Will the program have a Professional Fee?

Will the program have an Online Program Fee?

Will this program lead to licensure in any state?

Will the program be a statewide responsibility?

Financial Information

What is the financial impact of the request?

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

Describe the financial impact

Curriculum:

Where specific courses are listed with the area requirements, the department may approve equivalencies.

Required course work includes the university requirements (see regulation J-3 (<https://catalog.uidaho.edu/general-requirements-academic-procedures/j-general-requirements-baccalaureate-degrees/>)), the general requirements for the B.A. degree, and the following:

Code	Title	Hours
ENGL 215	Introduction to English Studies	3
ENGL 400	Seminar	3
Select 9 credits from the following:		9

ENGL 201	English Grammar: Key Concepts and Terms	
ENGL 202	Intro to Professional Writing	
ENGL 207	Persuasive Writing	
ENGL 208	Personal & Exploratory Writing	
ENGL 231	Introduction to Screenwriting	
ENGL 241	Introduction to the Study of Language	
ENGL 257	Survey of Western World Literature I	
ENGL 258	Survey of Western World Literature II	
ENGL 267	Survey of British Literature I	
ENGL 268	Survey of British Literature II	
ENGL 277	Survey of American Literature I	
ENGL 278	Survey of American Literature II	
ENGL 281	Introduction to Women's Literature	
ENGL 290	Introduction to Creative Writing	
ENGL 298	Course ENGL 298 Not Found	
FTV 100	Film History and Aesthetics	
FTV 200	Global Film Styles	

Select 15 credits from the following: 15

ENGL 309	Rhetorical Style	
ENGL 310	Critical Theory	
ENGL 313	Business Writing	
ENGL 316	Environmental Writing	
ENGL 317	Technical Writing	
ENGL 318	Science Writing	
ENGL 322	Studies in Environmental Literature and Culture	
ENGL 329	Studies in Literature and Film	
ENGL 345	Studies in Shakespeare	
ENGL 365	Studies in Romantic Literature	
ENGL 366	Studies in Victorian Literature	
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 385	Studies in Global Anglophone Literatures	
ENGL 391	Intermediate Poetry Writing	
ENGL 392	Intermediate Fiction Writing	
ENGL 393	Intermediate Nonfiction Writing	
Select 12 credits from the following:		12
ENGL 400	Seminar	
ENGL 401	Writing Workshop for Teachers	
ENGL 402	Internship in Tutoring Writing	
ENGL 404	Special Topics	
ENGL 408	Language Acquisition and Development	
ENGL 410/510	Course ENGL 410 Not Found	
ENGL 419	Writing for the Web	
ENGL 444	Sociolinguistics	
ENGL 445	Literature for Adolescents	
ENGL 447	Screenwriting	
ENGL 461	Seminar in Poetry	
ENGL 462	Seminar in Fiction	
ENGL 463	Seminar in Nonfiction	
ENGL 464	Course ENGL 464 Not Found	
ENGL 473	Seminar in Regional Literature	
ENGL 481	Seminar in Women's Literature	
ENGL 482	Seminar in Major Authors	
ENGL 486	Course ENGL 486 Not Found	
ENGL 487	Course ENGL 487 Not Found	
ENGL 491	Advanced Poetry Writing	
ENGL 492	Advanced Fiction Writing	
ENGL 493	Advanced Nonfiction Writing	
ENGL 496	History of the English Language	
ENGL 497	Practicum	
ENGL 498	Internship	
ENGL 499	Directed Study	
Select 3 credits from the following:		3
ENGL 440	Client-Based Writing	
ENGL 490	Senior Seminar	

Total Hours**45****Courses to total 120 credits for this degree**

If students prefer an area of concentration, they may select from one of the following lists for 18 of their credits:

Creative Writing

- ENGL 290
- 2-3 courses from ENGL 391, ENGL 392, or ENGL 393
- 2-3 courses from ENGL 487, ENGL 491, ENGL 492, ENGL 493, or ENGL 447

Linguistics

- ENGL 241
- at least one of ENGL 309, ENGL 310, ENGL 313, ENGL 316, ENGL 317, ENGL 318, or ENGL 393
- ENGL 408
- ENGL 410
- ENGL 444
- ENGL 498

Literature

- ENGL 310
- at least one of ENGL 257, ENGL 258, ENGL 267, ENGL 268, ENGL 277, or ENGL 278
- at least two of ENGL 322, ENGL 329, ENGL 345, ENGL 365, ENGL 366, ENGL 380, ENGL 382, ENGL 383, ENGL 384, or ENGL 385
- at least two of ENGL 461, ENGL 462, ENGL 463, ENGL 464, ENGL 473, ENGL 481, or ENGL 482

Professional Writing

- ENGL 202
- at least one of ENGL 207, ENGL 208, ENGL 241, or ENGL 290
- at least two of ENGL 309, ENGL 313, ENGL 316, ENGL 317, ENGL 318
- at least two of ENGL 402, ENGL 419, ENGL 486, ENGL 496, ENGL 498

Degree Maps:

	Hours
Fall Term 1	
ENGL 101 Writing and Rhetoric I	3
Mathematical Ways of Knowing Course	3
Oral Communication Course	2
Social and Behavioral Ways of Knowing Course	3
CHIN 101 OR FREN 101 OR GERM 101 OR JAPN 101 OR NEZP 101 OR SPAN 101	4
Hours	15
Spring Term 1	
ENGL 102 Writing and Rhetoric II	3
ENGL 215 Introduction to English Studies	3
Scientific Ways of Knowing Course	4
CHIN 102 OR FREN 102 OR GERM 102 OR JAPN 102 OR NEZP 102 OR SPAN 102	4
Hours	14
Fall Term 2	
International Course	3
Social and Behavioral Ways of Knowing Course	3
CHIN 201 OR FREN 201 OR GERM 201 OR JAPN 201 OR NEZP 201 OR SPAN 201	4
Lower Division English Class	3
Lower Division English Class	3
Hours	16
Spring Term 2	
Lower Division English Class	3
American Diversity Course	3
Scientific Ways of Knowing Course	4
CHIN 202 OR FREN 202 OR GERM 202 OR JAPN 202 OR NEZP 202 OR SPAN 202	4
Upper Division English Class	3
Hours	17
Fall Term 3	
B.A. Course Requirement	3
Elective Course	3
Upper Division English Class	3
Upper Division English Class	3
Upper Division English Class	3
Hours	15
Spring Term 3	
B.A. Course Requirement	3
Elective Course	3
Upper Division English Class	3
Upper Division English Class	3
Upper Division English Class	3
Hours	15
Fall Term 4	
ENGL 400 Seminar	3
Elective Course	3
Elective Course	3
Upper Division English Class	3
Upper Division English Class	3
Hours	15
Spring Term 4	
ENGL 440 or 490	3
B.A. Course Requirement	3
Elective Course	3
Elective Course	3
Elective Course	1
Hours	13
Total Hours	120

The degree map is a guide for the timely completion of your curricular requirements. Your academic advisor or department may be contacted for assistance in interpreting this map. This map is not reflective of your academic history or transcript and it is not official

notification of completion of degree or certificate requirements. Please contact the Registrar's Office regarding your official degree/certificate completion status.

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

If Yes, can 100% of the curricular requirements of this program be completed via distance education?

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

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

Moscow

Where?

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.

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

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

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

When will assessment activities occur and at what frequency?

Student Learning Outcomes

Have learning outcomes changed?

Yes

Learning Objectives

LO1. Students' writing is stylistically sophisticated, and exhibits correct usage of grammar and of MLA format and citation conventions.

LO2. Students can write a research essay that exhibits effective deployment of research as evidence.

LO3. Students can write an analytic essay that exhibits both critical thinking and effective argumentation.

LO4. Students can discern and evaluate the aesthetic and formal qualities of various texts.

LO5. Students exhibit knowledge of diverse literatures in English and the cultural and historical contexts in which these works were produced.

Rationale for the proposed change. Include an explanation of how the department will manage the added workload, if any.

We are dropping our 5 emphases for the English BA in favor of a single BA in English. We provide language for 4 concentrations for students who do want to specialize. We are making this change to allow students to more easily move through our BA and for increased flexibility. It was difficult with our reduced faculty to offer all of our required courses for our 5 emphases. This way, both

faculty and students will have increased flexibility and we have a robust single BA to offer students. Additionally, we are updating our curriculum to better reflect English Studies today, which means moving from a historical coverage model to classes built around topics and themes.

NOTE: The courses showing as "Course Not Found" are new course proposals making their way through the system this cycle. The titles will auto-populate once they are passed. Amy K

Supporting Documents

Requires TECC Review

No

Department Voting Results

College Voting Results

Reviewer Comments

Key: 97

Choose Proposals to Bundle

Select any proposals you would like to bundle together for approval. Only proposals you have saved are available to bundle.

Bundle Title:

Course:

Proposal A

Program:

Proposal B

Submit Cancel

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: FSH3340 Performance Evaluation of Staff Members

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 4-26-2021
Name Date
885-3008 brandit@uidaho.edu

Policy Sponsor: (If different than originator.)

Telephone & Email:

Brian Foisy _____
Name Date
885-7590 brianfoisy@uidaho.edu

Reviewed by General Counsel Yes No Name & Date: Kim Rytter on 4/20/21

- 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.
Revising evaluation ratings to align more with Faculty ratings and create consistency. Old language and incorrect information was removed.
- 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.
APM50.21
- IV. **Effective Date:** This policy shall be effective on July 1, or January 1, whichever arrives first after final approval (see FSH 1460 D) unless otherwise specified in the policy.

If not a minor amendment forward to: _____

Policy Coordinator Appr. & Date: _____ <i>[Office Use Only]</i>
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APM F&A Appr.: _____ _____ <i>[Office Use Only]</i>
--

FSH Appr. _____ FC _____ GFM _____ Pres./Prov. _____ _____ _____ <i>[Office Use Only]</i>
--

Track # _____ Date Rec.: _____ Posted: t-sheet _____ h/c _____ web _____ Register: _____ _____
--

(Office Use Only)

3340

PERFORMANCE EVALUATION OF STAFF EMPLOYEES

PREAMBLE: This section contains those policies and their attendant procedures for those periodic performance reviews of classified personnel and exempt personnel. An original part of the 1979 Handbook, this section was revised in December of 1992, inter alia to reflect changes in step increases. In July 2019 changes to this policy and APM 50.21 were made to correct inaccurate information. Unless otherwise noted, the text is that of July 1996. For further information, contact Human Resources ~~-Development (208-885-9164)~~. [ed. 7-97, 12-04, 6-09, rev. 7-98, 7-19]

A. GENERAL PRINCIPLES.

A-1. Performance evaluation is a responsibility of every supervisor and should be performed in a timely manner for every employee. The purposes of performance evaluation include but are not limited to: facilitating employee productivity and professional growth; encouraging communication between employees and supervisors; documenting performance strengths and weaknesses; supporting annual salary adjustments or meritorious salary increases or identifying the basis for demotion, disciplinary action or dismissal; and motivating improvement in performance. [ed. 12-04, rev. 7-19]

A-2. A formal evaluation of performance shall be performed at least once a year, generally during January. Classified employees who are new to a classification will be evaluated after three ~~(3)~~ months of service in the probationary period and again at the end of the probationary period but no later than six ~~(6)~~ months in the new position. [rev. 7-02, 12-04, 7-19]

a. Performance evaluations may also be conducted at other times at the discretion of the supervisor or unit administrator to assist employees in improving performance or to formally advise them of performance or disciplinary problems. [ed. 7-02, 7-19]

b. Supervisors and unit administrators are responsible for evaluating performance in a responsible and timely manner. [rev. 7-98, 7-19 ed. 7-02]

A-3. The performance evaluation form is a guide for evaluating the performance of all ~~exempt staff and classified staff.~~ The form is available on forms for each employee may be downloaded from the Human Resources website (www.uidaho.edu/humanresources.aspx). ~~Human Resources notifies department administrators when annual or probationary evaluations are due.~~ [rev. 7-02, ed. 12-04, 6-09]

A-4. The employee's job description provides an objective standard by which performance is evaluated. Job descriptions for ~~classified positions and some exempt staff positions are on file with~~ available in the Human Resources recruitment system and available to electronically access. ~~Factors that also are~~ Other factors that may be considered include, but are not limited to, quality and quantity of work, job knowledge, initiative, dependability, customer service, teamwork, ability to work with other employees, record of attendance, communications, task management, budget management, safety, decision making, supervision, accountability, civility, judgment, leadership, problem solving, training and development, or other dimensions appropriate for review as determined by the supervisor and tardiness. [ed. 12-04, 6-09]

A-5. Evaluation of performance shall be conducted by an employee's immediate supervisor or unit administrator, ~~(depending on the procedures of the department).~~ The evaluation should include a discussion between the supervisor and the employee regarding: (a) what is expected of the employee, including a review of standards of performance in the job description as well as goals and objectives established at the prior evaluation; (b) the supervisor's evaluation of performance for the current period; and (c) developmental activities or performance goals included in the review which will improve performance during the upcoming period. The employee is expected to participate in the discussion. [ed. 7-02, rev. 7-19]

UI FACULTY-STAFF HANDBOOK

Chapter III: EMPLOYMENT INFORMATION CONCERNING FACULTY AND STAFF Section 3340: Performance Evaluation of Staff Employees

A-6. Performance levels are described as follows: [ed. 7-19]

a. Meets/Exceeds Requirements is the performance expected of a fully competent employee and is defined as falling within a broad band of accomplishments ranging between satisfactory and exceptional (performance well beyond that required for the position). [rev. 7-02]

b. Needs Improvement denotes performance that is less than that expected of a fully competent employee and defined as falling within a broad band of performance ranging between unsatisfactory and does not meet expectations. It means improvement is necessary. The performance is inferior to the standards for the position and expectations of the supervisor. It should be used when an employee fails to perform one or more duties critical to the job. A rating of this type should be thoroughly discussed with the employee.

Commented [TB(1)]: Requesting to move to a rating of Meets/Exceeds and Needs only – modeling after Faculty Evaluation levels.

Commented [WD(2)]: If we're going to use this language then we need to define unsatisfactory and does not meet expectations. It's not clear what the difference is.

A-76. Following the supervisor's completion of the written evaluation, the employee shall have the opportunity to indicate in writing whether they concur with the evaluation and to enter their written comments regarding the evaluation in the "Employee Comments" section of the performance evaluation form or by to provide including a written response to be attached to the completed evaluation. [rev. 7-19]

A-87. The written evaluation serves as the official record of performance; hence, it should be as complete as possible, signed and dated, and must be sent to Human Resources no later than the due date identified and communicated prescribed by HR annually the last working day in February. Please review the evaluation form instructions for information regarding signature requirements. One copy of the evaluation is given to the employee, and one copy retained with the supervisor in the unit, which should be referred to when subsequent evaluations are conducted. The official series of evaluations retained by HR becomes a record that supports decisions such as promotion or dismissal. [rev. 7-02, 12-04, ed. 7-19]

A-98. A probationary classified employee who receives an overall "needs improvement" unsatisfactory performance evaluation at the end of the six-month probationary period shall not be certified as having completed probationary status. However, in most instances, a "needs improvement" n-unsatisfactory performance evaluation should be accompanied by a Development Plan, or a recommendation for demotion or termination prior to the end of the sixth month. The demotion or termination process needs to be requested and completed through Human Resources prior to the completion of the initial probationary period. In rare cases, the probationary period may be extended upon the recommendation of the supervisor and the unit administrator with prior approval from the Senior Human Resources Executive for up to an additional 90 days, with written performance reviews required at 30 and 60 days, and the final written evaluation completed no later than 90 days. (See APM 50.21) [rev. 7-02, 7-19, ed. 12-04]

A-109. A certified classified employee who receives an overall rating of "needs improvement" or "unsatisfactory" must be placed on a performance-Development Plan (PDP) to document the necessary improvement or the lack thereof. If the necessary improvements are not achieved through use of the PDevelopment Plan, other steps must be taken; these may include, but are not limited to demotion, suspension, or termination of employment. (See APM 50.21) [ed. 12-04, rev. 7-19]

A-10. Performance levels are described as follows: [ed. 7-19]

a. Outstanding is extraordinary performance well beyond that required for the position. [rev. 7-02]

b. Exceeds Requirements represents performance which is better than that expected of a fully competent employee. [rev. 7-02]

UI FACULTY-STAFF HANDBOOK

Chapter III: EMPLOYMENT INFORMATION CONCERNING FACULTY AND STAFF

Section 3340: Performance Evaluation of Staff Employees

~~e. **Meets/Exceeds Requirements** is the performance expected of a fully competent employee and is defined as falling within a broad band of accomplishments ranging between “satisfactoryneeds improvement” and “exceptional (performance well beyond that required from the position). highly competent.” [rev. 7-02]~~

~~d. **Needs Improvement** denotes performance that is less than that expected of a fully competent employee and defined as falling within a broad band of performance ranging between unsatisfactory and does not meet expectations. It means improvement is necessary. The performance is inferior to the standards for the position and expectations of the supervisor. It should be used when an employee fails to perform one or more duties critical to the job. A rating of this type should be thoroughly discussed with the employee.~~

~~e. **Unsatisfactory** performance is inferior to the standards for the position. It should be used when an employee clearly fails to perform one or more duties critical to the job and the overall impact of the employee’s performance is such that termination of employment is considered and may be implemented.~~

(Staff Performance Evaluation Forms are on Human Resources website.)

50.21 -- Documenting and Addressing Unsatisfactory Performance of Classified Staff

Last updated July 2019

A. **General.** Any UI-classified employee who receives an overall rating of ~~unsatisfactory or~~ needs improvement as a result of performance evaluation must be placed on a ~~performance d~~Development Plan to document the necessary improvement or the lack thereof. ~~A classified employee in probationary status who receives an overall performance evaluation of less than satisfactory may be extended in probationary status for up to an additional 90 days. Classified employees who receive an overall rating of needs improvement are during which time he or she is ineligible to be certified and is not eligible for a salary increase [FSH 3340] based on performance. See FSH 3340. When a classified employee is in initial probationary status, Human Resources (HR) must be contacted prior to the end of the initial probationary status to navigate the extension process. [rev. 7-19]~~

B. **Process.** ~~After~~When completing a performance evaluation ~~and/or~~ otherwise documenting less-than-satisfactory performance, the supervisor ~~shall~~ notifies Human Resources and also meets with the employee and ~~notifies him or her that he or she~~them that they are ~~is~~ being placed on a ~~Development Plan probation~~. The notice ~~shall~~ informs the employee about the specific performance concerns, actions that need to be taken to improve performance satisfactorily, ~~and~~ the time during which improvement is expected, ~~and the consequences for failure to make improvements~~. The usual duration of a ~~Development Plan performance probation~~ is 90 days, and performance is evaluated at 30-day intervals. ~~If probation is successfully completed, the employee is certified. However, further additional training or resources may still be provided to the employee beyond the duration of the Development Plan to help them succeed in the position. If the Development Plan probation is not successfully completed, the development plan may be extended, or and corrective or disciplinary actions may occur, up to and including termination or demotion employment may be terminated or the employee may be demoted to a position in which he or she the employee is previously certified, at the discretion of the UI. [See FSH 3360]. The role of HR is to provide guidance to the supervisor regarding the procedural steps to be followed and provide information to the employee about UI procedures and expectations.~~

C. **Procedure.** The supervisor ~~shall~~ completes an initial employee performance evaluation by comparing the employee's performance to the job description responsibilities. ~~[See APM 50.08]. The performance evaluation may be a scheduled evaluation (such as an annual evaluation, or a routine evaluation during initial entrance probation), or it may occur following observation of a particular situation or activity.~~

C-1. **Required Documentation.** After completing an evaluation that documents ~~the rating of needs improvement, performance as less than satisfactory,~~ and prior to any further action, the supervisor ~~shall~~ forwards a confidential copy of the evaluation to Human Resources (HR) and to the ~~second-level supervisor-dean or director. The supervisor shall create a~~Development Plan letter ~~informing the employee that he or she is being placed on probation will be created developed by the supervisor in collaboration with Human Resources and the dean or director, or designee. The Development Plan letter will:~~

~~ai) Identify specific problems and corrective actions needed. The Development Plan probationary letter should address specific problems that have been documented and the corrective actions that need to be accomplished during the Development Plan probationary period.~~

~~bi) Identify the dates of subsequent 30-60-90 day reviews (usually at 30, -60, and 9-90 days). These dates are to inform the employee and HR when the reviews are to be completed and submitted. If requested, HR will work with the supervisor to ensure reviews evaluations are completed on schedule.~~

~~iii) Identify specific consequences. The probationary letter should incorporate the sentence: "should your performance not improve during this 90-day probationary period, further disciplinary action may be taken, up to and including possible termination of employment".~~

~~iii) At the conclusion of the Development Plan, the supervisor should consult with Human Resources, and the second level supervisor of the employee's college or administrative unit (or designee) before completing the final review (usually at 90 days) if further corrective or disciplinary actions are recommended.~~

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~~If the employee is within their initial probationary period, successful completion of a Development Plan may lead to certification in the position upon the end of the initial probationary period.~~

~~If performance has not improved and it appears that demotion, suspension, termination, or other disciplinary action will be recommended, Human Resources will advise on the procedures to be followed. These procedures are required by University Policy and involve providing the employee with notice of contemplated action and an opportunity to respond before the final decision on the action is made or the action is initiated. [See FSH 3360 and 3930]~~

~~civ) Offer assistance to the employee. In many cases, the Development Plan will provide training opportunities and/or requirements in an effort to help the employee improve performance. The letter can also reference employee assistance services available through the Employee Assistance Program (EAP), services which are confidential and free to the employee, and/or training opportunities which may be available and which may help the employee improve performance.~~

v) Develop a performance development plan (PDP). A performance development plan should be developed by the supervisor to clearly articulate the expectations for success in the position. A sample form and guidance in developing this performance tool is available from Human Resources.

C-2. **Schedule Employee Conference.** The supervisor schedules a conference with the employee to deliver the Development Plan letter and answer any questions. The supervisor should document make a note to the file regarding the date and time of the discussion, the letter was discussed, and the substance of the conversation with the employee. In some cases, it may be appropriate to summarize the conversation in writing and provide the summary to the employee.

C-3. **Follow Through with Timely Reviews/Evaluations.** The supervisor is responsible to count the days, and specifically to ensure the 3rd review does not go beyond the identified timeline (For example under a 90 calendar day Development Plan 89 days is permissible, 91 days is not). At the conclusion of the Development Plan, the supervisor should consult with Human Resources, and the second-level supervisor of the employee's college or administrative unit administrator (or designee) before completing the final review (usually at 90 days) if further corrective or disciplinary actions are recommended.

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~~a) If the employee is within their initial probationary period, successful completion of a Development Plan may lead to certification in the position upon the end of the initial probationary period.~~

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~~b) If performance has not improved and it appears that demotion, suspension, termination, or other disciplinary action will be recommended, Human Resources will advise on the procedures to be followed. These procedures are required by University policy and involve providing the employee with notice of contemplated action and an opportunity to respond before the final decision on the action is made and the action is initiated. See FSH 3360 and 3930.~~

Commented [WD(1)]: Moved this text to C-3 in order to keep the procedure in chronological order.

C-4. **Consult with HR.** The supervisor should consult with the Director of Employment Services, or designee, and the dean or director of the employee's college or administrative unit (or designee) prior to completing the 90-day evaluation if demotion or termination is recommended.

i) If performance has improved, the employee will become certified in the position.

ii) If performance has not improved and it appears that demotion, suspension termination or other disciplinary action will be recommended, the Director of Employment Services will advise on the procedures to be followed. These procedures are legally required, and involve providing the employee with notice of contemplated action and an opportunity to respond before the final decision on the action is made or the action is initiated. [See FSH 3360 and 3930]

D. **Information.** Questions or problems regarding the progressive probationary process can be addressed to Human Resources, the Director of Employment Services in Human Resource Development (208) 885-3638 or hrbp@uidaho.edu.

2021 – 2022 Faculty Senate

Approved at Mtg 17 01.25.22

Meeting # 16

Tuesday, December 7, 2021, 3:30 pm – 5:00 pm

Zoom only

Present: Ahmadzadeh, Becker, Bridges, Chapman, Fairley, Gauthier, Hickman, Torrey Lawrence (w/o vote), Lee-Painter, McIntosh, Meeuf (Chair), Ogborn, Paul, Quinnett, Rashad, Rinker, Roberson, Rose, Sammarruca (w/o vote), Schiele, R. Smith, A. Smith (Vice Chair), Schwarzlaender, Tenuto, Thorne, Wargo
Absent: Mittelstaedt (excused), Castillo, Dahlquist

Guests: Brian Foisy, Leonard Garrison, Hirotachi Abo, Eric Stuen, Trevor White, Sean Quallen

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

Approval of Minutes (vote):

- Minutes of the 2021-22 Meeting #15 – Attach. #1.
The minutes of the 2021-22 Meeting #15 were approved as distributed.

Chair's Report:

- The next University Faculty Meeting is tomorrow, December 8, at 2:30 p.m. on Zoom. We have many important items up for a vote. Please encourage your constituents to attend so we can reach a quorum.
- Faculty Senate Leadership has sent an official letter of appreciation to President Green for his leadership this term in managing our COVID response, in particular the maintenance of a university-wide mask mandate throughout the term even in the face of political pressure. The mask mandate has helped keep our learning and research spaces safe, so many thanks to President Green and the university's COVID-response team.

There were no questions for the Chair.

Provost's Report:

- In the state of Georgia the injunction has been granted so we are not moving forward with a vaccine mandate for employees. Updates will be communicated.
- The number of local COVID cases went up slightly but is still very low on campus. We continue to carefully monitor the situation.
- Please submit confidential feedback about the performance of administrators, which can be used for annual reviews and to help improve the university. The deadline is December 10 at 5 pm.
- Commencement is Saturday, December 11, 12:30 pm. Lineup is at 11:30 am. Faculty are encouraged to participate.

Discussion:

There was a brief discussion about the logistics of filling and submitting the administrator feedback survey. The link is in the December 6 email from Vice Provost for Faculty Diane Kelly-Riley.

Addressing a question about the status of vaccine clinics, Provost Lawrence said that they will be available as long as there is demand, which is still strong.

(Placed in the Zoom chat by Blaine Eckles: No scheduled clinics for the rest of the semester. Some will be scheduled for next semester.

<https://www.uidaho.edu/vandal-health-clinic/coronavirus/vaccine/pre-register>)

Committee Reports:

- UCC 197 Music Education – Leonard Garrison, Attach. #2
Ensemble requirements for every music major, including music education, have been simplified. Everyone has to participate in an ensemble each semester. The previous complexity created problems with the Degree Audit system. In a second stage, the two emphases of the music education degrees (instrumental or vocal) have been removed. In this way, the students are less dispersed and the program appears more populated and efficient, consistent with recommendations from the latest academic program prioritization (APP).

Discussion:

A Senator asked whether combining the two emphases may negatively impact recruitment efforts. Leonard Garrison does not think there will be any effect on recruitment because nothing is changed in the degree itself, which will continue to serve students who are interested in music education.

As a follow up to Leonard Garrison's mention of APP, a Senator expressed the general concern that some of the changes we (as an institution) make in response to APP may be just cosmetic. Chair Meeuf added that a conversation at Senate about the next rounds of program prioritization is forthcoming.

Vote: 23/23 in favor; 0/23 against. Motion carries.

- UCC 262 Mathematics Minor – Hirotachi Abo, Attach. #3
Hirotachi Abo explained that the courses to complete the minor have been available through Engineering Outreach for some time. The department seeks to formally recognize the program as available online.

There were no questions.

Vote: 22/23 in favor; 1/23 against. Motion carries.

- UCC 445 Business Leadership Certificate – Eric Stuen, Attach. #4
This is part of the online bachelor's in business administration program that CBE is launching. It can be taken stand-alone or stacked with other certificates for this bachelor's program. It is intended for non-traditional working students who seek management knowledge and credentials. The focus of the certificate is on teaching leadership principles combined with some accounting and financial knowledge of companies and some rudimentary data analysis and visualization (so they can communicate with stakeholders about the finances of their companies).

Discussion:

In response to a question, Eric Stuen clarified that 12 credits is typical for certificates – roughly one-half of a minor.

A Senator asked whether there is a system in place to check that students have the necessary prerequisites, particularly for the 400-level courses. Eric Stuen responded that, although he is not sure about Accounting 482, the program was specifically designed to require as few prerequisites as possible, so students can take it 'off the shelf.'

Vote: 23/24 in favor; 1/24 against. Motion carries.

- UCC 464 Nutrition Minor – Trevor White, Attach. #5

The School of Family and Consumer Sciences is proposing a nutrition minor, in response to requests from many different departments on campus. It will be a great option for people in exercise, sport, and health sciences, medical sciences, and those who want to go into a human service field without focusing on nutrition. Everything in the minor has already been taught and offered by the department, so additional workload will be minimal.

There were no questions.

Vote: 23/23 in favor; 0/23 against. Motion carries.

Other Announcements and Communications:

- Canvas Transition Update – Erin Chapman and Sean Quallen
The presentation is attached to these minutes. Erin Chapman and Sean Quallen reviewed the steps to be accomplished before the end of 2021 and showed how to access the many available support resources, both internal to Canvas and through CETL. For any questions, contact the CETL Team at coursedesign@uidaho.edu.

Discussion:

Some Senators have encountered issues with files that do not transfer, especially media files. Sean Quallen recommended that faculty navigate the system to identify and report potential problems. Senator Chapman added that, although many courses have already been converted into Canvas, they will need to be tweaked. Faculty are advised to go in as soon as possible and check for any needed rearranging and restructuring. Transfer of the content is pretty seamless, but there are some multimedia and link issues that need to be addressed. Most of the content between 2020 and spring 2021 has been transferred. Courses from faculty who are no longer here, or those which will not be taught in the spring, were not transferred. Faculty may find that some of their older courses were not transferred. Links placed in the zoom chat:

<https://www.webpages.uidaho.edu/cetl/canvas-transition.asp>

<https://www.webpages.uidaho.edu/cetl/canvas-getting-started.asp>

A Senator inquired about the kind of information provided to the students about Canvas. Sean Quallen replied that they are preparing something for them, similar to the 10-step process for faculty discussed during the presentation. They will also need to figure out the best way to distribute the information because they do not have direct access to students. Many of our students have used Canvas in the past, certainly more than our faculty. Students will have access to Canvas as soon as instructors start turning their courses on. CETL will work with academic support services to provide resources for students. Graduate students will need information as well. The 'quick start' for students is formally similar to the one for faculty but with different elements. See

<https://www.webpages.uidaho.edu/cetl/canvas-student-start.asp>

Chair Meeuf recommended that Senators reach out to their constituents and make sure that they feel supported during this transition. Thanks to Senator Chapman as well for helping with the support.

- University budget Update – Brian Foisy and Linda Campos
The complete presentation can be found in the binder for Senate Meeting #16.
Discussion:
The first topic brought up by Senators concerned the risks associated with projecting an increase in enrollment that may not materialize. This happened in the past and contributed to our deficit, especially in 2018-19. Furthermore, national data show a 6% inflation rate that is expected to go up until mid-2023, along with increased cost of living. The question is whether we are being

sufficiently conservative to avoid the same problem with expenditures based on anticipated revenue that may not come in. Vice President Foisy acknowledged the validity of the Senator's concern about the university's practice with respect to projecting enrollment for a coming year, which has been a concern for the finance team as far back as 2017. Assuming that we had finally reached the inflection point created a greater than \$20 million problem. So the first thing we did in building the new sustainable financial model was to reset our enrollment to the lowest point in a decade of enrollment history, which was in fall of 2020 with a low point of 9,422. For FY21 the actual enrollment was 120 students higher, and we are actually very conservative in projecting the revenue that will be driven by that increase in enrollment. But the big question is whether that increase will be sustained over multiple years. We must continue with the same practices that drove the increase in enrollment. The university has a strong focus on retaining those students, so that next year we do not see another decrease in continuing students, which would be disastrous for us. So we again intentionally reset the base for the new sustainable financial model to be the absolute lowest in a decade, fall 2020. Thus, as long as we do not drop below that point, we are looking at strong growth.

Chair Meeuf inquired about the growth in the number of employees during the period of 2017-2019 and how it is distributed in terms of hiring administrators versus faculty and staff. Did we look close at where additions and losses are so that we can ensure balance? Brian Foisy responded that, while there was some growth in administration, increase in executive expenses does not account for the entire growth. He offered to bring back an analysis from a while back based on a line graph that showed how the different employment categories changed over time. Chair Meeuf said that Senate would be interested in revisiting the analysis – understanding the relationship between different employee classification types has been a persistent topic of conversation at Senate. Vice President Foisy also noted that there are checkpoints in place. For instance, one of the reports we produce for the State Board every year (the 'Sources and Uses' report) requires that we categorize all expenses into a series of 'buckets' that are common across all colleges and universities. Those categories are defined by NACUBO (National Association of Colleges and Universities Business Office). They maintain a 20-year history of the changes over time. It is an independent and objective view, rather than a university generated schedule. Chair Meeuf said it would be very interesting to have a look of these records and how they evolved over time.

The discussion continued on the major risks and challenges the university faces at this point, from a financial point of view. Brian Foisy noted that recruiting and retaining the best employees is a significant challenge for us with the current labor market – across many divisions and colleges, searches fail on a regular basis. The pandemic remains a challenge, with all of the politics connected to vaccines, vaccine mandates, and masking. Had a vaccine mandate been imposed, a large number of employees might have felt disenfranchised and maybe even left the institution. We are struggling against demographic trends suggesting that we should not expect to see enrollment growth in the future. The only way to remain financially viable as an entity, when operating in an environment of decreased revenues, is to decrease our expenses. And because 65 to 70% of our expenses are salaries and benefits of the people we pay, that means decreasing the number of people we can pay. But we can only go so far down that path before ceasing to have the number of people necessary to carry out the mission of the university. While the budget cuts were absolutely necessary to restore proper operating conditions within the university, enrollment has gone up and we now have new revenue to build back into the budget.

We are grateful for people who are committed and dedicated to the institution and work long hours, including evenings and weekends, to move forward the work of the institution. The institution can rely on that for a time, but eventually it needs to grow revenue. Vice President Foisy fully supports the budget reductions that were made but moving the institution forward and achieving our goals will not happen as a result of continued decrease in expenses; rather, it will happen as a result of growing our revenue. The budget reductions were vital for the survival of the institution. We needed to implement those cuts or we would have gone into bankruptcy. That being said, you don't cut your way to success – we need to grow enrollment and tuition revenue, to grow research expenditure and the F&A that comes as a result of that. We need to be more successful at making our case with the legislature to see increasing state appropriations. Another risk is the political environment in which we operate. We all know what happened during the last legislative session and there is no reason to expect that it's going to be easier the next time around. We are being scrutinized by people who control our destiny with respect to the amount of state funds made available to us each year. Speaking in very abstract terms, we need to find some way to stabilize that situation.

Chair Meeuf thanked Brian Foisy for his visit. He asked that Senators send additional questions to any member of the FSL team who will compile and forward them. Questions can also be sent directly to Brian Foisy's office.

Adjournment:

There was no time left to call for new business. As the agenda was not completed, Chair Meeuf asked for a motion to adjourn. So moved (A. Smith/Fairley). Meeting adjourned at 5:05pm.

Respectfully Submitted,

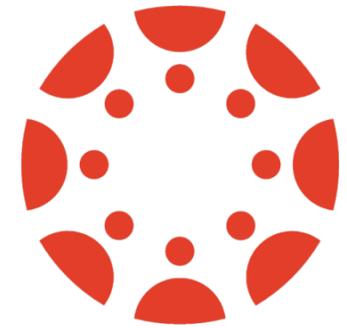
Francesca Sammaruca
Secretary of the University Faculty & Secretary to Faculty Senate



University of Idaho

Center for Excellence
in Teaching and Learning

MOVING TO CANVAS



canvas

CANVAS IS COMING

THE UNIVERSITY'S NEW LMS

AVAILABLE NOW AT

<https://canvas.uidaho.edu>



Blackboard

BLACKBOARD IS LEAVING

UNAVAILABLE AFTER

MARCH 1ST



BLACKBOARD IS LEAVING

BEFORE END OF YEAR 2021

I Incompletes

- *Incompletes for F21 and prior must be completed outside of BBLearn*

I Download Accreditation Artifacts

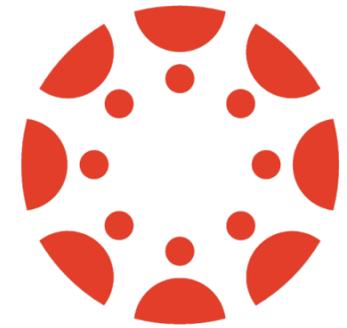
- *Student performance and/or course-level assessments*

I Inform Students

- *Retain past BBLearn assignments for their records*

I Data for Research

- *If needed, download it this fall*



canvas

CANVAS IN SPRING 2022

AVAILABLE NOW AT

<https://canvas.uidaho.edu>

SPRING 2022 COURSES ARE READY TO CREATE

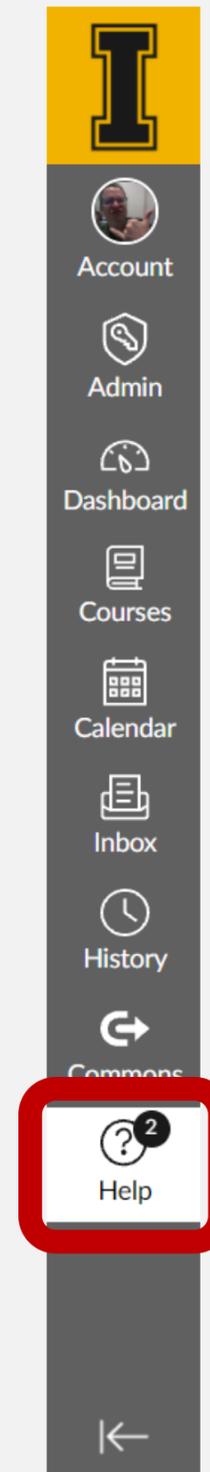


CANVAS IN SPRING 2022

SUPPORT RESOURCES

Internal Help in Canvas

- *Extensive documentation*



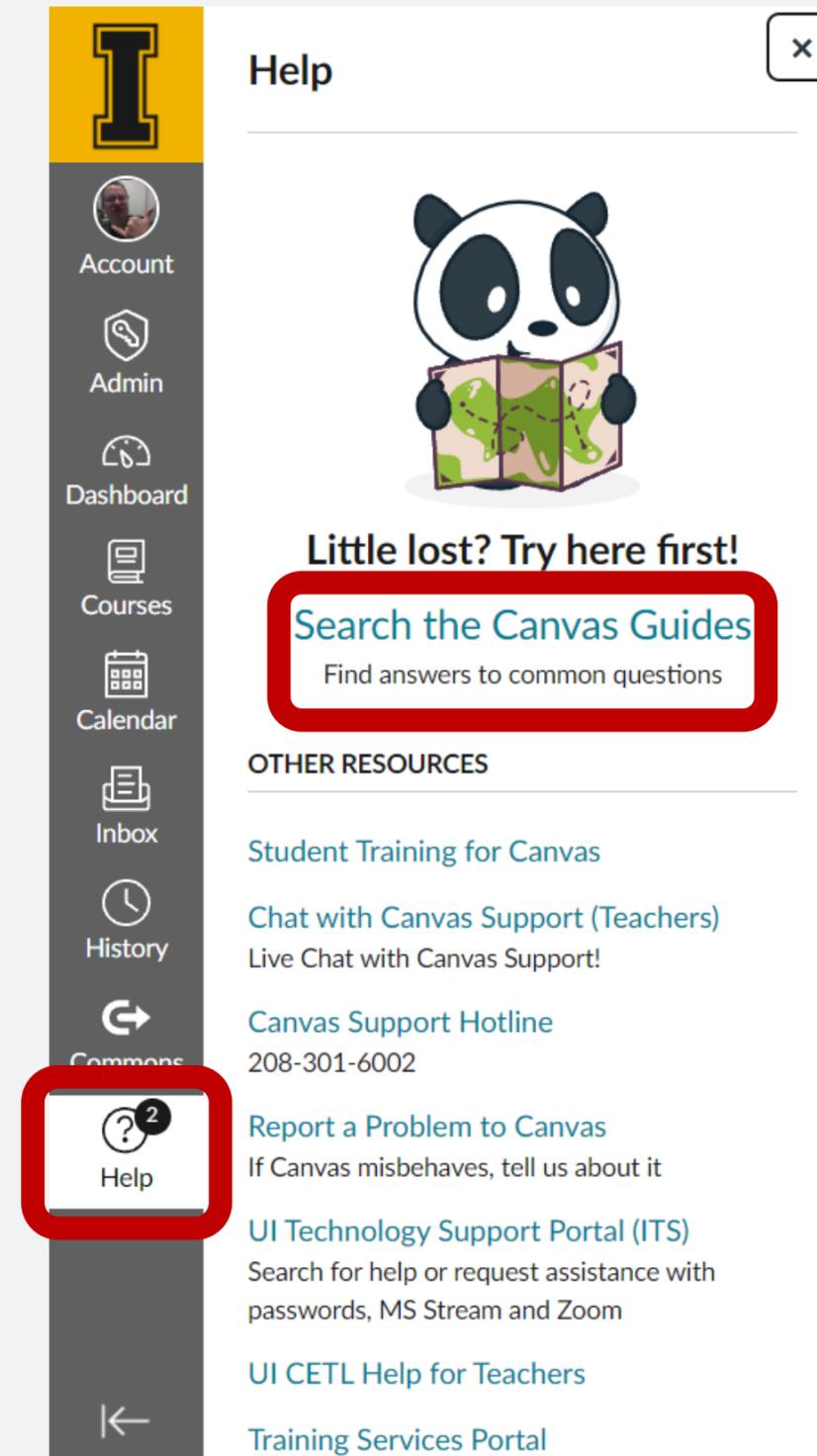


CANVAS IN SPRING 2022

SUPPORT RESOURCES

Internal Help in Canvas

- *Extensive documentation*



I Help

Account

Admin

Dashboard

Courses

Calendar

Inbox

History

Commons

?
Help

←

Little lost? Try here first!

Search the Canvas Guides
Find answers to common questions

OTHER RESOURCES

- [Student Training for Canvas](#)
- [Chat with Canvas Support \(Teachers\)](#)
Live Chat with Canvas Support!
- [Canvas Support Hotline](#)
208-301-6002
- [Report a Problem to Canvas](#)
If Canvas misbehaves, tell us about it
- [UI Technology Support Portal \(ITS\)](#)
Search for help or request assistance with passwords, MS Stream and Zoom
- [UI CETL Help for Teachers](#)
- [Training Services Portal](#)



CANVAS IN SPRING 2022

SUPPORT RESOURCES

I Internal Help in Canvas

- *Extensive documentation*
- *24/7 chat support*

I Help

Account

Admin

Dashboard

Courses

Calendar

Inbox

History

Commons

Help

Help

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Find answers to common questions

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Search for help or request assistance with passwords, MS Stream and Zoom

UI CETL Help for Teachers

Training Services Portal

CANVAS IN SPRING 2022

SUPPORT RESOURCES

I CETL

- *Self-Directed*
- *Wired Wednesday Workshops*
- *Instructional Design team*
 - *Available until 12/23/21 and after 1/3/22*
 - *Zoom drop-in sessions Mondays and Tuesdays in Spring*



CANVAS IN SPRING 2022

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CANVAS IN SPRING 2022

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 - *Zoom drop-in sessions Mondays and Tuesdays in Spring*

CETL's Instructional Design Team



Doug Habib, PhD



Carolyn Raynor, PhD



Sean Quallen, PhD



CANVAS IN SPRING 2022

SUPPORT RESOURCES

CETL Transition Support Page

- *Migration from Blackboard*
- *Quick start guides*
- *Access to recorded workshops*



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[Login to Canvas](#)

Using Canvas
24/7 Support
Migrate Content



CANVAS FOR FACULTY IN 10 STEPS



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Start Here





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CANVAS AT UI:

<https://canvas.uidaho.edu>



**SCAN CODE FOR CETL'S
CANVAS TRANSITION PAGE**

QUESTIONS?

CONTACT US AT

coursedesign@uidaho.edu

University of Idaho
2021 – 2022 Faculty Senate Agenda

Meeting # 16

Tuesday, December 7, 2021, at 3:30 pm
Zoom Only

- I. Call to Order
- II. Approval of Minutes (Vote)
 - Minutes of the 2021-22 Faculty Senate Meeting #15 (November 30, 2021) **Attach. #1**
- III. Consent Agenda (Vote)
- IV. Chair's Report
- V. Provost's Report
- VI. Committee Reports (Vote)
 - UCC 197 Music Education (Leonard Garrison) **Attach. #2**
 - UCC 262 Mathematics Minor (Mark Nielsen or Hirotachi Abo) **Attach. #3**
 - UCC 445 Business Leadership Certificate (Eric Stuen) **Attach. #4**
 - UCC 464 Nutrition Minor (Trevor White) **Attach. #5**
- VII. Other Announcements and Communications
 - Canvas transition update (Brian Smentkowski)
 - University Budget Update (Brian Foisy and Linda Campos) **Attach. #6**
- VIII. Special Orders
- IX. New Business
- X. Adjournment

Attachments:

- **Attach. #1:** Mtg #15 Minutes
- **Attach. #2:** UCC 197
- **Attach. #3:** UCC 262
- **Attach. #4:** UCC 445
- **Attach. #5:** UCC 464
- **Attach. #6:** University Budget Update

2021 – 2022 Faculty Senate – Pending Approval

Meeting # 15

Tuesday, November 30, 2021, 3:30 pm – 5:00 pm

Zoom only

Present: Ahmadzadeh, Becker, Bridges, Castillo, Chapman, Dahlquist, Fairley, Gauthier, Hickman, Torrey Lawrence (w/o vote), Lee-Painter, McIntosh, Meeuf (Chair), Mittelstaedt, Ogborn, Paul, Quinnett, Rashad, Rinker, Roberson, Rose, Sammarruca (w/o vote), Schiele, R. Smith, A. Smith (Vice Chair), Schwarzlaender, Tenuto, Thorne, Wargo

Absent Hoffman (excused)

Guests/Presenters: Sean Quinlan, Annette Folwell, Suzi Ball, Jim Nagler, Bob Tripepi, Tara MacDonald

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

Approval of Minutes (vote):

- Minutes of the 2021-22 Meeting #14 – Attach. #1.
The minutes of the 2021-22 Meeting #14 were approved as distributed.

Chair’s Report:

- A friendly reminder that the next University Faculty Meeting is next Wednesday, December 8 at 2:30 p.m. This meeting will be held via Zoom. Please let your constituents know about the meeting so we can have a quorum and vote on the many important proposals we have vetted here at Senate this semester.
- Faculty and staff will soon receive a link to the annual preference survey administered by the Committee on Committees so they can place new members on University-level committees. Please encourage your constituents to complete the survey, with the caveat that completion of the survey indicates a commitment to serve on the committee you are assigned. By filling out the survey, you are signing up for committee service, and the Committee on Committees will do its best to assign you to a committee based on your preferences. If you have questions, please refer them to Committee on Committees Chair Alistair Smith.
There were no questions for the Chair.

Provost’s Report:

- COVID update: The numbers look good. Currently we have no students in quarantine or isolation. We will reevaluate the mask mandate next week.
- Tests are available. The new location, more convenient for the season, is by the Student Recreation Center, just follow the drive-through loop.
- There was a follow-up discussion to an earlier question about enforcing mask wearing at athletic events. Masks are required to enter and are provided to people who don’t have one. We have had challenges with getting sufficient event staff –we get approximately 50% of the number we request. The police cannot enforce the mandate because it’s not a law. We are doing the best we can, but it’s hard to monitor a crowd and even more complicated when people are allowed to remove their mask to eat or drink. Please send any suggestions you may have.

- Nominations are open for the Faculty and Staff Excellence Awards through January 28, 2022.
- Commencement is on Saturday, December 11, at 12:30. We hope to see many people there.
- Confidential feedback on supervisors is being collected, see today's memo from Vice Provost Kelly-Riley. This year we are doing it earlier than what we have usually done, to provide the feedback to supervisors earlier.
- Moving to Canvas: CETL is working with the faculty to ensure a smooth transition. A majority of faculty have moved or are moving their courses. A number of resources are available through CETL, online or otherwise. So far, feedback on Canvas has been generally positive.

Discussion:

There was a question about whether the Catholic Church on campus is on university property and thus should follow the mask mandate. Provost Lawrence responded that the church is not on university property and is not subject to our mandate, although he will double check.

Follow-up on the previous question about enforcing mask wearing at athletic events: Chair Meeuf suggested the possibility of establishing a designated area where people can remove the mask for consuming food and drinks. The Provost added that our event staff is willing to reseal people who may feel uncomfortable.

Chair Meeuf inquired about mandatory COVID vaccines for federal employees and entities that hold federal contracts. Apparently, Boise State is enforcing the mandate. Where does U of I stand with regard to that issue? The Provost said that, in his interpretation, Boise State is actually not enforcing a mandate – their message indicated that if the lawsuit does not hold, they will move forward with the mandate. As for U of I, there is a hearing this Friday regarding the lawsuit. There could be a decision at that time, or at a later date. We are on hold. Updates will follow.

A Senator commented on how well we have done this semester as an institution. The Provost appreciated the comment – hopefully, we will continue on this path for the next couple of weeks.

Committee Reports:

- UCC Vandal Gateway Program – Torrey Lawrence, Sean Quinlan, Annette Folwell, Suzi Ball, Attach. #2
The Vandal Gateway Program (VGP) provides students with a cohort-based academic support program during the first two semesters of a student's college career involving high impact mentoring, coaching, and advising services. The mission of the Vandal Gateway Program is to provide support services to ensure student success in their college career. The proposed admission standards will have to change for the second and third year if the university standards do. Students who do not want to participate in the Vandal Gateway Program may appeal for regular admission through the Admissions Committee.

Discussion:

Questions addressed the timeline planned for evaluating the program during the three years – to which Provost Lawrence responded that annual reviews are planned, probably in early fall – and whether transfer students are VGP-eligible – only first-year students are. There was a brief exchange on whether Senate should consider a resolution in support of allocating some funds from the Capital Campaign to help VGP students. Annette Folwell would like to see *Go Idaho!* scholarships go to VGP students who are doing well.

Vote: 20/23 in favor; 3/23 against. Motion passes.

- UCC 185 Medical Sciences (BS) – Jim Nagler, Attach. #3

This proposal only adds a chemistry class, CHEM 472, as an option under the nine credits of Biomedical Sciences.

Discussion:

A very brief discussion followed, with Jim Nagler clarifying that it came to their attention that such a class could be useful.

Vote: 24/24 in favor; 0/24 against.

- UCC 219 Exercise, Sport & Health Sciences (BS) – Dave Paul, Attach. #4
We have updated our curriculum to meet accreditation requirements as well as the varying interests and needs of our students. Many of our students go to graduate school, each school having different requirements. The changes we propose do not change the overall requirements of the degree. Instead, they allow flexibility for students to choose electives and courses that best meet their needs, and aid in retention and timely graduation by allowing menu options within the different emphasis areas in which courses are offered every semester and students can choose the option that best meets their needs. It will also aid transfer students in timely graduation. The emphasis name change from Pre-Physical Therapy Emphasis to Pre-Physical Therapy and Allied Health Emphasis better represents the program and captures what our degree prepares our students to do. We are also removing the GPA requirement because we believe the University GPA requirement of 2.0 to graduate is sufficient for our program. The faculty do not believe the 2.3 GPA requirement is necessary to be successful in our program. Additionally, the requirement for a GPA of 2.3 or better to enroll in 300 level or higher coursework is very difficult to monitor and enforce, particularly with almost 300 UG students. Vote: 25/25 in favor; 0/25 against. Motion passes.

- UCC 75 Crop Management (BSPLSC) – Bob Tripepi, Attach. #6
The recent academic program prioritization (APP) recommended to cut one of the Plant Sciences majors. The faculty decided that the Crop Management major was the one that could most easily be incorporated in the Crop Science major. Thus, the Crop Management major will be discontinued and the students in that program will be advised to move to the Crop Science major.

Discussion:

There was some discussion on whether the Crop Science major contains sufficient components of crop management. Bob Tripepi noted that this is the best decision they could make, having to drop a major following the APP outcome. In response to another question, he clarified that no courses are being dropped – all courses are taught in other majors.

Vote: 24/26 in favor; 2/26 against. Motion passes.

- UCC 97 English (BA) – Tara MacDonald Attach. #5
This proposal is to match curriculum needs with the reality of fewer faculty. Currently, there are five emphases for the BA in English, and students must pick one. With the proposed revisions, students can earn a BA in English with a concentration. Vote: 27/27 in favor; 0/27 against. Motion passes.

Other Announcements and Communications:

- FSH 3340 Performance Evaluation of Staff members (vote) – Brandi Terwilliger, Attach. #7
The purpose is to revise evaluation ratings to better align with faculty ratings and thus create more consistency. The main change is the introduction of two ratings, similar to what is done in faculty evaluations. They are: “meets or exceeds expectations” and “needs improvement.” Also, outdated language and incorrect information have been removed.

Discussion

There were some questions concerning the meaning of the performance levels. Brandi Terwilliger clarified that the employee receives a cumulative rating for all of their responsibility areas. It could happen, though, that an employee does, overall, meet expectations, but needs improvement in a particular function. It is for the supervisor to determine whether that function is (or is not) a priority for the job, which would then guide the overall rating. In the narrative part of the evaluation, supervisors can point out the areas where they would like to see growth or improvement and those areas where people have exceeded expectations. It is important to train supervisors to give an accurate reflection of the work and highlight areas as appropriate. Too many ratings tend to make the process more subjective. Brandi Terwilliger and her team look forward to seeing how the new system works. They expect it to be more efficient and productive.

As for the implementation timeline, the target is January 1, 2022. However, it seems unlikely that 2021 evaluations will be done under revised FSH 3340, which has to go through due process.

The policy revisions have been discussed at Staff Council last year, and some of these changes were recommended by the Council.

The conversation continued, more generally, on evaluations and the two-option system. In particular, a Senator noted that the promotion forms do offer more categories, which seems to be inconsistent with the annual evaluations. Provost Lawrence addressed this question: the current forms do not have the old scale, but changing procedures or forms can be a long process. The best one can do is remind people that the applicable rules can be different depending on the year.

Lastly, a Senator suggested that a similar “two-level” system could be used for teaching evaluations. Vice Chair Smith is on the taskforce currently working on a proposal to revise the teaching evaluation system and will take the suggestion to the committee.

Vote: 23/23 in favor; 0/23 against.

- *APM 50.21 Documenting and Addressing Unsatisfactory Performance of Classified Staff – Attach. #8
Informational item.

New Business:

Chair Meeuf asked whether senators wanted to bring up any new business. Senators raised the following issues:

- Should we be recording abstentions? Someone may wish to abstain for a particular reason. The Secretary cited from the relevant policy: “...*abstentions are not recorded in the minutes unless a member requests that his or her abstention be recorded.*” (FSH 1580 Article V Section 11)
- What is the status of the search for the Vice Provost of Academic Initiatives? The position is advertised (<https://uidaho.peopleadmin.com/postings/33931>). The search committee is not yet complete. Interested faculty members are welcome to reach out.
- Could the Provost provide some information on the budget, specifically new revenue from increased enrollment? The Provost will be able to provide definite figures in about two weeks.

Adjournment:

The agenda being completed, Vice Chair Smith adjourned the meeting at 4:37 pm.

Respectfully Submitted,

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

197: MUSIC EDUCATION (BMUS)

Export to PDF Export to Word

In Workflow

1. CLASS Review (ctibbals@uidaho.edu)
2. 18 Curriculum Committee Chair (tcraig@uidaho.edu)
3. 18 Dean (quinlan@uidaho.edu)
4. Curriculum Review (sstubbs@uidaho.edu)
5. Degree Audit Review (rfrost@uidaho.edu)
6. Assessment (sara@uidaho.edu)
7. Provost's Office (panttaja@uidaho.edu; kudas@uidaho.edu; mstout@uidaho.edu; jvalkovic@uidaho.edu)
8. Registrar's Office (none)
9. Ready for UCC (disable)
10. UCC (none)
11. Faculty Senate Chair (mstout@uidaho.edu; jvalkovic@uidaho.edu)
12. UFM (mstout@uidaho.edu; jvalkovic@uidaho.edu)
13. President's Office (brendah@uidaho.edu; mstout@uidaho.edu; jvalkovic@uidaho.edu)
14. State Approval (mstout@uidaho.edu; jvalkovic@uidaho.edu; lindalundgren@uidaho.edu)
15. NWCCU (sara@uidaho.edu; mstout@uidaho.edu)
16. Steve Stubbs (sstubbs@uidaho.edu)

Approval Path

1. Sun, 19 Sep 2021 15:05:11 GMT
Vanessa Sielert (vanessas): Approved for 022 Chair
2. Mon, 20 Sep 2021 20:49:30 GMT
Charles Tibbals (ctibbals): Approved for CLASS Review
3. Mon, 20 Sep 2021 23:02:56 GMT
Traci Craig (tcraig): Approved for 18 Curriculum Committee Chair
4. Tue, 21 Sep 2021 18:05:56 GMT
Amy Kingston (amykingston): Rollback to Initiator
5. Fri, 24 Sep 2021 02:22:35 GMT
Vanessa Sielert (vanessas): Approved for 022 Chair
6. Mon, 27 Sep 2021 20:39:24 GMT
Charles Tibbals (ctibbals): Rollback to Initiator
7. Mon, 04 Oct 2021 20:02:32 GMT
Charles Tibbals (ctibbals): Approved for CLASS Review
8. Mon, 04 Oct 2021 22:11:18 GMT
Traci Craig (tcraig): Approved for 18 Curriculum Committee Chair
9. Tue, 05 Oct 2021 00:27:42 GMT
Sean Quinlan (quinlan): Approved for 18 Dean
10. Wed, 06 Oct 2021 20:32:30 GMT
Steve Stubbs (sstubbs): Approved for Curriculum Review
11. Thu, 07 Oct 2021 00:09:15 GMT
Rebecca Frost (rfrost): Approved for Degree Audit Review
12. Mon, 11 Oct 2021 16:05:16 GMT
Sara Mahuron (sara): Approved for Assessment
13. Mon, 08 Nov 2021 16:36:48 GMT
Dean Panttaja (panttaja): Approved for Provost's Office
14. Mon, 08 Nov 2021 16:56:54 GMT
Dwaine Hubbard (dhubbard): Approved for Registrar's Office
15. Tue, 09 Nov 2021 19:19:31 GMT
Steve Stubbs (sstubbs): Approved for Ready for UCC
16. Wed, 10 Nov 2021 18:01:47 GMT
Steve Stubbs (sstubbs): Rollback to Ready for UCC for UCC
17. Wed, 17 Nov 2021 17:52:56 GMT
Steve Stubbs (sstubbs): Approved for Ready for UCC
18. Tue, 30 Nov 2021 23:48:30 GMT
Steve Stubbs (sstubbs): Approved for UCC

History

1. Apr 19, 2021 by Leonard Garrison (leonardg)
2. May 17, 2021 by Amy Kingston (amykingston)
3. May 17, 2021 by Amy Kingston (amykingston)
4. Jun 16, 2021 by Rebecca Frost (rfrost)
5. Sep 16, 2021 by Amy Kingston (amykingston)

Date Submitted: Mon, 27 Sep 2021 21:31:54 GMT

Viewing: 197 : Music Education (BMUS)

Last approved: Thu, 16 Sep 2021 18:19:53 GMT

Last edit: Thu, 07 Oct 2021 00:09:09 GMT

Changes proposed by: Wudneh Admassu

Final Catalog

2022-2023

What will be the last semester of the teach-out period?

What is the teach-out plan?

Rationale for Inactivation

%deletejustification.eshtml%

Attach State Form

Faculty Contact

Faculty Name	Faculty Email
Leonard Garrison	leonardg@uidaho.edu

Change Type (Choose all that apply)

Change curriculum requirements

Discontinue Option, Emphasis, Concentration, or Specialization within a major

Description of Change

Simplify ensemble requirements

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

Academic Level

Undergraduate

College

Letters Arts & Social Sciences

Department/Unit:

Music

Effective Catalog Year

2022-2023

Program Title

Music Education (BMUS)

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

123

Attach Program Change

CIP Code

13.1312 - Music Teacher Education.

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 this program lead to licensure in any state?

Will the program be a statewide responsibility?

Financial Information

What is the financial impact of the request?

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

Describe the financial impact

Curriculum:

Required course work includes the university requirements (see regulation J-3 (<https://catalog.uidaho.edu/general-requirements-academic-procedures/j-general-requirements-baccalaureate-degrees/#j3>)) and:

Code	Title	Hours
COMM 101	Fundamentals of Oral Communication	2
EDCI 201	Contexts of Education	3
EDCI 301	Learning, Development, and Assessment	3
EDSP 300	Educating for Exceptionalities	3
MUSA 115	Studio Instruction	2
MUSA 124	Studio Instruction (6 credits are required)	6
MUSA 208	Musical Conversation and Improvisation	1
MUSA 245	Piano Class for Music Majors/Minors	1
MUSA 246	Piano Class for Music Majors/Minors	1
MUSA 324	Studio Instruction (6 credits are required)	6
MUSA 387	Conducting I	2
MUSA 487	Conducting II	2
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
MUSC 328	Instrumental and Choral Arranging	2
MUSH 111	Introduction to the World of Music	3
MUSH 321	Music in Society I	3
MUSH 322	Music in Society II	3
MUST 283	Principles of Music Teaching	3
MUST 382	Elementary Music Methods and Literacy	3
MUST 432	Practicum: Music Teaching	11
MUST 445	Proseminar in Music Teaching	1
MUSX 101	Orientation for Music Majors	0
MUSX 140	Recital Attendance (Seven semesters required)	0

8 credits of Ensembles in 7 different semesters	8
Select one of the following tracks:	10
Instrumental track:	
MUST 251 String Instrument Techniques	
MUST 253 Brass Instrument Techniques	
MUST 255 Woodwind Techniques	
MUST 386 Instrumental Music in the Secondary Schools	
MUST 465 Jazz Band Rehearsal Techniques	
One of the following:	
String majors must take:	
MUST 256 String Pedagogy and Orchestral Literature	
Wind and percussion majors must take:	
MUST 466 Marching Band Techniques	
Vocal track:	
MUSA 114 Studio Instruction ¹	
MUST 385 Choral Music in the Secondary School	
MUST 435 Pedagogy & Materials	
MUSX 283 Italian and German Diction for Singers	
MUSX 284 French and English Diction for Singers	

Total Hours **95**

1

Voice majors must successfully complete MUSA 246 before enrolling in MUSA 114.

Courses to total 120 credits for this degree

Degree Maps:

	Hours
Fall Term 1	
ENGL 101 Writing and Rhetoric I	3
MUSA 115 Studio Instruction	2
MUSA 145 Piano Class for Music Majors/Minors	1
MUSC 139 Aural Skills I	2
MUSC 141 Theory of Music I	2
MUSX 101 Orientation for Music Majors	0
MUSX 140 Recital Attendance	0
Mathematical Ways of Knowing Course	3
Ensemble, Major Elective Course	1
	14
Spring Term 1	
COMM 101 Fundamentals of Oral Communication	2
ENGL 102 Writing and Rhetoric II	3
MUSA 124 Studio Instruction	2
MUSA 146 Piano Class for Music Majors/Minors	1
MUSC 140 Aural Skills II	2
MUSC 142 Theory of Music II	2
MUSH 111 Introduction to the World of Music	3
MUSX 140 Recital Attendance	0
Ensemble, Major Elective Course	1
American Diversity Course	3
	19
Fall Term 2	
EDCI 201 Contexts of Education	3
MUSA 124 Studio Instruction	2
MUSA 245 Piano Class for Music Majors/Minors	1
MUSC 239 Aural Skills III	2
MUSC 241 Theory of Music III	2
MUSH 321 Music in Society I	3
MUSX 140 Recital Attendance	0
Ensemble, Major Elective Course	1
	14
Spring Term 2	
EDSP 300 Educating for Exceptionalities	3
MUSA 124 Studio Instruction	2

MUSA 246	Piano Class for Music Majors/Minors	1
MUSC 240	Aural Skills IV	2
MUSA 242	Theory Of Music IV	2
MUSH 322	Music in Society II	3
MUSX 140	Recital Attendance	0
Ensemble, Major Elective Course		1
Vocal or Instrumental Track Course, Major Elective Course		2
Hours		16
Fall Term 3		
EDCI 301	Learning, Development, and Assessment	3
MUSA 208	Musical Conversation and Improvisation	1
MUSA 324	Studio Instruction	2
MUSA 387	Conducting I	2
MUSX 140	Recital Attendance	0
Ensemble, Major Elective Course		1
Ensemble, Major Elective Course		1
International Course		3
Vocal or Instrumental Track Course, Major Elective Course		2
Hours		15
Spring Term 3		
MUSA 324	Studio Instruction	2
MUSA 487	Conducting II	2
MUSC 328	Instrumental and Choral Arranging	2
MUST 382	Elementary Music Methods and Literacy	3
MUSX 140	Recital Attendance	0
Scientific Ways of Knowing Course		4
Ensemble, Major Elective Course		1
Vocal or Instrumental Track Course, Major Elective Course		2
Hours		16
Fall Term 4		
MUSA 324	Studio Instruction	2
MUSA 490	Half Recital	0
MUSX 140	Recital Attendance	0
Scientific Ways of Knowing Course		4
Humanistic and Artistic Ways of Knowing Course		3
Ensemble, Major Elective Course		1
Vocal or Instrumental Track Course, Major Elective Course		2
Vocal or Instrumental Track Course, Major Elective Course		2
Hours		14
Spring Term 4		
MUST 432	Practicum: Music Teaching	11
MUST 445	Proseminar in Music Teaching	1
Hours		12
Total Hours		120

The degree map is a guide for the timely completion of your curricular requirements. Your academic advisor or department may be contacted for assistance in interpreting this map. This map is not reflective of your academic history or transcript and it is not official notification of completion of degree or certificate requirements. Please contact the Registrar's Office regarding your official degree/certificate completion status.

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

If Yes, can 100% of the curricular requirements of this program be completed via distance education?

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

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

Moscow

Where?

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.

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

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

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

When will assessment activities occur and at what frequency?

Student Learning Outcomes

Have learning outcomes changed?

Learning Objectives

1. Interpret and present musical ideas through performance .
2. Demonstrate expertise in major performing medium.
3. Clearly articulate musical concepts appropriate for learners in all stages of development.
4. Assess musical standards, prescribe methods for improvement and demonstrate rehearsal technique.
5. Demonstrate appropriate conducting technique.
6. Demonstrate an ability to use multiple teaching strategies to serve diverse learners.
7. Develop skills of planning and preparation, including setting short- and long-term goals.

Rationale for the proposed change. Include an explanation of how the department will manage the added workload, if any.

The current ensemble requirements have evolved over the years and are stated in various places in the catalog, sometimes contradicting each other. Degree audit cannot enforce the ensemble requirements as originally intended, sometimes leading to confusion among students and their advisors. The simpler requirements proposed here are easier to understand and track and will allow greater flexibility, at the same time greater supervision from the studio instructor. No additional workload.

Throughout the University there is a move to get rid of Options (in which 50% or more of the requirements are specific to certain students) and Emphases (in which 20-49% of the requirements are specific). During the recent program prioritization process, the music education degree was targeted as an area of concern, as the program prioritization folks were looking at the individual numbers for each Emphasis for the degree rather than the total number of students, which has always been strong. If we get rid of the Emphases, we will have a strong cohort of students counted together in the Music Education degree.

Supporting Documents

Music Education-Instrumental_BMUS.xlsx

Music Education-Vocal_BMUS.xlsx

Music Learning Outcomes as of June 2021.pdf

Music Learning Outcomes Email Thread - June 2021.pdf

Requires TECC Review

No

Department Voting Results

College Voting Results

Reviewer Comments

Amy Kingston (amykingston) (Tue, 21 Sep 2021 18:05:56 GMT): Rollback: Returning for additional changes, per email from Leonard on 9/21/21. Amy K

Charles Tibbals (ctibbals) (Mon, 27 Sep 2021 20:39:24 GMT): Rollback: Dropping Emphases requires a Group B submission.

Rebecca Frost (rfrost) (Thu, 07 Oct 2021 00:09:09 GMT): Updated 4 year degree map to reflect the removal of the emphases. Total credits now needed for degree is only 120 due to a required course no longer requiring PSYC 101.

Key: 197

Choose Proposals to Bundle

Select any proposals you would like to bundle together for approval. Only proposals you have saved are available to bundle.

Bundle Title:

Course:

Proposal A

Program:

Proposal B

Submit Cancel

**University of Idaho
Curriculum Plan**

Music Education: Instrumental Emphasis (B.Mus.)

Successful completion of the requirements in 2021-2022 catalog year requirements will lead to a B.Mus. in Music Education:
Instrumental Emphasis from the University of Idaho.

Freshman									
Fall Semester			Credit	Spring Semester			Credit		
ENGL	101		3	WC	ENGL	102	3	WC	
MUSA	115		2		MUSA	124	2		
MUSA	145	(REQ PREREQ)	1		MUSA	146 (REQ PREREQ)	1		
MUSC	139		2		MUSC	140	2		
MUSC	141		2		MUSC	142	2		
MUSX	101		0		MUSH	111	3	H	
MUSX	140		0		MUST	255	1		
MUSA		MAJOR ENSEMBLE	1		MUSX	140	0		
ELEC		MATH	3	M	MUSA		MAJOR ENSEMBLE	1	
					ELEC		AMERICAN DIV	3	AD
Total			14	Total			18		

Sophomore									
Fall Semester			Credit	Spring Semester			Credit		
COMM	101		2	OC	EDCI	301	3		
EDCI	201		3	SS	MUSA	124	2		
MUSA	124		2		MUSA	246	1		
MUSA	245		1		MUSC	240	2		
MUSC	239		2		MUSC	242	2		
MUSC	241		2		MUSH	322	3		
MUSH	321		3		MUST	253	1		
MUSX	140		0		MUSX	140	0		
MUSA		MAJOR ENSEMBLE	1		PSYC	101 (REC ELEC)	3	SS	
					MUSA		MAJOR ENSEMBLE	1	
Total			16	Total			18		

Junior Year									
Fall Semester			Credit	Spring Semester			Credit		
MUSA	324		2		MUSA	324	2		
MUSA	387		2		MUSA	487	2		
MUST	251		1		MUSC	328	2		
MUST	383		3		MUST	254	1		
MUSX	140		0		MUST	256 or 466	1		
MUSA		ENSEMBLE	1		MUST	382	3		
MUSA		MAJOR ENSEMBLE	1		MUST	386	3		
ELEC		SCIENCE	4	SCI	MUST	465	2		
MUSA	208		1		MUSX	140	0		
					MUSA		ENSEMBLE	1	
					MUSA		MAJOR ENSEMBLE	1	
Total			15	Total			18		

Senior									
Fall Semester			Credit	Spring Semester			Credit		
EDSP	300		3		MUST	432	11		
MUSA	324		2		MUST	445	1		
MUSA	490		0	SE					
MUSX	140		0						
ELEC		SCIENCE	4	SCI					
ELEC		HUMANITIES	3	H					
ELEC		INTERNATIONAL	3	IN					
Total			15	Total			12		

Color Key

	Major Requirements
	Core Requirements (if applicable)
	General Education Requirements
	BA/BS Requirements (CLASS only)

General Education Checklist

WC	Written English	6 cr
OC	Oral Communication	2-3 cr
SCI	Science	7-8 cr
M	Math	3 cr
H	Humanities	6 cr
SS	Social Science	6 cr
AD	American Diversity	3 cr
IN	International	3 cr
SE	Senior Experience	varies

**University of Idaho
Curriculum Plan**

Music Education: Vocal Emphasis (B.Mus.)

Successful completion of the requirements in 2021-2022 catalog year requirements will lead to a B.Mus. in Music Education: Vocal Emphasis from the University of Idaho.

Freshman									
Fall Semester					Spring Semester				
		Credit					Credit		
ENGL	101	3	WC	COMM	101		2		OC
MUSA	115	2		ENGL	102		3		WC
MUSA	145 (REQ PREREQ)	1		MUSA	124		2		
MUSC	139	2		MUSA	146 (REQ PREREQ)		1		
MUSC	141	2		MUSC	140		2		
MUSX	101	0		MUSC	142		2		
MUSX	140	0		MUSH	111		3		H
MUSA	MAJOR ENSEMBLE	1		MUSX	140		0		
ELEC	MATH	3	M	MUSA	MAJOR ENSEMBLE		1		
				ELEC	AMERICAN DIV		3		AD
Total		14		Total			19		

Color Key

	Major Requirements
	Core Requirements (if applicable)
	General Education Requirements
	BA/BS Requirements (CLASS only)

General Education Checklist		
WC	Written English	6 cr
OC	Oral Communication	2-3 cr
SCI	Science	7-8 cr
M	Math	3 cr
H	Humanities	6 cr
SS	Social Science	6 cr
AD	American Diversity	3 cr
IN	International	3 cr
SE	Senior Experience	varies

Sophomore									
Fall Semester					Spring Semester				
		Credit					Credit		
EDCI	201	3	SS	EDSP	300		3		
MUSA	124	2		MUSA	124		2		
MUSA	245	1		MUSA	246		1		
MUSC	239	2		MUSC	240		2		
MUSC	241	2		MUSC	242		2		
MUSH	321	3		MUSH	322		3		
MUSX	140	0		MUSX	140		0		
MUSX	283	2		MUSX	284		2		
PSYC	101 (REC PREREQ)	3	SS	MUSA	MAJOR ENSEMBLE		1		
MUSA	MAJOR ENSEMBLE	1		ELEC	INTERNATIONAL		3		IN
Total		19		Total			19		

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Junior Year									
Fall Semester					Spring Semester				
		Credit					Credit		
EDCI	301	3		MUSA	324		2		
MUSA	114	1		MUSA	487		2		
MUSA	324	2		MUSC	328		2		
MUSA	387	2		MUST	382		3		
MUSA	208	1		MUST	435		2		
MUST	383	3		MUSX	140		0		
MUSX	140	0		MUSA	MAJOR ENSEMBLE		1		
MUSA	MAJOR ENSEMBLE	1		ELEC	SCIENCE		4		SCI
Total		13		Total			16		

Senior									
Fall Semester					Spring Semester				
		Credit					Credit		
MUSA	324	2		MUST	432		11		
MUSA	180 OR 380	1		MUST	445		1		
MUSA	490	0	SE						
MUST	385	3							
MUSX	140	0							
MUSA	ENSEMBLE	1							
ELEC	SCIENCE	4	SCI						
ELEC	HUMANITIES	3	H						
Total		14		Total			12		

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To add or fix:

Move rubric assessment points to Direct Measure field in UI system

Add language regarding that faculty agree on these assessment points

Reason

The university requires us to provide data that shows that 1) we have created a plan to help students through a degree and that 2) we are meeting these goals. The goals are set by us already — probationary-level lessons, UDS, recitals, capstone projects, etc. — but we have few ways of helping others to understand how we determine these and that we are meeting them. We have no formal system of reporting, and even if we did, the standards vary across each area within the department. While this has yet to punish us, it is entirely plausible, especially given the litigious nature of current university politics and student entitlement, that we encounter a student who cries insists on a double standard in a barrier assessment, and we struggle to defend ourselves and methods. If this were to happen, it is not only bad PR, but it opens us to the possibility of an entity outside of the department inserting themselves into our assessment and curriculum.

We can lament the role that politics plays in our teaching, but the politics continue whether we participate or not. If we do not do this well, we give any detractor of our program “ammo” to be used against us.

Proposal Overview

Create an intuitive, unified system for all degrees that incorporates our existing assessment structures with slight alterations and matching rubrics

Proposed Structure

- Allows us to clearly communicate to students what is expected at each level
- Standardizes our testing structures across the department and unifies our methods
- If we choose to fail a student at a given level, allows us to show a level of objective reasoning without eliminating the importance of our subjective input on the matter
- Gives us control of what matters to our degrees while fulfilling our assessment requirement

University Learning Outcomes

- A. Learn and Integrate
- B. Think and Create
- C. Communicate
- D. Clarify Purpose and Perspective
- E. Practice Citizenship

Student Learning Outcomes

Degree Program	Student Learning Outcomes	University Learning Outcomes	Direct Measures	Indirect Measures	Benchmark
BM Music Performance	<ol style="list-style-type: none"> 1. Interpret and present musical ideas through performance 2. Demonstrate expertise in major performing medium 3. Communicate musical ideas verbally 4. Self-assess performance skills accurately 5. Demonstrate 	<ol style="list-style-type: none"> 1. A,B,C 2. A,B,C 3. A,C 4. D 5. A 	<ol style="list-style-type: none"> 1. Full recital jury rubric 2. Full recital jury rubric 3. UDS jury rubric 4. UDS jury rubric 5. UDS jury rubric 		<ol style="list-style-type: none"> 1. 4 or higher: <ol style="list-style-type: none"> a. Presentation b. Interpretation 2. 4 or higher: <ol style="list-style-type: none"> a. Tone quality b. Rhythm c. Intonation d. Technique 3. 3 or higher <ol style="list-style-type: none"> a. Demonstrates musical knowledge b. Effectiveness of

	proficiency in reading music				<p>verbal communication</p> <p>4. 3 or higher in:</p> <p>a. Self-assessment of performance congruent with faculty assessment</p> <p>5. 3 or higher in:</p> <p>a. Accuracy and interpretation of self-prepared or sight-reading piece</p>
BA/BS Applied Music	<ol style="list-style-type: none"> 1. Interpret and present musical ideas through performance 2. Demonstrate proficiency in major performing medium 3. Communicate musical ideas verbally 4. Self-assess performance skills accurately 5. Demonstrate the ability to explain music in the context of wider culture 	<ol style="list-style-type: none"> 1. A,B,C 2. A,B,C 3. A,C 4. D 5. A,D 	<ol style="list-style-type: none"> 1. Half recital jury rubric 2. Half recital jury rubric 3. UDS jury rubric 4. UDS jury rubric 5. UDS jury rubric 	<ol style="list-style-type: none"> 1. 3 or higher: <ol style="list-style-type: none"> a. Presentation b. Interpretation 2. 3 or higher: <ol style="list-style-type: none"> a. Tone quality b. Rhythm c. Intonation d. Technique 3. 3 or higher <ol style="list-style-type: none"> a. Demonstrates musical knowledge b. Effectiveness of verbal communication 4. 3 or higher <ol style="list-style-type: none"> a. Self-assessment of performance congruent with faculty assessment 	

					<ul style="list-style-type: none"> 5. 3 or higher <ul style="list-style-type: none"> a. Demonstrates an ability to explain music in the context of wider culture as it pertains to their specialties
BM Music Education	<ul style="list-style-type: none"> 1. Interpret and present musical ideas through performance 2. Demonstrate expertise in major performing medium 3. Clearly articulate musical concepts appropriate for learners in all stages of development 4. Assess musical standards, prescribe methods for improvement and demonstrate rehearsal technique 5. Demonstrate appropriate conducting technique 6. Demonstrate an ability to use multiple 	<ul style="list-style-type: none"> 1. A,B,C 2. A,B,C 3. A,C 4. A,C 5. A,C 6. D,E 7. B 	<ul style="list-style-type: none"> 1. Half recital jury rubric 2. Half recital jury rubric 3. Taskstream rubric 4. Taskstream rubric 5. Taskstream rubric 6. Taskstream rubric 7. Taskstream rubric 		<ul style="list-style-type: none"> 1. 3 or higher: <ul style="list-style-type: none"> a. Presentation b. Interpretation 2. 3 or higher: <ul style="list-style-type: none"> a. Tone quality b. Rhythm c. Intonation d. Technique 3. 4 or higher: <ul style="list-style-type: none"> a. Framing musical concepts in an understandable way (process) b. Self-assess teaching skills accurately (reflection) 4. 4 or higher: <ul style="list-style-type: none"> a. Ability to hear inconsistencies b. Properly adjusts teaching strategies to adapt to

	<p>teaching strategies to serve diverse learners</p> <p>7. Develop skills of planning and preparation, including setting short- and long-term goals</p>				<p>inconsistencies</p> <p>c. Demonstrates efficient rehearsal technique</p> <p>5. 4 or higher in:</p> <p>a. Demonstrates appropriate conducting technique</p> <p>6. 4 or higher:</p> <p>a. Presents an equal opportunity for all students to learn</p> <p>b. Demonstrates pedagogical content knowledge</p> <p>7. 4 or higher:</p> <p>a. Sets specific goals</p> <p>b. Sets measurable goals</p> <p>c. Sets attainable goals</p> <p>d. Sets relevant goals</p> <p>e. Sets time-bound goals</p>
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<p>BM Composition</p>	<ol style="list-style-type: none"> 1. Demonstrate proficiency in major performing medium 2. Communicate musical ideas through composition 3. Demonstrate an ability to employ traditional and contemporary techniques and notation 4. Demonstrate an ability to produce a concert of one's own music through collaboration 	<ol style="list-style-type: none"> 1. A,B,C 2. A,B,C 3. A,C 4. A,B,C, D,E 	<ol style="list-style-type: none"> 1. UDS performance jury rubric 2. UDS composition jury rubric 3. UDS composition jury rubric 4. Composition Recital jury rubric 	<ol style="list-style-type: none"> 1. 3 or higher: <ol style="list-style-type: none"> a. Tone quality b. Rhythm c. Intonation d. Technique 2. 3 or higher in: <ol style="list-style-type: none"> a. Demonstrates musical concepts and compositional process in a clear, knowledgeable manner 3. 3 or higher in: <ol style="list-style-type: none"> a. Technique b. Range of media c. Style d. Fluency and productivity e. Presentation 4. 4 or higher <ol style="list-style-type: none"> a. Ability to produce and rehearse a concert of own music through collaboration
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<p>BM Music Business</p>	<ol style="list-style-type: none"> 1. Interpret and present musical ideas through performance 2. Demonstrate proficiency in major performing medium 3. Communicate musical ideas verbally 4. Demonstrate understanding and application of financial principles 5. Create and enact a business plan appropriate to degree emphasis 6. Communicate effectively using online media (e.g. web design, electronic media) 	<ol style="list-style-type: none"> 1. A,B,C 2. A,B,C 3. C 4. A 5. B,D,E 6. C 	<ol style="list-style-type: none"> 1. Half recital jury rubric 2. Half recital jury rubric 3. UDS jury rubric 4. MUSX 498 Internship rubric 5. MUSX 498 Internship rubric 6. MUSX 498 Internship rubric 	<ol style="list-style-type: none"> 1. 3 or higher in: <ol style="list-style-type: none"> a. Presentation b. Interpretation 2. 3 or higher in: <ol style="list-style-type: none"> a. Tone quality b. Rhythmic c. Intonation d. Technique 3. 3 or higher <ol style="list-style-type: none"> a. Demonstrates musical knowledge b. Effectiveness of verbal communication 4. 4 or higher <ol style="list-style-type: none"> a. Demonstrates understanding and application of financial principles 5. 4 or higher <ol style="list-style-type: none"> a. Creates and enacts a business plan appropriate to degree emphasis 6. 4 or higher <ol style="list-style-type: none"> a. Communicate effectively using online media
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<p>BA/BS Music History</p>	<ol style="list-style-type: none"> 1. Develop expertise in academic writing 2. Communicate musical ideas verbally 3. Place music in cultural and historical context 	<ol style="list-style-type: none"> 1. A,B,C 2. A,C 3. A,D 	<ol style="list-style-type: none"> 1. Senior thesis and defense rubric 2. Senior thesis and defense rubric 3. Senior thesis and defense rubric 	<ol style="list-style-type: none"> 1. 4 or higher <ol style="list-style-type: none"> a. Well-defined topic b. Clear organization c. Command of writing-style, grammar, and mechanics d. Depth of research e. Construction of an appropriate bibliography 2. 4 or higher <ol style="list-style-type: none"> a. Explains all relevant terminology and concepts verbally and engages in discussion 3. 4 or higher <ol style="list-style-type: none"> a. Demonstrates an understanding of time period and cultural climate in relation to subject of paper
<p>BA/BS Music Theory</p>	<ol style="list-style-type: none"> 1. Develop expertise in academic writing 2. Communicate musical ideas verbally 3. Demonstrate understanding of 	<ol style="list-style-type: none"> 1. A,B,C 2. A,C 3. A 	<ol style="list-style-type: none"> 1. Senior thesis and defense rubric 2. Senior thesis and 	<ol style="list-style-type: none"> 1. 4 or higher <ol style="list-style-type: none"> a. Well-defined topic b. Clear organization c. Command of writing-style, grammar, and

	musical form		defense rubric 3. Senior thesis and defense rubric		mechanics d. Depth of research e. Construction of an appropriate bibliography 2. 4 or higher a. Explains all relevant terminology and concepts verbally and engages in discussion 3. 4 or higher a. Demonstrates an understanding of musical form
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List of requirements by degree for faculty

Faculty must fill out a rubric immediately following every:

- UDS Jury (all majors)
- Recital Jury (all majors, including composition recitals)
- Oral defense of a capstone project (BA/BS-History, BA/BS-Theory)
- Final evaluation in Taskstream (BM-Education)
- Completion of an internship for MusX 498 (BM-Business)

Requirements for each type of assessment

- Recital juries
 - Standard musical assessment, no further requirements
- UDS
 - All UDS require 15-minutes of performing in their primary medium and a 15-minute interview with the area faculty
 - BM - Performance
 - In performance portion, student must perform a **self-prepared piece OR sight-reading**
 - In interview portion, student must **self-assess** their performance
 - BM - Education
 - In interview portion, you must ask a question that demonstrates whether the student can clearly **articulate musical concepts appropriate for learners in all stages of development**
 - BA/BS - Applied
 - In interview portion, student must **self-assess** their performance for the UDS
 - In interview portion, student must demonstrate an ability to explain music in the context of wider culture
 - More specifically, **how do their secondary interests** (e.g. double major, audio engineering, etc.) **relate to their development as a performer?**
 - BM - Performance/Education (Double major)
 - Must fulfill **all requirements of a standard Performance major** in UDS
 - BM - Composition
 - Must **perform a 10-minute standard jury** on their primary medium in addition to the full UDS Composition jury
 - See UDS Requirements and Questions for UDS Composition Jury

- Capstone projects
 - Oral defense requires a committee of three faculty advisors
 - BA/BS-History defense must include questions that determine whether the student understands the time period and cultural climate in relation to the subject of the paper.
 - BA/BS-Theory defense must include questions that demonstrate whether the student understands a variety of musical forms, regardless of whether this is topical for their submitted paper.

FAQ

- Fill out a rubric everytime a student attempts one of these, even if they are re-taking it after a failed attempt.
- Remember that the rubric scale *does* reflect all stages of development, from an entry-level undergraduate to a professional level. It does *not* reflect their growth relative to previous personal level or their peers' levels. In general:
 - 6 - Professional
 - 5 - Graduate
 - 4 - Expected level upon graduating from an undergraduate degree
 - 3 - Developing undergraduate
 - 2 - Beginning undergraduate
 - 1 - Pre-college level

Rubric flowchart

UDS Jury

- First page (same for all)
 - Faculty first name
 - Faculty last name
 - Student first name
 - Student last name
 - Instrument
 - Degree (first branch)
 - BM - Performance (to BM-Perf Verbal Assessment)

- BM - Education (to BM-Ed Verbal Assessment)
 - BA/BS - Applied (to BA/BS-App Verbal Assessment)
 - BM - Business (to BM-Business Verbal)
 - BM - Composition *composition jury* (to BM-Comp Assessment)
 - BM - Composition *performing jury* (to Musical Assessment)
 - BM - Performance/Education - *double major* (to BM/BME Verbal Assessment)
- BM - Performance
 - Verbal evaluation (To Musical Evaluation)
 - *All use standard scoring criteria (except possibly self-assessment question)*
 - Quality of self-prepared piece (SLO #5)
 - Musical knowledge (SLO #3)
 - Effectiveness of verbal communication (SLO #3)
 - Self-assessment of performance as compared to faculty with faculty assessment (SLO #4)
- BA/BS - Applied
 - Verbal evaluation (To Musical Evaluation)
 - *All use standard scoring criteria (except possibly self-assessment question)*
 - Musical knowledge (SLO #4)
 - Effectiveness of verbal communication (SLO #4)
 - Demonstrates an ability to explain music in the context of wider culture (SLO #5)
 - Possibly need to create special scale for this
- BM - Education
 - Verbal evaluation (To Musical Evaluation)
 - Musical knowledge (Not used for SLO)
 - Effectiveness of verbal communication (Not used for SLO)
 - Verbally articulates musical concepts appropriate for learners in all stages of development (SLO #3)
- BM - Composition *composition jury*
 - Composition assessment (to BM-Comp Verbal Evaluation)
 - Technique (SLO #3)
 - Style (SLO #3)
 - Range of media (SLO #3)
 - Fluency and productivity (SLO #3)

- Presentation (SLO #3)
 - Verbal evaluation
 - Musical knowledge (Not used for SLO)
 - Effectiveness of verbal communication (Not used for SLO)
 - Articulates musical concepts and compositional process in a clear, knowledgeable manner (SLO #2)
- BM - Composition (performing jury)
 - Verbal evaluation (To Musical Evaluation)
 - Musical knowledge (Not used for SLO)
 - Effectiveness of verbal communication (Not used for SLO)
- BM - Performance/Education (To Musical Evaluation)
 - Verbal evaluation (Finishes rubric)
 - *All use standard scoring criteria (except possibly self-assessment question)*
 - Musical knowledge (SLO #3)
 - Effectiveness of verbal communication (SLO #3)
 - Self-assessment of performance as compared to faculty with faculty assessment (SLO #4)
 - Possibly need to create special scale for this to range from “matched completely” to “doesn’t have a clue what is wrong”
- BM - Business
 - Verbal evaluation (To Musical Evaluation)
 - *All use standard scoring criteria (except possibly self-assessment question)*
 - Musical knowledge (SLO #3)
 - Effectiveness of verbal communication (SLO #3)
- Musical evaluation (Finishes rubric)
 - Tone quality (only used for BM-Comp performance SLO #1, keep track of for rest to create student progress chart for faculty)
 - Rhythm (only used for BM-Comp performance SLO #1, keep track of for rest to create student progress chart for faculty)
 - Technique (only used for BM-Comp performance SLO #1, keep track of for rest to create student progress chart for faculty)
 - Intonation (only used for BM-Comp performance SLO #1, keep track of for rest to create student progress chart for faculty)

- Interpretation (only used for BM-Comp performance SLO #1, keep track of for rest to create student progress chart for faculty)
- Presentation (only used for BM-Comp performance SLO #1, keep track of for rest to create student progress chart for faculty)
- Additional comments

Recital Audition

- First page
 - Date
 - Faculty first name
 - Faculty last name
 - Student first name
 - Student last name
 - Type of recital
 - Full
 - Half
 - Composition
 - Degree
 - BM - Performance (to Musical Evaluation)
 - BA/BS - Applied (to Musical Evaluation)
 - BM - Education (to Musical Evaluation)
 - BM - Business (to Musical Evaluation)
 - BM - Composition (to Composition Recital Evaluation)
- Musical Evaluation
 - Musical evaluation (Submits form)
 - Tone quality (SLO#2 for BM-Perf when FULL, SLO#2 for BM-Ed//BA-BS-App/BM-Mus when HALF)
 - Rhythm (SLO#2 for BM-Perf when FULL, SLO#2 for BM-Ed//BA-BS-App/BM-Mus when HALF)
 - Technique (SLO#2 for BM-Perf when FULL, SLO#2 for BM-Ed//BA-BS-App/BM-Mus when HALF)
 - Intonation (SLO#2 for BM-Perf when FULL, SLO#2 for BM-Ed//BA-BS-App/BM-Mus when HALF)
 - Interpretation (SLO#1 for BM-Perf when FULL, SLO#1 for BM-Ed//BA-BS-App/BM-Mus when HALF)

- Presentation (SLO#1 for BM-Perf when FULL, SLO#1 for BM-Ed//BA-BS-App/BM-Mus when HALF)
 - Additional comments
- Composition Recital Evaluation
 - Composition assessment (to BM-Comp Verbal Evaluation)
 - Technique (Not used for SLO)
 - Style (Not used for SLO)
 - Range of media (Not used for SLO)
 - Fluency and productivity (Not used for SLO)
 - Presentation (Not used for SLO)
 - Successfully produced and rehearsed a concert of one's own music through collaboration (SLO #4)

Capstone Projects

- First page
 - Date
 - Faculty first name
 - Faculty last name
 - Student first name
 - Student last name
 - Degree
 - BA/BS - History (to History Oral Defense)
 - BA/BS - Music Theory (to Theory Oral Defense)
 - BA/BS - History Oral Defense
 - Explains all relevant terminology and concepts verbally and engages in discussion (SLO #2 for BA/BS-Hist)
 - Demonstrates an understanding of time period and cultural climate in relation to subject of paper (SLO #3 for BA/BS-Hist)
 - BA/BS - Music Theory Oral Defense
 - Explains all relevant terminology and concepts verbally and engages in discussion (SLO #2 for BA/BS-Theory)
 - Demonstrates an understanding of musical form (SLO #3 for BA/BS-Hist)
 - Project evaluation
 - Well-defined topic (SLO #1 for both degrees)

- Clear organization (SLO #1 for both degrees)
- Command of writing-style, grammar, and mechanics (SLO #1 for both degrees)
- Depth of research (SLO #1 for both degrees)
- Construction of an appropriate bibliography (SLO #1 for both degrees)

262: MATHEMATICS MINOR

Export to PDF Export to Word

In Workflow

1. 024 Chair (abo@uidaho.edu)
2. 19 Curriculum Committee Chair (markn@uidaho.edu)
3. 19 Dean (gingercarney@uidaho.edu)
4. Provost's Office (panttaja@uidaho.edu; kudas@uidaho.edu; mstout@uidaho.edu; jvalkovic@uidaho.edu)
5. Curriculum Review (sstubbs@uidaho.edu)
6. Degree Audit Review (rfrost@uidaho.edu)
7. Registrar's Office (none)
8. Ready for UCC (disable)
9. UCC (none)
10. Faculty Senate Chair (mstout@uidaho.edu; jvalkovic@uidaho.edu)
11. UFM (mstout@uidaho.edu; jvalkovic@uidaho.edu)
12. President's Office (brendah@uidaho.edu; mstout@uidaho.edu; jvalkovic@uidaho.edu)
13. State Approval (mstout@uidaho.edu; jvalkovic@uidaho.edu; lindalundgren@uidaho.edu)
14. NWCCU (sara@uidaho.edu; mstout@uidaho.edu)
15. Steve Stubbs (sstubbs@uidaho.edu)

Approval Path

1. Fri, 05 Nov 2021 20:45:39 GMT
Hirotachi Abo (abo): Approved for 024 Chair
2. Fri, 05 Nov 2021 20:46:15 GMT
Mark Nielsen (markn): Approved for 19 Curriculum Committee Chair
3. Fri, 05 Nov 2021 20:50:23 GMT
Ginger Carney (gingercarney): Approved for 19 Dean
4. Mon, 08 Nov 2021 17:40:40 GMT
Ken Udas (kudas): Approved for Provost's Office
5. Mon, 08 Nov 2021 21:46:23 GMT
Steve Stubbs (sstubbs): Approved for Curriculum Review
6. Tue, 09 Nov 2021 18:25:09 GMT
Rebecca Frost (rfrost): Approved for Degree Audit Review
7. Fri, 12 Nov 2021 01:01:38 GMT
Dwayne Hubbard (dhubbard): Approved for Registrar's Office
8. Wed, 17 Nov 2021 17:53:01 GMT
Steve Stubbs (sstubbs): Approved for Ready for UCC
9. Tue, 30 Nov 2021 23:51:10 GMT
Steve Stubbs (sstubbs): Approved for UCC

Date Submitted: Fri, 05 Nov 2021 20:43:49 GMT

Viewing: 262 : Mathematics Minor

Last edit: Mon, 08 Nov 2021 17:39:39 GMT

Changes proposed by: Mark Nielsen

Final Catalog

2022-2023

What will be the last semester of the teach-out period?

What is the teach-out plan?

Rationale for Inactivation

%deletejustification.eshtml%

Attach State Form

Faculty Contact

Faculty Name	Faculty Email
Mark Nielsen	markn@uidaho.edu

Change Type (Choose all that apply)

Change existing program (major) from face to face to on-line delivery (including program components if applicable)

Description of Change

Change from in-person only to in-person (Moscow) plus online.

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

No

Academic Level

Undergraduate

College

Science

Department/Unit:

Mathematics & Statistical Science

Effective Catalog Year

2022-2023

Program Title

Mathematics 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

26

Attach Program Change

CIP Code

27.0101 - Mathematics, General.

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 this program lead to licensure in any state?

Will the program be a statewide responsibility?

Financial Information

What is the financial impact of the request?

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

Describe the financial impact

Curriculum:

Code	Title	Hours
MATH 170	Calculus I	4
MATH 175	Calculus II	4
Select 6 Math courses from the following:		18
MATH 275	Calculus III	
STAT 301	Probability and Statistics	
Math Courses numbered 303-499		
Total Hours		26

Courses to total 26 credits for this minor

Degree Maps:

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

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

Moscow

Where?

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.

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

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

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

When will assessment activities occur and at what frequency?

Student Learning Outcomes

Have learning outcomes changed?

Yes

Learning Objectives

1. Students should be able to think critically, apply problem solving strategies, and be able to construct and defend mathematical proofs.
2. Students should be able to use mathematical structures and the language of mathematics to formulate models for real-world problems.
3. Students should be able to effectively communicate their work and should gain experience working in collaborative settings.

Rationale for the proposed change. Include an explanation of how the department will manage the added workload, if any.

The courses to complete the minor have been available through Engineering Outreach for some time. We seek to formally recognize the program as available online.

Supporting Documents

Requires TECC Review

No

Department Voting Results

College Voting Results

Reviewer Comments

Ken Udas (kudas) (Mon, 08 Nov 2021 17:39:39 GMT): This minor is available for 100% online delivery. A student need not be physically present on a campus. There is no budgetary request. No additional funding is being approved here.

Key: 262

Choose Proposals to Bundle

Select any proposals you would like to bundle together for approval. Only proposals you have saved are available to bundle.

Bundle Title:

Course:

Proposal A

Program:

Proposal B

Submit Cancel

445: BUSINESS LEADERSHIP CERTIFICATE

Export to PDF Export to Word

In Workflow

1. 079 Chair (metlen@uidaho.edu)
2. 13 Curriculum Committee Chair (shenghan@uidaho.edu)
3. 13 Dean (mchopin@uidaho.edu)
4. Provost's Office (panttaja@uidaho.edu; kudas@uidaho.edu; mstout@uidaho.edu; jvalkovic@uidaho.edu)
5. Curriculum Review (sstubbs@uidaho.edu)
6. Degree Audit Review (rfrost@uidaho.edu)
7. Registrar's Office (none)
8. Provost's Office (panttaja@uidaho.edu; kudas@uidaho.edu; mstout@uidaho.edu; jvalkovic@uidaho.edu)
9. Ready for UCC (disable)
10. UCC (none)
11. Faculty Senate Chair (mstout@uidaho.edu; jvalkovic@uidaho.edu)
12. UFM (mstout@uidaho.edu; jvalkovic@uidaho.edu)
13. President's Office (brendah@uidaho.edu; mstout@uidaho.edu; jvalkovic@uidaho.edu)
14. State Approval (mstout@uidaho.edu; jvalkovic@uidaho.edu; lindalundgren@uidaho.edu)
15. NWCCU (sara@uidaho.edu; mstout@uidaho.edu)
16. Steve Stubbs (sstubbs@uidaho.edu)

Approval Path

1. Tue, 19 Oct 2021 17:59:10 GMT
Scott Metlen (metlen): Approved for 079 Chair
2. Tue, 19 Oct 2021 18:07:26 GMT
Shenghan Xu (shenghan): Approved for 13 Curriculum Committee Chair
3. Wed, 20 Oct 2021 23:38:32 GMT
Marc Chopin (mchopin): Approved for 13 Dean
4. Thu, 21 Oct 2021 14:38:35 GMT
Dean Panttaja (panttaja): Approved for Provost's Office
5. Thu, 21 Oct 2021 15:12:38 GMT
Steve Stubbs (sstubbs): Approved for Curriculum Review
6. Wed, 27 Oct 2021 23:05:00 GMT
Rebecca Frost (rfrost): Approved for Degree Audit Review
7. Wed, 27 Oct 2021 23:17:00 GMT
Dwayne Hubbard (dhubbard): Approved for Registrar's Office
8. Mon, 08 Nov 2021 17:44:46 GMT
Ken Udas (kudas): Approved for Provost's Office
9. Wed, 17 Nov 2021 17:54:09 GMT
Steve Stubbs (sstubbs): Approved for Ready for UCC
10. Tue, 30 Nov 2021 23:46:54 GMT
Steve Stubbs (sstubbs): Approved for UCC

New Program Proposal

Date Submitted: Tue, 19 Oct 2021 16:40:34 GMT

Viewing: 445 : Business Leadership Certificate

Last edit: Mon, 08 Nov 2021 17:44:42 GMT

Changes proposed by: Steve Stubbs

Final Catalog

2022-2023

What will be the last semester of the teach-out period?

What is the teach-out plan?

Rationale for Inactivation

%deletejustification.eshtml%

Attach State Form

Faculty Contact

Faculty Name	Faculty Email
Daniel Eveleth	eveleth@uidaho.edu

Change Type (Choose all that apply)

Description of Change

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

No

Academic Level

Undergraduate

College

Business & Economics

Department/Unit:

Business

Effective Catalog Year

2022-2023

Program Title

Business Leadership 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

52.0213 - Organizational Leadership.

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?

Yes

Will this program lead to licensure in any state?

No

Will the program be a statewide responsibility?

Yes

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

While the impact of this specific certificate is "less than \$250,000 per FY" this proposed certificate is part of a new program proposal from the College of Business and Economics (CBE) for an online B.A. degree. The CBE Dean will submit a budget proposal to fund the new positions needed to deliver the entire program.

Curriculum:

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

Code	Title	Hours
ACCT 482	Enterprise Accounting	3
MHR 310	Leading Organizations and People	3
MHR 312	Course MHR 312 Not Found	3
MIS 440	Data Visualization for Managerial Decision Making	3
Total Hours		12

Courses to total 12 credits for this certificate.

Degree Maps:

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

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

Other

Where?

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 completing the Business Leadership certificate will demonstrate understanding the interrelatedness of forecasts and assumptions regarding revenues, costs, and financing on financial statements. (ACCT 482)
- Students completing the Business Leadership certificate will demonstrate understanding the underlying principles of leading individuals, teams, and organizations. (MHR 310).
- Students completing the Business Leadership certificate will use experiences provided by and guided by the course to construct and articulate the impact of their experiences on their understanding of course content. (MHR 312)
- Students completing the Business Leadership certificate will develop data analytics skills to help improve decision making and provide visual insights for businesses to improve long term predictions and prescribe future actions. (MIS 440)

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

All four courses will use a variety of assessments during the semester such as exams, quizzes, and student projects to assess the concepts.

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

At the end of each year, the faculty involved in the courses will analyze the assessment data for each course and make determine the modifications to be made in the future.

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

Direct measures of student learning will be based on the development of projects and presentations. If 30% of students, or more, are not performing at a satisfactory level, an analysis of each assessment and learning outcomes at the course level will occur and a re-evaluation of the learning outcomes and assessment at the program level will occur.

Assessment will include:

- Examination questions in ACCT 482, MHR 310, MHR 312, and MIS 440.
- The Applied Leadership course (i.e., MHR 312) will use oral and written reflections to assess levels of experiential learning.
- A project in MIS 440.

Indirect measures of assessment would be employer feedback as to the preparedness of students entering appropriate jobs; student satisfaction with the certificate following completion of the program; enrollment numbers in the certificate courses, and the number of students continuing to additional certificates. Given the target audience for this certificate is the non-traditional, often working, student, student satisfaction scores are a particularly useful indirect assessment of learning.

When will assessment activities occur and at what frequency?

At the end of each year, the faculty involved in the courses will analyze the assessment data for each course and make determine the modifications to be made in the future.

Student Learning Outcomes

Have learning outcomes changed?

Learning Objectives

- Students completing the Business Leadership certificate will demonstrate understanding the interrelatedness of forecasts and assumptions regarding revenues, costs, and financing on financial statements. (ACCT 482)
- Students completing the Business Leadership certificate will demonstrate understanding the underlying principles of leading individuals, teams, and organizations. (MHR 310).
- Students completing the Business Leadership certificate will use experiences provided by and guided by the course to construct and articulate the impact of their experiences on their understanding of course content. (MHR 312)
- Students completing the Business Leadership certificate will develop skill needed to communicate using visualization software. (MIS 440)

Rationale for the proposed change. Include an explanation of how the department will manage the added workload, if any.

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). In smaller businesses and family businesses it is nearly impossible to develop a career path that doesn't involve taking on a full or partial managerial role. Leadership is an essential skill for those who wish to succeed in managerial roles. This certificate is designed for people in small or large companies who are currently in managerial roles or for those who plan to move from an individual contributor role to a managerial role. The certificate gives students a strong background in leadership principles and practice and a foundation in the financial side of the organization and the ability to use visualization software to help make better decisions and to communicate complex information effectively.

Regarding "how the department will manage the added workload": ACCT 482 and MIS 440 are already delivered via an online format and the courses have excess capacity, so including them requires no new resources. Delivering the online section(s) of MHR 310 and the new course (i.e., MHR 312) is contingent upon resources generated from a proposal that Dean Marc Chopin has presented to the Provost to fund hiring three new instructors, for a total teaching capacity of 18 sections per year (i.e., 2 instructors times 7 sections/year plus one instructor who will deliver 4 sections/year plus serve as the director of the new online programs).

Supporting Documents

Requires TECC Review

No

Department Voting Results

College Voting Results

Reviewer Comments

Ken Udas (kudas) (Mon, 08 Nov 2021 17:44:42 GMT): This certificate is available for 100% online delivery. A student need not be physically present on a campus. There is no budgetary request being made. All budgetary need it being negotiated elsewhere. No additional funding is being approved here.

Key: 445

Choose Proposals to Bundle

Select any proposals you would like to bundle together for approval. Only proposals you have saved are available to bundle.

Bundle Title:

Course:

Proposal A

Program:

Proposal B

Submit Cancel

464: NUTRITION MINOR

Export to PDF Export to Word

In Workflow

1. 063 Chair (smcguire@uidaho.edu)
2. CALS Review (bschroeder@uidaho.edu)
3. 07 Curriculum Committee Chair (bschroeder@uidaho.edu)
4. 07 Dean (mdoumit@uidaho.edu)
5. Provost's Office (panttaja@uidaho.edu; kudas@uidaho.edu; mstout@uidaho.edu; jvalkovic@uidaho.edu)
6. Curriculum Review (sstubbs@uidaho.edu)
7. Degree Audit Review (rfrost@uidaho.edu)
8. Registrar's Office (none)
9. Ready for UCC (disable)
10. UCC (none)
11. Faculty Senate Chair (mstout@uidaho.edu; jvalkovic@uidaho.edu)
12. UFM (mstout@uidaho.edu; jvalkovic@uidaho.edu)
13. President's Office (brendah@uidaho.edu; mstout@uidaho.edu; jvalkovic@uidaho.edu)
14. State Approval (mstout@uidaho.edu; jvalkovic@uidaho.edu; lindalundgren@uidaho.edu)
15. NWCCU (sara@uidaho.edu; mstout@uidaho.edu)
16. Steve Stubbs (sstubbs@uidaho.edu)

Approval Path

1. Mon, 27 Sep 2021 20:22:35 GMT
Michelle McGuire (smcguire): Approved for 063 Chair
2. Tue, 28 Sep 2021 20:07:44 GMT
Beth Ropski (eropski): Approved for CALS Review
3. Tue, 28 Sep 2021 21:48:51 GMT
Brenda Schroeder (bschroeder): Approved for 07 Curriculum Committee Chair
4. Mon, 25 Oct 2021 22:35:36 GMT
Matthew Doumit (mdoumit): Approved for 07 Dean
5. Wed, 27 Oct 2021 17:16:09 GMT
Dean Panttaja (panttaja): Approved for Provost's Office
6. Wed, 27 Oct 2021 17:49:12 GMT
Steve Stubbs (sstubbs): Approved for Curriculum Review
7. Fri, 29 Oct 2021 22:53:38 GMT
Rebecca Frost (rfrost): Approved for Degree Audit Review
8. Fri, 29 Oct 2021 23:10:14 GMT
Dwayne Hubbard (dhubbard): Approved for Registrar's Office
9. Tue, 09 Nov 2021 19:21:03 GMT
Steve Stubbs (sstubbs): Approved for Ready for UCC
10. Tue, 09 Nov 2021 21:01:17 GMT
Steve Stubbs (sstubbs): Rollback to Ready for UCC for UCC
11. Wed, 17 Nov 2021 17:54:17 GMT
Steve Stubbs (sstubbs): Approved for Ready for UCC
12. Tue, 30 Nov 2021 23:41:18 GMT
Steve Stubbs (sstubbs): Approved for UCC

New Program Proposal

Date Submitted: Mon, 27 Sep 2021 19:17:12 GMT

Viewing: 464 : Nutrition Minor

Last edit: Fri, 29 Oct 2021 22:53:24 GMT

Changes proposed by: Trevor White

Final Catalog

2022-2023

What will be the last semester of the teach-out period?

What is the teach-out plan?

Rationale for Inactivation
%deletejustification.eshtml%

Attach State Form

Faculty Contact

Faculty Name	Faculty Email
Trevor White	trevorw@uidaho.edu

Change Type (Choose all that apply)

Description of Change

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

Academic Level
Undergraduate

College
Agricultural & Life Sciences

Department/Unit:
Family and Consumer Sciences

Effective Catalog Year
2022-2023

Program Title
Nutrition 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
18

Attach Program Change

CIP Code
19.0599 - Foods, Nutrition, and Related Services, Other.

Emphasis/Option CIP Code(s)

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 this program lead to licensure in any state?

Will the program be a 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

Describe the financial impact

There should be extremely little financial impact with adding a Nutrition minor. All courses required are already being taught by the department with our current faculty.

Curriculum:

Code	Title	Hours
FCS 205	Concepts in Human Nutrition	3
FCS 486	Nutrition in the Life Cycle	3
FCS 473	Community Nutrition	3
FCS 411	Global Nutrition	3
Choose 6 credits from the following courses		6
FCS 270	Scientific Principles of Food Preparation	
FS 220	Food Safety and Quality	
AGED 263	History of U.S. and World Agriculture	
AGED 407	Global Agricultural & Life Sciences Systems	
ANTH 350	Food, Culture, and Society	
FCS 370	Meal Management	
FCS 361	Advanced Nutrition	
FCS 492	Nutrition Education in the Life Cycle	
FCS 475	Food Preservation	
FCS 499	Directed Study	
Total Hours		18

Courses to total 18 credits for this minor

Degree Maps:

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

If Yes, can 100% of the curricular requirements of this program be completed via distance education?

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

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

Moscow

Where?

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: Applies foundational nutrition knowledge to meet the needs of individuals, groups, and organizations.

Think and Create: Applies and integrates nutrition principles to ensure positive outcomes when addressing real-world nutrition issues.

Communicate: Effectively communicates evidence-based nutrition information to the public.

Clarify Purpose and Prospective: Applies community and population nutrition health theories when providing support to community or population nutrition programs through diverse global perspectives.

Practice Citizenship: Integrates evidence-informed practice, critical thinking, respect for diversity, and principles of sustainability, while working collaboratively to promote nutrition.

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

Student learning outcomes are assessed throughout the program. Learn and Integrate and Think and Create are assessed through course completion and exam scores in the FN 205 and 305 courses. Communicate, Clarify Purpose and Perspective, and Practice Citizenship are assessed through discussions, case studies, exams, and projects in the FN 491 Community Nutrition and FN 450 Global Nutrition courses.

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

Assessment findings are reviewed on an annual basis by food and nutrition faculty, and program changes are implemented based on assessment findings.

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

Direct measures such as final course grades, exam scores and assignment/project scores will be used to assess student learning. Additionally, indirect measures may be incorporated into the assessment process by the specific course instructors or based on previous assessment findings.

When will assessment activities occur and at what frequency?

Assessment findings are reviewed on an annual basis by food and nutrition faculty.

Student Learning Outcomes

Have learning outcomes changed?

Learning Objectives

Learn and Integrate: Applies foundational nutrition knowledge to meet the needs of individuals, groups, and organizations.

Think and Create: Applies and integrates nutrition principles to ensure positive outcomes when addressing real-world nutrition issues.

Communicate: Effectively communicates evidence-based nutrition information to the public.

Clarify Purpose and Prospective: Applies community and population nutrition health theories when providing support to community or population nutrition programs through diverse global perspectives.

Practice Citizenship: Integrates evidence-informed practice, critical thinking, respect for diversity, and principles of sustainability, while working collaboratively to promote nutrition

Rationale for the proposed change. Include an explanation of how the department will manage the added workload, if any.

A nutrition minor has been frequently requested by students in different programs on campus such as child development, medical sciences, psychology, movement science, and food science. These individuals are usually seeking foundations in nutrition that they can implement into different professionals. Most do not plan to work directly in a nutrition field, although those going into the health professions are often expected to understand basic nutrition concepts. A nutrition minor will provide this foundation while increasing enrollment in nutrition courses.

All of the courses included in the curriculum are currently being offered, and there is room for growth in course enrollments. Additional workload will be minimal.

Supporting Documents

Requires TECC Review

No

Department Voting Results

College Voting Results

Reviewer Comments

Key: 464

Choose Proposals to Bundle

Select any proposals you would like to bundle together for approval. Only proposals you have saved are available to bundle.

Bundle Title:

Course:

Proposal A

Program:

Proposal B

Submit Cancel



University
of Idaho

FALL 2021 FINANCE UPDATE

PRESENTATION OUTLINE



- Financial statement results from FY17 to FY21
- SBOE reserve requirement (5%)
- Current year enrollment trends
- FY22 initial tuition revenue analysis
- Sustainable financial model

FY17/FY18 FINANCIAL STATEMENTS



NET POSITION		
Net investment in capital assets	243,910,315	241,966,964
Restricted for:		
Nonexpendable	-	-
Expendable	35,790,253	39,604,882
Unrestricted	<u>16,017,834</u>	<u>69,951,936</u>
 Total Net Position	 <u>295,718,402</u>	 <u>351,523,782</u>
 TOTAL LIABILITIES AND NET POSITION	 <u>\$ 588,984,603</u>	 <u>\$ 611,100,860</u>

INCREASE (DECREASE) IN NET POSTION	(21,065,830)	6,258,413
NET POSITION - Beginning of year (Previously reported)	351,523,782	361,551,297
Cumulative effect of correction of error and implementation of GASBS 74 and 75	<u>(34,739,550)</u>	<u>(16,285,928)</u>
NET POSITION - Beginning of year (Restated)	<u>316,784,232</u>	<u>345,265,369</u>
NET POSITION - End of year	<u>\$ 295,718,402</u>	<u>\$ 351,523,782</u>

FY18/FY19 FINANCIAL STATEMENTS



NET POSITION		
Net investment in capital assets	251,956,088	243,910,315
Restricted for:		
Nonexpendable	-	-
Expendable	38,281,066	35,790,253
Unrestricted	<u>(13,852,237)</u>	<u>16,017,834</u>
TOTAL NET POSITION	<u>276,384,917</u>	<u>295,718,402</u>
TOTAL LIABILITIES, DEFERRED INFLOWS OF RESOURCES AND NET POSITION	<u>\$ 577,165,488</u>	<u>\$ 591,557,949</u>
INCREASE (DECREASE) IN NET POSTION		
	(19,333,485)	(21,065,830)
NET POSITION - Beginning of year (Previously reported)	295,718,402	351,523,782
Cumulative effect of implementation of GASB 75	<u>-</u>	<u>(34,739,550)</u>
NET POSITION - Beginning of year (Restated)	<u>295,718,402</u>	<u>316,784,232</u>
NET POSITION - End of year	<u>\$ 276,384,917</u>	<u>\$ 295,718,402</u>

FY19/FY20 FINANCIAL STATEMENTS



NET POSITION

Net investment in capital assets	258,246,064	251,956,088
Restricted for:		
Nonexpendable	-	-
Expendable	28,752,979	38,281,066
Unrestricted	<u>(9,713,003)</u>	<u>(13,852,237)</u>
TOTAL NET POSITION	<u>277,286,040</u>	<u>276,384,917</u>
TOTAL LIABILITIES, DEFERRED INFLOWS OF RESOURCES AND NET POSITION	<u>\$ 601,059,564</u>	<u>\$ 577,165,488</u>

INCREASE (DECREASE) IN NET POSITION	901,123	(19,333,485)
NET POSITION - Beginning of year	<u>276,384,917</u>	<u>295,718,402</u>
NET POSITION - End of year	<u>\$ 277,286,040</u>	<u>\$ 276,384,917</u>

FY20/FY21 FINANCIAL STATEMENTS



NET POSITION

Net investment in capital assets	281,875,922	258,246,064
Restricted for:		
Nonexpendable	—	—
Expendable	20,191,474	28,752,979
Unrestricted	(1,939,022)	(9,713,003)
TOTAL NET POSITION	<u>300,128,374</u>	<u>277,286,040</u>
TOTAL LIABILITIES, DEFERRED INFLOWS OF RESOURCES AND NET POSITION	<u>\$ 822,828,262</u>	<u>\$ 601,059,564</u>

INCREASE (DECREASE) IN NET POSITION	22,842,334	901,123
NET POSITION - Beginning of year	<u>277,286,040</u>	<u>276,384,917</u>
NET POSITION - End of year	<u>\$ 300,128,374</u>	<u>\$ 277,286,040</u>

SBOE RESERVE REQUIREMENT (5%)



	FY21	FY20	Goal	Diff
1 Net Position:				
2 Invested in capital assets, net of related debt	\$ 281,875,922	\$ 258,246,064		
3 Restricted, expendable	20,191,474	28,752,979		
4 Unrestricted	(1,939,022)	(9,713,003)		
5 Total Net Position	\$ 300,128,374	\$ 277,286,040		
6 Unrestricted Net Position:	\$ (1,939,022)	\$ (9,713,003)	\$ 32,485,945	\$ (34,424,967)
7 Obligated (Note A)				
- Debt Service Obligations	\$ 11,948,415	\$ 14,448,703		
- Capital Project and Equipment Fund Obligations	1,127,514	5,870,496		
Total Obligated Funds	\$ 13,075,929	\$ 20,319,199	\$ 13,075,929	
9 Unrestricted Available (Note C)	\$ (15,014,951)	\$ (30,032,202)	\$ 19,410,016	
10 Operating expenses	\$ 388,200,328	\$ 415,809,563		
11 Ratio of Unrestricted Funds Available to operating expenses	-3.9%	-7.2%	5.0%	
12 5% of operating expenses (minimum available reserve target)	\$ 19,410,016	\$ 20,790,478		
13 Two months operating expenses	\$ 64,700,055	\$ 69,301,594		
14 Ratio of Unrestricted Funds Available to two months of operating expenses	-23%	-43%		
15 Number of days expenses covered by Unrestricted Funds Available	0	0		

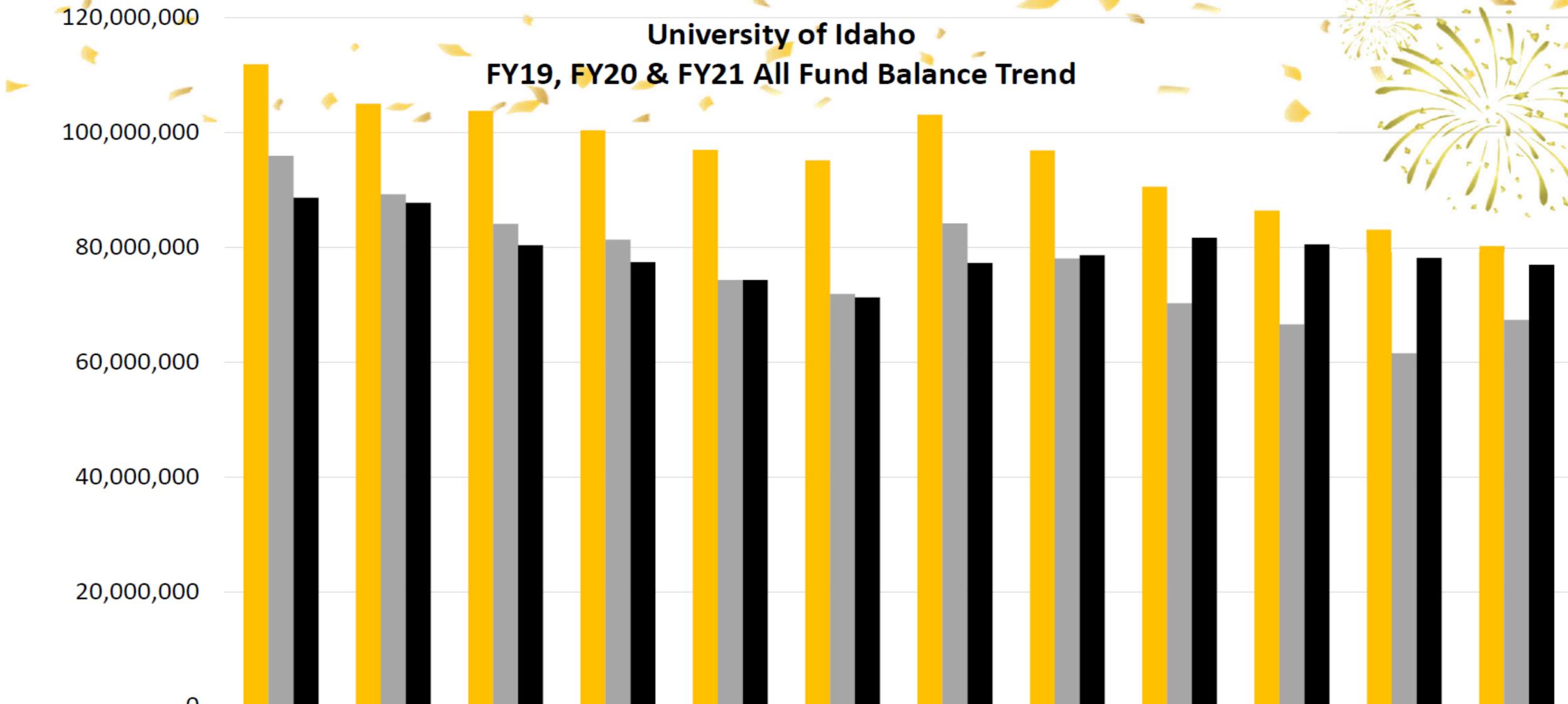
CURRENT YEAR ENROLLMENT TRENDS



- First Time Freshmen number is up 16% over last year
- Transfer student enrollment is up 12%
- We are experiencing our largest incoming undergraduate class since 2016
- Our graduate incoming class is also up 14% over last year
- Our continuing student number was down 1% and we believe that is directly related to the pandemic
- Idaho residents are up 2% over last year
- International students are up 11%
- Domestic non-resident students are up 21%
- WUE students are up 15% (total WUE enrollment is up from 189 students in 2015 to 1,417 students today)
- Official enrollment will be set on October 15
- Dual Credit last year was 1400 students and we have already exceeded that mark
- Expect our total enrollment will exceed 11,200 for this fall
- Applications and admissions for the spring semester are also up significantly at this point



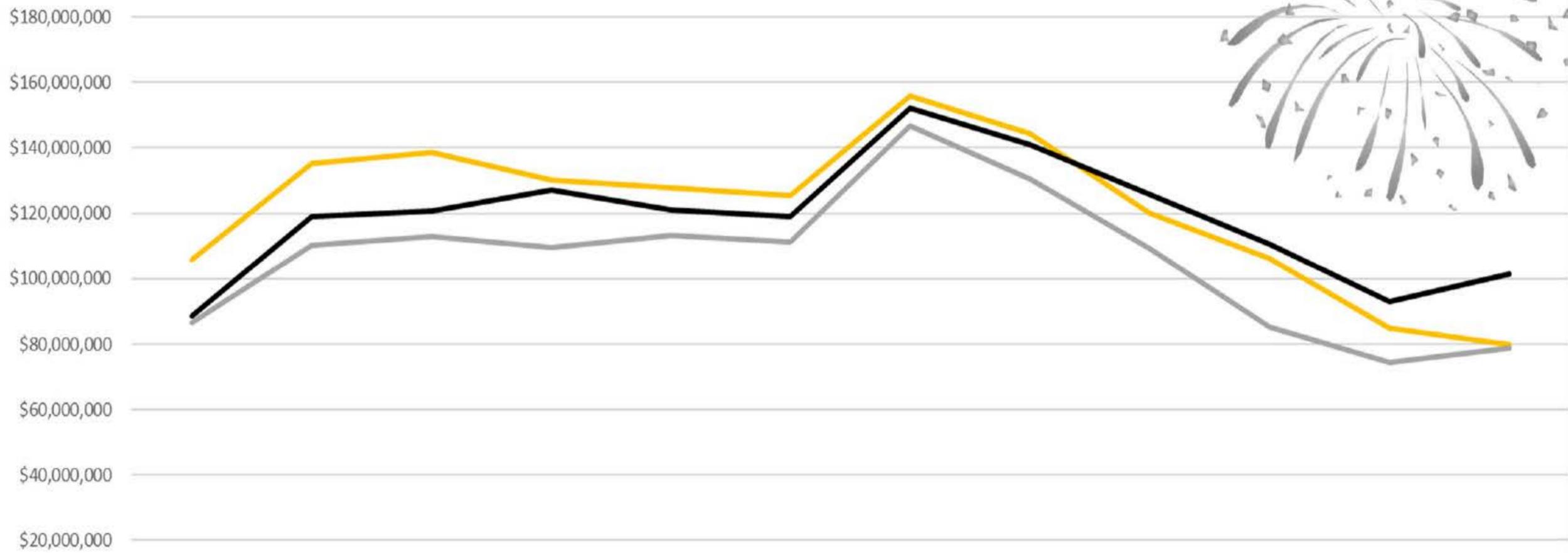
University of Idaho FY19, FY20 & FY21 All Fund Balance Trend



	July	August	September	October	November	December	January	February	March	April	May	June
■ FY19 Total	111,911,598	105,025,175	103,788,300	100,383,810	96,975,037	95,170,786	103,123,396	96,890,852	90,551,369	86,400,129	83,228,820	80,351,091
■ FY20 Total w/out 2020A Bonds	95,948,879	89,234,908	84,067,328	81,334,131	74,298,256	71,877,901	84,135,258	78,044,114	70,248,575	66,584,227	61,517,491	67,343,215
■ FY21 Total w/out 2020A Bonds	88,650,933	87,747,539	80,383,020	77,394,902	74,285,539	71,275,046	77,253,467	78,636,311	81,656,215	80,509,107	78,144,765	76,865,982
FY21 less FY20	(7,297,946)	(1,487,369)	(3,684,308)	(3,939,228)	(12,717)	(602,855)	(6,881,790)	592,197	11,407,640	13,924,880	16,627,274	9,522,767

Ending Cash By Month

Excluding 2020A bond funds



\$-	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
— FY2019	105,752,100	135,203,714	138,661,485	130,315,526	127,970,643	125,488,060	155,938,472	144,327,712	119,942,741	106,349,565	84,940,699	79,943,671
— FY2020	86,636,100	110,152,211	112,908,211	109,712,621	113,249,942	111,190,420	146,678,090	130,539,891	109,385,008	85,069,529	74,362,991	78,872,414
— FY2021	88,598,296	119,053,074	120,808,262	127,204,540	121,097,250	119,035,213	152,046,394	140,978,267	125,918,312	110,730,651	92,904,783	101,580,191



Employment Snapshot - 5 Years

As of Date	Head Count	FTE	Salary	\$/FTE	% Increase
7/9/2017	2417	2381.036	\$144,055,388.90	\$60,501.14	0.00
7/9/2018	2479	2442.244	\$156,897,298.28	\$64,243.09	6.18
7/9/2019	2511	2475.282	\$162,833,881.29	\$65,783.97	2.40
7/9/2020	2296	2265.174	\$148,639,578.67	\$65,619.50	-0.25
7/9/2021	2239	2208.97	\$150,450,631.97	\$68,108.95	3.79

SUSTAINABLE FINANCIAL MODEL



OVERVIEW

SFM WORKING GROUP PARTICIPANTS

Scott Green

President

Chandra Zenner Ford

President's Office Executive Sponsor

John Wiencek

Provost and EVP co-chair

Brian Foisy

VP Finance and Administration co-chair

Annette Elg

retired CFO Simplot

Sharon Allen

retired Chairman Deloitte

Craig Olson

retired CFO Albertsons

Todd Kilburn

CFO SBOE

Brad Ritts

AVP Research

Jerry Long

Dean College of Law

Terry Grieb

*Chair, Faculty Senate
College of Business and
Economics*

Patrick Hrdlicka

Chemistry Faculty

Brian Johnson

Engineering Faculty

Toni Broyles

President's Office

Cari Espenschade

Vice Chair Staff Council

Stephanie Fox

*Manager, Facilities and Operations
UI Boise*

Margarita Cardona

*Director Admin Services, College
of Agriculture and Life Sciences*

Jacob Lockhart

ASUI President

Alexis Murray

SArb President

Recorder: Patty Houle

retired staff

<https://www.uidaho.edu/president/university-working-groups>

WHITE PAPER



GUIDING PRINCIPLES

The SFM Working Group focused on the following general themes as guiding principles for making its recommendations.

- **Mission Alignment** - The model must help us achieve our land grant mission, support student success, and promote research and discovery.
- **Transparency** - The model, and its implementation, must be accessible to the entire University community.
- **Agility and Adaptability** - The model must allow university leadership to correct and guide, support continuous improvement, enable U of I to respond to the State's educational needs and provide training for in-demand jobs.
- **Incentive Based** - The model must promote efficiencies and encourage entrepreneurial and interdisciplinary ideas.

BUDGET MODELS CONSIDERED

The SFM Working Group considered the following budget models:

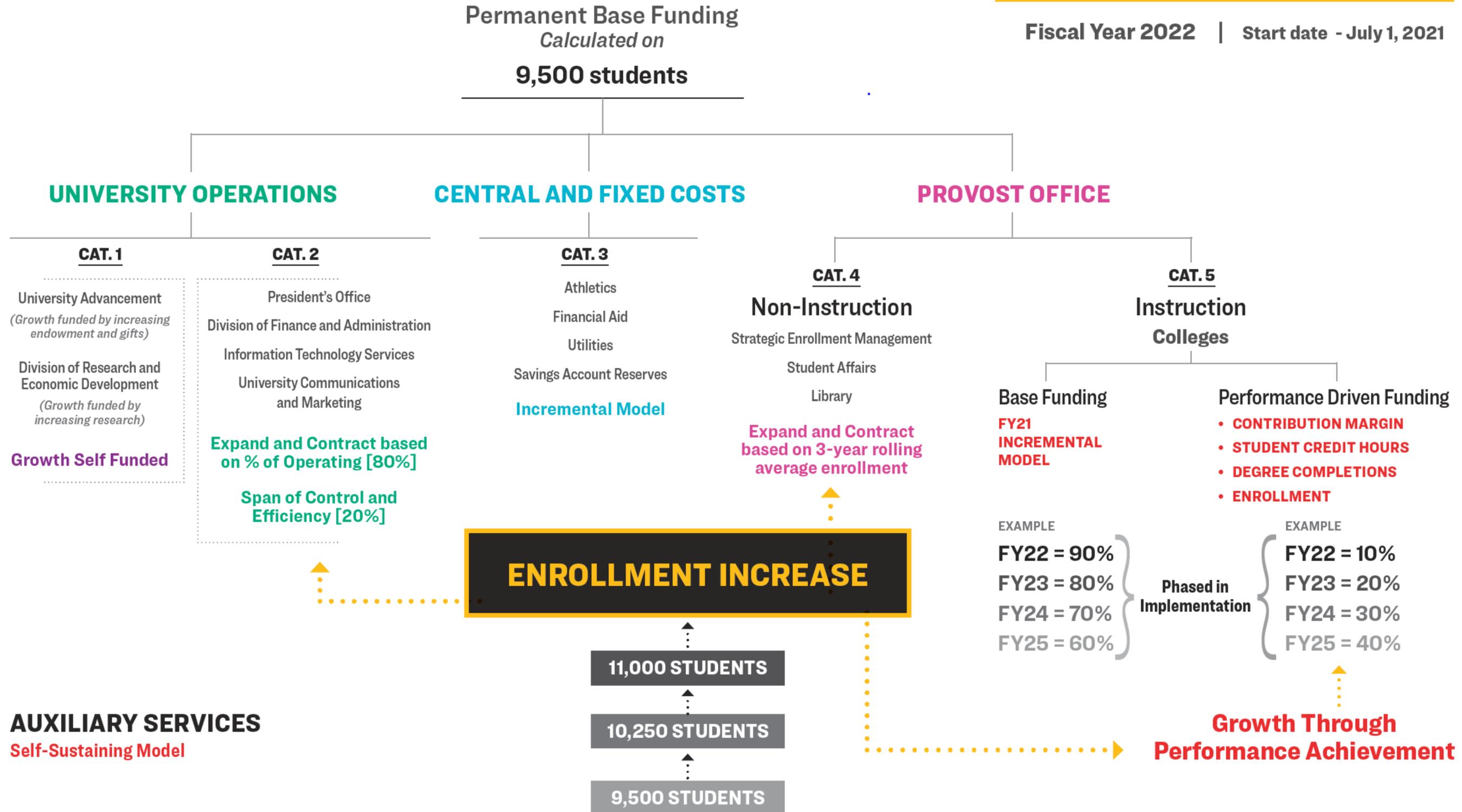
1. **Incremental** – Currently in use at the U of I with budget allocations based on the previous year's budget
2. **Activity-based** – Allocates funding based on specific activities and metrics
3. **Performance-based** – Awards funding based on performance, defined by outcomes and standards (e.g., student credit hours taught, degrees conferred, graduation rates)
4. **Responsibility Centered Management (RCM)** – Assigns decision-making authority to academic units to manage their own budgets, increases accountability, assigns all costs (like central services and facilities) to units and motivates revenue generation and expense reduction

GENERAL EDUCATION FUNDING ONLY



VANDAL HYBRID BUDGET MODEL

Fiscal Year 2022 | Start date - July 1, 2021



BUDGET STRUCTURE – CORE NEEDS



Current Funding Considerations ~ \$16.5 million annually:

I Rebuild Reserves - \$30 million over time

- Doesn't have to all come from Gen Ed

I Fund existing structural budget issues

I Invest in new or expanded student programming

I Build a pool for new strategic initiatives or investments

- One-time
- Ongoing

ENROLLMENT INCREASE

I \$16.5M in identified budgetary needs

I Enrollment increase of approximately 1,500-2,000 full-time students would fund needs

- Assumes across the board increases for all student types
- Assumes no change in overall student type mix
- Assumes no significant change in tuition



10 YEAR ENROLLMENT

BUDGET TO CONSERVATIVE ENROLLMENT

10-YEAR ENROLLMENT HISTORY / FALL 2020 ESTIMATE												
Source of historical data: Institutional Effectiveness and Accreditation Website												
	Fall Census Enrollment Tables					Fall Census Overview					LOWEST	
	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	
UI at Moscow	10,753	10,791	10,468	10,103	9,751	9,509	9,349	9,319	9,430	9,328	8,755	
UI at Boise	371	335	306	318	405	354	265	304	276	305	375	
UI at CDA	492	506	408	393	406	395	311	243	165	160	153	
UI at Idaho Falls	324	351	318	218	174	152	202	179	140	158	131	
UI at Twin Falls	42	51	54	46	39	38	34	30	25	22	8	
UI at High School												
UI Unduplicated Total w/o HS	11,982	12,034	11,554	11,078	10,775	10,448	10,161	10,075	10,036	9,973	9,422	
Resident	8,047	8,124	8,721	8,314	8,066	7,968	8,579	8,910	8,618	8,603	7,737	
Non-Resident/Foreign	4,024	3,945	3,695	3,520	3,468	3,404	3,201	3,162	3,223	3,323	3,054	
UI Unduplicated Total	12,071	12,069	12,416	11,834	11,534	11,372	11,780	12,072	11,841	11,926	10,791	

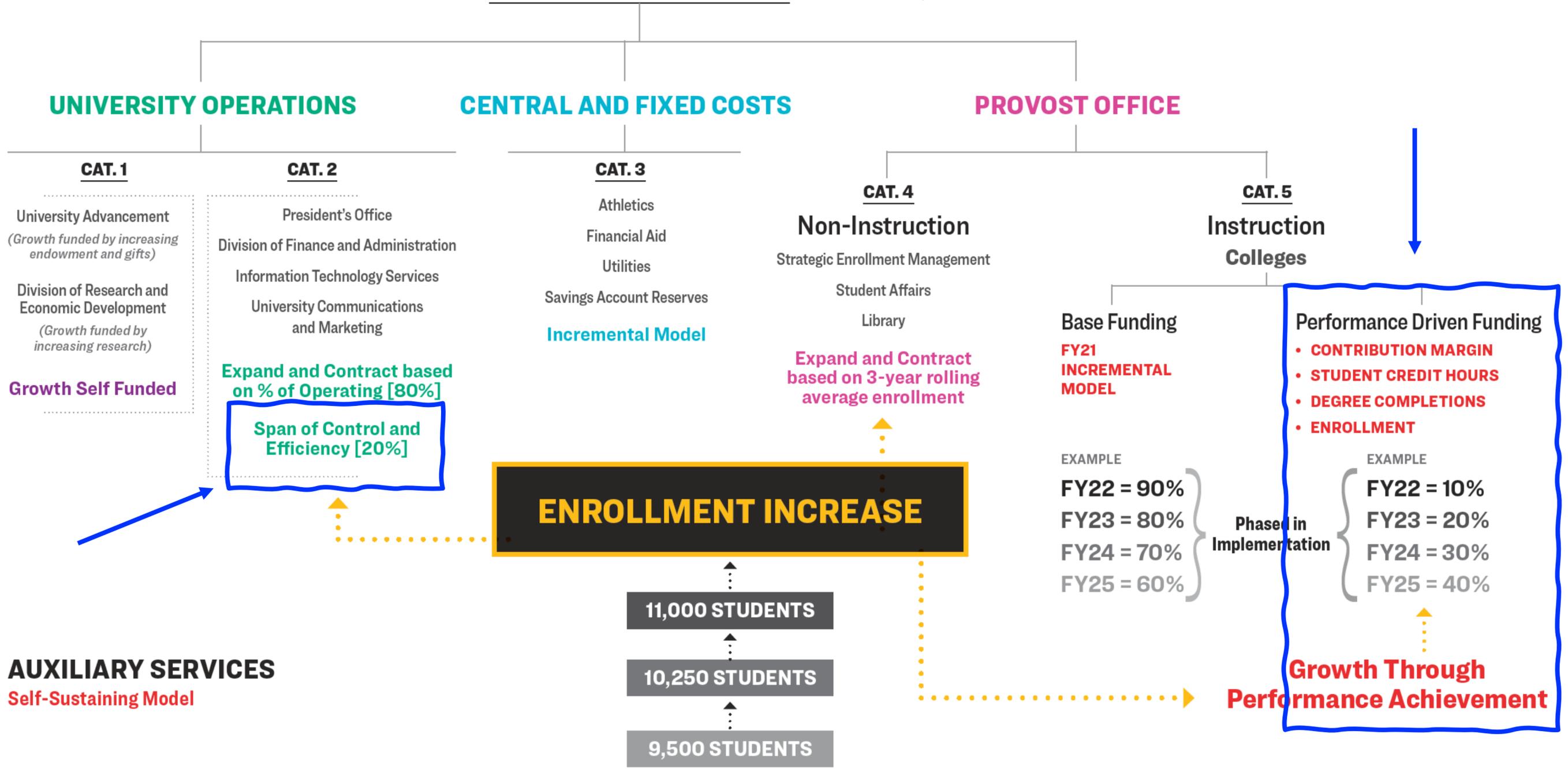
GENERAL EDUCATION FUNDING ONLY



VANDAL HYBRID BUDGET MODEL

Fiscal Year 2022 | Start date - July 1, 2021

Permanent Base Funding
Calculated on
9,500 students



CATEGORY 2 – UNIVERSITY OPERATIONS



I Category 2 Units – Core support operations (cost centers):

- President's Office
- Division of Finance & Administration
- Information Technology Services
- University Communications & Marketing
- Typical organizational goals for cost centers include:
 - Minimizing cost
 - Maximizing efficiency
- Metrics:
 - Span of control
 - Customer service
 - Efficiency of operation



CATEGORY 5 – ACADEMIC COLLEGES

ALLOCATION OF ACADEMIC COLLEGE FUNDING POOL

I Base Funding from Prior Year	90%
I Academic Affairs Strategic Pool*	2%
I Metric Driven Incentive Funding**	8%

*Academic Affairs Strategic Pool can be used to address structural issues, reward collaboration, recognize mission centrality, resolve emerging issues.

**When possible, any changes to original budget for Academic Colleges will go to the incentive funding allocation.

CATEGORY 5 – ACADEMIC COLLEGES

METRICS

I Contribution Margin

- Consider Net Tuition + F&A + G&A

I SCH Delivered (3-year average)

I UG Degree Completions (3-year average)

I GR Degree Completions (3-year average)

I UG Enrollment Trend

I GR Enrollment Trend

I Targets, metrics and weightings for FY22 will be finalized by July 1, 2021.

I Metrics and weightings will be the same for all the units in Category 5.

I Unit targets for each metric will have a fixed incentive amount.

I FY23 budgets will reflect the relative percentage of targets achieved.

SAMPLE ACADEMIC MODEL



Sustainable Financial Model
Academic College Metric Modeling
DRAFT REVISED 3.4.2021

		FY20 and FY21 financial data		3 year average FY19, 20, 21		3 year average FY19, 20, 21		Change in Enrollment		3 year average FY19, 20, 21		Change in Enrollment Fall 2018 to Fall 2021				Academic Affairs Strategic			
Metric		Contribution Margin*		SCH Delivered		UG Degree Completions		UG Enrollment Trend		GR Degree Completions		GR Enrollment Trend		8%	90%	2%			
Weighting		% of target	15%	% of target	30%	% of target	25%	% of target	15%	% of target	10%	% of target	5%			550,000			
College	FY21 Gen Ed Budget		330,000		660,000		550,000		330,000		220,000		110,000	% of FY21 Gen Ed Budget based on Metric Allocation	% Allocation of FY21 Gen Ed Budget	Academic Affairs pool funding	FY23 New Budget Allocation	Final % increase/ (decrease) from original budget	Final \$ increase/ (decrease) from original budget
A	3,500,000	100%	42,000	95%	79,800	100%	70,000	0%	-	100%	28,000	100%	14,000	233,800	3,150,000	130,000	3,513,800	0.39%	13,800
B	8,000,000	25%	24,000	100%	192,000	100%	160,000	100%	96,000	100%	64,000	30%	9,600	545,600	7,200,000	150,000	7,895,600	-1.31%	(104,400)
C	10,000,000	100%	120,000	97%	232,800	95%	190,000	50%	60,000	95%	76,000	100%	40,000	718,800	9,000,000	250,000	9,968,800	-0.31%	(31,200)
D	6,000,000	80%	57,600	95%	136,800	100%	120,000	100%	72,000	100%	48,000	100%	24,000	458,400	5,400,000	250,000	6,108,400	1.81%	108,400
Total	27,500,000		243,600		641,400		540,000		228,000		216,000		87,600	1,956,600	24,750,000	780,000	27,486,600	-0.05%	(13,400)
														Total Incentive Available	2,200,000	Savings Retained			
														Undistributed Incentive	243,400	13,400			

*The weighting for contribution margin will change when the other incentive metrics are changed, so the total remains 100%

2021 – 2022 Faculty Senate – Pending Approval Approved at Mtg 18 02.01.22

Meeting # 17

Tuesday, January 25, 2022, 3:30 pm – 5:00 pm

Zoom only

Present: Becker, Bridges, Chapman, Dahlquist, Fairley, Gauthier, Hickman, Torrey Lawrence (w/o vote), Lee-Painter, McIntosh, Meeuf (Chair), Paul, Quinnett, Rashad, Rinker, Roberson, Rose, Sammarruca (w/o vote), Schiele, R. Smith, A. Smith (Vice Chair), Schwarzlaender, Tenuto, Thorne, Wargo

Absent: Ogborn (excused), Mittelstaedt (excused), Rashed (excused), Ahmadzadeh, Castillo

Guests: Rebecca Frost, Lindsey Brown, Rebecca Scofield, Jessica Martinez, Jessica Stanley, Emily Tuschhoff, Laurel Meyer

Call to Order: Chair Meeuf called the meeting to order at 3:32 pm.

Approval of Minutes (vote):

- Minutes of the 2021-22 Meeting #16 – Attach. #1.
The minutes of the 2021-22 Meeting #16 were approved as distributed.

Consent Agenda:

- Sabbatical Leave Committee Recommendations, Attach. #2
Vice Chair Smith detected an error in the list of approved sabbaticals (Kerri Vierling is listed with the wrong department). Chair Meeuf pulled the item out of the consent agenda for discussion under Committee Reports.

Chair's Report:

- The nomination period for the 2021-22 University Awards for Excellence for Faculty and Staff ends at 5 p.m. this Friday. Information about the awards and the nomination process can be found online.
 - Staff Awards: <https://www.uidaho.edu/governance/faculty-staff/university-awards/staff-awards>
 - Faculty Awards: <https://www.uidaho.edu/governance/faculty-staff/university-awards/faculty-awards/award-categories>
- This week is education abroad week here on campus! Please encourage students to learn more about international educational experiences. The schedule of events can be found online: <https://www.uidaho.edu/academics/ipo/study-abroad/education-abroad-week>
- The State Board recently asked all four-year higher education institutions in the state to develop an action plan supporting and encouraging the use of Open Education Resources in the classroom to help make the cost of a college education more affordable. The University Teaching Committee has agreed to spearhead the development of this plan, in consultation with the library, the registrar's office, and other relevant constituencies on campus. A "thank you" is owed to the Teaching Committee for tackling this project, and we'll look forward to getting a report from them later this term on this project. If you are interested in helping to support this work, let the Chair know and he can pass along your request to Dan Eveleth, the Teaching Committee chair.

- The Committee on Committees will send a survey to all university committee chairs to inquire about the typical frequency of their meetings. This is to determine whether restructuring of some FSH 1640 committees in terms of workload and/or scope may be useful.
- ITS is looking for faculty volunteers to provide feedback for the new “My.UIdaho” platform, which will offer each student a personalized dashboard that integrates with Banner and other applications. ITS is hoping to conduct 45-60 minute, one-on-one interviews with key stakeholders, including faculty, to help them design and develop this new interface. It does not fully replace VandalWeb but provides a friendlier and customizable platform for accessing the services in VandalWeb. If you are interested in participating, please email Jason Swanby, the project manager for this effort, at jswanby@uidaho.edu. ITS will likely also be looking for volunteers to test the beta version of this project later in the term.

There were no questions for the Chair.

Provost’s Report:

- COVID update: Locally, we are experiencing the national surge as predicted by Public Health. The surge is expected to last one to two weeks and is already going down quickly on the east coast. Our COVID protocols remain in place and we continue to communicate with Public Health and Gritman. Testing is available for the university community and has been extended to the upcoming weekend. Our plan as an institution is working and our current situation is manageable. We have 26 students in our isolation space, which is manageable, but we watch carefully for any escalation. NIC has taken a very different approach – they moved partially online but have no mask requirement. Our employees and students are recommended to stay home if sick. They can work from home or take sick leave. Instructors are encouraged to be flexible with student attendance, especially over the next few weeks. Some events have been canceled or delayed. Everyone is encouraged to be vigilant, patient, flexible, and to get vaccinated.

Discussion on the COVID update:

A Senator reported that in Idaho Falls a staff rotation method has been implemented – at any given time, half of the staff stays home and the other half works in person.

Chair Meeuf asked about the degree of flexibility instructors have to change their class delivery mode – for instance, can they move the class temporarily online if the attendance becomes too low for in-person instruction to remain effective? Having said that it is difficult to make a general statement, Provost Lawrence responded that short-term changes are allowed. If a change is needed, faculty should talk to their unit chairs to discuss arrangements. Vice Provost for Faculty Diane Kelly-Riley confirmed that this is what was usually done, pre-COVID as well. Every class is unique, and faculty should coordinate their plans with chairs and deans. Another Senator asked for and received confirmation that faculty also have the flexibility not to offer Zoom or Hyflex options and, instead, they can provide alternative ways to support students who are not able to attend. This is correct.

Senators shared their thoughts on how the large number of student absences is challenging, exhausting, and stressful for instructors. While we all do our best to accommodate student needs and requests, some Senators feel that there is no support system to help faculty with self-care and setting boundaries and to make sure students understand that instructors cannot accommodate every daily demand. The Provost recognized the challenges we all are facing – childcare is another one – and that morale is low. Perhaps we should consider a committee or

task force charged with proposing creative solutions to alleviate faculty stress and fatigue. Chair Meeuf suggested that a collaborative initiative with Staff Council would be best, because these issues impact both faculty and staff.

- Legislative update:
 - This week is devoted to education (not just Higher Ed), with universities in the state giving presentations. U of I presentations are scheduled for this Friday and will be broadcast by Idaho Public Television at 7AM Pacific Time.
 - The Governor's budget was delivered about a week ago and it looks like there could be some good news – we are optimistic that some of the considerable surplus in our state may come to higher education. Updates will be communicated as they become available.
- Evaluation issues: It is important that all evaluations are done and ready to go by the deadline of March 1, 2022 to process CEC.
- Transition to Canvas: Reports so far have been positive. There will be a survey about the transition, but not right away. In the meantime, people should send feedback and/or report challenges to CETL. The transition seems to be going well.

Discussion on the last three items of the Provost's report:

In response to a question, the Provost reported that the search for the Vice Provost for Academic Initiatives is well on its way. The search committee is narrowing down the applicant pool for the first round of interviews. There was an inquiry about the search for the CDA Center AVP. The Provost said that the position description has been created and the announcement should go out within the next few days.

Replying to a Senator's inquiry about faculty evaluation, Provost Lawrence clarified that the presence of two options (meet or does not meet expectations) was adopted already a few years ago. On the other hand, the changes on the staff evaluation form, (now similar to the one for faculty), are recent and were approved through the normal channels and at the December 2021 UFM. The Senator also expressed concern about student evaluation of teaching (SET) within the new system, particularly during the pandemic. Response rates are very low and often do not meet the threshold. Provost Lawrence recommended faculty to reach out to Interim Vice Provost Dean Panttaja panttaja@uidaho.edu if they are not getting the information they expect to receive. Low response rates have been a continuing problem for many years. The Teaching Evaluation Senate subcommittee lead by Alistair Smith is doing a great job looking at ways to improve the system. (<https://www.webpages.uidaho.edu/cetl/student-evaluations.asp>)

A Senator reported receiving nearly 100% response rates by having the students do the evaluation during class time. It was generally agreed that the prospect of earning extra credits as an incentive to do the evaluation is to be discouraged.

On behalf of a constituent, Chair Meeuf inquired whether there is any indication that some of the critical race theory discussion of the last legislative season will continue and may impact higher Ed budgets. Provost Lawrence does not know at this time how those topics will be raised again in legislative discussions. President Green is prepared for questions on this topic. Listening to the Friday morning broadcast will be insightful.

Committee Reports:

- **Sabbatical Leave Recommendations**
It was moved (Lee-Painter) and seconded (R. Smith) to approve the list of 2022-23 sabbatical leaves with the friendly amendment to correct the affiliation of Karri Vierling to “Department of Fish and Wildlife.”
Vote: 21/21 in favor. Motion passes.
- **UCC 40 Regulation J for AAS Degree – Rebecca Frost and Lindsey Brown, Attach. #3**
General Education Requirements for AAS degrees need to be added to Regulation J. These changes are in alignment with SBOE requirements for AAS degrees and are contingent upon the State Board of Education approving offering of AAS degrees by the University of Idaho. There was a brief discussion during which Rebecca Frost clarified that the Associate of Science (AS) and the Associate of Applied Science (AAS) are entirely different degrees, with the latter referring to a specific career and typically offered at community colleges.
Vote: 19/19 in favor. Motion passes.
- **UCC 41 Regulation J-3-b addition – Rebecca Frost and Lindsey Brown, Attach. #4**
The proposal is to make COMM 101 a three-credit course, which aligns U of I with all other institutions in the state.
Vote: 18/18 in favor. Motion passes.
- **UCC 42 Regulation J-3-c addition – Rebecca Frost and Lindsey Brown, Attach. #5**
This is the add GEOL 212 to Scientific Ways of Knowing.
Vote: 19/19 in favor. Motion passes.
- **UCC 109 Film and Television Studies – Remove “studies” – Russ Meeuf, Attach. #6**
The change is to best communicate that ours is a production-oriented degree, whereas some programs use the term “film studies” to indicate a degree focused on history and theory.
Vote: 20/20 in favor. Motion passes.
- **Paid Parental Leave Sub-Committee – Erin Chapman, Jessica Stanley, Rebecca Scofield, Laurel Meyer, Attach. #7**
Senator Chapman started with a brief introduction of the Paid Parental Leave project, by the Joint Athena Working Group and Faculty Senate Sub-Committee. She introduced the committee members: Eric Chapman, Jessica Martinez, Laurel Meyer, Rebecca Scofield, Katie Schiffelbein, Jessica Stanley, and Emily Tuschhoff. The group first gave an overview of the current U of I policy for family leave and then highlighted the differences with their proposal. U of I is compliant with the Family Medical Leave Act (FMLA), which allows 12 weeks of unpaid job-protected leave, for which employees are eligible after a year of employment. Employees can use sick or annual leave concurrently for “wage replacement” during this time. The flow chart on their website gives a sense of the various steps and options – such as whether one can use short-term disability.
<https://hrs.wsu.edu/employees/disability-services/pregnancy-parental-leave>

Besides FMLA, there are other types of parenting leave (see FSH 3710). What the working group is proposing is to allow 12 weeks of paid parental leave, ideally available immediately after people are hired and which employees can take within 12 months following the birth, adoption, or foster of a child. The group also advocates for an equitable work redistribution process during this time to ensure support for the employee on paid parental leave and colleagues temporarily hired.

At the U of I employees are able to use wage replacement, meaning that they can use their accrued sick leave, which disadvantages many newer employees who have little or no leave built up. Furthermore, using sick leave depletes people's ability to take sick leave in other situations – when they are ill or for caregiving responsibilities. Employees can also use accrued annual leave, but this obviously disadvantages faculty who do not accrue annual leave as well as new staff employees who have not accrued much annual leave. The latter is also based on the type of employment, in that classified employees earn less annual leave than exempt employees, and it's also based on years of service. Faculty and staff can apply through human resources for short-term disability due to a medical reason, which limits this type of wage replacement option to birthing parents only. Additionally, it only replaces 50% of the employee's income up to \$500 per week and less than the employee has already opted for. One can pay for additional short-term disability through their payroll deduction, in which case the employee could be paid up to 67% of their income. Short-term disability begins on day 31 after the event or whenever the employee's sick leave is exhausted, whichever comes later. The time for the employee who has given birth to be medically able to return to work is six weeks for a normal delivery and eight weeks for a typical Cesarean birth. Thus, employees who gave birth and used short-term disability would receive at most two to four weeks of short-term disability at 50 to 67% of their salary depending on the type of delivery. Shared leave is an option but it's not available in all instances. Presently, there is no clear policy on work redistribution, so colleagues are not getting compensated for the extra work they're doing. Furthermore, faculty fear for their promotion and tenure if they take their full amount of leave. With the proposed policy of 12 paid weeks, we hope that people will not need to use wage replacement, so they get to save their accrued sick and annual leave for when they actually need to take those. At the same time, we need a consistent and equitable work redistribution policy to compensate colleagues, to allow for adjunct faculty and temporary hires, and to help protect the P&T process. Compared to State of Idaho employees, Idaho federal employees, Boise State, Lewis & Clark State College, and Idaho State University employees, the U of I is the only employer who does not offer paid parental leave. The university would particularly benefit from changing its policy in the sector of recruitment and retention. A major goal of the U of I is enhancing our ability to compete for and retain outstanding scholars and skilled staff and reduce staff turnover rates. There are numerous recent studies showing that companies with paid parental leave and benefits have higher rates of employee retention and engagement. Another advantage is improved diversity, equity, inclusion, and accessibility on campus: paid parental leave is essential for retention of women, a major issue at both the local and global level. Paid parental leave has been shown to close the gap in workforce participation between women with young children and those without young children. And from a perspective of social, cultural, and racial justice, Latinx workers are 66% more likely, Black workers are 80% more likely, and Indigenous and Pacific Islander workers are 100% more likely to be unable to afford unpaid leave compared to white workers. Lastly, the lack of paid parental leave has created significant hardships for employees during the pandemic. Part of the group's research involved collecting feedback through the stories of some U of I employees. The group feels that "Vandal Family" should signify a holistic culture of support, respect, and care. The Vandal Family continues to grow only if everyone is afforded real care.

This connects with earlier discussions about COVID and the need to have a holistic support system for employees. The group spent the fall semester talking about this issue in many forums. The Faculty Affairs Committee supported the initiative and so did Staff Council. The student body resolved to support the initiative and many units and departments across campus sent letters of support. The committee would be happy to receive a letter of support from Senate.

The team met with HR members, the Office of Civil Rights & Investigations, and Fiscal Operations. The people in the Division of Finance and Administration were extremely helpful in aggregating data to forecast different fiscal scenarios for offering paid parental leave and created a fiscal model from 2020 aggregated data that accounts for different factors. The model is a starting point to help identify what's financially possible so that we can adjust the different indicators as needed if we need to look for a more affordable option. The biggest cost is the loss of salary saving because, under the new proposed policy, people would continue to be paid their salary. They hope that this policy can be supported through some level of cost sharing across the university (central funds, colleges, and units) and do not propose to reduce other benefits. From the Office of General Counsel, this is strictly a policy issue – the university can choose to offer paid parental leave. So they are going to continue to advocate for the very best policy and a model that supports new parents and their units. They hope that Staff Council and Faculty Senate Leadership may present this proposal to President Green and other senior leadership. Hopefully, they can then move forward with redlining FSH 3710 and go through the shared governance process for formal approval by the Faculty and the President. At this time, they ask Senate to go on record with their support of moving on with this initiative.

It was moved and seconded (Lee-Painter/Quinnett) that Senate officially support this initiative. There was no request for further discussion. Chair Meeuf reminded that voting for the motion means support for the initiative – any specific policy that would be put in place will come back to Senate for detailed discussions. This is just a show of support for moving forward.
Vote: 17/17 in favor. Motion passes.

Adjournment:

Due to the late hour, New Business could not be addressed. Chair Meeuf called for a motion to adjourn. So moved (Chapman/Lee-Painter). Meeting adjourned at 5:04pm.

Respectfully Submitted,

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

University of Idaho
2021 – 2022 Faculty Senate Agenda

Meeting # 17

Tuesday, January 25, 2022, at 3:30 pm
Zoom Only

- I. Call to Order
- II. Approval of Minutes (Vote)
 - Minutes of the 2021-22 Faculty Senate Meeting #16 (December 7, 2021) **Attach. #1**
- III. Consent Agenda (Vote)
 - Sabbatical Leave Committee Recommendations **Attach. #2**
- IV. Chair's Report
 - Committee Survey
- V. Provost's Report
- VI. Committee Reports (Vote)
 - UCC 40 Regulation J for AAS Degree – Rebecca Frost/Lindsey Brown **Attach. #3**
 - UCC 41 Regulation J-3-b addition – Rebecca Frost/Lindsey Brown **Attach. #4**
 - UCC 42 Regulation J-3-c addition – Rebecca Frost/Lindsey Brown **Attach. #5**
 - UCC 109 Film and Television Studies - Remove studies – Russ Meeuf **Attach. #6**
 - Paid Parental Leave Sub Committee – Rebecca Scofield **Attach. #7**
- VII. Other Announcements and Communications
- VIII. Special Orders
- IX. New Business
- X. Adjournment

Attachments:

- **Attach. #1:** Mtg #16 Minutes
- **Attach. #2:** Sabbatical Leave
- **Attach. #3:** UCC 40
- **Attach. #4:** UCC 41
- **Attach. #5:** UCC 42
- **Attach. #6:** UCC 109
- **Attach. #7:** Paid Parental Leave

* Changes to the Administrative Procedures Manual (APM): Please forward any questions or comments directly to both the policy coordinator at ui-policy@uidaho.edu and to the policy originator (listed on the cover sheet) within five working days of the senate meeting at which the APM item is presented.

2021 – 2022 Faculty Senate – Pending Approval

Meeting # 16

Tuesday, December 7, 2021, 3:30 pm – 5:00 pm

Zoom only

Present: Ahmadzadeh, Becker, Bridges, Chapman, Fairley, Gauthier, Hickman, Torrey Lawrence (w/o vote), Lee-Painter, McIntosh, Meeuf (Chair), Ogborn, Paul, Quinnett, Rashad, Rinker, Roberson, Rose, Sammarruca (w/o vote), Schiele, R. Smith, A. Smith (Vice Chair), Schwarzlaender, Tenuto, Thorne, Wargo
Absent: Mittelstaedt (excused), Castillo, Dahlquist

Guests: Brian Foisy, Leonard Garrison, Hirotachi Abo, Eric Stuen, Trevor White, Sean Quallen

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

Approval of Minutes (vote):

- Minutes of the 2021-22 Meeting #15 – Attach. #1.
The minutes of the 2021-22 Meeting #15 were approved as distributed.

Chair's Report:

- The next University Faculty Meeting is tomorrow, December 8, at 2:30 p.m. on Zoom. We have many important items up for a vote. Please encourage your constituents to attend so we can reach a quorum.
- Faculty Senate Leadership has sent an official letter of appreciation to President Green for his leadership this term in managing our COVID response, in particular the maintenance of a university-wide mask mandate throughout the term even in the face of political pressure. The mask mandate has helped keep our learning and research spaces safe, so many thanks to President Green and the university's COVID-response team.

There were no questions for the Chair.

Provost's Report:

- In the state of Georgia the injunction has been granted so we are not moving forward with a vaccine mandate for employees. Updates will be communicated.
- The number of local COVID cases went up slightly but is still very low on campus. We continue to carefully monitor the situation.
- Please submit confidential feedback about the performance of administrators, which can be used for annual reviews and to help improve the university. The deadline is December 10 at 5 pm.
- Commencement is Saturday, December 11, 12:30 pm. Lineup is at 11:30 am. Faculty are encouraged to participate.

Discussion:

There was a brief discussion about the logistics of filling and submitting the administrator feedback survey. The link is in the December 6 email from Vice Provost for Faculty Diane Kelly-Riley.

Addressing a question about the status of vaccine clinics, Provost Lawrence said that they will be available as long as there is demand, which is still strong.

(Placed in the Zoom chat by Blaine Eckles: No scheduled clinics for the rest of the semester. Some will be scheduled for next semester.

<https://www.uidaho.edu/vandal-health-clinic/coronavirus/vaccine/pre-register>)

Committee Reports:

- UCC 197 Music Education – Leonard Garrison, Attach. #2
Ensemble requirements for every music major, including music education, have been simplified. Everyone has to participate in an ensemble each semester. The previous complexity created problems with the Degree Audit system. In a second stage, the two emphases of the music education degrees (instrumental or vocal) have been removed. In this way, the students are less dispersed and the program appears more populated and efficient, consistent with recommendations from the latest academic program prioritization (APP).

Discussion:

A Senator asked whether combining the two emphases may negatively impact recruitment efforts. Leonard Garrison does not think there will be any effect on recruitment because nothing is changed in the degree itself, which will continue to serve students who are interested in music education.

As a follow up to Leonard Garrison's mention of APP, a Senator expressed the general concern that some of the changes we (as an institution) make in response to APP may be just cosmetic. Chair Meeuf added that a conversation at Senate about the next rounds of program prioritization is forthcoming.

Vote: 23/23 in favor; 0/23 against. Motion carries.

- UCC 262 Mathematics Minor – Hirotachi Abo, Attach. #3
Hirotachi Abo explained that the courses to complete the minor have been available through Engineering Outreach for some time. The department seeks to formally recognize the program as available online.

There were no questions.

Vote: 22/23 in favor; 1/23 against. Motion carries.

- UCC 445 Business Leadership Certificate – Eric Stuen, Attach. #4
This is part of the online bachelor's in business administration program that CBE is launching. It can be taken stand-alone or stacked with other certificates for this bachelor's program. It is intended for non-traditional working students who seek management knowledge and credentials. The focus of the certificate is on teaching leadership principles combined with some accounting and financial knowledge of companies and some rudimentary data analysis and visualization (so they can communicate with stakeholders about the finances of their companies).

Discussion:

In response to a question, Eric Stuen clarified that 12 credits is typical for certificates – roughly one-half of a minor.

A Senator asked whether there is a system in place to check that students have the necessary prerequisites, particularly for the 400-level courses. Eric Stuen responded that, although he is not sure about Accounting 482, the program was specifically designed to require as few prerequisites as possible, so students can take it 'off the shelf.'

Vote: 23/24 in favor; 1/24 against. Motion carries.

- UCC 464 Nutrition Minor – Trevor White, Attach. #5

The School of Family and Consumer Sciences is proposing a nutrition minor, in response to requests from many different departments on campus. It will be a great option for people in exercise, sport, and health sciences, medical sciences, and those who want to go into a human service field without focusing on nutrition. Everything in the minor has already been taught and offered by the department, so additional workload will be minimal.

There were no questions.

Vote: 23/23 in favor; 0/23 against. Motion carries.

Other Announcements and Communications:

- Canvas Transition Update – Erin Chapman and Sean Quallen

The presentation is attached to these minutes. Erin Chapman and Sean Quallen reviewed the steps to be accomplished before the end of 2021 and showed how to access the many available support resources, both internal to Canvas and through CETL. For any questions, contact the CETL Team at coursedesign@uidaho.edu.

Discussion:

Some Senators have encountered issues with files that do not transfer, especially media files. Sean Quallen recommended that faculty navigate the system to identify and report potential problems. Senator Chapman added that, although many courses have already been converted into Canvas, they will need to be tweaked. Faculty are advised to go in as soon as possible and check for any needed rearranging and restructuring. Transfer of the content is pretty seamless, but there are some multimedia and link issues that need to be addressed. Most of the content between 2020 and spring 2021 has been transferred. Courses from faculty who are no longer here, or those which will not be taught in the spring, were not transferred. Faculty may find that some of their older courses were not transferred. Links placed in the zoom chat:

<https://www.webpages.uidaho.edu/cetl/canvas-transition.asp>

<https://www.webpages.uidaho.edu/cetl/canvas-getting-started.asp>

A Senator inquired about the kind of information provided to the students about Canvas. Sean Quallen replied that they are preparing something for them, similar to the 10-step process for faculty discussed during the presentation. They will also need to figure out the best way to distribute the information because they do not have direct access to students. Many of our students have used Canvas in the past, certainly more than our faculty. Students will have access to Canvas as soon as instructors start turning their courses on. CETL will work with academic support services to provide resources for students. Graduate students will need information as well. The 'quick start' for students is formally similar to the one for faculty but with different elements. See

<https://www.webpages.uidaho.edu/cetl/canvas-student-start.asp>

Chair Meeuf recommended that Senators reach out to their constituents and make sure that they feel supported during this transition. Thanks to Senator Chapman as well for helping with the support.

- University budget Update – Brian Foisy and Linda Campos

The complete presentation can be found in the binder for Senate Meeting #16.

Discussion:

The first topic brought up by Senators concerned the risks associated with projecting an increase in enrollment that may not materialize. This happened in the past and contributed to our deficit, especially in 2018-19. Furthermore, national data show a 6% inflation rate that is expected to go up until mid-2023, along with increased cost of living. The question is whether we are being

sufficiently conservative to avoid the same problem with expenditures based on anticipated revenue that may not come in. Vice President Foisy acknowledged the validity of the Senator's concern about the university's practice with respect to projecting enrollment for a coming year, which has been a concern for the finance team as far back as 2017. Assuming that we had finally reached the inflection point created a greater than \$20 million problem. So the first thing we did in building the new sustainable financial model was to reset our enrollment to the lowest point in a decade of enrollment history, which was in fall of 2020 with a low point of 9,422. For FY21 the actual enrollment was 120 students higher, and we are actually very conservative in projecting the revenue that will be driven by that increase in enrollment. But the big question is whether that increase will be sustained over multiple years. We must continue with the same practices that drove the increase in enrollment. The university has a strong focus on retaining those students, so that next year we do not see another decrease in continuing students, which would be disastrous for us. So we again intentionally reset the base for the new sustainable financial model to be the absolute lowest in a decade, fall 2020. Thus, as long as we do not drop below that point, we are looking at strong growth.

Chair Meeuf inquired about the growth in the number of employees during the period of 2017-2019 and how it is distributed in terms of hiring administrators versus faculty and staff. Did we look close at where additions and losses are so that we can ensure balance? Brian Foisy responded that, while there was some growth in administration, increase in executive expenses does not account for the entire growth. He offered to bring back an analysis from a while back based on a line graph that showed how the different employment categories changed over time. Chair Meeuf said that Senate would be interested in revisiting the analysis – understanding the relationship between different employee classification types has been a persistent topic of conversation at Senate. Vice President Foisy also noted that there are checkpoints in place. For instance, one of the reports we produce for the State Board every year (the 'Sources and Uses' report) requires that we categorize all expenses into a series of 'buckets' that are common across all colleges and universities. Those categories are defined by NACUBO (National Association of Colleges and Universities Business Office). They maintain a 20-year history of the changes over time. It is an independent and objective view, rather than a university generated schedule. Chair Meeuf said it would be very interesting to have a look of these records and how they evolved over time.

The discussion continued on the major risks and challenges the university faces at this point, from a financial point of view. Brian Foisy noted that recruiting and retaining the best employees is a significant challenge for us with the current labor market – across many divisions and colleges, searches fail on a regular basis. The pandemic remains a challenge, with all of the politics connected to vaccines, vaccine mandates, and masking. Had a vaccine mandate been imposed, a large number of employees might have felt disenfranchised and maybe even left the institution. We are struggling against demographic trends suggesting that we should not expect to see enrollment growth in the future. The only way to remain financially viable as an entity, when operating in an environment of decreased revenues, is to decrease our expenses. And because 65 to 70% of our expenses are salaries and benefits of the people we pay, that means decreasing the number of people we can pay. But we can only go so far down that path before ceasing to have the number of people necessary to carry out the mission of the university. While the budget cuts were absolutely necessary to restore proper operating conditions within the university, enrollment has gone up and we now have new revenue to build back into the budget.

We are grateful for people who are committed and dedicated to the institution and work long hours, including evenings and weekends, to move forward the work of the institution. The institution can rely on that for a time, but eventually it needs to grow revenue. Vice President Foisy fully supports the budget reductions that were made but moving the institution forward and achieving our goals will not happen as a result of continued decrease in expenses; rather, it will happen as a result of growing our revenue. The budget reductions were vital for the survival of the institution. We needed to implement those cuts or we would have gone into bankruptcy. That being said, you don't cut your way to success – we need to grow enrollment and tuition revenue, to grow research expenditure and the F&A that comes as a result of that. We need to be more successful at making our case with the legislature to see increasing state appropriations. Another risk is the political environment in which we operate. We all know what happened during the last legislative session and there is no reason to expect that it's going to be easier the next time around. We are being scrutinized by people who control our destiny with respect to the amount of state funds made available to us each year. Speaking in very abstract terms, we need to find some way to stabilize that situation.

Chair Meeuf thanked Brian Foisy for his visit. He asked that Senators send additional questions to any member of the FSL team who will compile and forward them. Questions can also be sent directly to Brian Foisy's office.

Adjournment:

There was no time left to call for new business. As the agenda was not completed, Chair Meeuf asked for a motion to adjourn. So moved (A. Smith/Fairley). Meeting adjourned at 5:05pm.

Respectfully Submitted,

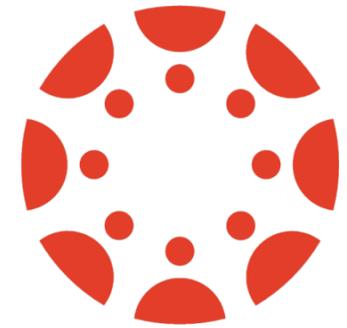
Francesca Sammaruca
Secretary of the University Faculty & Secretary to Faculty Senate



University of Idaho

Center for Excellence
in Teaching and Learning

MOVING TO CANVAS



canvas

CANVAS IS COMING

THE UNIVERSITY'S NEW LMS

AVAILABLE NOW AT

<https://canvas.uidaho.edu>



Blackboard

BLACKBOARD IS LEAVING

UNAVAILABLE AFTER

MARCH 1ST



BLACKBOARD IS LEAVING

BEFORE END OF YEAR 2021

I Incompletes

- *Incompletes for F21 and prior must be completed outside of BBLearn*

I Download Accreditation Artifacts

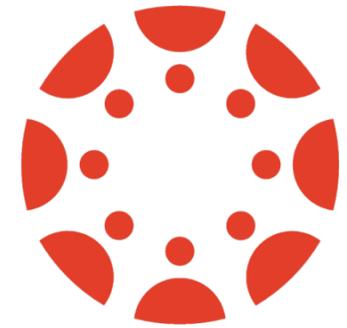
- *Student performance and/or course-level assessments*

I Inform Students

- *Retain past BBLearn assignments for their records*

I Data for Research

- *If needed, download it this fall*



canvas

CANVAS IN SPRING 2022

AVAILABLE NOW AT

<https://canvas.uidaho.edu>

SPRING 2022 COURSES ARE READY TO CREATE

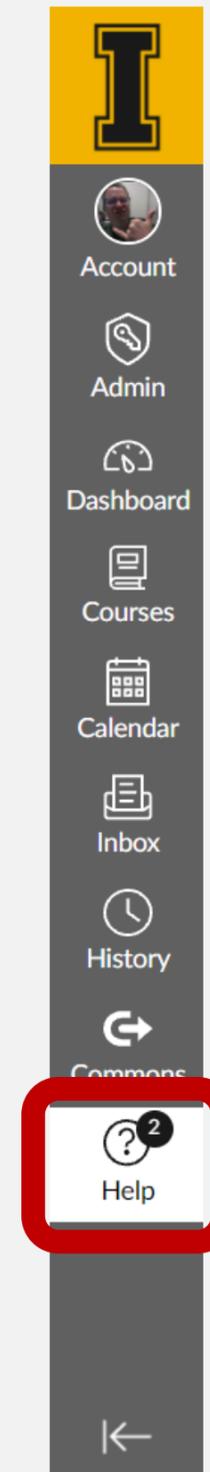


CANVAS IN SPRING 2022

SUPPORT RESOURCES

Internal Help in Canvas

- *Extensive documentation*



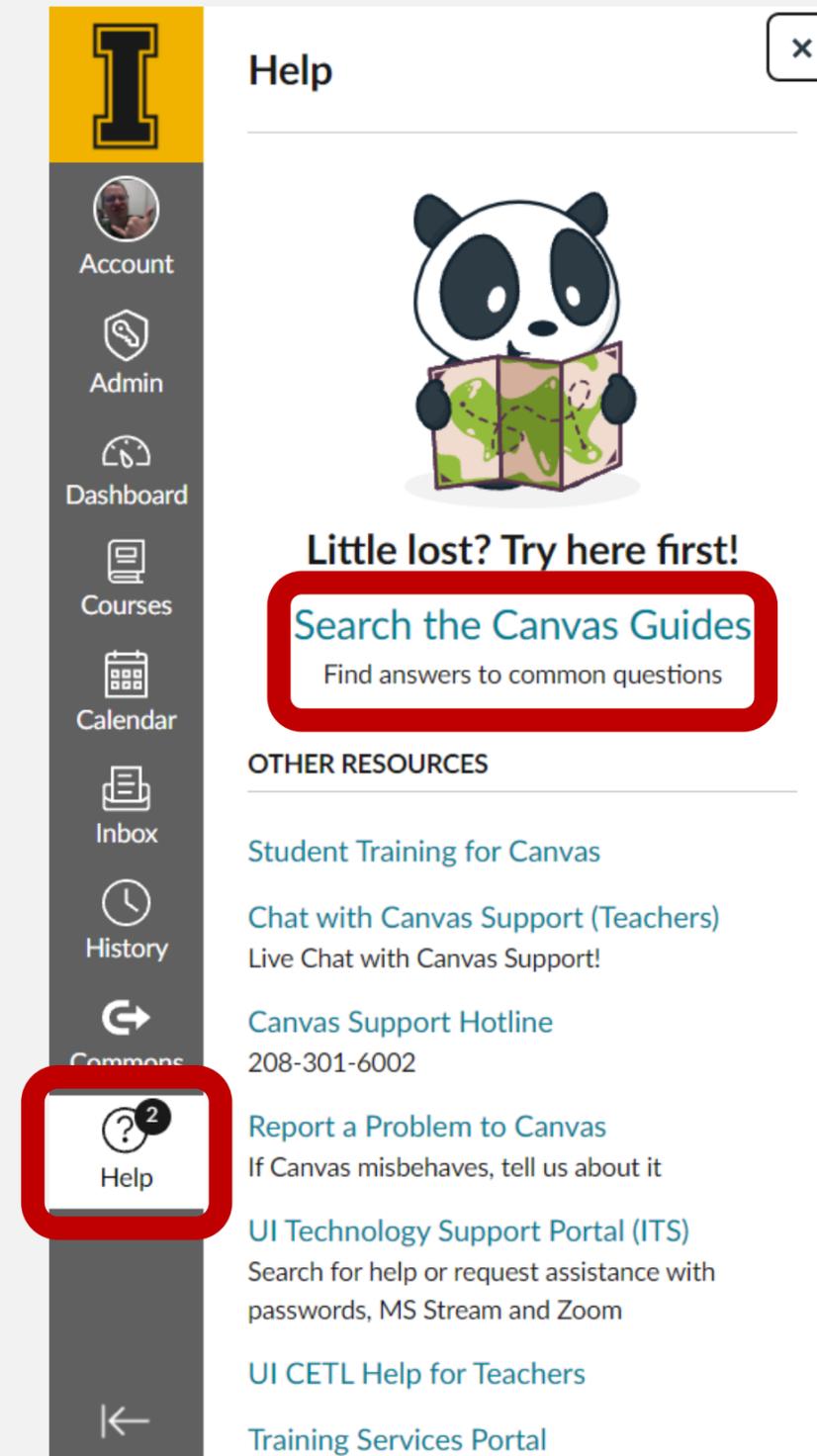


CANVAS IN SPRING 2022

SUPPORT RESOURCES

Internal Help in Canvas

- *Extensive documentation*



I Help

Account

Admin

Dashboard

Courses

Calendar

Inbox

History

Commons

?
Help

←

Little lost? Try here first!

Search the Canvas Guides
Find answers to common questions

OTHER RESOURCES

[Student Training for Canvas](#)

[Chat with Canvas Support \(Teachers\)](#)
Live Chat with Canvas Support!

[Canvas Support Hotline](#)
208-301-6002

[Report a Problem to Canvas](#)
If Canvas misbehaves, tell us about it

[UI Technology Support Portal \(ITS\)](#)
Search for help or request assistance with passwords, MS Stream and Zoom

[UI CETL Help for Teachers](#)

[Training Services Portal](#)

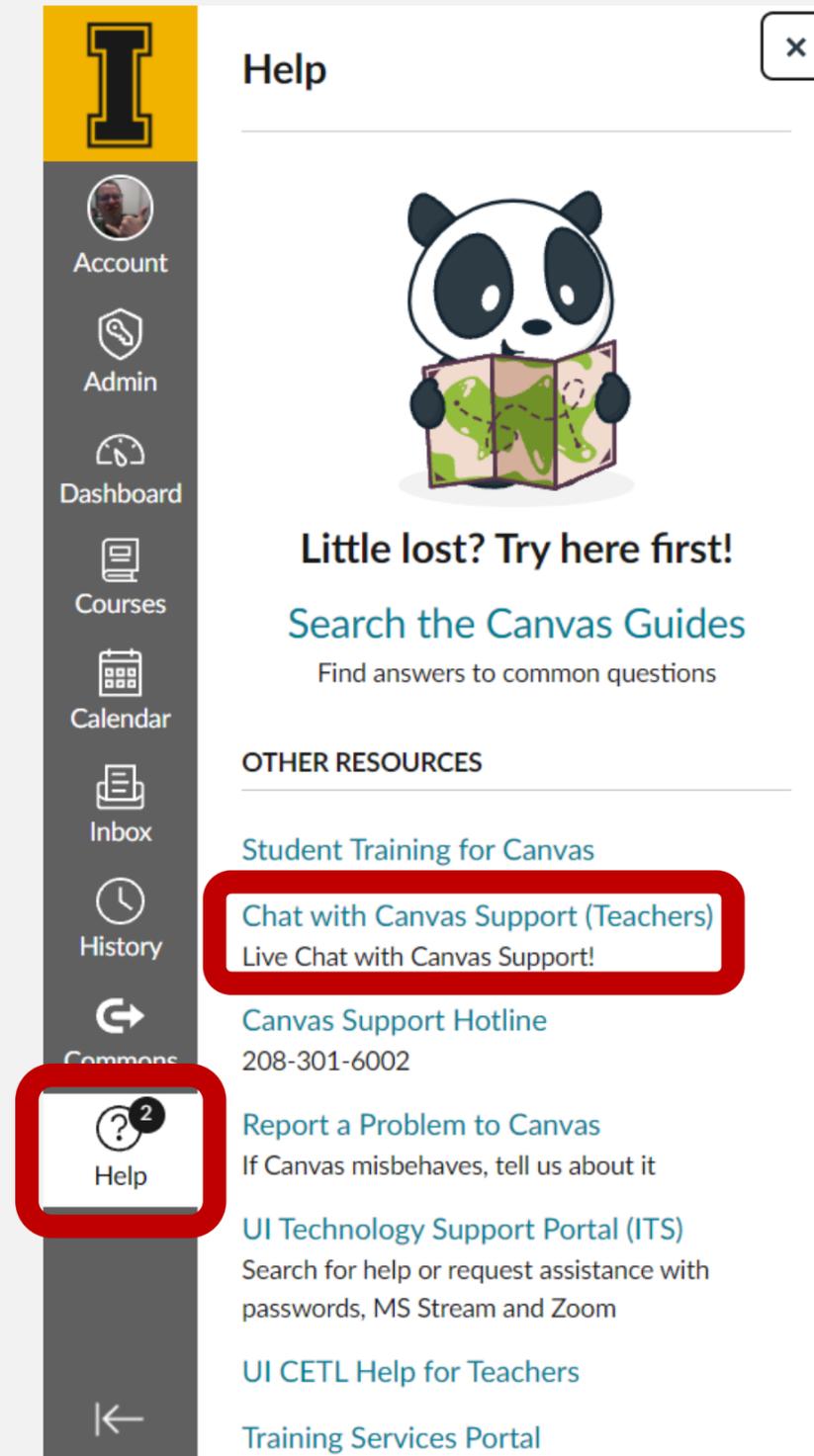


CANVAS IN SPRING 2022

SUPPORT RESOURCES

Internal Help in Canvas

- *Extensive documentation*
- *24/7 chat support*



Help [Close]



Little lost? Try here first!
Search the Canvas Guides
Find answers to common questions

OTHER RESOURCES

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- UI CETL Help for Teachers
- Training Services Portal

Account
Admin
Dashboard
Courses
Calendar
Inbox
History
Commons
Help

CANVAS IN SPRING 2022

SUPPORT RESOURCES

I CETL

- *Self-Directed*
- *Wired Wednesday Workshops*
- *Instructional Design team*
 - *Available until 12/23/21 and after 1/3/22*
 - *Zoom drop-in sessions Mondays and Tuesdays in Spring*



CANVAS IN SPRING 2022

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CANVAS IN SPRING 2022

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CETL's Instructional Design Team



Doug Habib, PhD



Carolyn Raynor, PhD



Sean Quallen, PhD



CANVAS IN SPRING 2022

SUPPORT RESOURCES

CETL Transition Support Page

- *Migration from Blackboard*
- *Quick start guides*
- *Access to recorded workshops*



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Migrate Content



CANVAS FOR FACULTY IN 10 STEPS



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CANVAS AT UI:

<https://canvas.uidaho.edu>



**SCAN CODE FOR CETL'S
CANVAS TRANSITION PAGE**

QUESTIONS?

CONTACT US AT

coursedesign@uidaho.edu



MEMORANDUM

TO: Chair, Faculty Senate
Vice Chair, Faculty Senate

FROM: Torrey Lawrence, Provost and Executive Vice President
Diane Kelly-Riley, Vice Provost for Faculty

DATE: December 7, 2021

SUBJECT: Items for Faculty Senate

Please see the below table with the faculty members who were approved for a sabbatical in the 2022-2023 Academic Year.

NAME	COLLEGE	DEPARTMENT	SABBATICAL TERM
Elizabeth Cassel	College of Science	Geography and Geological Sciences	2022-2023 AY
Janine Darragh	College of Education, Health and Human Sciences	Curriculum and Instruction	spring 2023
Matthew Fox-Amato	College of Letters, Arts and Social Sciences	History	spring 2023
S.J. Jung	College of Engineering	Civil and Environmental Engineering	fall 2022
Timothy Link	College of Natural Resources	Forest, Rangeland, and Fire Sciences	spring 2023
Xiaogang Ma	College of Engineering	Computer Science	2022-2023 AY
Arman McLeod	College of Letters, Arts and Social Sciences	Politics and Philosophy	spring 2023
Javier Rodriguez	College of Letters, Arts and Social Sciences	Lionel Hampton School of Music	fall 2022
Vanessa Sielert	College of Letters, Arts and Social Sciences	Lionel Hampton School of Music	spring 2023
Kerri Vierling	College of Natural Resources	Forest, Rangeland, and Fire Sciences	2022-2023 AY
Lee Vierling	College of Natural Resources	Natural Resources and Society	2022-2023 AY
Mark Yama	College of Letters, Arts and Social Sciences	Department of Psychology and Communication	fall 2022
Marty Ytreberg	College of Science	Department of Physics	2022-2023 AY

40: REGULATION J CHANGES FOR AAS DEGREES

In Workflow

1. Registrar's Office (none)
2. Ready for UCC (disable)
3. UCC (none)
4. Post-UCC Registrar (none)
5. Faculty Senate Chair (mstout@uidaho.edu; jvalkovic@uidaho.edu)
6. UFM (mstout@uidaho.edu; jvalkovic@uidaho.edu)
7. President's Office (brendah@uidaho.edu; mstout@uidaho.edu; jvalkovic@uidaho.edu)
8. Catalog Update (sstubbs@uidaho.edu)

Approval Path

1. Tue, 30 Nov 2021 18:58:26 GMT
Steve Stubbs (sstubbs): Approved for Registrar's Office
2. Wed, 01 Dec 2021 18:33:39 GMT
Steve Stubbs (sstubbs): Approved for Ready for UCC
3. Tue, 07 Dec 2021 18:15:57 GMT
Steve Stubbs (sstubbs): Approved for UCC
4. Tue, 07 Dec 2021 23:28:19 GMT
Steve Stubbs (sstubbs): Approved for Post-UCC Registrar

New Proposal

Date Submitted: Tue, 30 Nov 2021 16:29:31 GMT

Viewing: Regulation J changes for AAS degrees

Last edit: Tue, 30 Nov 2021 16:29:30 GMT

Changes proposed by: Rebecca Frost

Faculty Contact

Faculty Name	Faculty Email
Rebecca Frost	catalog@uidaho.edu

Request Type

Add/Drop/Change an academic regulation

Effective Catalog Year

2022-2023

Title

Regulation J changes for AAS degrees

Request Details

General Education requirements for AAS degrees need to be added to Regulation J. These are in alignment with the requirements set forth by the SBOE for AAS degrees. These changes are contingent on the University being granted board approval to offer AAS degrees.

Please see attached file for markup as it will appear in the catalog.

This regulation has been changed to require the following for AAS degrees:

J-1. Credit Requirements

J-1-a

...a minimum of 60 credits to be granted an associate degree from the University of Idaho. ...

J-2. Residency Requirements

...An associate student must earn a minimum of 15 credits in UI courses. ...

J-3. General Education Curriculum and Learning Outcomes

...Students seeking as Associate of Applied Science (A.A.S.) degree must complete a minimum of 15 credits of General Education coursework. The 15 credits must include:

1. Written Communication 3 credits
2. Oral Communication 3 credits
3. Mathematical Ways of Knowing 3 credits
4. Social and Behavioral Ways of Knowing 3 credits

2 40: Regulation J changes for AAS degrees

5. Any general education course 3 credits

...

Supporting Documents

J - General Requirements for Baccalaureate Degrees 9-24-21.docx

Key: 40

J - General Requirements for Undergraduate Degrees

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

J-1. Credit Requirements

J-1-a

Students must have earned a minimum of 120 credits to be granted a baccalaureate degree and a minimum of 60 credits to be granted an associate degree from the University of Idaho. Some programs require a higher minimum. For the minimum number of credits required in each degree program, see the major curricula of the various degree-granting units in the individual departmental section.

J-1-b

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

J-2. Residency Requirements

A baccalaureate student must earn a minimum of 30 upper-division credits in UI courses. An associate student must earn a minimum of 15 credits in UI courses. No credits awarded for alternative credit opportunities (see [regulation I](#)) or non-U of I sponsored independent study courses can be counted among these UI credits. Study abroad and student exchange credits may be counted toward this requirement with prior approval by the student's academic department and dean.

J-3. General Education Curriculum and Learning Outcomes

First-year baccalaureate and associate degree-seeking students (see Admissions Status) are to complete the [University of Idaho General Education curriculum](#).

Students seeking an Associate of Applied Science (A.A.S.) degree must complete a minimum of 15 credits of General Education coursework. The 15 credits must include:

1. Written Communication 3 credits
2. Oral Communication 3 credits
3. Mathematical Ways of Knowing 3 credits
4. Social and Behavioral Ways of Knowing 3 credits

5. Any general education course 3 credits

A university education is a preparation both for living and for making a living. It offers an opportunity not only to lay the foundations of a career, but also to develop the mind to its highest potential, to cultivate the imagination as well as the power to reason, and to gain the intellectual curiosity that makes education a life-long enterprise. See the [University Learning Outcomes](#) for more information.

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

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

J-3-a. Written Communication (3-6 credits, depending on placement)

The purpose of this requirement is to develop the ability to organize one's thoughts, to express them simply and clearly through oral, written and visual means, to observe the standards and conventions of language usage, and to suit tone to audience. The requirement is proficiency in written English equal to that needed for the completion of [ENGL 102](#).

To fulfill this requirement, students must complete [ENGL 101](#) and [ENGL 102](#) or attain satisfactory scores for both courses. The following specific provisions apply to the English composition component:

1. Based on placement, a student may be required to take up to 6 credits to satisfy this requirement. Students are provisionally placed in a required English composition course based on their SAT Verbal and/or ACT English scores. The University of Idaho offers an additional placement tool, the Write Class UIdaho: www.writeclassuidaho.com

2. Students who attain a satisfactory score on the College Board English Achievement or Scholastic Aptitude (Verbal) Test or the American College Testing (ACT) English Test will be awarded credit and grades of P for [ENGL 101](#) and [ENGL 102](#). Also, students who attain a score of 4 on the Advanced Placement Test in English will be awarded credit and a grade of P for [ENGL 101](#) and students who attain a score of 5 on the Advanced Placement Test in English will be awarded credit and grades of P for [ENGL 101](#) and [ENGL 102](#).
3. UI accepts credits earned in comparable writing courses taken at other accredited institutions. (See credit limitation in J-5-d.)

J-3-b. Oral Communication (2-3 credits)

Students who receive a passing grade in one of the following courses are expected to meet the proficiencies for Oral Communication courses contained in Section III-N of the Idaho State Board of Education Governing Policies and Procedures. Students should be able to demonstrate basic competency in

1. organization and preparation,
2. oral language use and presentation, and
3. addressing audience needs and interests.

Code	Title
COMM 101	Fundamentals of Oral Communication
COMM 150	Online Oral Communication
PHIL 102	Reason and Rhetoric

Course List

J-3-c. Scientific Ways of Knowing (8 credits , from two different disciplines, which include two accompanying labs OR 7 credits which includes a Core Science (CORS) course and one course with lab)

The purpose of this requirement is to develop a better understanding of the physical and biological world by learning some of the principles that explain the natural phenomena of the universe, the experimental method used to derive those principles, and their applications.

Study in this area is undertaken as part of the general education requirements in order to promote scientific literacy, that is, the ability to read and understand the science issues being debated in society. Scientific literacy is essential if citizens are to make informed judgments on the wide range of issues that affect their everyday lives. Students receiving passing grades in the natural and applied science courses of the general education curriculum will demonstrate competency in the following areas:

1. knowledge of scientific principles;

2. the ability to write clearly and concisely using the style appropriate to the sciences;
3. the ability to interpret scientific data;
4. the ability to analyze experimental design critically; and
5. the development of laboratory skills.

Code	Title
<u>BIOL 102</u> & <u>102L</u>	Biology and Society and Biology and Society Lab
<u>BIOL 114</u>	Organisms and Environments
<u>BIOL 115</u> & <u>115L</u>	Cells and the Evolution of Life and Cells and the Evolution of Life Laboratory
<u>BIOL 250</u> & <u>BIOL 255</u>	General Microbiology and General Microbiology Lab
<u>CHEM 101</u> & <u>101L</u>	Introduction to Chemistry and Introduction to Chemistry Laboratory
<u>CHEM 111</u> & <u>111L</u>	General Chemistry I and General Chemistry I Laboratory
<u>CHEM 112</u> & <u>112L</u>	General Chemistry II and General Chemistry II Laboratory
CORS 205-297	
<u>ENVS 101</u> & <u>ENVS 102</u>	Introduction to Environmental Science and Field Activities in Environmental Sciences
<u>EPPN 154</u> & <u>EPPN 155</u>	Microbiology and the World Around Us and Microbiology and the World Around Us: Laboratory
<u>GEOG 100</u> & <u>100L</u>	Physical Geography and Physical Geography Lab
<u>GEOL 101</u> & <u>101L</u>	Physical Geology and Physical Geology Lab
<u>GEOL 102</u> & <u>102L</u>	Historical Geology and Historical Geology Lab
<u>PHYS 100</u> & <u>100L</u>	Fundamentals of Physics and Fundamentals of Physics Lab
<u>PHYS 103</u> & <u>PHYS 104</u>	General Astronomy and Astronomy Lab
<u>PHYS 111</u> & <u>111L</u>	General Physics I and General Physics I Lab
<u>PHYS 112</u> & <u>112L</u>	General Physics II and General Physics II Lab
<u>PHYS 211</u> & <u>211L</u>	Engineering Physics I and Laboratory Physics I
<u>PHYS 212</u> & <u>212L</u>	Engineering Physics II and Laboratory Physics II

Code	Title
SOIL 205 & SOIL 206 Course List	The Soil Ecosystem and The Soil Ecosystem Lab

J-3-d. Mathematical Ways of Knowing (3 credits)

These courses develop analytical, quantitative, and problem solving skills by involving students in doing mathematics, statistics, or computer science and by focusing on understanding the concepts of these disciplines.

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

Code	Title
CS 112	Computational Thinking and Problem Solving
MATH 123	Math in Modern Society
MATH 130	Finite Mathematics
MATH 143	College Algebra
MATH 153	Introduction to Statistical Reasoning
MATH 160	Survey of Calculus
MATH 170	Calculus I
MATH 175	Calculus II
MATH 275	Calculus III
STAT 153	Introduction to Statistical Reasoning
STAT 251 Course List	Statistical Methods

J-3-e. Humanistic and Artistic Ways of Knowing (6 credits, from two different disciplines) and Social and Behavioral Ways of Knowing (6 credits, from two different disciplines)

The purpose of these liberal arts courses is to provide students with critical tools for understanding the human experience and providing the means for students to respond to the world around them.

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

Social and Behavioral Ways of Knowing courses enable students to apply rigorous analytic skills for the purpose of explaining the dynamic interaction among history,

institutions, society and ideas that shape the behaviors of individuals, communities and societies. With these skills students can critically address the social issues of our contemporary world.

Some courses on the humanities and social science lists may also satisfy the American diversity or international requirement.

Approved Humanistic and Artistic Ways of Knowing Courses:

Code	Title
<u>AGED 263</u>	History of U.S. and World Agriculture
<u>AMST 301</u>	Studies in American Culture
<u>ARCH 151</u>	Introduction to the Built Environment
<u>ART 100</u>	Introduction to Art: Why Art Matters
<u>ART 205</u>	Visual Culture
<u>ART 213</u>	History and Theory of Modern Design
<u>ART 302</u>	Modern Art and Theory
<u>ART 382</u>	History of Photography
<u>ART 407</u>	New Media
<u>CHIN 101</u>	Elementary Chinese I
<u>CHIN 102</u>	Elementary Chinese II
<u>DAN 100</u>	Dance in Society
<u>ENGL 175</u>	Literature and Ideas
<u>ENGL 257</u>	Survey of Western World Literature I
<u>ENGL 258</u>	Survey of Western World Literature II
<u>ENGL 267</u>	Survey of British Literature I
<u>ENGL 268</u>	Survey of British Literature II
<u>ENGL 277</u>	Survey of American Literature I
<u>ENGL 278</u>	Survey of American Literature II
<u>ENGL 290</u>	Introduction to Creative Writing
<u>ENGL 322</u>	Studies in Environmental Literature and Culture
<u>ENGL 345</u>	Studies in Shakespeare
<u>ENGL 375</u>	
<u>FLEN 210</u>	Introduction to Classic Mythology
<u>FLEN 313</u>	French/Francophone Literature in Translation
<u>FLEN 324</u>	Topics in German Literature in Translation
<u>FLEN 331</u>	Japanese Anime
<u>FLEN 391</u>	Hispanic Film
<u>FLEN 394</u>	Latin American Literature in Translation
<u>FREN 101</u>	Elementary French I
<u>FREN 102</u>	Elementary French II
<u>FTV 100</u>	Film History and Aesthetics
<u>GERM 101</u>	Elementary German I
<u>GERM 102</u>	Elementary German II

Code	Title
HIST 357	Women in Pre-Modern European History
HIST 379	History of Science II: 1700-Present
HIST 414	History and Film
HIST 442	The Medieval Church: Europe in the Early and High Middle Ages
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 485	Chinese Social and Cultural History
IS 370	African Community, Culture, and Music
JAPN 101	Elementary Japanese I
JAPN 102	Elementary Japanese II
LAS 391	Hispanic Film
LAS 394	Latin American Literature in Translation
MUSH 104	Jazz: An African American Art Form
MUSH 106	Women in American Popular Music
MUSH 111	Introduction to the World of Music
MUSH 201	History of Rock and Roll
MUSI 100	Introduction to Music
NEZP 101	Elementary Nez Perce I
NEZP 102	Elementary Nez Perce II
PHIL 103	Introduction to Ethics
PHIL 200	Philosophy of Alcohol
PHIL 201	Critical Thinking
PHIL 208	Business Ethics
PHIL 240	Belief and Reality
PHIL 351	Philosophy of Science
PHIL 361	Professional Ethics
RELS 375	
RELS 443	The Medieval State: Europe in the High and Late Middle Ages
RELS 448	The Reformation
SPAN 101	Elementary Spanish I
SPAN 102	Elementary Spanish II
THE 101	Introduction to the Theatre
THE 468	Theatre History I
THE 469	Theatre History II
WGSS 201	Introduction to Women's, Gender, and Sexuality Studies

Course List

Approved Social and Behavioral Ways of Knowing Courses:

Code	Title
ANTH 100	Introduction to Anthropology

Code	Title
ANTH 101	Biological Anthropology
ANTH 102	Cultural Anthropology
ANTH 261	Language and Culture
ANTH 329	Contemporary North American Indians
ANTH 350	Food, Culture, and Society
ANTH 462	Human Issues in International Development
COMM 233	Interpersonal Communication
COMM 335	Intercultural Communication
COMM 410	Conflict Management
CRIM 101	Introduction to Criminology
CRIM 336	Comparative Criminal Justice Systems
CRIM 439	Inequalities in the Justice System
ECON 201	Principles of Macroeconomics
ECON 202	Principles of Microeconomics
ECON 272	Foundations of Economic Analysis
EDCI 201	Contexts of Education
EDCI 301	Learning, Development, and Assessment
FLEN 270	Introduction to Greek and Roman Civilization
FLEN 307	Institutions of the European Union
FOR 235	Society and Natural Resources
GEOG 165	Human Geography
GEOG 200	World Regional Geography
GEOG 260	Introduction to Geopolitics
GEOG 365	Political Geography
HIST 101	World History I
HIST 102	World History II
HIST 111	United States History I
HIST 112	United States History II
HIST 180	Introduction to East Asian History
HIST 270	Introduction to Greek and Roman Civilization
HIST 315	Comparative African-American Cultures
HIST 462	History of the American West
HIST 461	Idaho and the Pacific Northwest
HIST 380	Disease and Culture: History of Western Medicine
HIST 420	History of Women in American Society
HIST 424	American Environmental History
HIST 430	U.S. Diplomatic History
HIST 438	Modern Mexico and the Americas
HIST 439	Modern Latin America
HIST 440	Social Revolution in Latin America
HIST 441	Slavery and Freedom in the Americas
HIST 449	

Code	Title
HIST 452	Europe in the Age of the Revolution, 1770-1880
HIST 454	Pictures and Power: Photography, Politics, and American History
HIST 456	Anti-Semitism and the Holocaust
HIST 457	History of the Middle East
HIST 460	Conspiracies and Secret Societies in History
HIST 466	Eastern Europe Since 1774
HIST 467	Russia to 1894
HIST 468	Russia and Soviet Union Since 1894
HIST 482	Japan, 1600 to Present
HIST 484	Modern China, 1840s to Present
IS 325	The Contemporary Muslim World
IS 326	Africa Today
IS 350	Sports and International Affairs
JAMM 100	Media and Society
LAS 462	Human Issues in International Development
MKTG 321	Marketing
NRS 125	Introduction to Conservation and Natural Resources
NRS 235	Society and Natural Resources
POLS 101	American National Government
POLS 205	Introduction to Comparative Politics
POLS 237	Introduction to International Politics
POLS 275	American State and Local Government
POLS 307	Institutions of the European Union
POLS 331	American Political Parties and Elections
POLS 332	American Congress
POLS 333	American Political Culture
POLS 338	American Foreign Policy
POLS 381	European Politics
PSYC 101	Introduction to Psychology
RSTM 104	Recreation, Sport, and Tourism in Healthy Communities
SOC 101	Introduction to Sociology
SOC 201	Introduction to Inequity and Justice
SOC 230	Social Problems
SOC 340	Environmental Sociology and Globalization
SOC 343	Power, Politics, and Society
SOC 350	Food, Culture, and Society
SOC 423	Economic (In)Justice in the United States
SOC 424	Sociology of Gender
SOC 427	Racial and Ethnic Relations

Course List

J-3-f. One American Diversity course and One International course (Or an approved study abroad experience)

As we live in an increasingly diverse and multicultural world, the purpose of these courses is to prepare students to understand, communicate and collaborate with those from diverse communities within the United States and throughout the world.

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

One course chosen from the approved American diversity courses listed below. If a student takes a General Education course in another category that also appears on the list of approved American diversity courses, then this requirement is considered to be completed.

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

One course chosen from the approved international courses listed below. If a student takes a General Education course in another category that also appears on the list of approved International courses, then this requirement is considered to be completed. The international requirement may be waived if a student successfully completes an approved Summer, Fall, or Spring program abroad through the International Programs Office.

Approved American Diversity Courses:

Code	Title
<u>AIST 320</u>	Native American & Indigenous Film
<u>AIST 411</u>	Native American Architecture
<u>AIST 422</u>	Contemporary Pacific Northwest Indians
<u>AIST 484</u>	American Indian Literature
<u>AMST 301</u>	Studies in American Culture
<u>ANTH 329</u>	Contemporary North American Indians
<u>ANTH 350</u>	Food, Culture, and Society
<u>ANTH 422</u>	Contemporary Pacific Northwest Indians
<u>ARCH 411</u>	Native American Architecture
<u>COMM 432</u>	Gender and Communication

Code	Title
<u>COMM 491</u>	Communication and Aging
<u>CORS 232</u>	Science on Your Plate: Food Safety, Risks and Technology
<u>CRIM 439</u>	Inequalities in the Justice System
<u>DAN 100</u>	Dance in Society
<u>EDCI 302</u>	Teaching Culturally Diverse Learners
<u>ENGL 380</u>	Studies in U.S. Ethnic Literatures
<u>ENGL 384</u>	Studies in American Indian Literature
<u>ENGL 402</u>	Internship in Tutoring Writing
<u>HIST 111</u>	United States History I
<u>HIST 112</u>	United States History II
<u>HIST 316</u>	American Indian History
<u>HIST 414</u>	History and Film
<u>HIST 420</u>	History of Women in American Society
<u>HIST 424</u>	American Environmental History
<u>HIST 454</u>	Pictures and Power: Photography, Politics, and American History
<u>HIST 461</u>	Idaho and the Pacific Northwest
<u>HIST 462</u>	History of the American West
<u>IAD 443</u>	Universal Design
<u>JAMM 340</u>	Media and Diversity
<u>JAMM 441</u>	(s) Adv Concepts Media/Diversit
<u>JAMM 445</u>	History of Mass Media
<u>MUSH 104</u>	Jazz: An African American Art Form
<u>MUSH 106</u>	Women in American Popular Music
<u>MUSH 410</u>	Studies in Jazz History
<u>MUSI 100</u>	Introduction to Music
<u>POLS 101</u>	American National Government
<u>POLS 333</u>	American Political Culture
<u>POLS 468</u>	Civil Liberties
<u>PSYC 315</u>	Psychology of Women
<u>PSYC 419</u>	Adult Development and Aging
<u>RELS 422</u>	Contemporary Pacific Northwest Indians
<u>SOC 101</u>	Introduction to Sociology
<u>SOC 201</u>	Introduction to Inequity and Justice
<u>SOC 230</u>	Social Problems
<u>SOC 350</u>	Food, Culture, and Society
<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>SPAN 411</u>	Chicano and Latino Literature
<u>SPAN 413</u>	Spanish American Short Fiction
<u>WGSS 201</u>	Introduction to Women's, Gender, and Sexuality Studies

Course List

Approved International Courses:

Code	Title
<u>AGEC 447</u>	International Development Economics
<u>AGEC 481</u>	Agricultural Markets in a Global Economy
<u>AGED 406</u>	Exploring International Agriculture
<u>ANTH 102</u>	Cultural Anthropology
<u>ANTH 261</u>	Language and Culture
<u>ANTH 462</u>	Human Issues in International Development
<u>ART 100</u>	Introduction to Art: Why Art Matters
<u>ART 213</u>	History and Theory of Modern Design
<u>ART 302</u>	Modern Art and Theory
<u>ART 303</u>	Contemporary Art and Theory
<u>ART 382</u>	History of Photography
<u>CHIN 101</u>	Elementary Chinese I
<u>CHIN 102</u>	Elementary Chinese II
<u>CHIN 201</u>	Intermediate Chinese I
<u>CHIN 202</u>	Intermediate Chinese II
<u>COMM 335</u>	Intercultural Communication
<u>CRIM 336</u>	Comparative Criminal Justice Systems
<u>ECON 446</u>	International Economics
<u>ECON 447</u>	International Development Economics
<u>ENVS 225</u>	International Environmental Issues Seminar
<u>FCS 411</u>	Global Nutrition
<u>FCS 419</u>	Dress and Culture
<u>FLEN 307</u>	Institutions of the European Union
<u>FLEN 313</u>	French/Francophone Literature in Translation
<u>FLEN 315</u>	French/Francophone Cinema in Translation
<u>FLEN 324</u>	Topics in German Literature in Translation
<u>FLEN 331</u>	Japanese Anime
<u>FLEN 391</u>	Hispanic Film
<u>FLEN 394</u>	Latin American Literature in Translation
<u>FREN 101</u>	Elementary French I
<u>FREN 102</u>	Elementary French II
<u>FREN 201</u>	Intermediate French I
<u>FREN 202</u>	Intermediate French II
<u>FREN 301</u>	Advanced French Grammar
<u>FREN 302</u>	Advanced French Writing Skills
<u>FREN 304</u>	Connecting French Language and Culture
<u>FREN 307</u>	French Phonetics
<u>FREN 308</u>	Advanced French Conversation
<u>FREN 407</u>	French & Francophone Literatures
<u>FREN 408</u>	French and Francophone Culture and Institutions
<u>FTV 200</u>	Global Film Styles

Code	Title
<u>GEOG 165</u>	Human Geography
<u>GEOG 200</u>	World Regional Geography
<u>GEOG 260</u>	Introduction to Geopolitics
<u>GEOG 350</u>	Geography of Development
<u>GEOG 360</u>	Population Dynamics and Distribution
<u>GEOG 365</u>	Political Geography
<u>GERM 101</u>	Elementary German I
<u>GERM 102</u>	Elementary German II
<u>GERM 201</u>	Intermediate German I
<u>GERM 202</u>	Intermediate German II
<u>GERM 301</u>	German Reading and Writing
<u>GERM 302</u>	German Listening and Speaking
<u>GERM 420</u>	Topics in German Culture & Literature - Themes
<u>GERM 440</u>	German Media
<u>HIST 101</u>	World History I
<u>HIST 102</u>	World History II
<u>HIST 180</u>	Introduction to East Asian History
<u>HIST 270</u>	Introduction to Greek and Roman Civilization
<u>HIST 315</u>	Comparative African-American Cultures
<u>HIST 357</u>	Women in Pre-Modern European History
<u>HIST 371</u>	History of England
<u>HIST 372</u>	History of England
<u>HIST 379</u>	History of Science II: 1700-Present
<u>HIST 380</u>	Disease and Culture: History of Western Medicine
<u>HIST 430</u>	U.S. Diplomatic History
<u>HIST 438</u>	Modern Mexico and the Americas
<u>HIST 439</u>	Modern Latin America
<u>HIST 440</u>	Social Revolution in Latin America
<u>HIST 441</u>	Slavery and Freedom in the Americas
<u>HIST 442</u>	The Medieval Church: Europe in the Early and High Middle Ages
<u>HIST 443</u>	The Medieval State: Europe in the High and Late Middle Ages
<u>HIST 445</u>	Medieval English Constitutional and Legal History: 1066-1485
<u>HIST 447</u>	The Renaissance
<u>HIST 448</u>	The Reformation
<u>HIST 449</u>	
<u>HIST 452</u>	Europe in the Age of the Revolution, 1770-1880
<u>HIST 456</u>	Anti-Semitism and the Holocaust
<u>HIST 457</u>	History of the Middle East
<u>HIST 460</u>	Conspiracies and Secret Societies in History
<u>HIST 466</u>	Eastern Europe Since 1774
<u>HIST 467</u>	Russia to 1894
<u>HIST 468</u>	Russia and Soviet Union Since 1894

Code	Title
HIST 482	Japan, 1600 to Present
HIST 484	Modern China, 1840s to Present
HIST 485	Chinese Social and Cultural History
IAD 281	History of Interiors I
IAD 282	History of Interiors II
IS 225	International Environmental Issues Seminar
IS 325	The Contemporary Muslim World
IS 326	Africa Today
IS 350	Sports and International Affairs
IS 370	African Community, Culture, and Music
JAMM 490	Issues in Global Media
JAPN 101	Elementary Japanese I
JAPN 102	Elementary Japanese II
JAPN 201	Intermediate Japanese I
JAPN 202	Intermediate Japanese II
JAPN 301	Japanese Reading
JAPN 303	Japanese Speaking
LARC 390	Italian Hill Towns and Urban Centers
LARC 491	Italian Hill Towns and Urban Centers
LAS 306	Culture and Institutions of Latin America
LAS 391	Hispanic Film
LAS 394	Latin American Literature in Translation
LAS 402	
LAS 409	Modern Latin American Society
LAS 413	Spanish American Short Fiction
LAS 422	Mexican Culture through Cinema
LAS 438	Modern Mexico and the Americas
LAS 439	Modern Latin America
LAS 441	Slavery and Freedom in the Americas
LAS 447	
LAS 462	Human Issues in International Development
MUSH 111	Introduction to the World of Music
MUSH 420	Studies in World Music
NRS 493	
PHIL 367	
POLS 205	Introduction to Comparative Politics
POLS 237	Introduction to International Politics
POLS 307	Institutions of the European Union
POLS 338	American Foreign Policy
POLS 381	European Politics
POLS 385	Political Psychology
POLS 420	Introduction to Asian Politics

Code	Title
POLS 441	
POLS 449	World Politics and War
POLS 480	Politics of Development
POLS 487	Political Violence and Revolution
RSTM 380	Principles of Travel and Tourism
SOC 340	Environmental Sociology and Globalization
SOC 343	Power, Politics, and Society
SPAN 101	Elementary Spanish I
SPAN 102	Elementary Spanish II
SPAN 104	Elementary Spanish Transition
SPAN 201	Intermediate Spanish I
SPAN 202	Intermediate Spanish II
SPAN 301	Advanced Grammar
SPAN 302	Advanced Composition
SPAN 303	Spanish Conversation
SPAN 305	Culture and Institutions of Spain
SPAN 306	Culture and Institutions of Latin America
SPAN 308	Proficiency in Reading
SPAN 310	Spanish for the Professions I
SPAN 401	Readings: Spanish Literature
SPAN 402	Readings: Spanish American Literature
SPAN 409	Modern Latin American Society
SPAN 412	Spanish Short Fiction
SPAN 419	Latin America Theatre Through Literature
SPAN 420	Modern Spanish Theatre Through Literature
SPAN 421	Bilingual and Bicultural Identities
SPAN 422	Mexican Culture through Cinema
SPAN 423	Culture and Identity in Spanish Cinema
THE 468	Theatre History I
THE 469	Theatre History II
Course List	

J-3-g. Senior Experience

One course chosen from the approved Senior Experience courses listed below.

Approved Senior Experience Courses:

Code	Title
AGEC 478	Advanced Agribusiness Management
AGED 471	Senior Capstone in Agricultural Education
AGED 498	Internship (Max 10 credits)
ANTH 416	Qualitative Social Science Methods
ANTH 455	Anthropology Senior Research

Code	Title
<u>ARCH 454</u>	Architectural Design: Vertical Studio
<u>ART 410</u>	Professional Practices
<u>ART 490</u>	BFA Art/Design Studio
<u>ART 495</u>	Critical Art Writing Seminar
<u>AVS 450</u>	Issues in Animal Agriculture
<u>BE 478</u>	Engineering Design I
<u>BE 479</u>	Engineering Design II
<u>BE 491</u>	Senior Seminar
<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
<u>BIOL 425</u>	Experimental Field Ecology
<u>BUS 490</u>	Strategic Management
<u>CE 494</u>	Senior Design Project
<u>CHE 452</u>	Environmental Management and Design
<u>CHE 454</u>	Process Analysis and Design II
<u>CHEM 409</u>	Proseminar
<u>COMM 453</u>	Communication Theory
<u>CRIM 461</u>	Capstone:Justice Policy Issues
<u>CRIM 462</u>	Senior Practicum
<u>CRIM 464</u>	Criminology Abroad
<u>CS 481</u>	CS Senior Capstone Design II
<u>DAN 490</u>	Senior Project
<u>ECE 481</u>	EE Senior Design II
<u>ECE 483</u>	Computer Engineering Senior Design II
<u>ECON 490</u>	Economic Theory and Policy
<u>ENGL 440</u>	Client-Based Writing
<u>ENGL 490</u>	Senior Seminar
<u>EDCI 401</u>	Internship Seminar
<u>EDCI 485</u>	Secondary Internship
<u>ENT 438</u>	Pesticides in the Environment
<u>ENVS 497</u>	Senior Research
<u>FCS 401</u>	Professional Ethics and Practice in CFCS
<u>FCS 424</u>	Senior Experience: Apparel Design
<u>FCS 432</u>	Apparel Promotion and Merchandising
<u>FCS 486</u>	Nutrition in the Life Cycle
<u>FCS 492</u>	Nutrition Education in the Life Cycle
<u>FCS 497</u>	INTERN: Preschool
<u>FISH 418</u>	Fisheries Management
<u>FISH 473</u>	ECB Senior Presentation
<u>FISH 495</u>	Fisheries Seminar

Code	Title
<u>FL 401</u>	MLC International Experience
<u>FOR 424</u>	Silviculture Principles and Practices
<u>FOR 427</u>	Prescribed Burning Lab
<u>FOR 473</u>	ECB Senior Presentation
<u>FOR 490</u>	The Resilient Landscape
<u>FS 489</u>	Food Product Development
<u>FSP 473</u>	Ecology and Conservation Biology Senior Thesis
<u>FSP 495</u>	Product Development and Brand Management
<u>FTV 476</u>	Advanced Filmmaking II
<u>GEOG 493</u>	Senior Capstone in Geography
<u>GEOL 490</u>	Geology Field Camp
<u>HIST 495</u>	History Senior Seminar
<u>IAD 452</u>	Interior Architecture and Design VI
<u>INDT 484</u>	Industrial Technology Capstone I
<u>INTR 401</u>	Career and Leadership Development
<u>INTR 440</u>	Honors Presentations
<u>INTR 454</u>	Honors Thesis or Portfolio
<u>IS 495</u>	International Studies Senior Seminar
<u>JAMM 448</u>	Law of Mass Media
<u>LARC 480</u>	The Resilient Landscape
<u>MATH 415</u>	Cryptography
<u>MATH 437</u>	Mathematical Biology
<u>ME 424</u>	Mechanical Systems Design I
<u>ME 426</u>	Mechanical Systems Design II
<u>MKTG 495</u>	Product Development and Brand Management
<u>MSE 454</u>	Process Analysis & Design II
<u>MUSA 490</u>	Half Recital
<u>MUSA 491</u>	Recital
<u>MUSC 481</u>	Senior Thesis in Music Theory II
<u>MUSC 490</u>	Senior Recital
<u>MUSH 481</u>	Senior Thesis in Music History II
<u>MUST 432</u>	Practicum: Music Teaching
<u>MVSC 486</u>	Healthy Active Lifestyle Assessment and Intervention
<u>NRS 473</u>	ECB Senior Presentation
<u>NRS 476</u>	Environmental Project Management and Decision Making
<u>ORGS 410</u>	Capstone Project in Organizational Sciences
<u>PEP 495</u>	Practicum
<u>PEP 498</u>	Internship in Exercise Science & Health
<u>PHIL 490</u>	Senior Seminar
<u>PHYS 407</u>	Communicating Science
<u>PHYS 492</u>	Senior Research
<u>PLSC 438</u>	Pesticides in the Environment

Code	Title
POLS 490	Senior Experience
PSYC 415	History and Systems of Psychology
REM 456	Integrated Rangeland Management
REM 473	ECB Senior Presentation
REM 495	Teaching Practicum
RSTM 498	Internship in Recreation, Sport, and Tourism
SOC 460	Capstone: Sociology in Action
SOIL 427	Sustainable Food Systems
STAT 436	Applied Regression Modeling
THE 483	Senior Capstone Project
VTD 457	Capstone Design Studio I
WLF 473	ECB Senior Presentation
WLF 492	Wildlife Management

Course List

J-4. Grade Requirements

To qualify for an undergraduate degree, a candidate must have a UI grade-point average of 2.00 or better. See exceptions under [E-4 and E-5](#).

J-5. Credit Limitations

A candidate may count toward an undergraduate degree no more than:

J-5-a

Thirty credits earned in Experiential Learning and Technical Competency for a baccalaureate degree and fifteen credits for an associate degree (see [regulation I-2-b](#) and [I-2-c](#)).

J-5-b

Twelve credits earned under the pass-fail option for a baccalaureate degree and six credits for an associate degree (see [regulation B-11](#)).

J-5-c

Zero credits in remedial-level courses.

J-5-d

Zero credits earned in Professional Development courses.

J-6. Assignment of Curricular Requirements (Catalog Issue)

In addition to fulfilling the general university requirements for degrees, candidates for baccalaureate or associate degrees must satisfy the particular requirements specified for their curricula. Candidates for the associate of applied science must complete 15 credits of general education as specified in J-3 and the particular requirements specified for their curricula. The pertinent requirements are those contained in the most recent UI catalog issue that was in effect at the time of, or subsequent to, the candidate's initial enrollment as a degree-seeking student at UI. The earliest catalog issue available to students re-admitted as a degree-seeking student at the UI, is the most recent catalog at the time of re-enrollment. A catalog issue is valid for a maximum of seven years from its effective date. The effective date of a catalog issue is the first Monday following spring graduation.

J-7. Concurrent and Subsequent Baccalaureate Degrees.

J-7-a. Concurrent Degrees.

A student may concurrently pursue degrees in one or more colleges. For exceptions to this rule, see general studies in part 4. In addition to the university requirements students must fulfill the departmental and college requirements for all degrees.

J-7-b. Subsequent Degrees.

Students who have earned a baccalaureate degree and who wish to complete the requirements for a subsequent degree must earn at least 15 credits as an undergraduate student after completion of the previous baccalaureate degree. And fulfill the university, departmental and college requirements for the second degree. For exceptions to this regulation, see general studies in part 4.

J-8. Degree with Double Major.

Students may complete two different majors (curricula) offered under a particular baccalaureate degree and have both majors shown on their academic records and diplomas, e.g., Bachelor of Arts with majors in history and political science. In addition to the university requirements students must fulfill the departmental and college requirements for all majors. Each of the majors must lead to the same degree. When majors leading to different degrees are involved, see the requirements applicable to the awarding of a concurrent baccalaureate degree (J-7-a).

J-9. Academic Minors

J-9-a

An academic minor is a prescribed course of study consisting of 18 or more credits which supplements an undergraduate major at the University of Idaho. For descriptions of minor curricula, see the programs of the degree-granting units in the individual departmental section. In the following paragraphs of J-9, "minor" denotes "academic minor," which is to be distinguished from "teaching minor"; for information on the latter, see the [Department of Curriculum and Instruction](#) section.

J-9-b

A baccalaureate degree seeking student may pursue one or more minors in addition to a major by filing with the registrar a declaration of intention to do so. Completion of a minor is required only if specified by the degree-granting unit, but any minor completed is recorded on the student's academic record.

J-9-c

Transfer credits may be applied to a minor, however, at least 9 credits of those completing the minor's requirements must be in UI courses. Similar to the residency requirements for a baccalaureate degree in J-2, no credits awarded for non-U of I sponsored independent study courses, bypassed courses (see [I-2-d](#)), credit by examination (see [I-1-a, I-1-c, or I-2-a](#)), College Level Examination Program (CLEP – see [I-2-b](#)), or experiential learning (see [I-2-b](#)) can be counted among these 9 UI credits. Study abroad and student exchange credits may be counted toward this requirement with prior approval by the student's academic department and dean.

J-9-d

A student may complete an undergraduate minor even though he or she has already earned a baccalaureate degree at the University of Idaho. If the sole objective is to complete an undergraduate minor, the student should declare a "Minor-Only" curriculum in the department offering the minor. Students who declare a minor-only curriculum are not eligible for financial aid funds (see the [Student Financial Aid Services](#) section).

41: REGULATION J-3-B ADDITION

In Workflow

1. Registrar's Office (none)
2. Ready for UCC (disable)
3. UCC (none)
4. Post-UCC Registrar (none)
5. Faculty Senate Chair (mstout@uidaho.edu; jvalkovic@uidaho.edu)
6. UFM (mstout@uidaho.edu; jvalkovic@uidaho.edu)
7. President's Office (brendah@uidaho.edu; mstout@uidaho.edu; jvalkovic@uidaho.edu)
8. Catalog Update (sstubbs@uidaho.edu)

Approval Path

1. Tue, 30 Nov 2021 18:58:32 GMT
Steve Stubbs (sstubbs): Approved for Registrar's Office
2. Wed, 01 Dec 2021 18:33:44 GMT
Steve Stubbs (sstubbs): Approved for Ready for UCC
3. Tue, 07 Dec 2021 18:15:59 GMT
Steve Stubbs (sstubbs): Approved for UCC
4. Tue, 07 Dec 2021 23:28:35 GMT
Steve Stubbs (sstubbs): Approved for Post-UCC Registrar

New Proposal

Date Submitted: Tue, 30 Nov 2021 16:38:13 GMT

Viewing: Regulation J-3-b addition

Last edit: Tue, 30 Nov 2021 16:38:12 GMT

Changes proposed by: Rebecca Frost

Faculty Contact

Faculty Name	Faculty Email
Rebecca Frost	catalog@uidaho.edu

Request Type

Add/Drop/Change an academic regulation

Effective Catalog Year

2022-2023

Title

Regulation J-3-b addition

Request Details

J-3-b. Oral Communication (2-3 credits)

Add: AGED 101 Verbal Communication in Agriculture (3 credits)

Change: COMM 101 Fundamentals of Oral Communications (3 credits*)

*change is currently going through the UCC to change COMM 101 from 2 to 3 credits. This change is contingent on that occurrence.

See attached file for full list of approved Oral Communication courses.

Supporting Documents

J-3-b Oral Communication.docx

Key: 41

J-3-b. Oral Communication (2-3 credits)

Students who receive a passing grade in one of the following courses are expected to meet the proficiencies for Oral Communication courses contained in Section III-N of the Idaho State Board of Education Governing Policies and Procedures. Students should be able to demonstrate basic competency in

1. organization and preparation,
2. oral language use and presentation, and
3. addressing audience needs and interests.

Code	Title	Hours
<u>AGED 101</u>	<u>Verbal Communication in Agriculture</u>	<u>3</u>
<u>COMM 101</u>	Fundamentals of Oral Communication	<u>3</u>
<u>COMM 150</u>	Online Oral Communication	3
<u>PHIL 102</u>	Reason and Rhetoric	2

42: REGULATION J-3-C ADDITION

In Workflow

1. Registrar's Office (none)
2. Ready for UCC (disable)
3. UCC (none)
4. Post-UCC Registrar (none)
5. Faculty Senate Chair (mstout@uidaho.edu; jvalkovic@uidaho.edu)
6. UFM (mstout@uidaho.edu; jvalkovic@uidaho.edu)
7. President's Office (brendah@uidaho.edu; mstout@uidaho.edu; jvalkovic@uidaho.edu)
8. Catalog Update (sstubbs@uidaho.edu)

Approval Path

1. Tue, 30 Nov 2021 19:01:00 GMT
Steve Stubbs (sstubbs): Approved for Registrar's Office
2. Wed, 01 Dec 2021 18:33:48 GMT
Steve Stubbs (sstubbs): Approved for Ready for UCC
3. Tue, 07 Dec 2021 18:16:02 GMT
Steve Stubbs (sstubbs): Approved for UCC
4. Tue, 07 Dec 2021 23:28:39 GMT
Steve Stubbs (sstubbs): Approved for Post-UCC Registrar

New Proposal

Date Submitted: Tue, 30 Nov 2021 16:42:18 GMT

Viewing: Regulation J-3-c addition

Last edit: Tue, 30 Nov 2021 16:42:18 GMT

Changes proposed by: Rebecca Frost

Faculty Contact

Faculty Name	Faculty Email
Rebecca Frost	catalog@uidaho.edu

Request Type

Add/Drop/Change an academic regulation

Effective Catalog Year

2022-2023

Title

Regulation J-3-c addition

Request Details

J-3-c Scientific Ways of Knowing

Add: GEOL 212 Dinosaurs and Prehistoric Life (4 credits)

See attachment for full listing of approved courses.

Supporting Documents

J-3-c Science.docx

Key: 42

J-3-c. Scientific Ways of Knowing (8 credits , from two different disciplines, which include two accompanying labs OR 7 credits which includes a Core Science (CORS) course and one course with lab)

The purpose of this requirement is to develop a better understanding of the physical and biological world by learning some of the principles that explain the natural phenomena of the universe, the experimental method used to derive those principles, and their applications.

Study in this area is undertaken as part of the general education requirements in order to promote scientific literacy, that is, the ability to read and understand the science issues being debated in society. Scientific literacy is essential if citizens are to make informed judgments on the wide range of issues that affect their everyday lives. Students receiving passing grades in the natural and applied science courses of the general education curriculum will demonstrate competency in the following areas:

1. knowledge of scientific principles;
2. the ability to write clearly and concisely using the style appropriate to the sciences;
3. the ability to interpret scientific data;
4. the ability to analyze experimental design critically; and
5. the development of laboratory skills.

Code	Title	Hours
BIOL 102 & 102L	Biology and Society and Biology and Society Lab	4
BIOL 114	Organisms and Environments	4
BIOL 115 & 115L	Cells and the Evolution of Life and Cells and the Evolution of Life Laboratory	4
BIOL 250 & BIOL 255	General Microbiology and General Microbiology Lab	5
CHEM 101 & 101L	Introduction to Chemistry and Introduction to Chemistry Laboratory	4

Code	Title	Hours
CHEM 111 & 111L	General Chemistry I and General Chemistry I Laboratory	4
CHEM 112 & 112L	General Chemistry II and General Chemistry II Laboratory	5
CORS 205-297		3
ENVS 101 & ENVS 102	Introduction to Environmental Science and Field Activities in Environmental Sciences	4
EPPN 154 & EPPN 155	Microbiology and the World Around Us and Microbiology and the World Around Us: Laboratory	4
GEOG 100 & 100L	Physical Geography and Physical Geography Lab	4
GEOL 101 & 101L	Physical Geology and Physical Geology Lab	4
GEOL 102 & 102L	Historical Geology and Historical Geology Lab	4
GEOL 212	Dinosaurs and Prehistoric Life	4
PHYS 100 & 100L	Fundamentals of Physics and Fundamentals of Physics Lab	4
PHYS 103 & PHYS 104	General Astronomy and Astronomy Lab	4
PHYS 111 & 111L	General Physics I and General Physics I Lab	4
PHYS 112 & 112L	General Physics II and General Physics II Lab	4
PHYS 211 & 211L	Engineering Physics I and Laboratory Physics I	4
PHYS 212 & 212L	Engineering Physics II and Laboratory Physics II	4
SOIL 205 & SOIL 206	The Soil Ecosystem and The Soil Ecosystem Lab	4

109: FILM AND TELEVISION STUDIES (BA OR BS)

Export to PDF Export to Word

In Workflow

1. 008 Chair (rsjohnson@uidaho.edu)
2. CLASS Review (ctibbals@uidaho.edu)
3. 18 Curriculum Committee Chair (tcraig@uidaho.edu)
4. 18 Dean (quinlan@uidaho.edu)
5. Provost's Office (panttaja@uidaho.edu; kudas@uidaho.edu; mstout@uidaho.edu; jvalkovic@uidaho.edu)
6. Assessment (sara@uidaho.edu)
7. Curriculum Review (sstubbs@uidaho.edu)
8. Degree Map Review (rfrost@uidaho.edu)
9. Registrar's Office (none)
10. Ready for UCC (disable)
11. UCC (none)
12. Post-UCC Registrar (none)
13. Faculty Senate Chair (mstout@uidaho.edu; jvalkovic@uidaho.edu)
14. President's Office (brendah@uidaho.edu; mstout@uidaho.edu; jvalkovic@uidaho.edu)
15. State Approval (mstout@uidaho.edu; jvalkovic@uidaho.edu; lindalundgren@uidaho.edu)
16. Steve Stubbs (sstubbs@uidaho.edu)

Approval Path

1. Tue, 05 Oct 2021 18:28:00 GMT
Robin Johnson (rsjohnson): Approved for 008 Chair
2. Thu, 07 Oct 2021 22:58:27 GMT
Charles Tibbals (ctibbals): Approved for CLASS Review
3. Thu, 07 Oct 2021 23:41:34 GMT
Traci Craig (tcraig): Approved for 18 Curriculum Committee Chair
4. Sun, 10 Oct 2021 20:04:41 GMT
Sean Quinlan (quinlan): Approved for 18 Dean
5. Mon, 11 Oct 2021 15:35:21 GMT
Dean Panttaja (panttaja): Approved for Provost's Office
6. Mon, 11 Oct 2021 16:03:47 GMT
Sara Mahuron (sara): Approved for Assessment
7. Mon, 11 Oct 2021 16:13:59 GMT
Steve Stubbs (sstubbs): Approved for Curriculum Review
8. Tue, 12 Oct 2021 18:06:06 GMT
Rebecca Frost (rfrost): Approved for Degree Map Review
9. Tue, 26 Oct 2021 16:50:51 GMT
Dwayne Hubbard (dhubbard): Approved for Registrar's Office
10. Tue, 09 Nov 2021 19:19:11 GMT
Steve Stubbs (sstubbs): Approved for Ready for UCC
11. Wed, 10 Nov 2021 17:58:37 GMT
Steve Stubbs (sstubbs): Rollback to Ready for UCC for UCC
12. Wed, 17 Nov 2021 17:52:42 GMT
Steve Stubbs (sstubbs): Approved for Ready for UCC
13. Tue, 30 Nov 2021 23:48:36 GMT
Steve Stubbs (sstubbs): Approved for UCC
14. Tue, 07 Dec 2021 23:21:35 GMT
Steve Stubbs (sstubbs): Approved for Post-UCC Registrar

History

1. Apr 2, 2021 by Amy Kingston (amykingston)
2. May 17, 2021 by Amy Kingston (amykingston)
3. Jun 16, 2021 by Rebecca Frost (rfrost)
4. Aug 10, 2021 by Rebecca Frost (rfrost)

Date Submitted: Fri, 01 Oct 2021 22:24:39 GMT

Viewing: 109 : Film and Television Studies (BA or BS)

Last approved: Tue, 10 Aug 2021 18:21:23 GMT

Last edit: Tue, 30 Nov 2021 22:27:55 GMT

Changes proposed by: Russell Meeuf

Final Catalog

2022-2023

What will be the last semester of the teach-out period?

What is the teach-out plan?

Rationale for Inactivation

%deletejustification.eshtml%

Attach State Form

Faculty Contact

Faculty Name	Faculty Email
Russell Meeuf	rmeeuf@uidaho.edu

Change Type (Choose all that apply)

Change curriculum requirements

Change the name of a degree, major, option, emphasis, minor, certificate, concentration or specialization

Add/Edit Learning Outcomes

Description of Change

Name change of program from "Film and Television Studies" to "Film and Television," curricular updates, and learning outcomes update.

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

No

Academic Level

Undergraduate

College

Letters Arts & Social Sciences

Department/Unit:

Journalism & Mass Media

Effective Catalog Year

2022-2023

Program Title

Film and Television Studies (BA or BS)

Degree Type

Major

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

Program Credits

120

Attach Program Change

CIP Code

50.0601 - Film/Cinema/Video Studies.

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 this program lead to licensure in any state?

Will the program be a statewide responsibility?

Financial Information

What is the financial impact of the request?

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

Describe the financial impact

Curriculum:

Note: Students must have a 2.5 GPA to major and must attain a 2.5 GPA to graduate with the Film and Television degree.

Prerequisite: FTV 100 must be completed with a 'C' or above before enrolling in other courses in the sequence.

Film and Television is an interdisciplinary degree taught on the film school model, whereby students will learn how to think critically and historically about film and culture while learning the fundamentals of film writing and filmmaking. This degree prepares students to meet the growing demand for digitally fluent and professionally trained multimedia storytelling across the media industries, as well as in public institutions, government, and business.

Required course work includes the university requirements (see regulation J-3 (<https://catalog.uidaho.edu/general-requirements-academic-procedures/j-general-requirements-baccalaureate-degrees/#j3>)) and the following:

Code	Title	Hours
ENGL 231	Introduction to Screenwriting	3
FTV 100	Film History and Aesthetics	3
FTV 122	Audio-Video Foundations	1
FTV 200	Global Film Styles	3
JAMM 275	Introduction to Film and TV Production	4
JAMM 374	Intermediate Film and TV Production	3
JAMM 474	Video Post-Production	3
Select 6 credits of additional Production:		6
ENGL 447	Screenwriting	
FTV 425	Directing for the Screen	
JAMM 473	Lighting for Digital Media Production	
JAMM 477	Documentary Film and TV	
Select 6 credits of History Culture and Theory courses, 3 of which must be in under-served, non-canonical, or international film; reflecting cultural diversity(*):		6
AIST 320	Native American & Indigenous Film (*)	
ENGL 329	Studies in Literature and Film	
ENGL 432	Seminar in Film Theory and Criticism	
FLEN 315	French/Francophone Cinema in Translation (*)	
FLEN 322	German Culture through Film (*)	
FLEN 326	Chinese Cinema in Translation (*)	
FLEN 331	Japanese Anime (*)	
FLEN 390	Representation and Reality in Spanish Cinema (*)	
FLEN 391	Hispanic Film (*)	
FREN 419	French & Francophone Cinema (*)	
HIST 414	History and Film	
GERM 307	German Film (*)	
JAMM 339	Crime and the Media	
JAMM 340	Media and Diversity (*)	
JAMM 378	American Television Genres	

JAMM 445	History of Mass Media	
PHIL 221	Philosophy in Film	
SPAN 422	Mexican Culture through Cinema (*)	
SPAN 423	Culture and Identity in Spanish Cinema (*)	
SPAN 424	Human Rights and Hispanic Cinema (*)	
Select 6 additional credits of electives from the following, or other courses if approved by director of Film & Television:		6
AIST 320	Native American & Indigenous Film	
ENGL 329	Studies in Literature and Film	
ENGL 432	Seminar in Film Theory and Criticism	
ENGL 447	Screenwriting	
FLEN 315	French/Francophone Cinema in Translation	
FLEN 322	German Culture through Film	
FLEN 326	Chinese Cinema in Translation	
FLEN 390	Representation and Reality in Spanish Cinema	
FLEN 391	Hispanic Film	
FREN 419	French & Francophone Cinema	
FTV 425	Directing for the Screen	
GERM 307	German Film	
HIST 414	History and Film	
JAMM 339	Crime and the Media	
JAMM 374	Intermediate Film and TV Production	
JAMM 378	American Television Genres	
JAMM 379	Hollywood Portrayals of Journalists	
JAMM 473	Lighting for Digital Media Production	
JAMM 474	Video Post-Production	
JAMM 477	Documentary Film and TV	
PHIL 221	Philosophy in Film	
SPAN 423	Culture and Identity in Spanish Cinema	
SPAN 424	Human Rights and Hispanic Cinema	
THE 102	Introduction to Design	
THE 105	Basics of Performance I	
THE 106	Basics of Performance II	
THE 201	Scene Design I	
THE 202	Costume Design I	
THE 205	Lighting Design I	
THE 305	Intermediate Acting I	
THE 306	Intermediate Acting II	
THE 410	Costume Design II	
THE 465	Advanced Scene Design	
THE 471	Directing	
Senior Experience		6
FTV 475	Advanced Filmmaking I	
FTV 476	Advanced Filmmaking II	

Total Hours **44**

Courses to total 120 credits for this degree

Degree Maps:

Film and Television (B.A.)

Fall Term 1		Hours
ENGL 101	Writing and Rhetoric I	3
FTV 100	Film History and Aesthetics	3
Social and Behavioral Ways of Knowing Course		3
Oral Communication Course		2
CHIN 101 OR FREN 101 OR GERM 101 OR JAPN 101 OR NEZP 101 OR SPAN 101		4
Hours		15
Spring Term 1		
ENGL 102	Writing and Rhetoric II	3

FTV 122	Audio-Video Foundations	1
ENGL 231	Introduction to Screenwriting	3
Mathematical Ways of Knowing Course		3
Humanistic and Artistic Ways of Knowing Course		3
CHIN 102 OR FREN 102 OR GERM 102 OR JAPN 102 OR NEZP 102 OR SPAN 102		4
Hours		17
Fall Term 2		
JAMM 275	Introduction to Film and TV Production	4
American Diversity Course		3
Elective Course		2
CHIN 201 OR FREN 201 OR GERM 201 OR JAPN 201 OR NEZP 201 OR SPAN 201		4
Hours		13
Spring Term 2		
FTV 200	Global Film Styles	3
Scientific Ways of Knowing Course		4
Social and Behavioral Ways of Knowing Course		3
History, Theory and Culture, Major Elective Course		3
CHIN 202 OR FREN 202 OR GERM 202 OR JAPN 202 OR NEZP 202 OR SPAN 202		4
Hours		17
Fall Term 3		
History, Theory and Culture, Major Elective Course		3
B.A. Course Requirement		3
Scientific Ways of Knowing Course		4
Elective Course		3
ENGL 447 OR FTV 425 OR JAMM 473 OR JAMM 477		3
Hours		16
Spring Term 3		
JAMM 374	Intermediate Film and TV Production	3
B.A. Course Requirement		3
Elective Course		3
Elective Course		3
ENGL 447 OR FTV 425 OR JAMM 473 OR JAMM 477		3
Hours		15
Fall Term 4		
FTV 475	Advanced Filmmaking I	3
JAMM 474	Video Post-Production	3
Film & Television Studies elective, Major Elective Course		3
Elective Course		3
B.A. Course Requirement		3
Hours		15
Spring Term 4		
FTV 476	Advanced Filmmaking II	3
Film & Television Studies elective, Major Elective Course		3
Elective Course		3
Elective Course		3
Hours		12
Total Hours		120

Film and Television (B.S.)

	Hours	
Fall Term 1		
ENGL 101	Writing and Rhetoric I	3
FTV 100	Film History and Aesthetics	3
Mathematical Ways of Knowing Course		3
Oral Communication Course		2
Social and Behavioral Ways of Knowing Course		3
Hours		14
Spring Term 1		
ENGL 102	Writing and Rhetoric II	3
ENGL 231	Introduction to Screenwriting	3
Humanistic and Artistic Ways of Knowing Course		3
Elective Course		3
Elective Course		3
FTV 122	Audio-Video Foundations	1
Hours		16
Fall Term 2		
JAMM 275	Introduction to Film and TV Production	4
American Diversity Course		3
B.S. Course Requirement		3

Elective Course		3
1 credit Elective Course		1
Hours		14
Spring Term 2		
FTV 200	Global Film Styles	3
History, Theory and Culture, Major Elective Course		3
Social and Behavioral Ways of Knowing Course		3
Scientific Ways of Knowing Course		4
B.S. Course Requirement		3
Hours		16
Fall Term 3		
History, Theory and Culture, Major Elective Course		3
Elective Course		3
B.S. Course Requirement		3
Scientific Ways of Knowing Course		4
ENGL 447 OR FTV 425 OR JAMM 473 OR JAMM 477		3
Hours		16
Spring Term 3		
JAMM 374	Intermediate Film and TV Production	3
B.S. Course Requirement		3
Elective Course		3
Elective Course		3
ENGL 447 OR FTV 425 OR JAMM 473 OR JAMM 477		2
Hours		14
Fall Term 4		
FTV 475	Advanced Filmmaking I	3
JAMM 474	Video Post-Production	3
Film & Television Studies elective, Major Elective Course		3
Elective Course		3
Elective Course		3
Hours		15
Spring Term 4		
FTV 476	Advanced Filmmaking II	3
Film & Television Studies elective, Major Elective Course		3
Elective Course		3
Elective Course		3
Elective Course		3
Hours		15
Total Hours		120

The degree map is a guide for the timely completion of your curricular requirements. Your academic advisor or department may be contacted for assistance in interpreting this map. This map is not reflective of your academic history or transcript and it is not official notification of completion of degree or certificate requirements. Please contact the Registrar's Office regarding your official degree/certificate completion status.

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

If Yes, can 100% of the curricular requirements of this program be completed via distance education?

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

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

Moscow

Where?

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.

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

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

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

When will assessment activities occur and at what frequency?

Student Learning Outcomes

Have learning outcomes changed?

Yes

Learning Objectives

1. Apply knowledge of film style and a diverse understanding of film & television history to an individual creative vision.
2. Light and shoot professional quality video.
3. Edit video to professional standards.
4. Record and edit professional quality sound.
5. Write and interpret film and television scripts.
6. Direct crew and creative talent on film and video projects.
7. Produce film and video projects by managing the budget and logistics of a shoot.

Rationale for the proposed change. Include an explanation of how the department will manage the added workload, if any.

Name change: eliminating the word "studies" from the program title simplifies its name and helps communicate that this is a production-oriented degree (some programs use the term "film studies" to indicate only studying history and theory).

Curricular Changes: Making the video editing and post-production course required instead of an elective helps students build necessary skills for success in the major.

Learning Outcomes: These new learning outcomes better reflect the technical measures used to assess student skills and student learning in the program and will be reflected in the program's new assessment protocols.

Supporting Documents

Film and Television Studies_BA.xlsx

Film and Television Studies_BS.xlsx

Requires TECC Review

No

Department Voting Results

College Voting Results

Reviewer Comments

Sara Mahuron (sara) (Mon, 11 Oct 2021 16:03:45 GMT): reviewed learning outcomes. sjm

Rebecca Frost (rfrost) (Tue, 12 Oct 2021 17:59:01 GMT): Updated Degree Plans to reflect reduction in major elective credits.

Key: 109

Choose Proposals to Bundle

Select any proposals you would like to bundle together for approval. Only proposals you have saved are available to bundle.

Bundle Title:

Course:
Proposal A

Program:
Proposal B

Submit Cancel

**University of Idaho
Curriculum Plan
Film & Television Studies (B.A.)**

Successful completion of the requirements in 2020-2021 catalog year requirements will lead to a B.A. in Film & Television Studies from the University of Idaho.

Freshman							
Fall Semester				Spring Semester			
		Credit				Credit	
ENGL	101	3	WC	ENGL	102	3	WC
ELEC	SOCIAL SCI	3	SS	ENGL	231	3	
FL	LANGUAGE	4	H	FL	LANGUAGE	4	H
ELEC	ORAL COMM	2	OC	ELEC	MATH	3	M
FTV	100	3		ELEC	HUMANITIES	3	H
Total		15		Total		16	

Color Key

	Major Requirements
	Core Requirements (if applicable)
	General Education Requirements
	BA/BS Requirements (CLASS only)

Sophomore							
Fall Semester				Spring Semester			
		Credit				Credit	
FTV	122	3	H/IN	FTV	200	3	H/IN
JAMM	275	4		FL	LANGUAGE	4	H
FL	LANGUAGE	4	H	ELEC	SCIENCE	4	SCI
ELEC	AMERICAN DIV	3	AD	M ELEC	HIST, THEORY & CULTURE	3	
BA	BA REQ	3		ELEC	SOCIAL SCI	3	SS
Total		17		Total		17	

General Education Checklist		
WC	Written English	6 cr
OC	Oral Communication	2-3 cr
SCI	Science	7-8 cr
M	Math	3 cr
H	Humanities	6 cr
SS	Social Science	6 cr
AD	American Diversity	3 cr
IN	International	3 cr
SE	Senior Experience	varies

65

Junior Year							
Fall Semester				Spring Semester			
		Credit				Credit	
NGL/AMM	447, 374, 473, 474, FTV 425, J	3		ENGL/JAMM	447, 374, 473, 474, FTV 425, J	3	
M ELEC	HIST, THEORY & CULTURE	3		JAMM	374	3	
ELEC	SCIENCE	4	SCI	M ELEC	FTV	3	
ELEC		3	SS	M ELEC	FTV	3	
BA	BA REQ	3		BA	BA REQ	3	
Total		16		Total		15	

Senior							
Fall Semester				Spring Semester			
		Credit				Credit	
FTV	475	3		FTV	476	3	SE
M ELEC	FTV	3		M ELEC	FTV	3	
ELEC		3		ELEC		3	
ELEC		3		ELEC		3	
ELEC		1					
Total		13		Total		12	

**University of Idaho
Curriculum Plan
Film & Television Studies (B.A.)**

Successful completion of the requirements in 2020-2021 catalog year requirements will lead to a B.A. in Film & Television Studies from the University of Idaho.

Freshman							
Fall Semester				Spring Semester			
		Credit			Credit		
ENGL	101	3	WC	ENGL	102	3	WC
ELEC	SOCIAL SCI	3	SS	ENGL	231	3	
ELEC	MATH	3	M	ELEC		3	
ELEC	ORAL COMM	2	OC	ELEC		3	
FTV	100	3		ELEC	HUMANITIES	3	H
Total		14	Total		15		

Color Key

	Major Requirements
	Core Requirements (if applicable)
	General Education Requirements
	BA/BS Requirements (CLASS only)

Sophomore							
Fall Semester				Spring Semester			
		Credit			Credit		
FTV	122	3	H/IN	FTV	200	3	H/IN
JAMM	275	4		BS	BS REQ	3	
ELEC		3		ELEC	SCIENCE	4	SCI
ELEC	AMERICAN DIV	3	AD	M ELEC	HIST, THEORY & CULTURE	3	
BS	BS REQ	3		ELEC	SOCIAL SCI	3	SS
Total		16	Total		16		

General Education Checklist		
WC	Written English	6 cr
OC	Oral Communication	2-3 cr
SCI	Science	7-8 cr
M	Math	3 cr
H	Humanities	6 cr
SS	Social Science	6 cr
AD	American Diversity	3 cr
IN	International	3 cr
SE	Senior Experience	varies

Junior Year							
Fall Semester				Spring Semester			
		Credit			Credit		
NGL/AMM	447, 374 , 473, 474, FTV 425, J	3		ENGL/JAMM	447, 374 , 473, 474, FTV 425, J	3	
M ELEC	HIST, THEORY & CULTURE	3		JAMM	374	3	
ELEC	SCIENCE	4	SCI	M ELEC	FTV	3	
ELEC		3	SS	M ELEC	FTV	3	
BS	BS REQ	3		BS	BS REQ	3	
Total		16	Total		15		

Senior							
Fall Semester				Spring Semester			
		Credit			Credit		
FTV	475	3		FTV	476	3	SE
M ELEC	FTV	3		M ELEC	FTV	3	
ELEC		3		ELEC		3	
ELEC		3		ELEC		3	
ELEC		3		ELEC		2	
Total		15	Total		14		

61



University
of Idaho

PAID PARENTAL LEAVE POLICY JOINT ATHENA WORKING GROUP AND FACULTY SENATE SUB-COMMITTEE WHITE PAPER

Executive Summary

The Paid Parental Leave Policy Athena Working Group and Faculty Senate Sub-Committee advocates for and proposes immediate implementation of a 12-week paid parental leave policy that supports University of Idaho employees' family fiscal, emotional, mental, and physical well-being, ensuring sustainable employee retention at this great institution. This proposed policy aligns directly with University of Idaho values and goals in telling a story of innovation, inclusion and transformation for all peoples engaged in U of I's mission. Paid parental leave will directly support our outstanding Vandal Family.

U of I employees shape the future through innovative thinking, community engagement and transformative education. This mission is at the heart of U of I staff and faculty's research, class instruction, and daily interaction with students. To recruit and retain productive faculty and staff, the U of I needs to align current employee leave policies with our university values: excellence, respect, integrity, perseverance, and sustainability. By improving leave policy to include 12 weeks paid parental leave, we will lead the state and our peer institutions in living our values and reaching our institutional goals of 1) scholarly and creative work with impact, 2) outreach that inspires innovation and culture, 3) educational experiences that improve lives, and 4) a valued and diverse community.

As employees, we want to tell our story in a way that highlights the well-being and tangible support of high-level decision makers through actionable policy change. This Paid Parental Leave Policy White Paper demonstrates the need for policy change, offers recommendations for this change based on a review of national and peer institutions, and shares experiences directly from our Vandal Family. As a faculty senate sub-committee, we conclude that a 12-week paid parental leave will:

1. **Increase Employee Recruitment and Retention:** Improve productive faculty and staff recruitment and retention [Goal 4] which can lead to:
 - a. Higher scholarly engagement and creative productivity. [Goal 1]
 - b. Fostering educational excellence and creating inclusive learning environments. [Goal 3]
2. **Increase Equity:** Lead and influence our state and peer institutions by addressing societal needs and global issues, specifically education and economic development for women. [Goal 2]
3. **Improve Employee Cohesion and Morale:** Foster an inclusive community by listening and acting upon diverse perspectives and needs, compete for, and retain outstanding scholars and staff, and improve efficiency and transparency of our lived values by improving policy. [Goal 4]

Executive Summary Continued

The retention of women in both faculty and staff positions is essential so that they can rise in their careers and eventually seek leadership positions. This is in alignment with the University of Idaho's commitment to the American Council of Education's goal to support greater gender diversity in university leadership (Athena Conversation of Care: ACE Idaho Women's Network, 2018). Improving the university's parental leave policy will also put us on par with our peer institutions.

Currently, U of I is the only state university without paid parental leave, falling behind Boise State, Idaho State University, Lewis-Clark State College and our peer institutions in Washington. Many private sector employers in Idaho and the region offer paid parental leave as well, including Schweitzer Engineering Laboratories. Our university has long prided ourselves on being the land grant and flagship institution in the state – a leader in research and an excellent employer. Changing our policy is vital if we aim to be a competitive employer in both academia and the state of Idaho, as well as make strides as a leading innovative institution in the nation.

We have surveyed paid leave policies at institutions nation-wide. Major employers in the state and region, both within the public and private sector, support employees through robust parental leave packages. This is fundamental for retention of high caliber employees. We conclude that to maintain equity across gender identification, age, and employee classification, paid parental leave has become standard among competitive employers in the United States. We envision the University of Idaho being an institution that proudly tells its story by taking a lead in realizing a robust paid parental leave policy starting in January 2022.

Proposed Policy Change Summary

We propose revisions to FSH 3710 with the result that the University of Idaho offers:

- **12 Weeks Paid Parental Leave:** Provide 12 weeks of paid parental leave to benefits-eligible faculty and staff, available immediately upon hire, and offered within 12 months following the birth, adoption or foster of a child.
 - 12 weeks paid parental leave will not only support equity of faculty and staff into our semester-based academia world, but it will also lead the state and region in policy change.
- **Equitable Redistributed Work Processes:** A consistent and equitable plan for redistributed work for the semester during or following the birth, adoption or foster of a child. There are several models the U of I could adopt to transform the support provided for employees on paid parental leave and employees temporarily hired.

Working Group Committee Members and Timeline

The Paid Parental Leave Working Group is made up of interdisciplinary faculty and staff volunteers in pursuit of equitable, morale-lifting policy change that increases the recruitment and retention of productive and diverse employees. The Working Group started in 2019 and completed an environmental scan of parental leave policies nation-wide of all land-grant higher education institutions. In the 2020-2021 academic year, the Working Group met consistently to discuss the recommendations addressed in this white paper. Initially sponsored by Athena, U of I's Professional Women's Organization, the Working Group became an official Faculty Senate Sub-Committee in September of 2021. Additional contributors to the White Paper came from appropriate University of Idaho departments as well as other institutions in the state and region.

Working Group Members include:

Erin Chapman

*Clinical Associate Professor, Margaret Ritchie School of Family & Consumer Sciences
Faculty Senate Sub-Committee Chair*

Jessica Martinez

*Assistant Professor, Science Librarian
Co-Vice President for Faculty, Athena*

Laurel Meyer

*Education Abroad Advisor, Outreach and Marketing Coordinator, International Programs Office
Co-Vice President for Staff, Athena*

Rebecca Scofield

Associate Professor, American History Chair, Department of History

Kathryn Schiffelbein

*Director of Diversity, Inclusion and Outreach, College of Engineering
Co-President for Staff, Athena*

Jessica Stanley

Assistant Professor, Geography & Geological Sciences

Emily Tuschhoff

*Director of Health Promotion, Vandal Health Education
Chair, Staff Council*

Background of Current Leave Policies

Family Medical Leave Act of 1993

The Family Medical Leave Act (FMLA) of 1993 is a “United States labor law requiring covered employers to provide employees with job-protected and unpaid leave for qualified medical and family reasons” ([FMLA of 1993](#)). FMLA “entitles eligible employees of covered employers to take unpaid, job-protected leave for specified family and medical reasons” ([dol.gov/agencies/whd/fmla](https://www.dol.gov/agencies/whd/fmla)). In short, FMLA is federal law mandating protected, yet unpaid leave. While employees can use sick and other types of leave concurrently with FMLA leave, this is significantly harder for newer employees who have not accrued much leave and are often the people seeking to take leave due to various care-giving responsibilities.

FMLA Eligibility at the University of Idaho

Currently, U of I implements minimum the requirements of federal law as directed by FMLA. U of I guarantees 12 weeks of protected leave for the birth, adoption, or placement of a foster child to eligible employees that have worked at U of I for 12 months or more in compliance with the federal FMLA. The details for FMLA are outlined in the [Faculty and Staff Handbook 3710](#) section M.

For eligible employees who have been employed at U of I for 180 days or more, but who are not eligible for FMLA leave, U of I provides Parenting Leave ([FSH 3710 section E](#)). Parenting Leave also has 12 weeks of protected leave, but employees are required to use sick leave greater than 80 hours before taking unpaid leave.

These policies, while going above federal minimum requirements in allowing a shorter time frame (180 days instead of 12 months) to become eligible for non-paid, job protected leave, still depend on employees using accrued sick leave or sick leave banks for wage replacement. This creates situations in which families have little to no income for months and few hours left of sick leave for actual medical emergencies, an issue that has become all too apparent during a global pandemic.

Current University of Idaho Leave Policy Overview

The University of Idaho policies for using leave for the birth, adoption or foster of a child are as followed:

- FMLA: U of I employees can take up to 12 weeks of unpaid, job protected leave within a 12-month period if they have been employed at U of I for 12 months and have worked at least 1,250 hours within the preceding 12 months. If both parents are U of I employees, both are entitled to FMLA.
- Parenting Leave: U of I employees can take up to 12 weeks of unpaid, job protected leave within a 12-month period if they have been employed at U of I for 180 days, or after successful completion of their initial probationary period, whichever is later. If both parents are U of I employees, only one parent is entitled to Parenting Leave if both have not met FMLA requirements.
- Wage Replacement: Since paid parental leave is currently unavailable, U of I employees can use a variety of leave options for wage replacement:
 - Sick Leave: Faculty and staff can use accrued sick leave for wage replacement. However, this disadvantages many newer employees who do not have leave built up and depletes people's ability to take sick leave when they or their families are sick, need to take sick leave for bereavement or must use sick leave for other care-giving responsibilities.
 - Annual Leave: Staff can use annual leave for wage replacement. However, this disadvantages faculty, as faculty do not accrue annual leave. This also disadvantages new staff employees who have not accrued much annual leave. Annual leave is also based on type of employment (classified vs. exempt) and years of service.

- Shared Leave: Faculty and staff can apply through HR for Shared Leave. To be eligible for Shared Leave, an employee must use all other available leave such as sick and annual leave, and compensatory time. Shared Leave can be used for up to 4 working weeks within a rolling 12-month period. Shared Leave can only be donated using annual leave; therefore, staff are the only employees eligible to donate to the Shared Leave program as faculty do not accrue annual leave.
- Short-Term Disability (STD): Faculty and staff can apply through HR for STD. To be eligible for STD, the employee must have a medical reason which therefore limits this wage replacement option to birthing parents only. The university provides 50% of the employee's income, up to \$500 per week. STD payments begin on day 31 after the "event" or whenever the employee's sick leave is exhausted, whichever is later. STD payments continue until the employee is medically able to return to work, which for a typical vaginal birth is 6 weeks and for a typical caesarean birth is 8 weeks. This means that employees who have given birth would receive 2-4 weeks of STD payments depending on the type of delivery.

Past Efforts for Policy Change

University faculty and staff have worked for decades to gain better parental leave policies. Less than a decade ago, faculty were granted the right to apply for an extension to their tenure clock for childbirth and adoption (RGP II.G.6.d.iv.2.). In 2015, both parents became eligible to take unpaid leave, yet President Chuck Staben vetoed expanding unpaid leave to 16 weeks to improve equity between teaching and non-teaching employees. He also failed to allow domestic partners the same parental leave benefits as married couples. The U of I has a history of expanding benefits slowly, and this has not kept up with the peers in our industry, nor has it addressed the needs of parents at our institution.

Concerns of Current University of Idaho Leave Policy

The overarching concern as determined by this joint working group and sub-committee is the absence of a paid parental leave policy at the U of I. This puts the institution at a disadvantage for recruiting and retaining quality faculty and staff employees. Further, morale and well-being lessen without clear, consistent, and equitable policies. As a result, faculty may fear using various leave options will result in resentment by colleagues and/or result in retaliation by promotion and tenure committees. Additionally, accommodations for teaching employees are made on an ad hoc basis with little consistency. For staff, there isn't a policy for supporting leave by redistributing responsibilities consistently, clearly, and equitably through a temporary pool of hires. Last, job-protected leave is unavailable until after 6 months of employment.

Environmental Scan of Public and Private Institutions

State and Regional Institution Parental Leave Policies

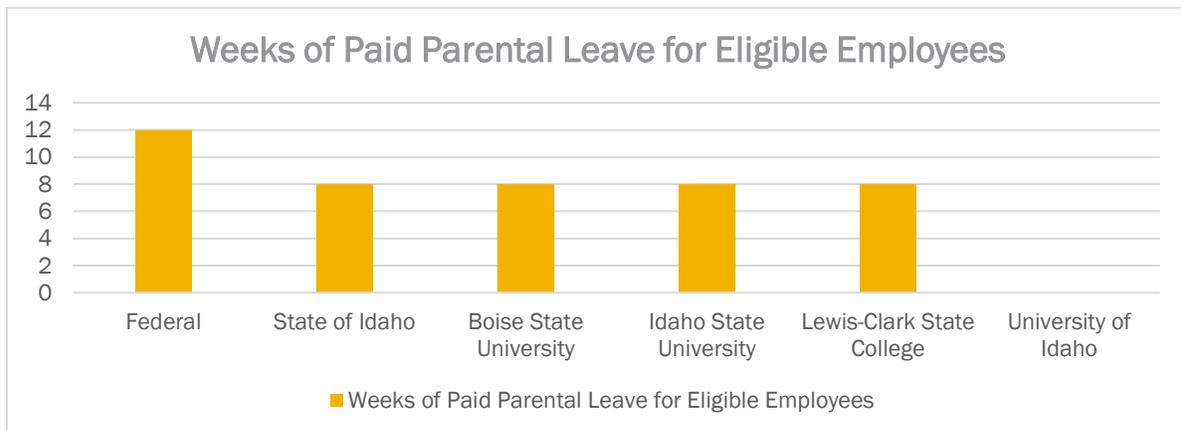
In review of our Idaho peer institutions, Boise State University, Idaho State University and Lewis-Clark State College, all three institutions comply with FMLA. Any policies going beyond FMLA are set by each institution individually.

Boise State University, Lewis-Clark State College, and Idaho State University (implemented by presidential directive) offer 8 weeks paid leave. Boise State offers course releases to faculty for any semester within a year of the birth or adoption.

State and Federal Government Parental Leave Policies

Beyond higher education, Governor Little signed the Families First Act executive order, which gives state employees in the executive branch 8 weeks of paid parental leave starting in July of 2020, although universities were exempt from the executive order. The act encourages other branches of state government to put similar policies in place for their employees.

Similarly, in October 2020, the creation of the Federal Employee Paid Leave Act (FEPLA) provides federal civilian employees 12 weeks paid parental leave for the birth or adoption of a child.



Regional Institutions and Industry Parental Leave Policies

In Washington, all state universities and colleges must comply with the Washington State Paid Family and Medical Leave (PFML) program. Implemented in 2017, this is a state-wide program that provides workers up to 12 weeks of paid parental leave and up to 16 weeks for additional medical complications.

On the Palouse, employers like Schweitzer Engineering offer 12 weeks parental leave at 90% pay for most of its employees; EMSI offers 6 paid weeks for mothers and 2 paid weeks for fathers; and NRS offers 4 paid weeks parental leave. Major regional employers offer

generous parental leave packages. Companies like Amazon, Microsoft, and Facebook offer up to 20 weeks at full pay for most employees.

Summary Comparison Chart of Parental Leave Policies in Idaho and Washington Higher Education Institutions and State Government

Parental Leave Policies	University of Idaho	Boise State University	Idaho State University	Lewis-Clark State College	State of Idaho Employees	Washington State University
Months employed for Paid Parental Leave eligibility	N/A	12	12	12	12	5*
Weeks of Paid Parental Leave	0	8	8	8	8	12
Months employed for FMLA eligibility	12**	12	12	12	12	12

*Employees must have been working in the state of Washington (not exclusively WSU) for 820 hours within the last 4 or 5 quarters. Minimum amount of time for eligibility is approximately 5 months; maximum amount of time for eligibility is approximately 15 months.

**U of I offers unpaid, job protected parenting leave for non-FMLA eligible employees on or after 180 days from their date of hire.

Benefits of Paid Parental Leave at the University of Idaho

The benefits of implementing a paid parental leave policy with consistent, clear and equitable processes supports the U of I vision, values and goals as seen in the [2021 University of Idaho Annual Report](#). These reasons ultimately support members of our Vandal Family.

Benefit 1: Increase Employee Recruitment and Retention

Improve productive faculty and staff recruitment and retention [Goal 4] which can lead to:

- a. Higher scholarly engagement and creative productivity. [Goal 1]
- b. Fostering education excellence and creating inclusive learning environments. [Goal 3]

There are many benefits to offering employees paid parental leave, particularly the essential goal and component of improving recruitment and retention at the University of Idaho. As seen as a performance measure in the [2021 Annual Report](#), a major goal and objective is to enhance the U of I's ability to compete for and retain outstanding scholars and skilled staff, and improve staff turnover rates. A [2020 survey of 440,000 working parents](#) reported that

companies with parental leave and benefits have higher rates of employee retention and engagement (Ward, 2020).

Benefit 2: Increase Equity

Lead and influence our state and peer institutions by addressing societal needs and global issues, specifically education and economic development for women. [Goal 2]

A second benefit includes the essential goal of improving diversity, equity, inclusion, and accessibility on campus (Narula, 2020). It is also essential to keeping women in jobs and taking lead in policy change that are issues at both the local and global level. Paid parental leave has been shown to close the gap in workforce participation between women with young children and those without young children (Jones, 2019). From a perspective of social, cultural and racial justice, Latinx workers are 66% more likely, Black workers are 80% more likely, and Indigenous and Pacific Islander workers are 100% more likely to be unable to afford unpaid leave compared to white workers (Mason and Acosta, 2021). More and more companies are going beyond simply making statements about supporting diversity and demonstrating their commitments through policy change like parental leave (Hobson, 2021).

Benefit 3: Improve Employee Cohesion and Morale

Foster an inclusive and diverse community by listening and acting upon diverse perspectives and needs, compete for, and retain outstanding scholars and staff, and improve efficiency and transparency of our lived values by improving policy. [Goal 4]

The lack of paid parental leave has created significant hardships for our employees, especially as we have all faced more recently a global pandemic and financial cutbacks. U of I employee cohesion and morale suffers as the University of Idaho becomes the last Idaho university to act and change policy. Low morale has a trickle-down effect on holistic well-being, creative classroom impact, long-term scholarly research, grant writing and eventually retention of productive and quality faculty and staff.

Several Vandal employees offered their stories for how they managed to cover time away to bond with their child, and simultaneously, support their family without paid parental leave. Some were more fortunate than others, having support from supervisors, shared leave, or accrued sick and annual leave that could be used for wage replacement. Others, at the cost of emotional, mental, fiscal, and physical well-being, felt forced to comply with university cultural pressures “to do it all” with limited and interrupted time away from the office, classroom and laboratory.

Major themes and elements heard include:

- Employees are being negatively affected by the current eligibility requirements for U of I parental leave and FMLA.

- Employees cannot afford to take the amount of leave they deem necessary because they do not have the sick and/or annual leave available for adequate wage replacement.
- Ad hoc arrangements between supervisors and employees are often appreciated but highlight the issue that there is no congruous policy across campus for handling the complicated and nuanced situations new parents face.
- Employees who must use FMLA for sickness or other health related issues within the same calendar year are left with little to no time for the actual birth, adoption or foster placement of their child.
- Employees feel that U of I does not support work/life balance and express low morale.

We ask you to read each story and listen to the Vandal Voices (stories have been edited for length and clarity):

Julia Keleher

Director of the LGBTQA Office

I have worked at the University of Idaho for nine years. During this time, I have taken two instances of parental leave. I was the non-carrying partner for the births of our daughters.

For the first leave, I was only able to take two weeks after my partner’s c-section. My mother had passed away the year prior to my daughter’s birth and I had to use my family medical leave to travel home to the Midwest to be with my family when my mom was actively dying until after her funeral. I was out of the office for one month with my bereavement leave and additionally did not have enough leave to travel home to my stepfather’s funeral three months after my mother’s funeral. Because of this, I had only saved up enough leave for two weeks after the birth of our oldest daughter. This caused my partner to be the primary caretaker of our daughter while she was still recovering from her surgery and led to complications in her recovery. We both struggled with me having to work during that time.

I was able to take a longer parental leave for our second child. I was able to take six weeks, which allowed me to be able to take one week before my partner’s c-section and five weeks after. My second parental leave was much more satisfying than my first. I was able to take the time to help my partner and bond with my new baby.

Dr. Rebecca Scofield

Associate Professor and Chair of the Department of History

I was offered a tenure track position in the department of history in May 2015 with a delayed start date of January 1, 2016. The night before my dissertation defense in late August, I found out I was pregnant. I started my job six months pregnant and delivered my son on April 26th, 2016, with no complications and finished out the semester grading finals. I was someone who had done it “right”—built in a maternity leave by lucking out and delivering “in the summer.” But as anyone who has given

birth or adopted a child will tell you, nothing is ever uncomplicated with children. The following three months were the most difficult of my life. Breastfeeding was a nightmare. I didn't sleep for months. Living away from friends and family, I felt entirely alone and desperate. I was also trying to rewrite my book manuscript, revise a journal article, and prep my fall courses so I would not fall behind my male colleagues.

I was unaware at the time that had I needed to take leave, I would not have been eligible for it.

At one-week postpartum, while still wearing the blood-soaked diaper people who have given vaginal birth are familiar with, I attended a thesis defense because I didn't want to let the student or the male committee members down. For the first year of my child's life, I gave eight talks at either academic conferences or public forums, I collected two dozen oral histories at gay rodeos, got offered a book contract, published an article and submitted another, all while teaching four courses.

I have spent five years exhausted. I have given everything I can to this job. I have been all in. I know that my colleagues have been all in, too. What could we accomplish if the university was all in, too?

Dr. Zachary Turpin

Assistant Professor for the Department of English

As a father of two elementary-age children and a faculty member at U of I, I take seriously the phrase "Vandal Family." It is at the core of U of I's branding and identity, a phrase that appears in virtually every Friday Letter from our President, Scott Green, himself a father. Far from being a meaningless platitude, U of I's commitment to "Vandal Family" is a pledge. It means that, unlike other universities with faceless or transactional relationships to students and staff, U of I maintains a holistic culture of support, respect, and care. The Vandal Family continues to grow only insofar as everyone is afforded real care, rather than lip service.

Unfortunately, the latter is primarily what U of I employees are afforded, if and when we choose to expand our own families. U of I's current parental leave policy is not just insufficient; it is practically non-existent. If my spouse and I were to have another child, something we have been discussing lately—another child to grow up in Moscow, another child likely to attend U of I, another undergraduate to see and tout the benefits of a Vandal education, another alumna/us to donate to and value U of I all their life—if we were to have another child, the best we can currently expect is to be guaranteed not to be fired for the space of twelve weeks, while likely using up all our accrued sick leave and annual leave in excess of 80 hours. That is not leave. It is the declaration of a zero-sum game: work or family? Your livelihood or your children, Vandal Family or nuclear family? I cannot believe this is a dilemma U of I truly wants its employees to be faced with.

Childbirth and early parenting are not a sickness; they are not a vacation; they are not an aberration. Caring for a new child is complex and life-upending, a central and necessary part of many faculty members', staffers', and administrators' lives. And a difficult part: new parents do backbreaking work, day and night, all while maintaining academic, administrative, and outreach commitments. Indeed, U of I's women faculty members, staffers, and administrators shoulder a disproportionate share of that work in part *because* of the university's minimal parental leave policy. If my spouse and I decide to have another child, I would like to think that U of I can commit to more than "you will not be paid, but the law prevents us from firing you." As a faculty recruitment and retention strategy, that strikes me as rather unsatisfactory.

If offered paid parental leave, on the other hand, my spouse and I could know that we are supported, respected, and cared for, not just with words but with policy. We could rest easy, knowing that our financial solvency is not on the line, that our mental and physical health is respected, and that equitable employee benefits are a priority at U of I. And we could commit even more fully to our roles as mentors, colleagues, and caregivers in the Vandal family.

Dr. Aleksandra Hollingshead

Associate Professor and Program Coordinator for Special Education

Associate Dean of Inclusion for the College of Education, Health and Human Sciences

I was hired in a tenure track position in 2013. In 2015 and 2017 I gave birth to two children. I was "lucky" with the timing—my first child was born in mid-April and I took 10 days of FMLA, and my daughter was born in July. The curveball in my situation though is that both of my kids started at NICU in Spokane, Washington. My firstborn was there for two weeks, and my second for a month. Besides the 10 days of FMLA in April 2015, I did not take any leave. I didn't want to let my program down because there is just a handful of us and I am a program coordinator. I navigated two traumatic birth experiences and ongoing medical issues of my children while working full time. I served on FAHB, on a Faculty Dismissal Committee (during a highly publicized dismissal), on UCC, and on numerous college-level and department-level committees. I am 75% faculty and 25% Associate Dean of Inclusion and Diversity. I was granted tenure and promotion in 2019. I have over 20 peer-reviewed journal articles published, national-level service at professional organizations, and more. I gave it all but somehow it still feels like not enough.

Dr. Rynne Pilgeram

Associate Professor for the Department of Culture, Society & Justice

I started teaching at the University of Idaho in Fall 2010, my middle child, Will was born in October of 2010. It had not been my plan to begin a tenure-track job seven months pregnant. I found out I was pregnant the day I received an official job offer from U of I. I immediately informed the search chair of my "news" and ask to defer my start date either until spring or fall 2011—however, he was afraid of losing the line—so the request to defer was denied.

I have a distinct memory of loading and unloading filing cabinets from surplus in the back of our administrative assistant's truck. I felt like I had to prove that being pregnant wouldn't impact my work, so I hauled filing cabinets in my third trimester. I taught a week past my due date and went into labor at the University Curriculum Committee meeting in the basement of the Pitman Center. My course "Food, Culture, and Society" was being added to the curriculum. I sat quietly through the meeting, through contractions, because I didn't want to draw attention to myself by leaving.

Because I had arrived pregnant, I didn't qualify for FMLA which requires nearly a year of full-time employment before it applies. Essentially, I had no job protection. I decided my best protection was to act like I was a superwoman. I was back in the classroom after a 4-week "disability" break from teaching. I still graded all the assignments from students and provided all the lectures to the guest teacher. I never quit responding to emails and I never missed a faculty meeting. When I came back to campus, the first thing a supervisor said to me was, "I hope you're rested after your break!" I was still healing from the birth. I hurt. I had a tiny newborn at home who I was trying to nurse. That newborn caught a respiratory infection from me when he was about six weeks old. He developed breathing problems, essentially asthma, that has persisted and was nearly diagnosed as "failure to thrive" before we introduced interventions.

2010/2011 was one of the hardest years of my life and it need not have been that hard. U of I's policy is confusing—at best—and in many cases doesn't apply to specific women's situations. I want to sit with women who are considering joining the faculty or staff and who have confided that they want to start families and tell them U of I will have their backs—that they are worth investing 12 weeks in. As I start my 12th year at U of I, I wonder how different my life and my son's life would have been if we could have had 12 weeks to get to know each other, 12 weeks to rest.

This letter is hard for me to write because it requires me to drop a façade that I have used for protection—the superwoman façade. It posits that the women who can endure are worthy of this work. I'm tired of this narrative. I am tired for me and for my colleagues. By asking for a robust maternity leave policy, I am asking to make stories like mine stories that we don't tell about U of I anymore.

Anonymous Staff Member

I've had two children while an exempt employee at U of I since 2014. Both experiences were very different. Both were healthy pregnancies and I worked for accommodating supervisors in both instances, and it was still tough. When my first child was born, I had worked at U of I for a little over a year but hadn't accrued enough leave to cover the entire 12 weeks that I wanted and felt I needed to take. Therefore, I came back part time at six weeks postpartum as my partner and I couldn't afford a mortgage and other expenses with half our usual income. Additionally, coming back to a full-time (oftentimes more than 40 hours a week) job part-time is less than ideal as unfortunately all the work of the full-time job is still there. While on leave, there was nobody to do the work I was leaving behind. There

was the pressure, whether self-inflicted or not, to come back before 12 weeks just to avoid the piling amount of work, conduct events that I needed to coordinate, and supervise my team, etc. Even if it was self-inflicted, there was not the explicit communication (from my supervisor, HR, or otherwise) that there would be support to see that my work was covered. Moreover, I was often contacted during my protected leave hours and while I know that is a violation, I worried doing anything would cause unnecessary resentment with my supervisor or team. When I came back to work at six weeks, I felt like a zombie. I honestly do not remember most of that time period, and while others commented it was great that I was back and doing so well, looking back, I was unwell. I unfortunately do not remember much of my daughter's first six months of life.

When my second was born right before the pandemic, I had an incredibly supportive supervisor. So much so, that they went beyond U of I policy to help my leave plan work for me. And while I am very appreciative they did that, they should not have had to do that. I had barely accrued enough leave for the entire 12 weeks of unpaid FML at this point, so did take the entire 12 weeks. I came back more refreshed and ready to take on the day, but with very minimal leave available to cover the holiday breaks of our childcare and with virtually no leave left as we entered a global pandemic. I hope that paid parental leave can be a reality for all families here at U of I so we can continue to be a community known for "looking out for each other."

Anonymous Faculty Member

I have taken family medical leave three times after the birth of each of my daughters. I took 12 weeks off with all three of them. I can't remember the specifics of each one, but I did take some unpaid leave each time. With my first and third babies, I had a lot of sick leave so it wasn't as much. My second baby was less than two years after my first and I took about six weeks of unpaid leave. I know that I received some donated sick leave to get me through the first six weeks. It was financially challenging, but we were able to make it work so I could spend the time at home with them. All my babies had challenges with establishing breastfeeding and I don't think we would have successfully continued if I had gone back to work after six weeks.

Taking only six or even 12 weeks is a challenge when teaching because my courses are 16 weeks for the semester. I would have preferred to take the whole semester off (even with more unpaid leave) but was only able to take 12 weeks. We had to find someone to cover my courses for the entire semester anyway, so it felt like I was either leaving or coming back at awkward times without much to do. This was either at the very beginning or very end of the semester. I always worked up until my delivery so I could use my leave after the birth. With my third baby I really needed to stop working sooner for my own health. If I could have taken the whole semester off, this would not have been an issue.

Anonymous Staff Member

I am a staff member, and my husband is faculty at U of I. I availed of FMLA when my son was born in September 2020. As per U of I's policies, I had to use my sick leave and vacation time before I could avail of short-term disability. I also found that STD benefits would only become active after I had been unable to work for 30 continuous days; essentially, STD payments would begin on day 31 or whenever my sick leave would be exhausted (whichever is greater). According to The Standard (the company that U of I works with to provide short-term disability benefits to its employees), this time period of 30 days was decided by U of I as the waiting period for STD payments to begin and could be shorter or longer as per U of I's discretion. It would certainly be helpful if this waiting period was shorter and employees were not required to use all sick and vacation time before availing of FMLA for parental leave.

I believe it would be useful to pursue this development and explore if U of I can indeed enhance its parental leave policy to include paid leave.

I would like to recognize that everyone in my campus unit, including my supervisor and colleagues, were a great support to me before and during my maternity leave, in helping me plan for my work duties to be covered while I was away, and helping me transition back to my role once I returned from leave. I also truly appreciate the assistance I received from U of I Human Resources in my attempt to understand U of I policies and adhere to them.

To conclude, I am truly grateful for a positive experience giving birth and bonding with my new baby, and I have my family, colleagues, and U of I HR staff to thank for this. However, I also do believe that parental leave policies at U of I need to undergo an overhaul to be more accommodating of pressures new parents and caregivers face in today's times and allow them the time and financial support to manage these challenges.

Jeana Moody, M.A.

Program Coordinator for the Women's Center

I am a recent hire and I took this full-time position because I am passionate about student support and wellbeing, and I want to have a stable income for years to come. I am the primary earner in my partnership and you can't imagine how difficult it is to base your choice to have or not have children on your employer's lack of financial support. I know that I will be unable to support my family financially if I take 12 weeks unpaid leave, but on the other hand I am not willing sacrifice a necessary bonding period with a newborn just because of money. The option of using sick days is difficult being as I am new, and while sick days have always been important to use for actual health issues, they are all the more irreplaceable now because of COVID-19 in order to protect the campus and the U of I community as a whole. This leaves me, a 30-something-year-old, with no choice but to delay or indefinitely postpone my plans for pregnancy and starting a family so long as the University of Idaho does not change its policy. This should never have to be a decision a full time, potentially long-

term employee should have to make. If we want to claim our institution as a leader of innovation and inclusion, providing necessary (financial) support and accommodations to the employees that make the institution run must be a top priority.

Dr. Mary Engels

Assistant Professor for the Department of Natural Resources and Society

My daughter was born in the middle of summer 2020 after my first year as a new tenure track faculty member. I had hoped to take the fall semester off completely but ultimately ended up working half-time because I couldn't come up with any other financial support. I investigated what other options were available to me and if I had my daughter during the school year, I would have been eligible to apply for short-term disability. However, because my daughter was born during the summer while we were off contract that was not an option. I was told that I could use my sick leave to help cover costs, which I did, but as a new faculty member, my total accrued leave was less than 40 hours. My husband, who is a tenured faculty member with significantly more sick leave accrued than me explored the option of donating some of his sick leave to me. He discovered that per current U of I policy sick leave cannot be donated, only annual leave, which faculty on 9-month contracts do not accrue. Also, just before the birth of my daughter the governor signed the Families First Act, an executive order to ensure that all executive branch state employees get paid parental leave. This was supposed to go into effect on July 1, 2020, and as my daughter was born after that time I asked Human Resources how that was going to be implemented. Upon further digging it became apparent that U of I doesn't qualify as an executive branch agency, though it is still unclear to me where U of I fits within State government [see section above on "State and Federal Government Parental Leave Policies" for clarification]. Long story short, the only accommodations I received from U of I were FMLA and flexibility from my department chair. Paid parental leave would have made a huge difference to my peace of mind and my recovery and I had a blessedly uncomplicated birth experience. I am strongly in favor of U of I developing a paid parental leave policy and based on my experience I would strongly advocate for thinking about how that applies to faculty who have children in the summertime.

Anonymous Postdoctoral Fellow

While I have not taken FMLA yet, I do plan to do so in the spring. I'm currently four months pregnant and spent quite a bit of time last spring looking into the parental leave policy when we were thinking about starting a family. Luckily, I have been at U of I for over a year, so I am able to qualify for FMLA (though I haven't spoken with anyone about this yet). However, that has meant trying to save all my vacation and sick leave. I'm fortunate that I'm able to work mostly remotely for my postdoc position or else I would have had to use a lot more sick hours for those times when I just couldn't leave the couch or needed to be near a bathroom. Also, having a higher-risk pregnancy has come with more appointments, exceeding the two hours allotted each month. Having to save all your vacation and sick days is unrealistic during a

time period when you're feeling less than okay most of the time. It means that it is impossible to take time off to travel, relax, or even just catch up on sleep before the arrival of my child.

Anonymous Staff Member

I have been working full-time with the University for over 5 years. I took advantage of the employee education benefit, earning my master's degree during the first 4 years. My partner and I knew it would be undoable for us to have a child during that time. I was eager to not only earn my second degree, but also advance my career and move up whenever possible.

Now that I have my degree and vertically moved into a position with a higher wage and title, it would seem like the time to start a family. Yet, that is not what we'll be doing here. Even without the added stress of school and more job security, my partner and I don't feel we have the resources to have a child. Right now, I have 131 hours of sick leave and 72 hours of vacation leave. I know I would have to come back before the allowed time off to start earning a paycheck again, taking away important time with the new baby—which is already abysmally too short. I know colleagues who continued to work and respond to emails while on maternity leave, even after their paid leave had run out.

My partner and I have decided to move abroad to Scandinavia. A large part of the decision to leave the country was the desire to have a child. We picked a country where parental leave is 480 days, split between both parents, and is paid. Medical care and daycare are also universal, so there will be no unexpected medical bills in case of a difficult delivery, and childcare will not be a concern once both parents return to work.

I love my job at the university and am grateful to work with such an incredible group of people, but the system does not support new and growing families. As an alumna twice over, I will always feel like I'm part of the Vandal Family—I just wish the Vandal Family cared more about their employees' families.

Anonymous Faculty Member

I have been a faculty member at U of I for over ten years now. During that time, I am blessed to have welcomed two children into the world, both of whom have been lucky enough to attend the University's wonderful Children Center. We are very happy to be raising our children in Moscow and to be members of the Vandal Family.

When I first learned of my options while my wife was pregnant with our first child, however, I remember thinking there must be a mistake. I asked our administrative assistant, "You mean the only benefit I have is the assurance, if I take FMLA, that I won't lose my job?" I never thought my job was at risk! To hear that the benefit was not losing it seemed especially odd and off-putting. After my child was born, I remember during those blurry days that I often sat in our chair in the living room answering emails and building the web projects that my job required. I was lucky

enough to be able to do my job remotely back then, so I did not have to use all my leave. But that also meant I was balancing the care of a newborn while feeling the need to get hours in so as not to use all that leave up. I couldn't be entirely present at times. Thankfully, our first child had no serious medical problems.

Our second child, however, had severe allergies and difficulty gaining weight. By then, I knew better how to work in such a way as to fill hours while still being able to help my wife, but I can't tell you how much better we both would have felt if I was able to take a few weeks of paid leave during that time, especially when we were looking at increasing medical bills and an uncertain future. My second child grew out of these issues, but I really hope this effort by my colleagues will be successful so that future mothers and fathers will be able to take the time to deal with all the many, many challenges that arise with newborn children.

The U of I can afford this benefit and it should. It will be of great assistance to retain the faculty and staff members here that are very likely to be positive, long-term contributors to the University and community.

Fiscal and Morale Impact

Salary Savings

The main direct cost associated with employees taking leave is the hiring of temporary help while the employee is on leave—for example, hiring from a temporary pool of staff employees or hiring an adjunct lecturer to teach a course. The fiscal impact between unpaid leave and costs associated with paid parental leave is salary savings. With unpaid leave, the U of I accrues salary savings by not paying the employee's salary while they are on leave. With paid leave, the employee continues to receive their originally earmarked salary.

The fiscal impact of covering temporary hires is lower, however, than the cost of replacing a worker, as “the several months it would take to find a replacement, along with the cost of manpower to recruit and interview heavily, outweighs the cost of providing this benefit.” (Dishman, 2016). While there are no salary savings for implementing paid parental leave, many employers report that the benefits to morale, retention, and productivity outweigh the potential costs.

Overview of Literature

Many industry employers report that the benefits of paid family leave policies outweigh the costs. Laszlo Bock, Senior Vice President of Google's People Operations, relates in his book:

The attrition rate for women after childbirth was twice our average attrition rate. After making the change in leave, the difference in attrition rates vanished. And moms told us that they were often using the extra two months to transition slowly back to work, making them more effective and happier when the leave ended. When we eventually did the math, it turned out this program cost nothing. The cost of having a mom out

of the office for an extra couple of months was more than offset by the value of retaining her expertise and avoiding the cost of finding and training a new hire. (Bock, 2015)

Employers in states with a statewide paid family leave policy also report positive outcomes. In California, “ninety one percent (91%) of businesses surveyed by the Center for Economic and Policy Research reported neutral or positive effects on profitability and performance; eighty nine percent (89%) reported neutral or positive effects on productivity; ninety three percent (93%) reported neutral or positive effects on employee turnover; and ninety nine percent (99%) reported neutral or positive effects on employee morale” (Brusca, 2017).

In a survey of recent literature on the medical and economic impacts of paid parental leave, a 2020 study noted that 23% of mothers in the United States are forced back to work within 10 days of giving birth because of the inability to make ends meet without a paycheck. Overwhelmingly, women who can take unpaid leave make considerably higher salaries than women who cannot afford to take unpaid leave—widening socioeconomic and racial inequalities. To close these gaps, the authors point to the economic benefits of paid leave as parents who are provided a minimum of 12 weeks paid leave are more attached to their employers and are less likely to go on public assistance (Van Niel, et al., 2020).

Next Steps – Using Leave for Responsibilities Related to the Birth, Adoption, and/or Foster of a Child

This committee has met with U of I Human Resource members, Office of Civil Rights & Investigations (OCRI) and Fiscal Operations to gather data to help inform proposed changes. Employees within the Division of Finance and Administration have aggregated data to forecast fiscal scenarios for offering paid parental leave. They created a fiscal model of aggregated data from 2020 that includes:

- Estimated Cost:
 - Number of employees eligible based on age and life event.
 - Number of weeks of paid leave.
- Estimated Return on Investment (ROI):
 - Retention indicators including 30% of female employees and 10% of partners who leave the workforce due to a life event.
 - Morale indicators including productivity.
- Offset Reductions (to offset costs of paid parental leave):
 - Benefit reductions.
 - Budget reductions.

The fiscal models and comparison scenarios from regional institutions with existing paid parental leave will be shared with President Green.

This White Paper will be presented to Faculty Senate on Tuesday, January 25, 2022.

Current steps for developing a future U of I paid parental leave policy include:

1. Aggregating data from Human Resources and Fiscal Operations that shares:
 - a. Average number of leave hours/days used for responsibilities related to the birth, adoption or foster of a child.
 - b. Average cost rendered for redistributing work while employees use FMLA and wage replacement leave for responsibilities related to the birth, adoption and foster of a child.
2. Gathering current practices U of I colleges and departments apply for redistributing responsibilities when employees use leave for responsibilities related to the birth, adoption and foster of a child.
 - a. Practices to cover faculty-related responsibilities.
 - b. Practices to cover staff-related responsibilities.
3. Use the aggregated and gathered data to recommend more specific changes to a Paid Parental Leave model and redistribution of responsibilities process that is consistent and equitable across U of I.

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2021 – 2022 Faculty Senate – ~~Pending Approval~~ Approved at Mtg 19 02.08.22

Meeting # 18

Tuesday, February 1, 2022, 3:30 pm – 5:00 pm

Zoom only

Present: Becker, Bridges, Castillo, Chapman, Dahlquist, Fairley, Gauthier, Hickman, Hoffmann, Torrey Lawrence (w/o vote), Lee-Painter, McIntosh, Meeuf (Chair), Mittelstaedt, Ogborn, Paul, Quinnett, Rashed, Rinker, Roberson, Sammarruca (w/o vote), Schiele, R. Smith, A. Smith (Vice Chair), Schwarzlaender, Tenuto, Thorne, Wargo

Absent: Rose (excused), Chapman (excused), Ahmadzadeh

Guests: Lisette Waits, Charles Goebel, George Tanner, Hirotachi Abo, Chantal Vella

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

Approval of Minutes (vote):

- Minutes of the 2021-22 Meeting #17 – Attach. #1.
The minutes of the 2021-22 Meeting #17 were approved as distributed.

Chair's Report:

- ITS is still looking for faculty volunteers to provide feedback for the new "My.UIdaho" platform, which will offer each student a personalized dashboard that integrates with Banner and other applications. ITS is hoping to conduct 45-60 minute, one-on-one interviews with key stakeholders to help them design and develop this new interface. If you are interested in participating, please email project manager Jason Swanby at jswanby@uidaho.edu.
- As hopefully many of you saw, President Green released the [report](#) by Idaho law firm Hawley Troxel that debunked the many erroneous claims about the University of Idaho made by the partisan organization the Idaho Freedom Foundation. President Green also staunchly defended the University last week while presenting to the Joint Finance and Appropriations Committee at the state legislature. I wanted to pass along the many comments of praise and support for President Green that I received from faculty across the university.

There were no questions for the Chair.

Provost's Report:

- Last Friday there were great presentations from U of I before JFAC and throughout the week from President Green and other university leaders. News about the legislative budget decisions will take many weeks, but the university community will be updated as much as possible.
- COVID update: The number of students in our isolation space is down significantly from last week. The Provost gave an update on the availability of tests – from noon to 2pm at the REC center. Also, a large order of rapid tests is arriving. The number of students who have submitted their vaccination card is now 4,700. Things seem to be moving in the right direction.
- Nominations are needed for two deans to serve on the University Distinguished Professor Advisory Committee. Please submit nominations to Vice Provost Diane Kelly-Riley. FSH 1565 D-8.b provides the selection procedures.

<https://www.uidaho.edu/governance/policy/policies/fsh/1/1565#d8>

- Enrollment: Numbers are still preliminary, but the 10-day report indicates an increase of 2.9%. Applications and admissions for fall 2022 are also up.

Discussion on the Provost's report:

There was a question about the considerable state budget surplus and whether we will be able to benefit from it. The Provost responded that the Governor's budget is the starting point for state budget discussion but there may be many weeks of amendments and negotiations before we know something concrete. There are indications suggesting greater support for higher education and education in general.

A Senator expressed appreciation for President Green's strong position in support of U of I.

Committee Reports:

- UCC 364 Wildlife Sciences – Lisette Waits, Attach. #2
The proposal is to change the name from Wildlife Resources to Wildlife Sciences, which better reflects what is done in the department. They also added three emphasis areas. Note: the attachment provided in the binder includes four emphasis areas, but the pre-vet emphasis was removed due to overlap with the pre-vet major in CALS, although it appears in the attachment. When voting, Senators must remember that they are voting on the amended version of attachment #2, which is not reflected in the binder. The Registrar's Office will be informed of the error to ensure that what Senate voted on goes through the system.
Vote: 21/21 in favor. Motion passes.
- UCC 475 A.S Wildland Fuel and Fire Technology – Charles Goebel, Attach. #3
Three parallel Associate of Science degrees are being proposed, with the addition of Gen Ed courses to meet institutional requirements.
After some brief clarification, Senators were ready to vote on UCC 475.
Vote: 21/21 in favor. Motion passes.
- UCC 461 A.S Forest Operations and Technology – Charles Goebel, Attach. #4
No specific questions on this component of the proposal.
Vote: 21/21 in favor. Motion passes.
- UCC 460 A.S Forest Nursery Management and Technology – Charles Goebel, Attach. #5
No specific questions on this component of the proposal.
Vote: 22/22 in favor. Motion passes.
- UCC 454 Entrepreneurship Minor – George Tanner, Attach. #6
Entrepreneurship has been a campus-wide program – almost 60% of the students in the program are from outside COB. They are now proposing to create an 18-credit Minor. Some Senators commented on the innovative nature of the program.
Vote: 22/22 in favor. Motion passes.
- UCC 285 Certificate in Statistics – Hirotachi Abo, Attach. #7
The proposal is to add the online option designation.
Vote: 21/22 in favor, 1/22 against. Motion passes.
- Faculty Affairs - FSH 3500 – Chantal Vella, Attach. #8

Chantal Vella introduced the purpose and scope of the recent work by FAC on FSH 3500, which was twofold: **1.** Adopt the changes made in May 2021 through emergency policies (see FSH D-1.b on optional Covid impact statement and D-2.e.4 for external review and extension); **2.** Extensive revisions in response to feedback from faculty and administrators. Chantal proceeded to cover the most substantial ones. In B-5 and B-6, language was added concerning confidentiality and recusal. C-4.f was modified to improve fairness in the process of asking for an extension of the timeline. D-2.e states that external peer review is not conducted for non-tenure-track faculty with less than 5% of Scholarship and Creative Activities in their position description. There is also added language on extension faculty to be consistent with D-2.e.4. Revisions include E-1.b Basis for Evaluation, which removes feedback from staff and students.

Discussion:

Senators commented and/or requested clarification mostly on:

- What may constitute a conflict of interest. The definition is in FSH 6240. Whether the relationship and/or work arrangement fall within FSH 6240, a committee member who believes they cannot make an impartial decision can recuse themselves.
- If the names of the committee members are not known to the candidate, how can the candidate determine whether there is a potential conflict? The names of the committee members can be requested by the candidate at any time (E-1.7).
- C-4.f Procedure for Requesting an Extension. The proposed addition is to ensure fairness to faculty who request the extension.
- Per D-2 the committee must have the materials a minimum of five days before they meet. Could this timing be too tight? No, because the committee does not have to meet five days after receiving the materials if they need more time.
- Why remove feedback from students and staff? Faculty Affairs thought that it is best not to include feedback from individuals who do not have access to the dossier.
- Choice of peer institutions (D-2.e). Do we need language to provide guidance? Should external reviewers be selected from peer or aspirational institutions? Vice Provost Kelly-Riley noted that reviewers should be selected by expertise in the candidate's field, not by their affiliation. This could potentially be addressed in the Provost Guidance.
- The timeline for the entire process seems long. The Provost went over the various steps from the unit level to the university level committee, where a large number of packets has to be reviewed (68 this year). Suggestions for streamlining the process are welcome.
- Why is there a requirement that external reviewers must be tenured? This prevents, for instance, members of national laboratories from serving as reviewers. The tenured status ensures the appropriate level of expertise. Furthermore, a clear prescription of where to draw the line may avoid future problems and confusion.
- What if there is inconsistency of requirements at the various committees? The university and college requirements are very general. If a discrepancy exists, FSH takes priority.

At the end of the Q&A, Senators were satisfied with the proposed version of FSH 3500 and were ready to vote.

Vote: 20/22 in favor, 2/22 against. Motion passes.

Other Announcements and Communications:

- Temporary Emergency Policy Proposal: Scientific Misconduct Committee – Russ Meeuf, Attach. #9

In response to an usually high number of cases before the Scientific Misconduct Committee, this action allows for the addition of up to four new members on the committee to handle workload. Vote: 21/21 in favor. Motion passes.

- *APM 35.11 Biohazard Safety, Attach. #10
APM items are informational only. If there are any questions, please contact the policy sponsor/originator.

New Business:

No new business was raised by Senators. Chair Meeuf gave a brief overview of future issues FSL is planning to bring forward. The work of the sub-committee on SET chaired by Alistair is coming along and will soon bring to Senate proposed revisions to FSH 2700. The Anti-Bullying Policy continues to circulate and gather feedback. We will revisit the issue of admission standards in view of state requirements.

Adjournment:

The agenda being completed, Chair Meeuf adjourned the meeting at 4:49pm.

Respectfully Submitted,

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

University of Idaho
2021 – 2022 Faculty Senate Agenda

Meeting # 18

Tuesday, February 1, 2022, at 3:30 pm
Zoom Only

- I. Call to Order
- II. Approval of Minutes (Vote)
 - Minutes of the 2021-22 Faculty Senate Meeting #17 (January 25, 2022) **Attach. #1**
- III. Consent Agenda (Vote)
- IV. Chair’s Report
- V. Provost’s Report
- VI. Committee Reports (Vote)
 - UCC 364 Wildlife Sciences – Lisette Waits **Attach. #2**
 - UCC 475 A.S Wildland Fuel and Fire Technology – Charles Goebel **Attach. #3**
 - UCC 461 A.S Forest Operations and Technology – Charles Goebel **Attach. #4**
 - UCC 460 A.S Forest Nursery Management and Technology – Charles Goebel **Attach. #5**
 - UCC 454 Entrepreneurship Minor – George Tanner **Attach. #6**
 - UCC 285 Certificate in Statistics – Hirotachi Abo **Attach. #7**
 - Faculty Affairs - FSH 3500 – Chantal Vella **Attach. #8**
- VII. Other Announcements and Communications
 - Temporary Emergency Policy Proposal: Scientific Misconduct Committee – Russ Meeuf **Attach. #9**
 - *APM 35.11 Biohazard Safety **Attach. #10**
- VIII. Special Orders
- IX. New Business
- X. Adjournment

Attachments:

- **Attach. #1:** Mtg #17 Minutes
- **Attach. #2:** UCC 364
- **Attach. #3:** UCC 475
- **Attach. #4:** UCC 461
- **Attach. #5:** UCC 460
- **Attach. #6:** UCC 454
- **Attach. #7:** UCC 285
- **Attach. #8:** FSH 3500
- **Attach. #9:** Temporary Emergency Policy Proposal
- **Attach. #10:** APM 35.11

* Changes to the Administrative Procedures Manual (APM): Please forward any questions or comments directly to both the policy coordinator at ui-policy@uidaho.edu and to the policy originator (listed on the cover sheet) within five working days of the senate meeting at which the APM item is presented.

2021 – 2022 Faculty Senate – Pending Approval

Meeting # 17

Tuesday, January 25, 2022, 3:30 pm – 5:00 pm

Zoom only

Present: Becker, Bridges, Chapman, Dahlquist, Fairley, Gauthier, Hickman, Torrey Lawrence (w/o vote), Lee-Painter, McIntosh, Meeuf (Chair), Paul, Quinnett, Rashad, Rinker, Roberson, Rose, Sammarruca (w/o vote), Schiele, R. Smith, A. Smith (Vice Chair), Schwarzlaender, Tenuto, Thorne, Wargo

Absent: Ogborn (excused), Mittelstaedt (excused), Rashed (excused), Ahmadzadeh, Castillo

Guests: Rebecca Frost, Lindsey Brown, Rebecca Scofield, Jessica Martinez, Jessica Stanley, Emily Tuschhoff, Laurel Meyer

Call to Order: Chair Meeuf called the meeting to order at 3:32 pm.

Approval of Minutes (vote):

- Minutes of the 2021-22 Meeting #16 – Attach. #1.
The minutes of the 2021-22 Meeting #16 were approved as distributed.

Consent Agenda:

- Sabbatical Leave Committee Recommendations, Attach. #2
Vice Chair Smith detected an error in the list of approved sabbaticals (Kerri Vierling is listed with the wrong department). Chair Meeuf pulled the item out of the consent agenda for discussion under Committee Reports.

Chair's Report:

- The nomination period for the 2021-22 University Awards for Excellence for Faculty and Staff ends at 5 p.m. this Friday. Information about the awards and the nomination process can be found online.
 - Staff Awards: <https://www.uidaho.edu/governance/faculty-staff/university-awards/staff-awards>
 - Faculty Awards: <https://www.uidaho.edu/governance/faculty-staff/university-awards/faculty-awards/award-categories>
- This week is education abroad week here on campus! Please encourage students to learn more about international educational experiences. The schedule of events can be found online: <https://www.uidaho.edu/academics/ipo/study-abroad/education-abroad-week>
- The State Board recently asked all four-year higher education institutions in the state to develop an action plan supporting and encouraging the use of Open Education Resources in the classroom to help make the cost of a college education more affordable. The University Teaching Committee has agreed to spearhead the development of this plan, in consultation with the library, the registrar's office, and other relevant constituencies on campus. A "thank you" is owed to the Teaching Committee for tackling this project, and we'll look forward to getting a report from them later this term on this project. If you are interested in helping to support this work, let the Chair know and he can pass along your request to Dan Eveleth, the Teaching Committee chair.

- The Committee on Committees will send a survey to all university committee chairs to inquire about the typical frequency of their meetings. This is to determine whether restructuring of some FSH 1640 committees in terms of workload and/or scope may be useful.
- ITS is looking for faculty volunteers to provide feedback for the new “My.UIdaho” platform, which will offer each student a personalized dashboard that integrates with Banner and other applications. ITS is hoping to conduct 45-60 minute, one-on-one interviews with key stakeholders, including faculty, to help them design and develop this new interface. It does not fully replace VandalWeb but provides a friendlier and customizable platform for accessing the services in VandalWeb. If you are interested in participating, please email Jason Swanby, the project manager for this effort, at jswanby@uidaho.edu. ITS will likely also be looking for volunteers to test the beta version of this project later in the term.

There were no questions for the Chair.

Provost’s Report:

- COVID update: Locally, we are experiencing the national surge as predicted by Public Health. The surge is expected to last one to two weeks and is already going down quickly on the east coast. Our COVID protocols remain in place and we continue to communicate with Public Health and Gritman. Testing is available for the university community and has been extended to the upcoming weekend. Our plan as an institution is working and our current situation is manageable. We have 26 students in our isolation space, which is manageable, but we watch carefully for any escalation. NIC has taken a very different approach – they moved partially online but have no mask requirement. Our employees and students are recommended to stay home if sick. They can work from home or take sick leave. Instructors are encouraged to be flexible with student attendance, especially over the next few weeks. Some events have been canceled or delayed. Everyone is encouraged to be vigilant, patient, flexible, and to get vaccinated.

Discussion on the COVID update:

A Senator reported that in Idaho Falls a staff rotation method has been implemented – at any given time, half of the staff stays home and the other half works in person.

Chair Meeuf asked about the degree of flexibility instructors have to change their class delivery mode – for instance, can they move the class temporarily online if the attendance becomes too low for in-person instruction to remain effective? Having said that it is difficult to make a general statement, Provost Lawrence responded that short-term changes are allowed. If a change is needed, faculty should talk to their unit chairs to discuss arrangements. Vice Provost for Faculty Diane Kelly-Riley confirmed that this is what was usually done, pre-COVID as well. Every class is unique, and faculty should coordinate their plans with chairs and deans. Another Senator asked for and received confirmation that faculty also have the flexibility not to offer Zoom or Hyflex options and, instead, they can provide alternative ways to support students who are not able to attend. This is correct.

Senators shared their thoughts on how the large number of student absences is challenging, exhausting, and stressful for instructors. While we all do our best to accommodate student needs and requests, some Senators feel that there is no support system to help faculty with self-care and setting boundaries and to make sure students understand that instructors cannot accommodate every daily demand. The Provost recognized the challenges we all are facing – childcare is another one – and that morale is low. Perhaps we should consider a committee or

task force charged with proposing creative solutions to alleviate faculty stress and fatigue. Chair Meeuf suggested that a collaborative initiative with Staff Council would be best, because these issues impact both faculty and staff.

- Legislative update:
 - This week is devoted to education (not just Higher Ed), with universities in the state giving presentations. U of I presentations are scheduled for this Friday and will be broadcast by Idaho Public Television at 7AM Pacific Time.
 - The Governor's budget was delivered about a week ago and it looks like there could be some good news – we are optimistic that some of the considerable surplus in our state may come to higher education. Updates will be communicated as they become available.
- Evaluation issues: It is important that all evaluations are done and ready to go by the deadline of March 1, 2022 to process CEC.
- Transition to Canvas: Reports so far have been positive. There will be a survey about the transition, but not right away. In the meantime, people should send feedback and/or report challenges to CETL. The transition seems to be going well.

Discussion on the last three items of the Provost's report:

In response to a question, the Provost reported that the search for the Vice Provost for Academic Initiatives is well on its way. The search committee is narrowing down the applicant pool for the first round of interviews. There was an inquiry about the search for the CDA Center AVP. The Provost said that the position description has been created and the announcement should go out within the next few days.

Replying to a Senator's inquiry about faculty evaluation, Provost Lawrence clarified that the presence of two options (meet or does not meet expectations) was adopted already a few years ago. On the other hand, the changes on the staff evaluation form, (now similar to the one for faculty), are recent and were approved through the normal channels and at the December 2021 UFM. The Senator also expressed concern about student evaluation of teaching (SET) within the new system, particularly during the pandemic. Response rates are very low and often do not meet the threshold. Provost Lawrence recommended faculty to reach out to Interim Vice Provost Dean Panttaja panttaja@uidaho.edu if they are not getting the information they expect to receive. Low response rates have been a continuing problem for many years. The Teaching Evaluation Senate subcommittee lead by Alistair Smith is doing a great job looking at ways to improve the system. (<https://www.webpages.uidaho.edu/cetl/student-evaluations.asp>)

A Senator reported receiving nearly 100% response rates by having the students do the evaluation during class time. It was generally agreed that the prospect of earning extra credits as an incentive to do the evaluation is to be discouraged.

On behalf of a constituent, Chair Meeuf inquired whether there is any indication that some of the critical race theory discussion of the last legislative season will continue and may impact higher Ed budgets. Provost Lawrence does not know at this time how those topics will be raised again in legislative discussions. President Green is prepared for questions on this topic. Listening to the Friday morning broadcast will be insightful.

Committee Reports:

- **Sabbatical Leave Recommendations**
It was moved (Lee-Painter) and seconded (R. Smith) to approve the list of 2022-23 sabbatical leaves with the friendly amendment to correct the affiliation of Karri Vierling to “Department of Fish and Wildlife.”
Vote: 21/21 in favor. Motion passes.
- **UCC 40 Regulation J for AAS Degree – Rebecca Frost and Lindsey Brown, Attach. #3**
General Education Requirements for AAS degrees need to be added to Regulation J. These changes are in alignment with SBOE requirements for AAS degrees and are contingent upon the State Board of Education approving offering of AAS degrees by the University of Idaho. There was a brief discussion during which Rebecca Frost clarified that the Associate of Science (AS) and the Associate of Applied Science (AAS) are entirely different degrees, with the latter referring to a specific career and typically offered at community colleges.
Vote: 19/19 in favor. Motion passes.
- **UCC 41 Regulation J-3-b addition – Rebecca Frost and Lindsey Brown, Attach. #4**
The proposal is to make COMM 101 a three-credit course, which aligns U of I with all other institutions in the state.
Vote: 18/18 in favor. Motion passes.
- **UCC 42 Regulation J-3-c addition – Rebecca Frost and Lindsey Brown, Attach. #5**
This is the add GEOL 212 to Scientific Ways of Knowing.
Vote: 19/19 in favor. Motion passes.
- **UCC 109 Film and Television Studies – Remove “studies” – Russ Meeuf, Attach. #6**
The change is to best communicate that ours is a production-oriented degree, whereas some programs use the term “film studies” to indicate a degree focused on history and theory.
Vote: 20/20 in favor. Motion passes.
- **Paid Parental Leave Sub-Committee – Erin Chapman, Jessica Stanley, Rebecca Scofield, Laurel Meyer, Attach. #7**
Senator Chapman started with a brief introduction of the Paid Parental Leave project, by the Joint Athena Working Group and Faculty Senate Sub-Committee. She introduced the committee members: Eric Chapman, Jessica Martinez, Laurel Meyer, Rebecca Scofield, Katie Schiffelbein, Jessica Stanley, and Emily Tuschhoff. The group first gave an overview of the current U of I policy for family leave and then highlighted the differences with their proposal.
U of I is compliant with the Family Medical Leave Act (FMLA), which allows 12 weeks of unpaid job-protected leave, for which employees are eligible after a year of employment. Employees can use sick or annual leave concurrently for “wage replacement” during this time. The flow chart on their website gives a sense of the various steps and options – such as whether one can use short-term disability.
<https://hrs.wsu.edu/employees/disability-services/pregnancy-parental-leave>

Besides FMLA, there are other types of parenting leave (see FSH 3710). What the working group is proposing is to allow 12 weeks of paid parental leave, ideally available immediately after people are hired and which employees can take within 12 months following the birth, adoption, or foster of a child. The group also advocates for an equitable work redistribution process during this time to ensure support for the employee on paid parental leave and colleagues temporarily hired.

At the U of I employees are able to use wage replacement, meaning that they can use their accrued sick leave, which disadvantages many newer employees who have little or no leave built up. Furthermore, using sick leave depletes people's ability to take sick leave in other situations – when they are ill or for caregiving responsibilities. Employees can also use accrued annual leave, but this obviously disadvantages faculty who do not accrue annual leave as well as new staff employees who have not accrued much annual leave. The latter is also based on the type of employment, in that classified employees earn less annual leave than exempt employees, and it's also based on years of service. Faculty and staff can apply through human resources for short-term disability due to a medical reason, which limits this type of wage replacement option to birthing parents only. Additionally, it only replaces 50% of the employee's income up to \$500 per week and less than the employee has already opted for. One can pay for additional short-term disability through their payroll deduction, in which case the employee could be paid up to 67% of their income. Short-term disability begins on day 31 after the event or whenever the employee's sick leave is exhausted, whichever comes later. The time for the employee who has given birth to be medically able to return to work is six weeks for a normal delivery and eight weeks for a typical Cesarean birth. Thus, employees who gave birth and used short-term disability would receive at most two to four weeks of short-term disability at 50 to 67% of their salary depending on the type of delivery. Shared leave is an option but it's not available in all instances. Presently, there is no clear policy on work redistribution, so colleagues are not getting compensated for the extra work they're doing. Furthermore, faculty fear for their promotion and tenure if they take their full amount of leave. With the proposed policy of 12 paid weeks, we hope that people will not need to use wage replacement, so they get to save their accrued sick and annual leave for when they actually need to take those. At the same time, we need a consistent and equitable work redistribution policy to compensate colleagues, to allow for adjunct faculty and temporary hires, and to help protect the P&T process. Compared to State of Idaho employees, Idaho federal employees, Boise State, Lewis & Clark State College, and Idaho State University employees, the U of I is the only employer who does not offer paid parental leave. The university would particularly benefit from changing its policy in the sector of recruitment and retention. A major goal of the U of I is enhancing our ability to compete for and retain outstanding scholars and skilled staff and reduce staff turnover rates. There are numerous recent studies showing that companies with paid parental leave and benefits have higher rates of employee retention and engagement. Another advantage is improved diversity, equity, inclusion, and accessibility on campus: paid parental leave is essential for retention of women, a major issue at both the local and global level. Paid parental leave has been shown to close the gap in workforce participation between women with young children and those without young children. And from a perspective of social, cultural, and racial justice, Latinx workers are 66% more likely, Black workers are 80% more likely, and Indigenous and Pacific Islander workers are 100% more likely to be unable to afford unpaid leave compared to white workers. Lastly, the lack of paid parental leave has created significant hardships for employees during the pandemic. Part of the group's research involved collecting feedback through the stories of some U of I employees. The group feels that "Vandal Family" should signify a holistic culture of support, respect, and care. The Vandal Family continues to grow only if everyone is afforded real care.

This connects with earlier discussions about COVID and the need to have a holistic support system for employees. The group spent the fall semester talking about this issue in many forums. The Faculty Affairs Committee supported the initiative and so did Staff Council. The student body resolved to support the initiative and many units and departments across campus sent letters of support. The committee would be happy to receive a letter of support from Senate.

The team met with HR members, the Office of Civil Rights & Investigations, and Fiscal Operations. The people in the Division of Finance and Administration were extremely helpful in aggregating data to forecast different fiscal scenarios for offering paid parental leave and created a fiscal model from 2020 aggregated data that accounts for different factors. The model is a starting point to help identify what's financially possible so that we can adjust the different indicators as needed if we need to look for a more affordable option. The biggest cost is the loss of salary saving because, under the new proposed policy, people would continue to be paid their salary. They hope that this policy can be supported through some level of cost sharing across the university (central funds, colleges, and units) and do not propose to reduce other benefits. From the Office of General Counsel, this is strictly a policy issue – the university can choose to offer paid parental leave. So they are going to continue to advocate for the very best policy and a model that supports new parents and their units. They hope that Staff Council and Faculty Senate Leadership may present this proposal to President Green and other senior leadership. Hopefully, they can then move forward with redlining FSH 3710 and go through the shared governance process for formal approval by the Faculty and the President. At this time, they ask Senate to go on record with their support of moving on with this initiative.

It was moved and seconded (Lee-Painter/Quinnett) that Senate officially support this initiative. There was no request for further discussion. Chair Meeuf reminded that voting for the motion means support for the initiative – any specific policy that would be put in place will come back to Senate for detailed discussions. This is just a show of support for moving forward.
Vote: 17/17 in favor. Motion passes.

Adjournment:

Due to the late hour, New Business could not be addressed. Chair Meeuf called for a motion to adjourn. So moved (Chapman/Lee-Painter). Meeting adjourned at 5:04pm.

Respectfully Submitted,

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

364: WILDLIFE SCIENCES (BS)

Export to PDF Export to Word

In Workflow

1. Registrar's Office (none)
2. 150 Chair (lwaits@uidaho.edu)
3. 11 Curriculum Committee Chair (evas@uidaho.edu)
4. 11 Dean (drbecker@uidaho.edu)
5. Provost's Office (panttaja@uidaho.edu; kudas@uidaho.edu; mstout@uidaho.edu; jvalkovic@uidaho.edu)
6. Assessment (sara@uidaho.edu)
7. Curriculum Review (sstubbs@uidaho.edu)
8. Degree Audit Review (rfrost@uidaho.edu)
9. Registrar's Office (none)
10. UCC (none)
11. Faculty Senate Chair (mstout@uidaho.edu; jvalkovic@uidaho.edu)
12. UFM (mstout@uidaho.edu; jvalkovic@uidaho.edu)
13. President's Office (brendah@uidaho.edu; mstout@uidaho.edu; jvalkovic@uidaho.edu)
14. State Approval (mstout@uidaho.edu; jvalkovic@uidaho.edu; lindalundgren@uidaho.edu)
15. NWCCU (sara@uidaho.edu; mstout@uidaho.edu)
16. Steve Stubbs (sstubbs@uidaho.edu)

Approval Path

1. Fri, 17 Sep 2021 23:47:11 GMT
Rebecca Frost (rfrost): Approved for Registrar's Office
2. Fri, 17 Sep 2021 23:48:20 GMT
Lisette Waits (lwaits): Approved for 150 Chair
3. Wed, 29 Sep 2021 16:28:59 GMT
Eva Strand (evas): Approved for 11 Curriculum Committee Chair
4. Wed, 29 Sep 2021 20:02:18 GMT
Dennis Becker (drbecker): Approved for 11 Dean
5. Thu, 30 Sep 2021 22:16:25 GMT
Dean Panttaja (panttaja): Approved for Provost's Office
6. Tue, 05 Oct 2021 19:28:24 GMT
Sara Mahuron (sara): Approved for Assessment
7. Wed, 06 Oct 2021 20:26:58 GMT
Steve Stubbs (sstubbs): Approved for Curriculum Review
8. Wed, 06 Oct 2021 20:41:23 GMT
Rebecca Frost (rfrost): Approved for Degree Audit Review
9. Tue, 12 Oct 2021 18:50:37 GMT
Rebecca Frost (rfrost): Approved for Registrar's Office
10. Tue, 19 Oct 2021 18:26:51 GMT
Steve Stubbs (sstubbs): Approved for UCC

History

1. Jun 15, 2021 by Amy Kingston (amykingston)
2. Jun 16, 2021 by Rebecca Frost (rfrost)

Date Submitted: Fri, 17 Sep 2021 17:22:52 GMT

Viewing: 364 : Wildlife Sciences (BS)

Last approved: Wed, 16 Jun 2021 23:39:20 GMT

Last edit: Tue, 19 Oct 2021 18:00:20 GMT

Changes proposed by: Lisette Waits

Final Catalog

2022-2023

What will be the last semester of the teach-out period?

What is the teach-out plan?

Rationale for Inactivation

%deletejustification.eshtml%

Attach State Form

Faculty Contact

Faculty Name	Faculty Email
Lisette Waits	lwaits@uidaho.edu

Change Type (Choose all that apply)

Change curriculum requirements

Add/Edit Learning Outcomes

Change academic component name (degree, major, option, emphasis, minor, concentration, or specialization)

Description of Change

We are changing the name to Wildlife Science and adding 4 emphasis areas.

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

No

Academic Level

Undergraduate

College

Natural Resources

Department/Unit:

Fish & Wildlife Sciences

Effective Catalog Year

2022-2023

Program Title

Wildlife Sciences (BS)

Degree Type

Major

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

Program Credits

120

Attach Program Change

CIP Code

03.0601 - Wildlife, Fish and Wildlands Science and Management.

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 this program lead to licensure in any state?

Will the program be a statewide responsibility?

Financial Information

What is the financial impact of the request?

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

Describe the financial impact

Curriculum:

Students pursuing a B.S.Wildl.Sci. in Wildlife Sciences must have received a grade of 'C' or better in each of the following four indicator courses to register in FISH or WLF upper-division courses: BIOL 114, BIOL 213, STAT 251, and one of FOR 221, NR 321, or WLF 220.

To graduate, a student must receive a grade of 'C' or better in each FISH or WLF upper-division course listed in the requirements for the B.S.Wildl.Sci.

Required course work includes the university requirements (see regulation J-3 (<https://catalog.uidaho.edu/general-requirements-academic-procedures/j-general-requirements-baccalaureate-degrees/>)) and:

Code	Title	Hours
Wildlife Sciences Core		
BIOL 114	Organisms and Environments	4
BIOL 115 & 115L	Cells and the Evolution of Life and Cells and the Evolution of Life Laboratory	4
BIOL 213	Structure and Function Across the Tree of Life	4
COMM 101	Fundamentals of Oral Communication	2
ECON 202 or ECON 272	Principles of Microeconomics Foundations of Economic Analysis	3-4
ENGL 102	Writing and Rhetoric II	3
FOR/REM 221/WLF 220	Principles of Ecology	3
FOR 235	Society and Natural Resources	3
FOR 375	Introduction to Spatial Analysis for Natural Resource Management	3
NR 101	Exploring Natural Resources	2
NRS 383	Natural Resource and Ecosystem Service Economics	3
STAT 251	Statistical Methods	3
WLF 102	The Fish and Wildlife Professions	1
WLF 201	Fish and Wildlife Applications	2
WLF 370	Management and Communication of Scientific Data	3
WLF 314	Ecology of Terrestrial Vertebrates	3
WLF 315	Techniques Laboratory	2
WLF 398	Renewable Natural Resources Internship	1-16
Select two of the following:		7-8
BIOL 483	Mammalogy	
BIOL 489	Herpetology	
FISH 481	Ichthyology	
WLF 482	Ornithology	
<i>Emphasis</i>		
Select one of the following emphases:		44-59
Pre-Vet (https://catalog.uidaho.edu/colleges-related-units/natural-resources/fish-wildlife-sciences/wildlife-resources-bswildlres/#prevet)		
Conservation Law Enforcement (https://catalog.uidaho.edu/colleges-related-units/natural-resources/fish-wildlife-sciences/wildlife-resources-bswildlres/#conservationlawenforcement)		
Human-Wildlife Interactions (https://catalog.uidaho.edu/colleges-related-units/natural-resources/fish-wildlife-sciences/wildlife-resources-bswildlres/#humanwildlifeinteractions)		
Wildlife Science and Management (https://catalog.uidaho.edu/colleges-related-units/natural-resources/fish-wildlife-sciences/wildlife-resources-bswildlres/#wildlifescienceandmanagement)		

Total Hours

100-132

A. Pre-Vet Emphasis

Code	Title	Hours
BIOL 300	Survey of Biochemistry	3
CHEM 111 & 111L	General Chemistry I and General Chemistry I Laboratory	4
CHEM 112 & 112L	General Chemistry II and General Chemistry II Laboratory	5
PHYS 111 & 111L	General Physics I and General Physics I Lab	4
CHEM 277 & CHEM 278	Organic Chemistry I and Organic Chemistry I: Lab	4
WLF 371	Physiological Ecology of Wildlife	2
Select one of the following:		3
BIOL 250	General Microbiology	
BIOL 312	Molecular and Cellular Biology	
Select one of the following Math courses:		4
MATH 160	Survey of Calculus	
MATH 170	Calculus I	
Select one of the following Genetics courses:		3
BIOL 310	Genetics	
GENE 314	General Genetics	
Select one of the following Wildlife Courses:		3-4
WLF 440	Conservation Biology	
WLF 448	Fish and Wildlife Population Ecology	
Select one of the following Capstone courses:		4
WLF 492	Wildlife Management	
WLF 497 & WLF 473	Senior Thesis and ECB Senior Presentation	
Select two of the following Restricted Electives:		6-8
AVS 222	Animal Reproduction and Breeding	
AVS 305	Animal Nutrition	
AVS 371	Anatomy and Physiology	
AVS 411	Ruminant Nutrition	
AVS 471	Animal Disease Management	
BIOL 428	Microscopic Anatomy	
BIOL 432	Immunology	
BIOL 433	Pathogenic Microbiology	
BIOL 461	Neurobiology	
BIOL 474	Developmental Biology	
Total Hours		45-48

Courses to total 120 credits for this degree

B. Conservation Law Enforcement Emphasis

Code	Title	Hours
CRIM 101	Introduction to Criminology	3
PHIL 103	Introduction to Ethics	3
PSYC 101	Introduction to Psychology	3
SOC 101	Introduction to Sociology	3
WLF 205	Wildlife Law Enforcement	2
WLF 440	Conservation Biology	3
WLF 448	Fish and Wildlife Population Ecology	4
WLF 492	Wildlife Management	4
Select one of the following:		4
CHEM 101 & 101L	Introduction to Chemistry and Introduction to Chemistry Laboratory	
CHEM 111 & 111L	General Chemistry I and General Chemistry I Laboratory	
Select one of the following Physical Sciences with lab:		4

GEOL 101 & 101L	Physical Geology and Physical Geology Lab	
PHYS 100 & 100L	Fundamentals of Physics and Fundamentals of Physics Lab	
PHYS 111 & 111L	General Physics I and General Physics I Lab	
SOIL 205 & SOIL 206	The Soil Ecosystem and The Soil Ecosystem Lab	
Select one of the following:		3-4
MATH 143	College Algebra	
MATH 160	Survey of Calculus	
MATH 170	Calculus I	
Select one of the following Plant ID courses:		3
FOR 220	Forest Biology & Dendrology	
REM 341	Systematic Botany	
REM 252 & REM 253	Wildland Plant Identification and Wildland Plant Identification Field Studies	
Select one of the following Wildlife or Fish Science courses:		2-3
FISH 314	Fish Ecology	
FISH 430	Riparian Ecology and Management	
WLF 371	Physiological Ecology of Wildlife	
WLF 411	Wildland Habitat Ecology and Assessment	
Select two of the following:		6
COMM 233	Interpersonal Communication	
COMM 335	Intercultural Communication	
COMM 410	Conflict Management	
NRS 387	Environmental Communication Skills	
NRS 311	Public Involvement in Natural Resource Management	
NRS 364	Politics of the Environment	
NRS 462	Natural Resource Policy	
Select one of the following:		3
CRIM 301	Criminological Theory	
CRIM 339	Crime and the Media	
CRIM 334	Police and Social Control	
CRIM 415	Citizen's Police Academy	
CRIM 439	Inequalities in the Justice System	
PSYC 319	Environmental Psychology	
PSYC 320	Introduction to Social Psychology	
SOC 201	Introduction to Inequity and Justice	
SOC 230	Social Problems	
SOC 343	Power, Politics, and Society	
SOC 420	Sociology of Law	

Total Hours **50-52**

Courses to total 120 credits for this degree

C. Human-Wildlife Interactions Emphasis

Code	Title	Hours
<i>Wildlife Core</i>		
WLF 371	Physiological Ecology of Wildlife	2
WLF 411	Wildland Habitat Ecology and Assessment	2
WLF 440	Conservation Biology	3
WLF 448	Fish and Wildlife Population Ecology	4
WLF 492	Wildlife Management	4
<i>Human Core:</i>		
NRS 310	Social Science Methods	4
NRS 311	Public Involvement in Natural Resource Management	3
NRS 386	Managing Complex Environmental Systems	3
Select one of the following:		3

HIST 424	American Environmental History	
NRS 462	Natural Resource Policy	
NRS 475	Local and Regional Environmental Planning	
NRS 488	NEPA in Policy and Practice	
Select one of the following Chemistry courses:		4
CHEM 101 & 101L	Introduction to Chemistry and Introduction to Chemistry Laboratory	
CHEM 111 & 111L	General Chemistry I and General Chemistry I Laboratory	
Select one of the following Math courses:		3-4
MATH 143	College Algebra	
MATH 160	Survey of Calculus	
MATH 170	Calculus I	
Select one of the following Botany courses:		3
REM 341	Systematic Botany	
REM 252 & REM 253	Wildland Plant Identification and Wildland Plant Identification Field Studies	
Select one of the following Tribal & Indigenous history and perspectives courses:		3
HIST 316	American Indian History	
AIST 314	Tribal Sovereignty and Federal Policy	
AIST 344	Indigenous Ways of Knowing	
Select one of the following Human Behavior and social process courses:		3
ANTH 420	Anthropological History and Theory	
COMM 410	Conflict Management	
NRS 387	Environmental Communication Skills	
POLS 439	Public Policy	
PSYC 320	Introduction to Social Psychology	
SOC 340	Environmental Sociology and Globalization	

Total Hours **44-45**

Courses to total 120 credits for this degree

D. Wildlife Science and Management Emphasis

Code	Title	Hours
WLF 371	Physiological Ecology of Wildlife	2
WLF 411	Wildland Habitat Ecology and Assessment	2
WLF 440	Conservation Biology	3
WLF 448	Fish and Wildlife Population Ecology	4
WLF 492	Wildlife Management	4
Select one of the following:		4
CHEM 101 & 101L	Introduction to Chemistry and Introduction to Chemistry Laboratory	
CHEM 111 & 111L	General Chemistry I and General Chemistry I Laboratory	
Select one of the following:		4
GEOL 101 & 101L	Physical Geology and Physical Geology Lab	
PHYS 100 & 100L	Fundamentals of Physics and Fundamentals of Physics Lab	
PHYS 111 & 111L	General Physics I and General Physics I Lab	
SOIL 205 & SOIL 206	The Soil Ecosystem and The Soil Ecosystem Lab	
Select one of the following:		4
MATH 160	Survey of Calculus	
MATH 170	Calculus I	
Select one of the following:		3
FOR 220	Forest Biology & Dendrology	
REM 341	Systematic Botany	

REM 252 & REM 253	Wildland Plant Identification and Wildland Plant Identification Field Studies	
Select one of the following:		3
BIOL 310	Genetics	
GENE 314	General Genetics	
Select one of the following:		3
CHEM 275	Carbon Compounds	
CHEM 277	Organic Chemistry I	
Select two of the following:		4-6
COMM 410	Conflict Management	
FOR/NRS 484	Forest Policy and Administration	
NRS 387	Environmental Communication Skills	
NRS 462	Natural Resource Policy	
WLF 205	Wildlife Law Enforcement	
NRS 311	Public Involvement in Natural Resource Management	
NRS 364	Politics of the Environment	
NRS 386	Managing Complex Environmental Systems	
NRS 475	Local and Regional Environmental Planning	
NRS 484	Forest Policy and Admin	
NRS 488	NEPA in Policy and Practice	

Total Hours **40-42**

Courses to total 120 credits for this degree

Degree Maps:

A. Pre-Vet Emphasis

		Hours
Fall Term 1		
CHEM 111	General Chemistry I	3
CHEM 111L	General Chemistry I Laboratory	1
COMM 101	Fundamentals of Oral Communication	2
ENGL 101	Writing and Rhetoric I	3
MATH 143	College Algebra	3
NR 101	Exploring Natural Resources	2
Hours		14
Spring Term 1		
BIOL 114	Organisms and Environments	4
CHEM 112	General Chemistry II	3
CHEM 112L	General Chemistry II Laboratory	2
ENGL 102	Writing and Rhetoric II	3
WLF 102	The Fish and Wildlife Professions	1
MATH 160 OR MATH 170		4
Hours		17
Fall Term 2		
BIOL 115	Cells and the Evolution of Life	3
BIOL 115L	Cells and the Evolution of Life Laboratory	1
FOR 235	Society and Natural Resources	3
STAT 251	Statistical Methods	3
WLF 201	Fish and Wildlife Applications	2
FOR 221 OR REM 221 OR WLF 220		3
Hours		15
Spring Term 2		
BIOL 213	Structure and Function Across the Tree of Life	4
CHEM 277	Organic Chemistry I	3
CHEM 278	Organic Chemistry I: Lab	1
PHYS 111	General Physics I	3
PHYS 111L	General Physics I Lab	1
WLF 370	Management and Communication of Scientific Data	3
Hours		15
Fall Term 3		
WLF 314	Ecology of Terrestrial Vertebrates	3
WLF 315	Techniques Laboratory	2
BIOL 310 OR GENE 314		3

ECON 202 OR ECON 272		3
FISH 398 OR WLF 398		2
American Diversity Course		3
Hours		16
Spring Term 3		
WLF 371	Physiological Ecology of Wildlife	2
BIOL 250 or BIOL 312		3
WLF 448 OR WLF 440		3
International Course		3
Humanistic and Artistic Ways of Knowing Course		3
Hours		14
Fall Term 4		
BIOL 300	Survey of Biochemistry	3
FOR 375	Introduction to Spatial Analysis for Natural Resource Management	3
Restricted Elective, Major Elective Course		3
Humanistic and Artistic Ways of Knowing Course		3
BIOL 483 OR BIOL 489 OR FISH 481 OR WLF 482		3
Hours		15
Spring Term 4		
NRS 383	Natural Resource and Ecosystem Service Economics	3
WLF 492 OR (WLF 497 AND WLF 483)		4
Restricted Elective, Major Elective Course		3
BIOL 483 OR BIOL 489 OR FISH 481 OR WLF 482		4
Hours		14
Total Hours		120

The degree map is a guide for the timely completion of your curricular requirements. Your academic advisor or department may be contacted for assistance in interpreting this map. This map is not reflective of your academic history or transcript and it is not official notification of completion of degree or certificate requirements. Please contact the Registrar's Office regarding your official degree/certificate completion status.

B. Conservation Law Enforcement Emphasis

Fall Term 1		Hours
CHEM 101	Introduction to Chemistry	3
CHEM 101L	Introduction to Chemistry Laboratory	1
COMM 101	Fundamentals of Oral Communication	2
ENGL 101	Writing and Rhetoric I	3
NR 101	Exploring Natural Resources	2
MATH 143 OR MATH 160 OR MATH 170		3
Hours		14
Spring Term 1		
BIOL 114	Organisms and Environments	4
ENGL 102	Writing and Rhetoric II	3
WLF 102	The Fish and Wildlife Professions	1
CRIM 101	Introduction to Criminology	3
ECON 202 OR ECON 272		3
Hours		14
Fall Term 2		
BIOL 115	Cells and the Evolution of Life	3
BIOL 115L	Cells and the Evolution of Life Laboratory	1
FOR 235	Society and Natural Resources	3
STAT 251	Statistical Methods	3
WLF 201	Fish and Wildlife Applications	2
FOR 221 OR REM 221 OR WLF 220		3
Hours		15
Spring Term 2		
BIOL 213	Structure and Function Across the Tree of Life	4
WLF 370	Management and Communication of Scientific Data	3
PSYC 101	Introduction to Psychology	3
(GEOL 101 AND GEOL 101L) OR (PHYS 100 AND PHYS 100L) OR (PHYS 111 AND PHYS 111L) OR (SOIL 205 AND SOIL 206)		4
Hours		2
Hours		16
Fall Term 3		
WLF 314	Ecology of Terrestrial Vertebrates	3
WLF 315	Techniques Laboratory	2
SOC 101	Introduction to Sociology	3
(REM 252 AND REM 253) OR FOR 220 OR REM 341		3
FISH 314 OR FISH 430 OR WLF 371 OR WLF 411		2

FISH 398 OR WLF 398		2
Hours		15
Spring Term 3		
WLF 205	Wildlife Law Enforcement	2
WLF 448	Fish and Wildlife Population Ecology	4
PHIL 103	Introduction to Ethics	3
COMM 233 OR COMM 335 OR COMM 410 OR NRS 311 OR NRS 364 OR NRS 387 OR NRS 462		3
International		3
Hours		15
Fall Term 4		
FOR 375	Introduction to Spatial Analysis for Natural Resource Management	3
WLF 440	Conservation Biology	3
COMM 233 OR COMM 335 OR COMM 410 OR NRS 311 OR NRS 364 OR NRS 387 OR NRS 462		3
BIOL 483 OR BIOL 489 OR FISH 481 OR WLF 482		3
Humanistic and Artistic Ways of Knowing Course		3
Hours		15
Spring Term 4		
WLF 492	Wildlife Management	4
NRS 383	Natural Resource and Ecosystem Service Economics	3
CRIM 301 OR CRIM 334 OR CRIM 339 OR CRIM 415 OR CRIM 419 OR PSYC 319 OR PSYC 320 OR SOC 201 OR SOC 230 OR SOC 343 OR SOC 420		3
BIOL 483 OR BIO 489 OR FISH 481 OR WLF 482		3
Elective		3
Hours		16
Total Hours		120

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C. Human-Wildlife Interactions Emphasis

Fall Term 1		Hours
CHEM 101	Introduction to Chemistry	3
CHEM 101L	Introduction to Chemistry Laboratory	1
COMM 101	Fundamentals of Oral Communication	2
ENGL 101	Writing and Rhetoric I	3
NR 101	Exploring Natural Resources	2
MATH 143 OR MATH 160 OR MATH 170		3
Hours		14
Spring Term 1		
BIOL 114	Organisms and Environments	4
ENGL 102	Writing and Rhetoric II	3
WLF 102	The Fish and Wildlife Professions	1
ECON 202 OR ECON 272		3
Humanistic or Artistic Ways of Knowing Course		3
Hours		14
Fall Term 2		
BIOL 115	Cells and the Evolution of Life	3
BIOL 115L	Cells and the Evolution of Life Laboratory	1
FOR 235	Society and Natural Resources	3
STAT 251	Statistical Methods	3
WLF 201	Fish and Wildlife Applications	2
FOR 221 OR REM 221 OR WLF 220		3
Hours		15
Spring Term 2		
BIOL 213	Structure and Function Across the Tree of Life	4
WLF 370	Management and Communication of Scientific Data	3
Humanistic and Artistic Ways of Knowing Course		3
American Diversity Course		3
Elective Course		2
Hours		15
Fall Term 3		
WLF 314	Ecology of Terrestrial Vertebrates	3
WLF 315	Techniques Laboratory	2
NRS 310	Social Science Methods	4
(REM 252 AND REM 253) OR REM 341		3
HIST 424 OR NRS 462 OR NRS 475 OR NRS 488		3

FISH 398 OR WLF 398		2
Hours		17
Spring Term 3		
NRS 311	Public Involvement in Natural Resource Management	3
WLF 448	Fish and Wildlife Population Ecology	4
WLF 371	Physiological Ecology of Wildlife	2
AIST 314 OR AIST 344 OR HIST 316		3
International Course		3
Hours		15
Fall Term 4		
FOR 375	Introduction to Spatial Analysis for Natural Resource Management	3
NRS 386	Managing Complex Environmental Systems	3
WLF 440	Conservation Biology	3
WLF 411	Wildland Habitat Ecology and Assessment	2
BIOL 483 OR BIOL 489 OR FISH 481 OR WLF 482		3
Hours		14
Spring Term 4		
WLF 492	Wildlife Management	4
NRS 383	Natural Resource and Ecosystem Service Economics	3
ANTH 420 OR COMM 410 OR NRS 387 OR POLS 439 OR PSYC 320 OR SOC 340		3
BIOL 483 OR BIOL 489 OR FISH 481 OR WLF 482		3
Elective		3
Hours		16
Total Hours		120

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D. Wildlife Science and Management Emphasis

Fall Term 1		Hours
CHEM 101	Introduction to Chemistry	3
CHEM 101L	Introduction to Chemistry Laboratory	1
COMM 101	Fundamentals of Oral Communication	2
ENGL 101	Writing and Rhetoric I	3
MATH 143	College Algebra	3
NR 101	Exploring Natural Resources	2
Hours		14
Spring Term 1		
BIOL 114	Organisms and Environments	4
ENGL 102	Writing and Rhetoric II	3
WLF 102	The Fish and Wildlife Professions	1
ECON 202 OR ECON 272		3
MATH 160 OR MATH 170		4
Hours		15
Fall Term 2		
BIOL 115	Cells and the Evolution of Life	3
BIOL 115L	Cells and the Evolution of Life Laboratory	1
FOR 235	Society and Natural Resources	3
STAT 251	Statistical Methods	3
WLF 201	Fish and Wildlife Applications	2
FOR 221 OR REM 221 OR WLF 220		3
Hours		15
Spring Term 2		
BIOL 213	Structure and Function Across the Tree of Life	4
WLF 370	Management and Communication of Scientific Data	3
CHEM 275 OR CHEM 277		3
(GEOL 101 AND GEOL 101L) OR (PHYS 100 AND PHYS 100L) OR (PHYS 111 AND PHYS 111L) OR (SOIL 205 AND 206)		4
Hours		14
Fall Term 3		
WLF 314	Ecology of Terrestrial Vertebrates	3
WLF 315	Techniques Laboratory	2
(REM 252 AND REM 253) OR REM 341 OR FOR 220		3
BIOL 310 OR GENE 314		3
FISH 398 OR WLF 398		2
American Diversity Course		3
Hours		16

Spring Term 3

WLF 371	Physiological Ecology of Wildlife	2
WLF 448	Fish and Wildlife Population Ecology	4
COMM 410 OR FOR 484 OR NRS 311 OR NRS 386 OR NRS 387 OR NRS 462 OR NRS 364 OR NRS 475 OR NRS 488 OR WLF 205		3
Humanistic and Artistic Ways of Knowing Course		3
International Course		3

Hours	15
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Fall Term 4

FOR 375	Introduction to Spatial Analysis for Natural Resource Management	3
WLF 411	Wildland Habitat Ecology and Assessment	2
WLF 440	Conservation Biology	3
BIOL 483 OR BIOL 489 OR FISH 481 OR WLF 482		3
Humanistic and Artistic Ways of Knowing Course		3
COMM 410 OR FOR 484 OR NRS 311 OR NRS 386 OR NRS 387 OR NRS 462 OR NRS 364 OR NRS 475 OR NRS 488 OR WLF 205		3

Hours	17
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Spring Term 4

WLF 492	Wildlife Management	4
NRS 383	Natural Resource and Ecosystem Service Economics	3
BIOL 483 OR BIOL 489 OR FISH 481 OR WLF 482		4
Elective Course		3

Hours	14
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Total Hours	120
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The degree map is a guide for the timely completion of your curricular requirements. Your academic advisor or department may be contacted for assistance in interpreting this map. This map is not reflective of your academic history or transcript and it is not official notification of completion of degree or certificate requirements. Please contact the Registrar's Office regarding your official degree/certificate completion status.

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

If Yes, can 100% of the curricular requirements of this program be completed via distance education?

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

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

Moscow

Where?

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.

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

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

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

When will assessment activities occur and at what frequency?

Student Learning Outcomes

Have learning outcomes changed?

Yes

Learning Objectives

Shared Outcomes

1. The student will be able to: identify regional wildlife species and describe their biological characteristics and ecological requirements,
2. The student will be able to: develop and test hypotheses and produce tabular and graphic summaries of quantitative data.
3. The student will be able to: effectively use diverse forms of communication (written, oral) to convey information to scientific audiences.
4. The student will be able to explain and discuss diverse points of view about natural resource issues.
5. The student demonstrates an understanding of ethical professional behavior.

Science and Management Emphasis area

6. Student will be able to: integrate biological, ecological, and social information to make science-based recommendations for management.
7. The student: will be able to work effectively in team settings.

Pre-vet emphasis area

6. The student will be able to: use logic and reasoning, analysis, and synthesis to arrive at defensible scientific conclusions,
7. The student will be able to explain how physiological and morphological traits interact to determine how animals function (i.e., survive and reproduce) in natural environments.

Conservation Law Enforcement Emphasis area

6. Student can define basic legal terms and principles that apply to conservation law enforcement
7. The student demonstrates an understanding of the impact wildlife crime has on the resource

Human Wildlife Emphasis area

6. The student: will be able to work effectively in team settings.
7. The student will be able to integrate biological, ecological and social information to make science-based recommendations for management.
8. The student will be able to: describe and evaluate social science research principles and methods used in human dimensions of wildlife management.

Rationale for the proposed change. Include an explanation of how the department will manage the added workload, if any.

We wanted to update our curriculum and provide more options and flexibility for students. We met with students and employers about changes and all were very positive. We also wanted to update the name of the degree to reflect the name of the Dept (Fish and Wildlife Sciences) and the focus of the program.

Supporting Documents

Requires TECC Review

No

Department Voting Results

College Voting Results

Reviewer Comments

Sara Mahuron (sara) (Tue, 05 Oct 2021 19:27:57 GMT): reviewed learning outcomes, moving proposal forward. Note I was forced to answer the 250K financial question in order to save this note. Please review.

Key: 364

Choose Proposals to Bundle

Select any proposals you would like to bundle together for approval. Only proposals you have saved are available to bundle.

Bundle Title:

Course:

Proposal A
Program:
Proposal B

Submit Cancel

472: WILDLAND FUEL AND FIRE TECHNOLOGY (A.S.)

Export to PDF Export to Word

In Workflow

1. 161 Chair (cgoebel@uidaho.edu)
2. 11 Curriculum Committee Chair (evas@uidaho.edu)
3. 11 Dean (drbecker@uidaho.edu)
4. Provost's Office (panttaja@uidaho.edu; kudas@uidaho.edu; mstout@uidaho.edu; jvalkovic@uidaho.edu)
5. Curriculum Review (sstubbs@uidaho.edu)
6. Degree Audit Review (rfrost@uidaho.edu)
7. Registrar's Office (none)
8. Ready for UCC (disable)
9. UCC (none)
10. Post-UCC Registrar (none)
11. Faculty Senate Chair (mstout@uidaho.edu; jvalkovic@uidaho.edu)
12. UFM (mstout@uidaho.edu; jvalkovic@uidaho.edu)
13. President's Office (brendah@uidaho.edu; mstout@uidaho.edu; jvalkovic@uidaho.edu; lindalundgren@uidaho.edu)
14. State Approval (mstout@uidaho.edu; jvalkovic@uidaho.edu; lindalundgren@uidaho.edu)
15. NWCCU (sara@uidaho.edu; mstout@uidaho.edu)
16. Steve Stubbs (sstubbs@uidaho.edu)

Approval Path

1. Tue, 18 Jan 2022 08:05:09 GMT
Charles Goebel (cgoebel): Approved for 161 Chair
2. Tue, 18 Jan 2022 16:22:01 GMT
Eva Strand (evas): Approved for 11 Curriculum Committee Chair
3. Tue, 18 Jan 2022 18:50:03 GMT
Dennis Becker (drbecker): Approved for 11 Dean
4. Tue, 18 Jan 2022 19:12:26 GMT
Dean Panttaja (panttaja): Approved for Provost's Office
5. Wed, 19 Jan 2022 23:27:07 GMT
Steve Stubbs (sstubbs): Approved for Curriculum Review
6. Thu, 20 Jan 2022 00:33:43 GMT
Rebecca Frost (rfrost): Approved for Degree Audit Review
7. Thu, 20 Jan 2022 23:33:43 GMT
Steve Stubbs (sstubbs): Approved for Registrar's Office
8. Thu, 20 Jan 2022 23:33:53 GMT
Steve Stubbs (sstubbs): Approved for Ready for UCC
9. Tue, 25 Jan 2022 17:28:24 GMT
Steve Stubbs (sstubbs): Approved for UCC
10. Tue, 25 Jan 2022 17:28:46 GMT
Steve Stubbs (sstubbs): Approved for Post-UCC Registrar

New Program Proposal

Date Submitted: Tue, 18 Jan 2022 08:04:03 GMT

Viewing: 472 : Wildland Fuel and Fire Technology (A.S.)

Last edit: Thu, 20 Jan 2022 00:33:32 GMT

Changes proposed by: Charles Goebel

Final Catalog
2022-2023

What will be the last semester of the teach-out period?

What is the teach-out plan?

Rationale for Inactivation

%deletejustification.eshtml%

Attach State Form

Faculty Contact

Faculty Name	Faculty Email
Charles Goebel	cgoebel@uidaho.edu

Change Type (Choose all that apply)

Description of Change

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

No

Academic Level

Undergraduate

College

Natural Resources

Department/Unit:

Forest, Rangeland & Fire Sci

Effective Catalog Year

2022-2023

Program Title

Wildland Fuel and Fire Technology (A.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

81

Attach Program Change

AS Wildland Fire Proposal_Form-Academic_Certificate_7-1-2020 FINAL.pdf

CIP Code

03.0511 - Forest Technology/Technician.

Emphasis/Option CIP Code(s)

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 this program lead to licensure in any state?

No

Will the program be a statewide responsibility?

Yes

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

This new program relies on existing courses, and new courses will be delivered by faculty and staff in the College of Natural Resources and Department of Forest, Rangeland and Fire Sciences. We will utilize instructional staff and stakeholders with extensive technical experience to assist with new courses associated with basic forestry and applied forest operations. Costs associated with the new program will be associated primarily with hiring instructional staff and other professionals as part-time instructors and developing/revising marketing materials.

Curriculum:

Required course work includes:

Code	Title	Hours
COMM 101	Fundamentals of Oral Communication	3
ENGL 101	Writing and Rhetoric I	3
ENGL 102	Writing and Rhetoric II	3
FOR 102	Introduction to Forest Management	2
FOR 103	Course FOR 103 Not Found	1
FOR 111	Course FOR 111 Not Found	1
FOR 145	Course FOR 145 Not Found	2
FOR 202	Course FOR 202 Not Found	3
FOR 213	Course FOR 213 Not Found	3
FOR 226	Course FOR 226 Not Found	3
FOR 253	Course FOR 253 Not Found	2
FOR 254	Course FOR 254 Not Found	3
FOR 256	Course FOR 256 Not Found	1
FOR 261	Course FOR 261 Not Found	3
FOR 284	Course FOR 284 Not Found	3
FOR 290	Course FOR 290 Not Found	3
FOR 321	Course FOR 321 Not Found	3
FOR 323	Course FOR 323 Not Found	2
MATH 123 or MATH 143	Math in Modern Society College Algebra	3
PHIL 201	Critical Thinking	3
REM 142	Course REM 142 Not Found	2
REM 151	Rangeland Principles	3
REM 210	Course REM 210 Not Found	2
REM 298	Course REM 298 Not Found	1
SOC 101	Introduction to Sociology	3
Select 20 credits of General Education electives		20
Total Hours		81

Total credits for required for this degree: 81

Degree Maps:

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

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

Moscow

Where?

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.

After completing the Associate of Science in Wildland Fuels and Fire Technology, students will:

1. Identify the primary factors associated with the start, spread, and management of wildfires and prescribed fires in forests and rangelands.
2. Demonstrate the proper application of fuel measurement techniques and be able complete fuel assessments in forest, rangelands, and the wildland-urban interface.
3. Demonstrate the proper use of fire equipment and fire suppression and prescribed fire techniques.
4. Effectively synthesize and communicate fire and fuels management information to the public.
5. Demonstrate an ability to measure fire effects.
6. Demonstrate ability to assume leadership roles in fire and fuels management.
7. Identify cultural uses, programmatic structures, policies, and administration in fuels and fire management.

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

Assessment will be measured directly through student performance on specific projects and exams associated with required coursework. For example, proficiency with field-based skills will be assessed using lab exercises associated with FOR 111 Saws and Pumps. Additionally, a new field-based capstone course FOR 213 Vegetation Management will be used to assess how well students can apply wildland fuel and fire techniques to manage vegetation in a real-world setting. In addition to these direct assessment metrics, we will conduct an exit survey with all graduates of the A.S. as part of FOR 323 Communication and Facilitative Instruction in Fire Management. The survey will provide an opportunity for students enrolled in the program to assess how well they believe the program has prepared them for a career in the wildland fuel and fire technology and related fields.

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

Assessment findings will be shared with each instructor teaching a course that includes a direct assessment tool (e.g., project, exam). Findings will also be shared with Department faculty as part of the annual Department retreat held each August before the Fall Semester. Findings will be used to assess if the learning objectives are being met, and if not, courses and the program will be modified as needed.

Findings will also be shared annually with a new committee composed of external wildland fire professionals across the region (e.g., Idaho Department of Lands, U.S. Forest Service, Clearwater-Potlatch Timber Protective Association). Feedback from the committee will be collected on the program and graduates and shared with Department faculty to help improve of the program as needed.

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

Direct assessment measures include:

1. Identify the primary factors associated with the start, spread, and management of wildfires and prescribed fires in forests and rangelands – exercises and exams associated with and FOR 254 Fire Environment.
2. Demonstrate the proper application of fuel measurement techniques and be able complete fuel assessments in forest, rangelands, and the wildland-urban interface – exercises and exams FOR 253 Introduction to Fuels Inventory and Sampling and final project associated with FOR 226 Wildland-Urban Interface Assessment and Communication.
3. Demonstrate the proper use of fire equipment and fire suppression and prescribed fire techniques - field-based exercises and exam associated with FOR 111 Saws and Pumps and projects associated with FOR 444 Prescribed Burning for Ecologically Based Fire Management.

4. Effectively synthesize and communicate fire and fuels management information to the public – final project associated with FOR 323 Communication and Facilitative Instruction in Fire Management.
5. Demonstrate an ability to measure fire effects – final project associated with REM 210 Introduction to Fire Effects and Management.
6. Demonstrate ability to assume leadership roles in fire and fuels management – Exercises and final project in FOR 202 Leadership and Decision-Making in Fire Management, and final project in capstone course FOR 213 Vegetation Management.
7. Identify cultural uses, programmatic structures, policies, and administration in fuels and fire management – final project associated with FOR 321 Cultural Use of Fire and application of relevant information into final project associated with capstone course FOR 213 Vegetation Management.

Indirect measures include:

- 1) Exit survey of graduates as part of course FOR 323 Communication and Facilitative Instruction in Fire Management.

When will assessment activities occur and at what frequency?

Assessment activities will occur annually, associated with each class when scheduled in either the fall or spring semesters. The graduating student surveys will be completed each spring at the end of FOR 323 Communication and Facilitative Instruction in Fire Management.

Student Learning Outcomes

Have learning outcomes changed?

Learning Objectives

After completing the Applied Associate of Science in Wildland Fuel and Fire Technology, students will be able to:

1. Identify the primary factors associated with the start, spread, and management of wildfires and prescribed fires in forests and rangelands.
2. Demonstrate the proper application of fuel measurement techniques and be able complete fuel assessments in forest, rangelands, and the wildland-urban interface.
3. Demonstrate the proper use of fire equipment and fire suppression and prescribed fire techniques.
4. Effectively synthesize and communicate fire and fuels management information to the public.
5. Demonstrate an ability to measure fire effects.
6. Demonstrate ability to assume leadership roles in fire and fuels management.
7. Identify cultural uses, programmatic structures, policies, and administration in fuels and fire management.

Rationale for the proposed change. Include an explanation of how the department will manage the added workload, if any.

Wildfires continue to significantly impact the U.S., a trend that is predicted to continue into the future. In 2020, the National Interagency Fire Center (NIFC) reported over 10 million acres of forests and rangelands burned from over 58,950 reported fires, with 38% of this acreage burning California alone. Nationally, the impact of these wildfires was extensive – 17,904 were destroyed in 2020 and over 30,000 firefighters deployed in fire suppression efforts, costing an estimated \$2.3 billion of federal funds. Although these statistics were almost double in 2020 than 2019, the 5-year and 10-year trends suggest that the wildfire issue is likely to continue to worsen as the wildfire season increases due to prolonged drought and warming temperatures in the western U.S. Corresponding to the increase in wildfire activity, requests for firefighting resources in 2020 were near or above the 10-year average.

Although the 2021 fire season is not complete, NIFC reports similar trends with over 5.7 million acres burned as of September 20, 2021 and almost 17,000 personnel assigned to fight wildfires. As a result, many wildfire managers are suggesting a shift from seasonal to full-time firefighting crews that would focus not only of wildland fire suppression, but also fuels management. In June 2021, U.S. Forest Service (USFS) Deputy Chief Christopher French testified to the U.S. Senate Committee on Energy and Natural Resources that the USFS conducts fuel treatments designed to reduce wildfire impacts on only about 3 million acres annually, and that 3-4 times that amount is necessary to make progress in helping to reduce the impact of wildfires on the 193 million acres the USFS manages. This impact is only compounded when other private, state, and other federal lands are considered, especially in many areas of the western U.S. with the expansion of homes and other structures into the wildland-urban interface.

To meet this challenge, it is clear we are going to need a better trained and equipped workforce that understands fuels management, fire suppression techniques, and the use of prescribed fire. This is particularly true now that wildfire suppression and fuels management has become a year-round process. Historically, many wildland firefighters employed by state and federal agencies have been seasonal employees. Many of these seasonal wildland firefighters have been college students, including students enrolled in our Fire Ecology and Management and Forestry programs here at the University of Idaho. With a shift to a more permanent wildland fuels and firefighter workforce, we need new programs to provide the technical skills related to fuels assessment and management, as well as wildfire suppression and the use of prescribed fire. Furthermore, individuals serving in these roles need flexible opportunities to further their education for career advancement.

The University of Idaho (UI) is uniquely positioned to help meet this demand for a skilled wildland fuel and fire technology workforce. UI has the oldest wildland fire program in the country and our B.S. in Fire Ecology and Management was the first of its kind in the U.S. Additionally, we have extensive expertise with wildland fire and fuels management at the faculty level, and an extensive network of partners at the federal and state level. Our faculty and staff are already delivering courses to wildland firefighters through online

workshops and have developed content for the National Wildfire Coordinating Group (NWCG), an operational group designed to coordinate fire management programs of participating federal agencies, including training.

Our proposed Associate of Science in Wildland Fuels and Fire Technology will provide students with a hands-on and in-depth education focused on developing the technical and leadership skills needed to support the increasing challenges presented by wildfires. We anticipate that students from Idaho's rural communities will be interested in this program, as well as students from other western states (especially California, Oregon, and Washington). Additionally, because we have designed the Associate of Science degree to be delivered in part online (with key in-person and field-based learning opportunities that will be delivered at the University of Idaho in Moscow), we will be in a position to effectively and efficiently serve a broad audience of wildland firefighters and other individuals across the U.S. and beyond that are looking to develop credentials to help advance in their careers. We believe this is a critical part of the University of Idaho's land-grant mission.

Although we anticipate the need to develop a series of new courses to deliver this A.S. degree, we have the resources to develop these courses and deliver online. We have commitments from partners to help develop new online content, and we have based many courses upon already developed content from NWCG. We also have developed a program of professional fire training workshops that will help support the new degree program.

Supporting Documents

UofI_LetterOfSupport - AAS Wildland Fire (Cota).pdf
LetterofSupport_UI_2YrWildlandFireFuelsManagement_signed.pdf

Requires TECC Review

No

Department Voting Results

College Voting Results

Reviewer Comments

Rebecca Frost (rfrost) (Thu, 20 Jan 2022 00:33:32 GMT): Degree Map will need to be completed prior to publication in the academic catalog. Given the overall requirements it is expected that this plan will be a minimum of 3 years to complete the degree requirements. SBOE policy III.1.c. states that "an Associate's Degree shall not require more than 60 semester credits unless necessary for matriculation to a specific baccalaureate program or for unique accreditation, certification, or professional licensure purposes or by exception approved by the Board." This should be addressed as the proposal moves forward.

Key: 472

Choose Proposals to Bundle

Select any proposals you would like to bundle together for approval. Only proposals you have saved are available to bundle.

Bundle Title:

Course:
Proposal A

Program:
Proposal B

Submit Cancel



**United States
Department of
Agriculture**

Forest
Service

WO FAM
Workforce Development

Date: 10/7/2021

Subject: Letter of Support for University of Idaho

Wildland fire management will always be a technical skill-based profession, however the involving complexities of managing wildland fire, whether it is a planned or unplanned ignition, requires the agency to develop a more holistic fire and fuels professional.

The agency is currently exploring avenues internal and external that allow it to accelerate its ongoing efforts to educate and train its current and future professionals. Education opportunities that allow for the transfer of knowledge, reinforcement of technical skills, and the synthesis of both to improve critical thinking, problem solving, and more efficient decision making is essential to developing the type of professional fire and fuels managers that the agency is seeking.

Programs such as the AAS for Fire and Fuels Management are ideal for recruiting new fire and fuels managers and educating our current professionals. The agency looks forward to seeing how this program will help us maintain a high standard of technical skill in education for fire fuels professionals.

Sincerely,

/s/ Heath Cota

Forest Service
Washington Office
Branch Chief of Fire Workforce Development and Training

208-957-3045
heath.coda@usda.gov

Pacific Southwest Region

November 22, 2021



Subject: Letter of Support for University of Idaho

The Nez Perce Tribe Forestry and Fire Management Division is very supportive of the University of Idaho in its mission to educate current and future land managers and practitioners. Wildland fire and fuels management will always require highly skilled and educated workers to complete the field work in a productive, safe, and ethical manner. The Nez Perce Tribe Forestry and Fire Management Division supports an AAS program through the University of Idaho for Fire and Fuels Management.

This 2-year associates degree program could benefit the technical workforce that the Nez Perce Tribe Forestry and Fire Management Division employs, along with its interagency partners technical workforce. For over the course of 10 years; many forestry, fire and fuels technicians employed with the Nez Perce Tribe have been doing the extensive field work extinguishing wildfires, fuels monitoring, forest inventories, executing prescribed fires, and much more. These technicians could benefit from a formal education to better themselves and their profession by receiving a 2-year degree in Wildland Fire and Fuels management. This 2-year associates degree program would provide a learning opportunity for the fire and fuels technicians to improve critical thinking skills; technical forestry, fire, and fuels management knowledge; professional technical writing skills; workplace communication skills; peer to peer learning and exchange of knowledge and ideas.

The Nez Perce Tribe Forestry and Fire Management Division seeks to enhance the professional and technical skills in its employees. A program such as an AAS degree in Wildland Fire and Fuels would only sharpen the skills in the technical workforce. The Nez Perce Tribe Forestry and Fire Management Division looks forward to the future of this educational opportunity and the future of University of Idaho's College of Natural Resource Degree Programs.

Sincerely,

Selina Miles

Forester

Nez Perce Tribe Forestry and Fire Management

116 Veterans Ave

Lapwai, Idaho, 83540

208-843-7328

461: FOREST OPERATIONS AND TECHNOLOGY (A.S.)

Export to PDF Export to Word

In Workflow

1. 161 Chair (cgoebel@uidaho.edu)
2. 11 Curriculum Committee Chair (evas@uidaho.edu)
3. 11 Dean (drbecker@uidaho.edu)
4. Provost's Office (panttaja@uidaho.edu; kudas@uidaho.edu; mstout@uidaho.edu; jvalkovic@uidaho.edu)
5. Curriculum Review (sstubbs@uidaho.edu)
6. Degree Audit Review (rfrost@uidaho.edu)
7. Registrar's Office (none)
8. Ready for UCC (disable)
9. UCC (none)
10. Faculty Senate Chair (mstout@uidaho.edu; jvalkovic@uidaho.edu)
11. UFM (mstout@uidaho.edu; jvalkovic@uidaho.edu)
12. President's Office (brendah@uidaho.edu; mstout@uidaho.edu; jvalkovic@uidaho.edu; lindalundgren@uidaho.edu)
13. State Approval (mstout@uidaho.edu; jvalkovic@uidaho.edu; lindalundgren@uidaho.edu)
14. NWCCU (sara@uidaho.edu; mstout@uidaho.edu)
15. Steve Stubbs (sstubbs@uidaho.edu)

Approval Path

1. Tue, 21 Sep 2021 19:03:18 GMT
Charles Goebel (cgoebel): Approved for 161 Chair
2. Wed, 29 Sep 2021 21:07:48 GMT
Eva Strand (evas): Rollback to 161 Chair for 11 Curriculum Committee Chair
3. Tue, 05 Oct 2021 00:04:42 GMT
Charles Goebel (cgoebel): Approved for 161 Chair
4. Wed, 06 Oct 2021 14:51:21 GMT
Eva Strand (evas): Approved for 11 Curriculum Committee Chair
5. Wed, 06 Oct 2021 15:08:28 GMT
Dennis Becker (drbecker): Approved for 11 Dean
6. Fri, 14 Jan 2022 21:44:03 GMT
Dean Panttaja (panttaja): Approved for Provost's Office
7. Fri, 14 Jan 2022 22:51:30 GMT
Steve Stubbs (sstubbs): Approved for Curriculum Review
8. Fri, 14 Jan 2022 23:49:37 GMT
Rebecca Frost (rfrost): Approved for Degree Audit Review
9. Wed, 19 Jan 2022 17:47:47 GMT
Steve Stubbs (sstubbs): Approved for Registrar's Office
10. Thu, 20 Jan 2022 16:00:35 GMT
David Barnes (dabarnes): Approved for Ready for UCC
11. Tue, 25 Jan 2022 17:28:21 GMT
Steve Stubbs (sstubbs): Approved for UCC

New Program Proposal

Date Submitted: Tue, 21 Sep 2021 19:01:40 GMT

Viewing: 461 : Forest Operations and Technology (A.S.)

Last edit: Fri, 14 Jan 2022 23:54:28 GMT

Changes proposed by: Charles Goebel

Final Catalog

2022-2023

What will be the last semester of the teach-out period?

What is the teach-out plan?

Rationale for Inactivation

%deletejustification.eshtml%

Attach State Form

Faculty Contact

Faculty Name	Faculty Email
Charles Goebel	cgoebel@uidaho.edu

Change Type (Choose all that apply)

Description of Change

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

No

Academic Level

Undergraduate

College

Natural Resources

Department/Unit:

Forest, Rangeland & Fire Sci

Effective Catalog Year

2022-2023

Program Title

Forest Operations and Technology (A.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

73

Attach Program Change

AS Forest Operations Proposal FORMS .pdf

CIP Code

03.0511 - Forest Technology/Technician.

Emphasis/Option CIP Code(s)

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 this program lead to licensure in any state?

No

Will the program be a statewide responsibility?

Yes

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

This new program relies on existing courses from multiple departments, including courses that are part of the Agricultural Systems Management (ASM) program. All new courses will be delivered by faculty and staff in the College of Natural Resources and Department of Forest, Rangeland and Fire Sciences. We will utilize current staff with extensive technical experience from the University of Idaho Experimental Forest to assist with new courses associated with basic forestry and applied forest operations. Costs associated with the new program will be associated primarily with hiring University of Idaho Experimental Forest staff and other professionals as part-time instructors and developing/revising marketing materials. We will explore funding opportunities through workforce development programs at the state and federal level.

Curriculum:

Required course work includes:

Code	Title	Hours
ACCT 201	Introduction to Financial Accounting	3
ASM 409	Agricultural Tractors, Power Units and Machinery Management	4
CHEM 101 & 101L	Introduction to Chemistry and Introduction to Chemistry Laboratory	4
COMM 101	Fundamentals of Oral Communication	2
ECON 201 or ECON 202	Principles of Macroeconomics Principles of Microeconomics	3
ENGL 101	Writing and Rhetoric I	3
ENGL 102	Writing and Rhetoric II	3
FOR 102	Introduction to Forest Management	2
FOR 103	Course FOR 103 Not Found	1
FOR 201	Course FOR 201 Not Found	2
FOR 210	Winter Harvesting	1
FOR 211	Course FOR 211 Not Found	2
FOR 230	Course FOR 230 Not Found	3
FOR 231	Course FOR 231 Not Found	2
FOR 236	Course FOR 236 Not Found	2
FOR 272	Course FOR 272 Not Found	3
FOR 293	Course FOR 293 Not Found	2
FOR 296	Course FOR 296 Not Found	3
FOR 298	Course FOR 298 Not Found	1
FSP 100	Introduction to Forest and Sustainable Products	2
MATH 123 or MATH 143	Math in Modern Society College Algebra	3
MKTG 321	Marketing	3
REM 144	Wildland Fire Management	3
SOIL 205	The Soil Ecosystem	3
SOIL 206	The Soil Ecosystem Lab	1
Select 12 General Education credits of electives		12
Total Hours		73

73 required credits for this degree.

Degree Maps:

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

If Yes, can 100% of the curricular requirements of this program be completed via distance education?

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

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

Moscow

Where?

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.

After completing the Associate of Science in Forest Operations and Technology, students will:

- 1) Be able to identify and describe traditional and advanced logging systems and understand considerations for feasible and safe forest operations accounting for topographic and forest conditions.
- 2) Be able to use basic computer-based applications and mobile technologies to aid the planning, execution, and assessment of forest operations.
- 3) Understand and apply safe practices, basic equipment operation and service, and cost tracking for manual and mechanized forest operations in real-world scenarios.
- 4) Understand the implications of the Forest Practices Act and best management practices (BMP's) for logging and forest road building activities to support sustainable forest management.
- 5) Understand basic forestry and fire management concepts to ensure effective communication with other natural resource professionals.

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

Assessment will be measured directly through student performance on specific projects and exams associated with required coursework, including a new capstone course called FOR 296 Forest Harvesting Practicum. In addition to these direct assessment metrics, we will conduct an exit survey with all graduates of the A.S. as part of FOR 296 Forest Harvesting Practicum. The survey will provide an opportunity for students enrolled in the program to assess how well they believe the program has prepared them for a career in the forest operations industry and related fields.

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

Assessment findings will be shared with each instructor teaching a course that includes a direct assessment tool (e.g., project, exam). Findings will also be shared with Department faculty as part of the annual Department retreat held each August before the Fall Semester. Findings will be used to assess if the learning objectives are being met, and if not, courses and the program will be modified as needed.

Findings will also be shared annually with the Idaho Forest Products Commission (IFPC) and Associated Logging Contractors of Idaho (ALC). Feedback from the IFPC and ALC will be collected on the program and graduates and shared with Department faculty to help improve of the program as needed.

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

Direct assessment measures include:

- 1) Identify and describe logging systems – final project associated with FOR 296 Forest Harvesting Practicum.
- 2) Be able to use basic computer-based applications and mobile technologies – field-based projects associated with FOR 273 – Forest Surveying and Mapping.
- 3) Understand and apply safe practices and best practices for manual and mechanized forest operations – field-based projects associated with FOR 210 – Winter Harvesting and FOR 211 – Logging Safety and Emergency Procedures
- 4) Understand Forest Practices Act – final project associated with FOR 296 Forest Harvesting Practicum.
- 5) Effective Communication – final projects associated with FOR 211 – Logging Safety and Emergency Procedures and FOR 296 Forest Harvesting Practicum.

Indirect measures include:

- 1) Exit survey of graduates as part of capstone course FOR 296 Forest Harvesting Practicum.

When will assessment activities occur and at what frequency?

Assessment activities will occur annually, associated with each class when scheduled in either the fall or spring semesters. The graduating student surveys will be completed each spring at the end of FOR 296 Forest Harvesting Practicum.

Student Learning Outcomes

Have learning outcomes changed?

Learning Objectives

After completing the Associate of Science in Forest Operations and Technology, students will:

- 1) Be able to identify and describe traditional and advanced logging systems and understand considerations for feasible and safe forest operations accounting for topographic and forest conditions.
- 2) Be able to use basic computer-based applications and mobile technologies to aid the planning, execution, and assessment of forest operations.
- 3) Understand and apply safe practices, basic equipment operation and maintenance, and cost tracking for manual and mechanized forest operations in real world scenarios.
- 4) Understand the implications of the Forest Practices Act and best management practices (BMP's) for logging and forest road building activities to support sustainable forest management.
- 5) Understand basic forestry and fire management concepts to ensure effective communication with other natural resource professionals.

Rationale for the proposed change. Include an explanation of how the department will manage the added workload, if any.

According to an analysis of Idaho's Forest Products Sector by the University of Idaho's Policy Analysis Group and College of Natural Resources, it is estimated that Idaho's Forest Products Industry provides more than \$2 Billion to the state's economy and employees over 30,000 individuals. While the majority of these jobs are associated with the wood products, paper, and furniture manufacturing sectors, almost 7,000 individuals are employed directly in the forest management and operations sector. These individuals are responsible for significant economic activity, adding over \$400 million to the state's economy and \$525 million in gross sales annually based upon a harvest of 1.1 billion board feet from private, state and federal lands.

Historically, many of these forest operations positions have been filled by individuals with little education beyond high school. However, as the forest operations sector modernizes and relies more and more on advanced technologies, employers are clamoring for a better trained and more skilled workforce. The U.S. Bureau of Labor Statistics estimates that the overall for logging workers is projected to grow 7% from 2020 to 2030; this translates to about 7,400 openings for logging/operations workers each year, on average, over the decade. Many of those openings are expected to result from the need to replace workers who transfer to different occupations or exit the labor force due to retirement.

The University of Idaho is uniquely positioned to help meet this demand for a skilled forest operations workforce. Our forestry program has been training foresters for over 100 years and we have considerable expertise in forest operations and the application of new technologies. Additionally, the 10,000+ acre University of Idaho Experimental Forest (UIEF) provides a natural laboratory for an associate of applied science program in forest operations and technology. The UIEF is a true working forest, with active harvesting and forest operations, that provides hands-on learning opportunities for our students. Furthermore, the UIEF has recently acquired new harvesting and operations equipment, including a Caterpillar 538 Logging Processor with Waratah attachments (\$480,000) and a John Deere 648L Grapple Skidder (\$280,000). With these resources, we believe our program is uniquely positioned to support the type of hands-on workforce development program that many in Idaho's forest products sector are requesting. Furthermore, we anticipate that students from Idaho's rural communities (as well as other areas of the Pacific Northwest) will be interested in this program, and our efforts will help foster increased economic activity and opportunity for students in these rural communities. We believe this is a critical part of the University of Idaho's land-grant mission.

The proposed program utilizes a variety of existing courses taught in the College of Natural Resources and will build upon a strong foundation of forest operations courses that support of B.S. in Forestry. Additionally, we propose to utilize courses in the Agricultural Systems Management program to support a greater understanding of the design and operation of equipment and systems associated with the forest sector. We will work with stakeholders in the private and public sectors to develop content and deliver new courses as part of the Associate of Science program, and anticipate that UIEF staff will provide instructional support for some of these new courses.

Supporting Documents

Support Letters.pdf

Requires TECC Review

No

Department Voting Results

College Voting Results

Reviewer Comments

Eva Strand (evas) (Wed, 22 Sep 2021 19:13:56 GMT): CNR is submitting a Forest Operations associates degree as both an A.S. and an A.A.S. This submission is for the A.S. Pending SBOE input we intend to offer the A.A.S.

Eva Strand (evas) (Wed, 29 Sep 2021 21:07:48 GMT): Rollback: Attached SBOE form and budget sheet

Charles Goebel (cgoebel) (Tue, 05 Oct 2021 00:04:08 GMT): Attached Class C SBOE forms; also corrected the curriculum plan and total credits to reflect the full 36 total General Education credits required for an Associate Degree following SBOE guidelines.

Rebecca Frost (rfrost) (Fri, 14 Jan 2022 23:49:30 GMT): Degree Map will need to be completed prior to publication in the academic catalog. Given the overall requirements it is expected that this plan will be a minimum of 2.5 years to complete the degree requirements.

Rebecca Frost (rfrost) (Fri, 14 Jan 2022 23:54:28 GMT): SBOE policy III.1.c. states that "an Associate's Degree shall not require more than 60 semester credits unless necessary for matriculation to a specific baccalaureate program or for unique accreditation, certification, or professional licensure purposes or by exception approved by the Board." This should be addressed as the proposal moves forward.

Key: 461

Choose Proposals to Bundle

Select any proposals you would like to bundle together for approval. Only proposals you have saved are available to bundle.

Bundle Title:

Course:
Proposal A

Program:
Proposal B

Submit Cancel



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P. O. Box 671 | Coeur d'Alene, Idaho 83816
Phone 208-667-6473 | alc@idahologgers.com
www.idahologgers.com

Charles Goebel, Ph.D.

August 11, 2021

Department Head & Professor
Department of Forest, Rangeland and Fire Sciences
College of Natural Resources - University of Idaho
875 Perimeter Drive MS1133
Moscow, Idaho 83844-1133

Dear Dr. Goebel,

I write in support of the proposal for two new Applied Associate Degrees at the University of Idaho College of Natural Resources.

The Associated Logging Contractors of Idaho (ALC-Idaho) is a statewide trade association of logging and wood products and equipment hauling contractor businesses. Established in 1966 we currently represent 500 members. The ALC-Idaho also represents 100 associate members who are consumers, suppliers, and vendors in our forest products sector.

The ALC-Idaho supports both proposed programs. The Applied Associate of Science in Forest Nursery Management and Technology is an important addition as the need for professionals who assist in nurturing, growing, and improving tree species is critical as we continue our collective commitment to reforestation in the United States. The Applied Associate of Science in Forest Harvesting and Technology is also critical to our forest products sector as there is a growing need for training of the next generation of foresters and of forest harvesting professionals.

Like many business sectors today, the business members of the ALC-Idaho struggle to find skilled and knowledgeable employees and the proposed Forest Harvesting and Technology degree can be a key to recruiting and training in the areas outlined within the program. This two-year program provides critical components of knowledge allowing students to start their careers sooner than a four-year program provides and fills a void of focused programing in this area in Idaho.

Thank you and the CNR for this effort to launch these two important programs.

Sincerely,

Shawn Keough
Executive Director



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COMMISSION**

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August 5, 2021

David Gabrielsen
District 1 - (208) 660-3701

Jack A. Buell
District 2 - (208) 245-2501

Jesse D. Short
District 3 - (208) 848-2301

Mark Mahon
District 4 - (208) 741-9067

Trevor Stone
At-Large - (208) 748-2038

Jennifer Okerlund
Director

Michelle Youngquist
Education Coordinator

Charles Goebel
Department Head & Professor
Department of Forest, Rangeland and Fire Sciences
College of Natural Resources
University of Idaho
875 Perimeter Drive MS1133
Moscow, ID 83844-1133

Re: Support for A.A.S., Forest Harvesting and Technology and A.A.S, Forest Nursery Management and Technology

The Idaho Forest Products Commission (IFPC) would like to offer its compliments and complete support of the University of Idaho's introduction of A.A.S., Forest Harvesting and Technology and A.A.S, Forest Nursery Management and Technology. The addition of these degree offerings further expand and diversify the College of Natural Resources educational opportunities, while also being responsive to current timber industry needs within the state of Idaho.

Idaho's Forests Sector offers reliable employment for over 30,000 hardworking Idahoans with competitive wages. The provision of educational opportunities is essential in maintaining a sustainable workforce. IFPC has always valued its partnership with the UI in providing those opportunities – together creating a healthier Idaho through education, managed forests and strong rural and state economies.

IFPC applauds the University of Idaho (UI) and is proud to offer a letter of support for the offering of proactive educational solutions to a specific audience that's so essential to the health and success of the timber industry in Idaho.

IFPC's supporters include milling, logging, wood-related transportation and forest land owners who will directly benefit from new educational opportunities focused on timber harvesting and nursery management.

If you need any additional information, please contact me directly.

Sincerely,

Jennifer Okerlund
Director

460: FOREST NURSERY MANAGEMENT AND TECHNOLOGY (A.S.)

Export to PDF Export to Word

In Workflow

1. 161 Chair (cgoebel@uidaho.edu)
2. 11 Curriculum Committee Chair (evas@uidaho.edu)
3. 11 Dean (drbecker@uidaho.edu)
4. Provost's Office (panttaja@uidaho.edu; kudas@uidaho.edu; mstout@uidaho.edu; jvalkovic@uidaho.edu)
5. Curriculum Review (sstubbs@uidaho.edu)
6. Degree Audit Review (rfrost@uidaho.edu)
7. Registrar's Office (none)
8. Ready for UCC (disable)
9. UCC (none)
10. Post-UCC Registrar (none)
11. Faculty Senate Chair (mstout@uidaho.edu; jvalkovic@uidaho.edu)
12. UFM (mstout@uidaho.edu; jvalkovic@uidaho.edu)
13. President's Office (brendah@uidaho.edu; mstout@uidaho.edu; jvalkovic@uidaho.edu; lindalundgren@uidaho.edu)
14. State Approval (mstout@uidaho.edu; jvalkovic@uidaho.edu; lindalundgren@uidaho.edu)
15. NWCCU (sara@uidaho.edu; mstout@uidaho.edu)
16. Steve Stubbs (sstubbs@uidaho.edu)

Approval Path

1. Tue, 21 Sep 2021 19:03:00 GMT
Charles Goebel (cgoebel): Approved for 161 Chair
2. Wed, 29 Sep 2021 21:07:41 GMT
Eva Strand (evas): Rollback to 161 Chair for 11 Curriculum Committee Chair
3. Mon, 04 Oct 2021 23:48:22 GMT
Charles Goebel (cgoebel): Approved for 161 Chair
4. Wed, 06 Oct 2021 14:51:12 GMT
Eva Strand (evas): Approved for 11 Curriculum Committee Chair
5. Wed, 06 Oct 2021 15:08:23 GMT
Dennis Becker (drbecker): Approved for 11 Dean
6. Fri, 14 Jan 2022 21:43:38 GMT
Dean Panttaja (panttaja): Approved for Provost's Office
7. Wed, 19 Jan 2022 18:55:18 GMT
Steve Stubbs (sstubbs): Approved for Curriculum Review
8. Wed, 19 Jan 2022 19:14:21 GMT
Rebecca Frost (rfrost): Approved for Degree Audit Review
9. Wed, 19 Jan 2022 22:34:57 GMT
Steve Stubbs (sstubbs): Approved for Registrar's Office
10. Thu, 20 Jan 2022 16:00:24 GMT
David Barnes (dabarnes): Approved for Ready for UCC
11. Tue, 25 Jan 2022 17:28:19 GMT
Steve Stubbs (sstubbs): Approved for UCC
12. Tue, 25 Jan 2022 17:28:42 GMT
Steve Stubbs (sstubbs): Approved for Post-UCC Registrar

New Program Proposal

Date Submitted: Tue, 21 Sep 2021 18:31:56 GMT

Viewing: 460 : Forest Nursery Management and Technology (A.S.)

Last edit: Wed, 19 Jan 2022 19:14:00 GMT

Changes proposed by: Charles Goebel

Final Catalog

2022-2023

What will be the last semester of the teach-out period?

What is the teach-out plan?

Rationale for Inactivation

%deletejustification.eshtml%

Attach State Form

Faculty Contact

Faculty Name	Faculty Email
Charles Goebel	cgoebel@uidaho.edu

Change Type (Choose all that apply)

Description of Change

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

No

Academic Level

Undergraduate

College

Natural Resources

Department/Unit:

Forest, Rangeland & Fire Sci

Effective Catalog Year

2022-2023

Program Title

Forest Nursery Management and Technology (A.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

72

Attach Program Change

AS Forest Nursery Proposal FORMS .pdf

CIP Code

01.0606 - Plant Nursery Operations and Management.

Emphasis/Option CIP Code(s)

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 this program lead to licensure in any state?

No

Will the program be a statewide responsibility?

Yes

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

This new program relies heavily on existing courses from multiple colleges. All new courses will be delivered by faculty and staff in the College of Natural Resources and Department of Forest, Rangeland and Fire Sciences. We will utilize current staff with extensive technical experience from the Pitkin Forest Nursery to assist with new courses associated with artificial growth media, insect and disease identification and management, and sustainable forest nursery design. Finally, we have strong relationships with forest stakeholders (many associated with the Pitkin Forest Nursery Advisory Committee) that have committed to assist with the new career and nursery tour courses. Costs associated with the new program will be associated primarily with hiring Pitkin Forest Nursery staff as part-time instructors and developing/revising marketing materials.

Curriculum:

Required course work includes:

Code	Title	Hours
ASM 112	Introduction to Agricultural Systems Management	3
CHEM 101 & 101L	Introduction to Chemistry and Introduction to Chemistry Laboratory	4
COMM 101	Fundamentals of Oral Communication	2
ECON 201 or ECON 202	Principles of Macroeconomics Principles of Microeconomics	3
ENGL 101	Writing and Rhetoric I	3
ENGL 102	Writing and Rhetoric II	3
FOR 152	Course FOR 152 Not Found	1
FOR 153	Course FOR 153 Not Found	1
FOR 206	Course FOR 206 Not Found	1
FOR 220	Forest Biology & Dendrology	3
FOR 251	Course FOR 251 Not Found	2
FOR 255	Nursery Irrigation and Fertilization	1
FOR 257	Course FOR 257 Not Found	3
FOR 298	Course FOR 298 Not Found	1
LARC 288	Plant Materials & Design 1	3
MATH 123 or MATH 143	Math in Modern Society College Algebra	3
MKTG 321	Marketing	3
PLSC 102	The Science of Plants in Agriculture	3
PLSC 201	Principles of Horticulture	3
PLSC 300	Plant Propagation	3
SOIL 205	The Soil Ecosystem	3
SOIL 206	The Soil Ecosystem Lab	1
AGEC 333 or MKTG 422	Introduction to Sales Sales Management	3
Select 12 General Education credits of electives		12
Total Hours		68

72 required credits for this degree.

Degree Maps:

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

If Yes, can 100% of the curricular requirements of this program be completed via distance education?

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

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

Moscow

Where?

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.

After completing the Associate of Science in Forest Nursery Management and Technology, students will:

- 1) Be able to identify forest and rangeland plants and understand how they grow in relation to abiotic components such as light, moisture, and soil nutrients.
- 2) Be able to identify and manage important insects and diseases that impact forest nurseries.
- 3) Understand and apply basic horticultural concepts and technology to manage real-world problems and solutions related to sustainable forest nursery management.
- 4) Understand and apply basic business principles and marketing practices to sustainably manage forest nurseries.

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

Assessment will be measured directly through student performance on specific projects and exams associated with required coursework, including a new capstone course called FOR 257 Sustainable Forest Nursery Design and Management. In addition to these direct assessment metrics, we will conduct an exit survey with all graduates of the A.S. as part of FOR 257 Sustainable Forest Nursery Design and Management. The survey will provide an opportunity for students enrolled in the program to assess how well they believe the program has prepared them for a career in the forest nursery industry and related fields.

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

Assessment findings will be shared with each instructor teaching a course that includes a direct assessment tool (e.g., project, exam). Findings will also be shared with Department faculty as part of the annual Department retreat held each August before the Fall Semester. Findings will be used to assess if the learning objectives are being met, and if not, courses and the program will be modified as needed.

Findings will also be shared with the Pitkin Forest Nursery Advisory Committee (NAC) at their fall meetings. The NAC ensures adequate stakeholder representation, provides external advice, and serves to guide the Pitkin Forest Nursery program to greater excellence, relevance, understanding and service while also providing mutual industry support. Feedback from the NAC will be collected on the program and graduates and shared with Department faculty to help improve of the program as needed.

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

Direct assessment measures include:

- 1) Identify forest and rangeland plants – final lab exams associated with FOR 220 focused on identification of forest species.
- 2) Understand how forest and rangeland plants grow in relation to abiotic components such as light, moisture, and soil nutrients – final project associated with FOR 255 Nursery Irrigation and Fertilization.

- 3) Identify and manage important insects and diseases – projects associated with FOR 252 Nursery Insect and Disease Management.
- 4) Apply basic horticultural concepts and technology in sustainable forest nursery management – final project in capstone course FOR 257 Sustainable Forest Nursery Design and Management.
- 5) Apply basic business principles and marketing practices to sustainable forest nursery management - final project in capstone course FOR 257 Sustainable Forest Nursery Design and Management.

Indirect measures include:

- 6) Exit survey of graduates as part of capstone course FOR 257 Sustainable Forest Nursery Design and Management.

When will assessment activities occur and at what frequency?

Assessment activities will occur annually, associated with each class will occur when scheduled in either the fall or spring semesters. The graduating student surveys will be completed each spring at the end of FOR 257 Sustainable Forest Nursery Design and Management.

Student Learning Outcomes

Have learning outcomes changed?

Learning Objectives

After completing the Associate of Science in Forest Nursery Management and Technology, students will:

- 1) Be able to identify forest and rangeland plants and understand how they grow in relation to abiotic components such as light, moisture, and soil nutrients.
- 2) Be able to identify and manage important insects and diseases that impact forest nurseries.
- 3) Understand and apply basic horticultural concepts and technology to manage real-world problems and solutions related to sustainable forest nursery management.
- 4) Understand and apply basic business principles and marketing practices to sustainably manage forest nurseries.

Rationale for the proposed change. Include an explanation of how the department will manage the added workload, if any.

Across the western U.S., increased wildfires and other forest health issues, as well as emerging efforts to use forests to meet carbon sequestration goals to help mitigate climate change, are leading to increased demand for seedlings as part of reforestation and restoration efforts. For example, the recent Trillion Trees Initiative established by the United Nations Environment Programme and followed by the Trillion Trees Act passed by the 116th U.S. Congress, has the goal of planting one trillion new trees globally to support efforts to reduce global atmospheric carbon, support the forestry and wood products industry, and incentivize the use of sustainable wood-based building products that sequester carbon.

Over the past 100 years, numerous federal, state, private nurseries have supported reforestation and restoration efforts on both public and private lands. Unfortunately, over the past 20 years support for forest nurseries has declined in part to reductions in the federal timber program. This decline has adversely affected many of the state and federal nurseries, as well as many private forest nurseries that were supported through contracts with federal and state agencies. Numerous forest nurseries have closed in rural Idaho and beyond, leading many to wonder where the supply of tree seedlings will be produced that will be needed to meet new reforestation, restoration, and climate migration activities. There is clearly an opportunity for the private sector to help meet these demands assuming there is a qualified workforce to support these efforts.

While many private forest companies have maintained forest nurseries to meet their own planting and reforestation needs, there is a shortage of qualified nursery technicians and managers to meet industry needs. Additionally, few forestry programs in the U.S. are training students in forest nursery technology and management to meet private industry needs. This competition for a skilled workforce between public and private commercial nurseries will only exacerbate the shortage of forest nursery technicians and managers as demand for tree seedlings increases.

The University of Idaho is uniquely positioned to help meet this demand for a skilled forest nursery workforce. As one of the only universities in the U.S. with a large commercial nursery (Pitkin Forest Nursery) that produces approximately 500,000 seedlings per year for both public and private stakeholders, we have the expertise and opportunity to develop a skilled workforce for the forest nurseries that are critical to the success of the forest industry in Idaho and many other western states. Our proposed Associate of Science in Forest Nursery Management and Technology will provide students with a hands-on and in-depth education focused on developing the technical, managerial and entrepreneurial skills needed to manage a sustainable forest nursery. We anticipate that students from Idaho's rural communities will be interested in this program, and our efforts will help foster increased economic activity and opportunity for students in these rural communities. We believe this is a critical part of the University of Idaho's land-grant mission.

Supporting Documents

AAS Forest Nursery Management and Technology - Support Letters.pdf

Requires TECC Review

No

Department Voting Results

College Voting Results

Reviewer Comments

Eva Strand (evas) (Wed, 22 Sep 2021 19:15:07 GMT): CNR is submitting a Forest Nursery associates degree as both an A.S. and an A.A.S. This submission is for the A.S. Pending SBOE input we intend to offer the A.A.S.

Eva Strand (evas) (Wed, 29 Sep 2021 21:07:41 GMT): Rollback: Attached SBOE form and budget sheet

Charles Goebel (cgoebel) (Mon, 04 Oct 2021 23:46:51 GMT): Attached Class C SBOE forms; also corrected the curriculum plan and total credits to reflect the full 36 total General Education credits required for an Associate Degree following SBOE guidelines.

Rebecca Frost (rfrost) (Wed, 19 Jan 2022 19:14:00 GMT): Degree Map will need to be completed prior to publication in the academic catalog. Given the overall requirements it is expected that this plan will be a minimum of 2.5 years to complete the degree requirements. SBOE policy III.1.c. states that "an Associate's Degree shall not require more than 60 semester credits unless necessary for matriculation to a specific baccalaureate program or for unique accreditation, certification, or professional licensure purposes or by exception approved by the Board." This should be addressed as the proposal moves forward.

Key: 460

Choose Proposals to Bundle

Select any proposals you would like to bundle together for approval. Only proposals you have saved are available to bundle.

Bundle Title:

Course:

Proposal A

Program:

Proposal B

Submit Cancel



Franklin H. Pitkin
Nursery Advisory Committee
College of Natural Resources
875 Perimeter Dr. MS 1137
Moscow, ID 83844-1137

August 10, 2021

RE: Letter of support for the Applied Associate of Science, Forest Nursery Management and Technology degree from Franklin H. Pitkin Forest Nursery Advisory Committee

The Franklin H. Pitkin Forest Nursery Advisory Committee (NAC) is excited to support the proposed Associate of Applied Science (A.A.S.) in Forest Nursery Management and Technology degree within the College of Natural Resources, University of Idaho. The NAC is comprised of nursery owners, nursery managers, and landowners across the Inland Northwest who strongly value the graduates of programs from UI that prepare students to further the seedling nursery industry. This proposed degree has great potential to substantially increase the number of skilled employees entering the forest nursery workforce, and with the emphasis on accounting, marketing and sales, has the potential to increase the number of new private nurseries in Idaho to help address growing demands for seedlings.

There are many benefits to Idahoans to move forward with this degree. These include:

- Increase the pool of skilled nursery workers and new business owners:
 - o Educated students are in high demand for jobs at private, State, and Federal nurseries
 - o Students will have the knowledge to return to their hometowns and start new nursery businesses in Idaho
- Enhance integration of the Pitkin Nursery into UI curriculum
 - o The new degree will increase student training at the Pitkin Nursery including the new greenhouses approved through the Permanent Building Fund as part of Governor Little's Building Idaho's Future initiative
 - o Training students with state-of-the-art equipment and facilities will aid them in landing quality jobs

NAC looks forward to our continued good relationship with UI Pitkin Forest Nursery and the College of Natural Resources, providing guidance on this new degree program, and continued quality graduates produced at this facility.

On Behalf of the Pitkin NAC,

A handwritten signature in black ink, appearing to read 'Gabe French', written over a horizontal line.

Gabe French, Chair, Pitkin NAC & Owner, Idaho Evergreens, LLC



PRT Growing Services Ltd.

101 – 1006 Fort Street
Victoria, BC
Canada V8V 3K4

August 11, 2021

To Whom it May Concern:

This letter is to express our support for the AAS degree program in Forest Nursery Management and Technology degree program at the University of Idaho.

PRT is North America's largest producer of containerized forest seedlings with 19 nurseries in located in Canada and the US. We are proud seedling suppliers to many valued customers in WA, OR, CA, ID, MT and AK. We rely on forestry programs and Canadian and American universities to produce qualified individuals to work in, and manage, our nurseries and work with our customers. From my perspective, this program provides the background and training needed for those endeavors. I loved the two 3 credit sales courses. Good idea.

Best of luck.

Please let me know how I can be of further assistance.

Sincerely,

A handwritten signature in black ink, appearing to read "H. Markgraf", written in a cursive style.

Herb Markgraf

Vice President, Marketing



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August 5, 2021

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Education Coordinator

Charles Goebel
Department Head & Professor
Department of Forest, Rangeland and Fire Sciences
College of Natural Resources
University of Idaho
875 Perimeter Drive MS1133
Moscow, ID 83844-1133

Re: Support for A.A.S., Forest Harvesting and Technology and A.A.S, Forest Nursery Management and Technology

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IFPC applauds the University of Idaho (UI) and is proud to offer a letter of support for the offering of proactive educational solutions to a specific audience that's so essential to the health and success of the timber industry in Idaho.

IFPC's supporters include milling, logging, wood-related transportation and forest land owners who will directly benefit from new educational opportunities focused on timber harvesting and nursery management.

If you need any additional information, please contact me directly.

Sincerely,

Jennifer Okerlund
Director



ASSOCIATED LOGGING CONTRACTORS, INC.

P. O. Box 671 | Coeur d'Alene, Idaho 83816
Phone 208-667-6473 | alc@idahologgers.com
www.idahologgers.com

Charles Goebel, Ph.D.

August 11, 2021

Department Head & Professor
Department of Forest, Rangeland and Fire Sciences
College of Natural Resources - University of Idaho
875 Perimeter Drive MS1133
Moscow, Idaho 83844-1133

Dear Dr. Goebel,

I write in support of the proposal for two new Applied Associate Degrees at the University of Idaho College of Natural Resources.

The Associated Logging Contractors of Idaho (ALC-Idaho) is a statewide trade association of logging and wood products and equipment hauling contractor businesses. Established in 1966 we currently represent 500 members. The ALC-Idaho also represents 100 associate members who are consumers, suppliers, and vendors in our forest products sector.

The ALC-Idaho supports both proposed programs. The Applied Associate of Science in Forest Nursery Management and Technology is an important addition as the need for professionals who assist in nurturing, growing, and improving tree species is critical as we continue our collective commitment to reforestation in the United States. The Applied Associate of Science in Forest Harvesting and Technology is also critical to our forest products sector as there is a growing need for training of the next generation of foresters and of forest harvesting professionals.

Like many business sectors today, the business members of the ALC-Idaho struggle to find skilled and knowledgeable employees and the proposed Forest Harvesting and Technology degree can be a key to recruiting and training in the areas outlined within the program. This two-year program provides critical components of knowledge allowing students to start their careers sooner than a four-year program provides and fills a void of focused programing in this area in Idaho.

Thank you and the CNR for this effort to launch these two important programs.

Sincerely,

Shawn Keough
Executive Director



IFA NURSERIES, INC.

August 10, 2021

Mr. Andrew Nelson
Director, Center for Forest Nursery & Seedling Research
University of Idaho
875 Perimeter Dr. MS 1133
Moscow, ID 83444

Dear Mr. Nelson:

This letter is being provided to you in support of the proposed Applied Associate of Science in Forest Nursery Management and Technology program at the University of Idaho.

IFA Nurseries, Inc. ("IFA") is extremely excited about this type of program being created to fill a long outstanding need in the seedling nursery business. Although we have hired many outstanding University of Idaho graduates at IFA, a dedicated program for nurseries would provide excellent background and training that is sorely needed throughout the seedling industry.

The curriculum that is proposed is perfect. Especially important are the courses in Financial Accounting and Microeconomics. These should provide basic business acumen that is often missing from forestry graduates. The courses in Nursery Management will also be invaluable to graduates as they enter the nursery business.

IFA will provide any needed support to the program such as guest speakers, internship positions at IFA locations or any other assistance that IFA is capable of providing. Please do not hesitate to contact me with any assistance that may be needed to begin and implement the new program. As I said above, we are VERY excited about this new curriculum at the University of Idaho.

Sincerely,
IFA NURSERIES, INC.

Thomas E. Jackman
President and CEO
(503) 984-8486

tjackman@ifanurseries.com



IFA NURSERIES, INC.

August 10, 2021

Mr. Andrew Nelson
Director, Center for Forest Nursery & Seedling Research
875 Perimeter Dr. MS 1133
Moscow, ID 93444

Dear Mr. Nelson:

IFA Nurseries, Inc. is pleased to learn of the newly proposed Forest Nursery Management and Technology curriculum. Many of our long-term employees, myself included, are graduates from the University of Idaho. We at IFA Nurseries, Inc. have developed a long-standing relationship with the University of Idaho College of Natural resources staff and feel that this program will only enhance that relationship.

The proposed curriculum will provide students with a skill set that is in high demand amongst growers of industrial forest seedlings in the northwest. The focus within the curriculum on understanding and applying basic business principles and practices to sustainably manage forest nurseries is of critical importance for these students entering the workforce.

We are looking forward to the approval of this degree program and can be available at your convenience to help in the approval process in any way you see fit.

Very truly yours,
IFA NURSERIES, INC.

David Colgrove
CFO
(971) 645-3236
dcolgrove@ifanurseries.com

454: ENTREPRENEURSHIP MINOR

Export to PDF Export to Word

In Workflow

1. 079 Chair (metlen@uidaho.edu)
2. 13 Curriculum Committee Chair (shenghan@uidaho.edu)
3. 13 Dean (mchopin@uidaho.edu)
4. Provost's Office (panttaja@uidaho.edu; kudas@uidaho.edu; mstout@uidaho.edu; jvalkovic@uidaho.edu)
5. Curriculum Review (sstubbs@uidaho.edu)
6. Registrar's Office (none)
7. Ready for UCC (disable)
8. UCC (none)
9. Faculty Senate Chair (mstout@uidaho.edu; jvalkovic@uidaho.edu)
10. UFM (mstout@uidaho.edu; jvalkovic@uidaho.edu)
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12. State Approval (mstout@uidaho.edu; jvalkovic@uidaho.edu; lindalundgren@uidaho.edu)
13. NWCCU (sara@uidaho.edu; mstout@uidaho.edu)
14. Steve Stubbs (sstubbs@uidaho.edu)

Approval Path

1. Thu, 09 Sep 2021 15:11:14 GMT
Scott Metlen (metlen): Approved for 079 Chair
2. Thu, 02 Dec 2021 03:02:17 GMT
Shenghan Xu (shenghan): Approved for 13 Curriculum Committee Chair
3. Thu, 02 Dec 2021 04:07:00 GMT
Marc Chopin (mchopin): Approved for 13 Dean
4. Tue, 07 Dec 2021 17:06:33 GMT
Dean Panttaja (panttaja): Approved for Provost's Office
5. Tue, 07 Dec 2021 18:55:50 GMT
Steve Stubbs (sstubbs): Approved for Curriculum Review
6. Tue, 07 Dec 2021 20:58:11 GMT
Steve Stubbs (sstubbs): Approved for Registrar's Office
7. Thu, 20 Jan 2022 16:00:03 GMT
David Barnes (dabarnes): Approved for Ready for UCC
8. Tue, 25 Jan 2022 21:01:04 GMT
David Barnes (dabarnes): Approved for UCC

New Program Proposal

Date Submitted: Thu, 02 Sep 2021 21:35:39 GMT

Viewing: 454 : Entrepreneurship Minor

Last edit: Thu, 02 Dec 2021 16:50:13 GMT

Changes proposed by: George Tanner

Final Catalog

2022-2023

What will be the last semester of the teach-out period?

What is the teach-out plan?

Rationale for Inactivation

%deletejustification.eshtml%

Attach State Form

Faculty Contact

Faculty Name	Faculty Email
George Tanner	gtanner@uidaho.edu

Change Type (Choose all that apply)

Description of Change

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

Academic Level

Undergraduate

College

Business & Economics

Department/Unit:

Business

Effective Catalog Year

2022-2023

Program Title

Entrepreneurship 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

18

Attach Program Change

Entrepreneurship Minor full-proposal_form-academic_7-1-2020.docx

CIP Code

52.0799 - Entrepreneurial and Small Business Operations, Other.

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 this program lead to licensure in any state?

Will the program be a 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

Describe the financial impact

The Entrepreneurship Minor will require no additional resources. The new courses will require adjunct faculty to teach an addition 3-5 credits each semester and these will be funded from the Idaho Entrepreneurs (the existing entrepreneurship program) donated funds accounts. We anticipate an annual additional faculty cost approximating \$15,000 and have 5 years funding in place now and commitments from donors to continue the program in this manner into the future.

Curriculum:

The Entrepreneurship Minor is 18 credits. All students will take ENTR 414, ENTR 415, and several of the short courses. They will have options related to their startup interests and all will compete in multiple regional and national pitch and business plan competitions to secure seed funding for their startup ideas.

Code	Title	Hours
ENTR 414	Entrepreneurship	3
ENTR 415	New Venture Creation	3
Technical Elective (from major field of study)		3
AGEC 478	Advanced Agribusiness Management	
ARCH 475	Professional Practice	
ART 410	Professional Practices	
ART 490	BFA Art/Design Studio	
BE 478	Engineering Design I	
BE 479	Engineering Design II	
BUS 490	Strategic Management	
CHE 451	Environmental Management and Design	
CS 481	CS Senior Capstone Design II	
ECE 480	EE Senior Design I	
ECE 481	EE Senior Design II	
ECE 482	Computer Engineering Senior Design I	
ECE 483	Computer Engineering Senior Design II	
FCS 496	Internship:Fashion Business	
FS 489	Food Product Development	
GEOG 360	Population Dynamics and Distribution	
GEOG 385	GIS Primer	
ME 410	Principles of Lean Manufacturing	
ME 426	Mechanical Systems Design II	
MIS 353	Application Development	
MKTG 428	Marketing Management	
Choose 9 credits from the following courses:		9
ENTR 314	Course ENTR 314 Not Found	
ENTR 315	Course ENTR 315 Not Found	
ENTR 316	Course ENTR 316 Not Found	
ENTR 317	Course ENTR 317 Not Found	
ENTR 318	Course ENTR 318 Not Found	
ENTR 319	Course ENTR 319 Not Found	
ENTR 320	Course ENTR 320 Not Found	
ENTR 321	Course ENTR 321 Not Found	
ENTR 322	Course ENTR 322 Not Found	
ENTR 323	Course ENTR 323 Not Found	
Total Hours		18

Degree Maps:

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

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

Moscow

Where?

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.

This program is designed to give students an overview of all the major areas critical when analyzing and designing a new business. At the conclusion, a successful student will be able to:

- Decide if entrepreneurship is a viable career choice.
- Identify goal setting & achievement strategies for effective entrepreneurship.
- Evaluate the benefits and costs of starting and operating a business.
- Analyze business, industry and economic information, and their relevance to feasibility.
- Become more strategic in your entrepreneurial thinking.
- Have experience developing a business model and pitching a new business idea.
- Prepare business plans and business models.
- Understand current trends in entrepreneurship to create a solid business models and plans.
- To create a viable pitch deck for a business proposal and a business plan presentation.
- To appreciate the importance of integrating diverse aspects of an organization into a synergistic whole (i.e., marketing, human resources, production, R&D, finance, ...).
- To build team skills, especially among team members with diverse educational and life backgrounds and/or professional and career interests.
- 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.
- To understand and improve ideation to develop ideas for startup ventures.

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

In addition to assessment in each course of the program with exams, presentations, and other classroom evaluation, before graduation, students will compete in a number of pitch events to preview their idea and gain funding. This will indicate market acceptance of the ideas and provide real-time feedback to entrepreneurial plans. Students in the program will also complete an exit interview with the entrepreneurship faculty and mentors to ascertain future plans, feasibility of, and next steps for their venture. Follow-up assessment is planned three to five years afterwards to assess success and determine program relevance to their startup if they have chosen that path.

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

The Entrepreneurship Director will meet annually with the Dean, Associate Dean, and Department Chair to discuss the program, its success and shortcomings, and future direction and improvements. Additionally, an entrepreneurship subcommittee of the College of Business and Economics Board of Advisors is in place, helped design the new program, and will be instrumental in working with the Director and CBE to maintain its focus and quality. The subcommittee will meet with the Director and administration twice annually to review our progress and suggest improvements.

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

Exams, quizzes, presentation, mentor sessions, multiple pitching events with internal and external assessment of projects and startup potential, as well as frequent individual and team meetings with faculty. The entrepreneurship program tends to be interdisciplinary in terms of students and faculty participation. Ideas come from many disciplines and multiple faculty advisors tend to engage with the program to keep students on track. This leads to a stronger program and better outcomes for students.

When will assessment activities occur and at what frequency?

The degree will receive three types of quality review. First, the program and component certificates, will be assessed by the College of Business and Economics. Some learning objectives will be assessed each semester. Each learning objective will be assessed at

least once every two years. Second, the program quality will be reported to the University of Idaho through the university's required Annual Program Review. Third, the program will be included in the AACSB accreditation of the College of Business and Economics. An external accreditation team will review the program quality and quality control processes once every five years.

Student Learning Outcomes

Have learning outcomes changed?

Learning Objectives

This program is designed to give students an overview of all the major areas critical when analyzing and designing a new business. At the conclusion, a successful student will be able to:

- Decide if entrepreneurship is a viable career choice.
- Identify goal setting & achievement strategies for effective entrepreneurship.
- Evaluate the benefits and costs of starting and operating a business.
- Analyze business, industry and economic information, and their relevance to feasibility.
- Become more strategic in your entrepreneurial thinking.
- Have experience developing a business model and pitching a new business idea.
- Prepare business plans and business models.
- Understand current trends in entrepreneurship to create a solid business models and plans.
- To create a viable pitch deck for a business proposal and a business plan presentation.
- To appreciate the importance of integrating diverse aspects of an organization into a synergistic whole (i.e., marketing, human resources, production, R&D, finance, ...).
- To build team skills, especially among team members with diverse educational and life backgrounds and/or professional and career interests.
- 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.
- To understand and improve ideation to develop ideas for startup ventures.

Rationale for the proposed change. Include an explanation of how the department will manage the added workload, if any.

It is the mission of the University of Idaho, the state's land-grant institution, to make education as accessible as possible to the residents of Idaho. Our program will be similar to existing programs at BSU, ISU, and LCSC, but will be differentiated in a both focus and depth. The UI entrepreneurship program has consistently been aimed at helping students come up with solid ideas, test those products and market innovations, and seek funding through competitions and investors. Our track record of success is unmatched in the Northwest and our program and pitch competitions are the standard for how startup education is done. We have consulted with many colleges and universities to help them develop similar programs. The new minor and revised certificate will continue to be more than an academic exercise and be geared towards continuing to turn out real entrepreneurs and companies for the region. Our plan is flexible, specific to the needs of not just business students but entrepreneurially focused students from all disciplines, and accessible given our short course and evening formats. Our new program will be more encompassing of what real startups need than any other degree program in the northwest. With 9 new courses on topics relevant to startups and taught by experienced and serial entrepreneurs, we will be offering a curriculum unmatched in Idaho or the region. Additionally, the program will be compatible with most disciplines on campus, and as we all know, entrepreneurs come from all degree programs and walks of life.

Our current entrepreneurship offerings are limited to two senior level courses and a certificate program. To fully serve our incredibly entrepreneurial students from all disciplines on campus (more than half our current students come from outside the College of Business), we are adding more relevant courses to startup careers and a curriculum built to accommodate student startup preference and with the flexibility to allow for easy access to classes outside majors.

The rationale for the newly-proposed courses is attached.

Supporting Documents

Entrepreneurship Budget--proposal-For SBOE.xlsx
 Entrepreneurship Certificate.docx
 Entrepreneurship Minor Requirements.docx
 Rationale for new ENTR courses.docx

Requires TECC Review

No

Department Voting Results

College Voting Results

Reviewer Comments

Amy Kingston (amykingston) (Sat, 11 Sep 2021 05:35:58 GMT): Note: Courses showing as "Not Found" are new courses moving through the curriculum cycle simultaneously.

Key: 454

Choose Proposals to Bundle

Select any proposals you would like to bundle together for approval. Only proposals you have saved are available to bundle.

Bundle Title:

Course:
Proposal A
Program:
Proposal B

Submit Cancel

Program Resource Requirements.

- Indicate all resources needed including the planned FTE enrollment, projected revenues, and estimated expenditures for the first **four** fiscal years of the
- 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 23</u>		<u>FY 24</u>		<u>FY 25</u>		<u>FY 26</u>	
	FTE	Headcount	FTE	Headcount	FTE	Headcount	FTE	Headcount
A. New enrollments	35	53	71	109	106	163	142	218
B. Shifting enrollments								
Total Enrollment	35	53	71	109	106	163	142	218

II. REVENUE

	<u>FY 23</u>		<u>FY 24</u>		<u>FY 25</u>		<u>FY 26</u>	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
1. New Appropriated Funding Request								
2. Institution Funds								
3. Federal								
4. New Tuition Revenues from Increased Enrollments	\$50,000		\$60,000		\$70,000		\$70,000	
5. Student Fees	\$0		\$0		\$0		\$0	
6. Other (i.e., Gifts)								
Total Revenue	\$50,000	\$0	\$60,000	\$0	\$70,000	\$0	\$70,000	\$0

Ongoing is defined as ongoing operating budget for the program which will become part of the base.

One-time is defined as one-time funding in a fiscal year and not part of the base.

III. EXPENDITURES

	<u>FY 23</u>		<u>FY 24</u>		<u>FY 25</u>		<u>FY 26</u>	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
A. Personnel Costs								
1. FTE	0.0							
2. Faculty	\$0.00							
3. Adjunct Faculty	7,500		15,000		15,000		15,000	
4. Graduate/Undergrad Assistants								
5. Research Personnel								
6. Directors/Administrators								
7. Administrative Support Personnel								
8. Fringe Benefits								
9. Other:								
Total Personnel and Costs	\$7,500	\$0	\$15,000	\$0	\$15,000	\$0	\$15,000	\$0

	<u>FY 23</u>		<u>FY 24</u>		<u>FY 25</u>		<u>FY 26</u>	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
B. Operating Expenditures								
1. Travel								
2. Professional Services								
3. Other Services								
4. Communications								
5. Materials and Supplies	\$1,500.00		\$1,500.00		\$2,000.00		\$2,500.00	
6. Rentals								

7. Materials & Goods for
Manufacture & Resale

8. Miscellaneous

Total Operating Expenditures

	\$1,000.00		\$1,000.00		\$1,000.00		\$1,000.00	
	\$2,500	\$0	\$2,500	\$0	\$3,000	\$0	\$3,500	\$0

FY 23

FY 24

FY 25

FY 26

C. Capital Outlay

1. Library Resources

2. Equipment

Total Capital Outlay

TOTAL EXPENDITURES:

Net Income (Deficit)

	FY 23		FY 24		FY 25		FY 26	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
1. Library Resources								
2. Equipment				\$0.00				
Total Capital Outlay	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
TOTAL EXPENDITURES:	\$10,000	\$0	\$17,500	\$0	\$18,000	\$0	\$18,500	\$0
Net Income (Deficit)	\$40,000	\$0	\$42,500	\$0	\$52,000	\$0	\$51,500	\$0

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

I.A.B.	
I.A.	Revenue Calculations assume an average tuition of \$400 per credit hour, approximating the cost for a 15 credit student or part-time student.

Key:	
Input \$	Input cells have yellow background
Input #	Input for projected enrollment

Student Tuition: 2019-2020	
In-State Tuition UG/Credit	\$ 365
In-State Tuition UG/Semester	\$ 4,380
Online Course Fee/Credit	\$ -
Enrollment Mix - Part Time	70%
Enrollment Mix - Full Time	30%

Per Credit Cost
12 Credits * Per Credit Cost of Tuition

Coefficients	
Inflation adj.	0%

Total Revenue	Enrollment FY	Revenue 23	Enrollment FY	Revenue 24	Enrollment FY	Revenue 25	Enrollment FY	Revenue 26
Total		\$ 342,735		\$ 705,180		\$1,053,390		\$1,407,075

I. Planned Enrollments	FY	FTE	Head Count									
70% Part Time Students		19	37		38	76		57	114		77	153
30% Full Time Students		16	16		33	33		49	49		65	65
Total		35	53		71	109		106	163		142	218

II. Tuition Revenue Totals	Ongoing	Ongoing	Ongoing	Ongoing
70% Part Time Students	\$ 202,575	\$ 416,100	\$ 624,150	\$ 837,675
30% Full Time Students	\$ 140,160	\$ 289,080	\$ 429,240	\$ 569,400
Totals	\$ 342,735	\$ 705,180	\$1,053,390	\$1,407,075

5. Student Fees Revenue	Enrollment FY	Revenue 23	Enrollment FY	Revenue 24	Enrollment FY	Revenue 25	Enrollment FY	Revenue 26
Expected revenues								
Online course fees \$35 per credit		\$ -		\$ -		\$ -		\$ -
Totals		\$ -		\$ -		\$ -		\$ -
Part Time Students - 15 Credits/Yr		37		76		114		153
Full Time Students - 30 Credits/Yr		16		33		49		65

Key:
Input Input cells have yellow background

Cost estimates:	
Travel for recruiting	\$ 2,000
Conference Travel @ \$2,500	\$ 2,500
Annual Marketing & Advertising	\$ 30,000
Supplies - Books, software, ect.	\$ 500
Misc.	\$ 500

Coefficients	
Inflation adj.	0%
Marketing Maintenance	20%
Miscellaneous	15%
	\$ -

Totals	Ongoing FY 23	One-Time	Ongoing FY 24	One-Time	Ongoing FY 25	One-Time	Ongoing FY 26	One-Time
Totals	\$ 47,000	\$ -	\$ 47,000	\$ -	\$ 50,000	\$ -	\$ 53,000	\$ -

1. Travel	Ongoing FY 23	One-Time	Ongoing FY 24	One-Time	Ongoing FY 25	One-Time	Ongoing FY 26	One-Time
Totals	\$ 15,500	\$ -	\$ 15,500	\$ -	\$ 18,000	\$ -	\$ 20,500	\$ -
4 Travel for recruiting	\$ 8,000		\$ 8,000		\$ 8,000		\$ 8,000	
3 Conference Travel @ \$2,500	\$ 7,500		\$ 7,500		\$ 10,000		\$ 12,500	

4. Communications/Marketing	Ongoing FY 23	One-Time	Ongoing FY 24	One-Time	Ongoing FY 25	One-Time	Ongoing FY 26	One-Time
Totals	\$ 30,000	\$ -	\$ 30,000	\$ -	\$ 30,000	\$ -	\$ 30,000	\$ -
1 Annual Marketing & Advertising	\$ 30,000		\$ 30,000		\$ 30,000		\$ 30,000	

5. Materials and Supplies	Ongoing FY 23	One-Time	Ongoing FY 24	One-Time	Ongoing FY 25	One-Time	Ongoing FY 26	One-Time
Totals	\$ 1,500	\$ -	\$ 1,500	\$ -	\$ 2,000	\$ -	\$ 2,500	\$ -
3 Supplies - Books, software, ect.	\$ 1,500		\$ 1,500		\$ 2,000		\$ 2,500	

8. Miscellaneous	Ongoing FY 23	One-Time	Ongoing FY 24	One-Time	Ongoing FY 25	One-Time	Ongoing FY 26	One-Time
Totals	\$ 2,000	\$ -	\$ 2,300	\$ -	\$ 2,645	\$ -	\$ 3,042	\$ -
4 Director, Faculty & Staff	\$ 2,000		\$ 2,300		\$ 2,645		\$ 3,042	

Key:	
Input	Input cells have yellow background

Cost estimates:	
Cost of Computer	\$ 2,800
Recording Equip & Setup	\$ 4,000
External Camera	\$ 170
External Microphone	\$ 100
	\$ -
	\$ -

Coefficients	
Inflation adj.	0%

Totals	Ongoing FY 23	One-Time Other	Ongoing FY 24	One-Time Other	Ongoing FY 25	One-Time Other	Ongoing FY 26	One-Time Other
Totals	\$ -	\$ 13,210	\$ -	\$ -	\$ -	\$ 2,800	\$ -	\$ 11,200

2. Equipment	Ongoing FY 23	One-Time	Ongoing FY 24	One-Time	Ongoing FY 25	One-Time	Ongoing FY 26	One-Time
Totals	\$ -	\$ 13,210	\$ -	\$ -	\$ -	\$ 2,800	\$ -	\$ 11,200
3 Computers		\$ 8,400	\$ -		\$ -	\$ 2,800	\$ -	\$ 2,800
1 Computer in FY25								
1 Computer in FY26								
3 New Computers purchased in FY23								\$ 8,400
1 Recording Equipment & Setup		\$ 4,000						
3 External Campers & Microphone for Laptops		\$ 810						

Program Resource Requirements.

- Indicate all resources needed including the planned FTE enrollment, projected revenues, and estimated expenditures for the first **four** fiscal years of the
- 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 23</u>		<u>FY 24</u>		<u>FY 25</u>		<u>FY 26</u>	
	FTE	Headcount	FTE	Headcount	FTE	Headcount	FTE	Headcount
A. New enrollments	35	53	71	109	106	163	142	218
B. Shifting enrollments								
Total Enrollment	35	53	71	109	106	163	142	218

II. REVENUE

	<u>FY 23</u>		<u>FY 24</u>		<u>FY 25</u>		<u>FY 26</u>	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
1. New Appropriated Funding Request								
2. Institution Funds								
3. Federal								
4. New Tuition Revenues from Increased Enrollments	\$342,735		\$705,180		\$1,053,390		\$1,407,075	
5. Student Fees	\$0		\$0		\$0		\$0	
6. Other (i.e., Gifts)								
Total Revenue	\$342,735	\$0	\$705,180	\$0	\$1,053,390	\$0	\$1,407,075	\$0

*Ongoing is defined as ongoing operating budget for the program which will become part of the base.
One-time is defined as one-time funding in a fiscal year and not part of the base.*

III. EXPENDITURES

	<u>FY 23</u>		<u>FY 24</u>		<u>FY 25</u>		<u>FY 26</u>	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
A. Personnel Costs								
1. FTE	3.0		3.0		4.0		5.0	
2. Faculty	\$156,800.00		\$156,800.00		\$276,800.00		\$355,200.00	
3. Adjunct Faculty	24,000		24,000		24,000		24,000	
4. Graduate/Undergrad Assistants								
5. Research Personnel								
6. Directors/Administrators	102,000		102,000		102,000		102,000	
7. Administrative Support Personnel	12,500		62,500		62,500		62,500	
8. Fringe Benefits	83,251		103,651		138,931		161,981	
9. Other:		30,000		5,000		10,000		20,000
Total Personnel and Costs	\$378,551	\$30,000	\$448,951	\$5,000	\$604,231	\$10,000	\$705,681	\$20,000

	<u>FY 23</u>		<u>FY 24</u>		<u>FY 25</u>		<u>FY 26</u>	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
B. Operating Expenditures								
1. Travel	\$15,500.00		\$15,500.00		\$18,000.00		\$20,500.00	
2. Professional Services								
3. Other Services								
4. Communications	\$30,000.00		\$30,000.00		\$30,000.00		\$30,000.00	
5. Materials and Supplies	\$1,500.00		\$1,500.00		\$2,000.00		\$2,500.00	
6. Rentals								

7. Materials & Goods for
Manufacture & Resale

8. Miscellaneous	\$2,000.00		\$2,300.00		\$2,645.00		\$3,041.75	
Total Operating Expenditures	\$49,000	\$0	\$49,300	\$0	\$52,645	\$0	\$56,042	\$0

	<u>FY 23</u>		<u>FY 24</u>		<u>FY 25</u>		<u>FY 26</u>	
C. Capital Outlay	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
1. Library Resources								
2. Equipment		\$13,210.00		\$0.00		\$2,800.00		\$11,200.00
Total Capital Outlay	\$0	\$13,210	\$0	\$0	\$0	\$2,800	\$0	\$11,200
TOTAL EXPENDITURES:	\$427,551	\$43,210	\$498,251	\$5,000	\$656,876	\$12,800	\$761,723	\$31,200
Net Income (Deficit)	-\$84,816	-\$43,210	\$206,929	-\$5,000	\$396,514	-\$12,800	\$645,352	-\$31,200
Net Income Yr over Yr	-\$128,026		\$73,903		\$457,616		\$1,071,769	

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

I.A.B.	
I.A.	Revenue calculations assume 30% of students are full time (30 hrs/yr) and 70% enroll part-time (15 hrs/yr).
II.4.5.	Assumes tuition price of \$330 per credit hour. Many universities including Montana, Montana State, Boise State, and Utah State charge online tuition that is less than at UI. Utah State for example charges \$235 per credit hour. The UI price with the online fee is \$450 per credit hour. A UI online price that is significantly higher than is charged by direct competitors will be a competitive disadvantage and is likely to limit enrollment. We assume that tuition remains constant during the forecast period.
III.8.	Fringe and benefit costs are assumed to remain at 29.4% of salaries over the next four years.

Rationale for new ENTR courses

ENTR 314 Design Thinking and Innovation

Design thinking and innovation are important first steps to creating a successful new venture. Getting the ideas out, considering how to design the product or venture before building and launching it will ultimately streamline the launch process and be more economically efficient. This course will provide young entrepreneurs with a method to generate and evaluate ideas and move them into the matrix of feasibility tools to come before investing time and money into it.

ENTR 315 New Venture Feasibility Analysis

Feasibility analysis is critical for evaluating the success chances of a new venture. This course will provide young entrepreneurs with a set of tools to evaluate potential and determine whether a business idea is feasible before investing time and money into it.

ENTR 316 Business Model Design

Every successful venture needs a solid business model. The search for one is arguably the most important task for any new venture. This course is designed to give students an understanding of how value is created and to help them build one for their venture that considers the economics that propel a business to success.

ENTR 317 Intellectual Property and Legal Issues

Identifying what kinds of information and design can and should be protected is important for any venture and particularly for technology startups. This course is necessary to advise creators, innovators, entrepreneurs, and students how to deal with IP assets and threats in a wide range of technological settings.

ENTR 318 New Venture Prototype Development

After Design Thinking and Feasibility Analysis, students need to move their ideas from the theoretical to the practical. That involves building early-stage prototypes. This course will help them refine designs and build working scale prototypes to test, pitch, and gain feedback on.

ENTR 319 New Venture Marketing

With a new venture idea tested and found to be viable, the next step is developing the go-to-market strategy and coming up with a website and social media campaign to launch. This course will prepare them for this crucial step.

ENTR 320 New Venture Funding

Finance and funding a startup in the early stages are critical to keeping a new venture afloat long enough to fine-tune the revenue model and get past the breakeven point. This course will provide much needed emphasis on funding and help new entrepreneurs develop a toolbox of financing strategies.

ENTR 321 Financial Literacy for Entrepreneurs

Understanding costs, managing the flow of financial information, and getting taxes collected and paid is essential to any business but especially so for a new venture. This course will provide a foundation for the new entrepreneur to maintain financial control.

ENTR 322 Social Entrepreneurship

Social ventures are attacking societal problems all around us. Many students are drawn to this form of startup and the course will prepare them for the challenges of a new venture in the social enterprise world.

ENTR 323 Launching Tech Ventures

Technological innovation is exciting and many of our entrepreneurship students and competitors are intent on creating the next big thing in tech. This course provides them a framework for ideating, testing, designing experiments to validate the concept, business model, and market strategies, and helps prepare them for launching a new tech venture.

Entrepreneurship Minor

Students will complete ENTR 414 (3 cr.), ENTR 415 (3 cr.), a Technical Elective (3 cr.), and nine (9) other credits from the short courses.

Required:

ENTR 414 Entrepreneurship (3 cr.)

ENTR 415 New Venture Creation (3 cr.)

Technical Elective (3 cr.)

Choose nine (9) additional credits from the list below.

ENTR 314 Innovation and Design Thinking (1 cr.)

ENTR 315 Feasibility Analysis (1 cr.)

ENTR 316 Business Model Design (2 cr.)

ENTR 317 IP and Legal Issues (1 cr.)

ENTR 318 Prototype Development (1 cr.)

ENTR 319 New Venture Marketing (1 cr.)

ENTR 320 New Venture Funding (1 cr.)

ENTR 321 Accounting for Entrepreneurs (1 cr.)

ENTR 322 Social Ventures (1 cr.)

ENTR 323 Launching Tech Ventures (1 cr.)

Entrepreneurship Certificate (12 cr.)

Course #	Course Title	Credits
ENTR 414	Entrepreneurship	3
	Technical Elective (from major field of study)	3
	Plus Six (6) Credits from ENTR Courses below	
ENTR 314	Ideation, Innovation, and Design Thinking	1
ENTR 315	Feasibility Analysis	1
ENTR 316	Business Model Design	2
ENTR 317	Intellectual Property and Legal Issues for New Ventures	1
ENTR 318	Prototype Development	1
ENTR 319	New Venture Marketing	1
ENTR 320	Funding a New Venture	1
ENTR 321	New Venture Accounting	1
ENTR 322	Social Ventures	1
ENTR 323	Tech Ventures	
ENTR 415	New Venture Creation	3

285: STATISTICS ACADEMIC CERTIFICATE

Export to PDF Export to Word

In Workflow

1. 024 Chair (abo@uidaho.edu)
2. 19 Curriculum Committee Chair (markn@uidaho.edu)
3. 19 Dean (gingercarney@uidaho.edu)
4. Provost's Office (panttaja@uidaho.edu; kudas@uidaho.edu; mstout@uidaho.edu; jvalkovic@uidaho.edu)
5. Curriculum Review (sstubbs@uidaho.edu)
6. Degree Audit Review (rfrost@uidaho.edu)
7. Graduate Council Chair (V00763280@uidaho.edu)
8. Registrar's Office (none)
9. Ready for UCC (disable)
10. UCC (none)
11. Faculty Senate Chair (mstout@uidaho.edu; jvalkovic@uidaho.edu)
12. UFM (mstout@uidaho.edu; jvalkovic@uidaho.edu)
13. President's Office (brendah@uidaho.edu; mstout@uidaho.edu; jvalkovic@uidaho.edu; lindalundgren@uidaho.edu)
14. State Approval (mstout@uidaho.edu; jvalkovic@uidaho.edu; lindalundgren@uidaho.edu)
15. NWCCU (sara@uidaho.edu; mstout@uidaho.edu)
16. Steve Stubbs (sstubbs@uidaho.edu)

Approval Path

1. Fri, 05 Nov 2021 20:39:49 GMT
Hirotachi Abo (abo): Approved for 024 Chair
2. Fri, 05 Nov 2021 20:46:25 GMT
Mark Nielsen (markn): Approved for 19 Curriculum Committee Chair
3. Fri, 05 Nov 2021 20:50:35 GMT
Ginger Carney (gingercarney): Approved for 19 Dean
4. Mon, 08 Nov 2021 17:41:42 GMT
Ken Udas (kudas): Approved for Provost's Office
5. Mon, 08 Nov 2021 21:47:34 GMT
Steve Stubbs (sstubbs): Approved for Curriculum Review
6. Tue, 09 Nov 2021 18:25:31 GMT
Rebecca Frost (rfrost): Approved for Degree Audit Review
7. Thu, 02 Dec 2021 00:14:59 GMT
Lauren Perkinson (V00763280): Approved for Graduate Council Chair
8. Fri, 10 Dec 2021 21:59:37 GMT
Steve Stubbs (sstubbs): Approved for Registrar's Office
9. Thu, 20 Jan 2022 15:57:59 GMT
David Barnes (dabarnes): Approved for Ready for UCC
10. Tue, 25 Jan 2022 21:00:55 GMT
David Barnes (dabarnes): Approved for UCC

History

1. Jul 6, 2021 by Amy Kingston (amykingston)

Date Submitted: Fri, 05 Nov 2021 20:33:59 GMT

Viewing: 285 : Statistics Academic Certificate

Last approved: Tue, 06 Jul 2021 20:28:52 GMT

Last edit: Mon, 08 Nov 2021 17:41:38 GMT

Changes proposed by: Mark Nielsen

Final Catalog

2022-2023

What will be the last semester of the teach-out period?

What is the teach-out plan?

Rationale for Inactivation
%deletejustification.eshtml%

Attach State Form

Faculty Contact

Faculty Name	Faculty Email
Mark Nielsen	markn@uidaho.edu

Change Type (Choose all that apply)
Change existing program (major) from face to face to on-line delivery (including program components if applicable)

Description of Change

Change the status of the certificate to "available both in-person (Moscow) and online".

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

Academic Level
Graduate

College
Science

Department/Unit:
Mathematics & Statistical Science

Effective Catalog Year
2022-2023

Program Title
Statistics 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
27.0501 - Statistics, General.

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 this program lead to licensure in any state?

Will the program be a statewide responsibility?

Financial Information

What is the financial impact of the request?

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

Describe the financial impact

Curriculum:

STAT 431 or similar course preparation must be completed prior to pursuing this academic certificate. At least half of the credits used for this certificate must be at the 500-level. All required coursework must be completed with a grade of 'B' or better (O-10-b (<https://catalog.uidaho.edu/general-requirements-academic-procedures/o-miscellaneous/>)).

Code	Title	Hours
STAT 422	Survey Sampling Methods	3
or STAT 507	Experimental Design	
Select additional courses from the following:		9
STAT 419	Introduction to SAS/R Programming (Choose only one of these three)	
or STAT 426	SAS Programming	
or STAT 427	R Programming	
STAT 422	Survey Sampling Methods	
STAT 451	Probability Theory	
STAT 452	Mathematical Statistics	
STAT 507	Experimental Design	
STAT 514	Nonparametric Statistics	
STAT 516	Applied Regression Modeling	
STAT 517	Statistical Learning and Predictive Modeling	
STAT 519	Multivariate Analysis	
STAT 535	Introduction to Bayesian Statistics	
STAT 555	Statistical Ecology	
STAT 565	Computer Intensive Statistics	
Other advisor-approved electives		

Total Hours

12

Courses to total 12 credits for this certificate

Degree Maps:

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

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

Moscow

Where?

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.

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

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

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

When will assessment activities occur and at what frequency?

Student Learning Outcomes

Have learning outcomes changed?

No

Learning Objectives

1. The student will be able to conduct a statistical analysis using methods that are appropriate for their data.
2. The student can diagnose whether the assumptions of the chosen statistical method are valid.
3. The student can clearly explain the results of the statistical analysis and if the statistical method(s) are valid.

Rationale for the proposed change. Include an explanation of how the department will manage the added workload, if any.

All courses necessary to complete the certificate are available by distance delivery (Engineering Outreach) and have been for some time. We seek now to formally recognize that the certificate is available online.

Supporting Documents

Requires TECC Review

No

Department Voting Results

College Voting Results

Reviewer Comments

Ken Udas (kudas) (Mon, 08 Nov 2021 17:41:38 GMT): This certificate is available for 100% online delivery. A student need not be physically present on a campus. There is no budgetary request. No additional funding is being approved here.

Key: 285

Choose Proposals to Bundle

Select any proposals you would like to bundle together for approval. Only proposals you have saved are available to bundle.

Bundle Title:

Course:

Proposal A

Program:

Proposal B

Submit Cancel



POLICY COVER SHEET

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

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

Faculty Staff Handbook (FSH)

Addition Revision* Deletion* 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: Chantal Vella, FAC Chair

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

Reviewed by General Counsel x Yes ___No Name & Date: Jim Craig, 1/3/22

1. **Policy/Procedure Statement:** Briefly explain the reason for the proposed addition, revision, and/or deletion.
 1. To permanently adopt the changes made via temporary emergency policy in May 2021 to sections D-1.b, D-1.b.3, and D-2.e.4. These changes appear in plain blue text in the attached draft.
 2. To make extensive revisions, clarifications, and editorial changes in response to feedback from faculty and administrators. These changes are redlined in the attached draft.

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.

**FSH 3500
PROMOTION AND TENURE**

A. INTRODUCTION. FSH 3500 contains all official University promotion and tenure procedure and supersedes any promotion or tenure procedure contained in college or unit bylaws.

A-1. Definitions.

a. Academic Administrator. “Academic administrator” means the president, provost, vice provosts, deans, associate 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. “Board” refers to the State Board of Education and Board of Regents of the University of Idaho.

c. Faculty Member. “Faculty member” means 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. “Unit” means a school, division, ~~or~~ department, or program (i.e., the first organizational unit below the college level), but the College of Law, WWAMI, Library, and the Counseling and Testing Center shall be considered to be units. For Extension educators, the unit shall be the Extension district.

f. Unit Administrator. The “unit administrator” is the administrator of the unit that holds 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. “University” and “UI” refer to the University of Idaho.

A-2. Faculty Promotion.

a. 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.

b. Criteria. Promotion to a rank requires the candidate to meet the requirements for that rank. Promotion is awarded only to 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 and granted only when there is reasonable assurance, based on performance, that the candidate will continue to meet the criteria for promotion. The faculty of each college and unit shall establish in their bylaws substantive promotion criteria for all types of faculty existing within that college or unit (e.g. regular faculty, clinical faculty, research faculty, etc.), consistent with 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-1.b).

A-3. Faculty Tenure.

a. 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. 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 and unit 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, r~~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. GENERAL PROVISIONS.

B-1. Delegation. The provost may delegate any of 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;

Commented [WD(1): This change to reflect actual UI practice for more than ten years. We do have academic freedom protections for all faculty (including instructors and senior instructors) elsewhere in policy, but the rationales for granting of tenure set forth in A-3.a. don't apply to senior instructors.

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;~~

gh. The timing of appointments and relative representation of faculty on the university promotion & tenure committee pursuant to section G-1 herein; and

hi. 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 ~~shall confer with the~~ dean, unit administrator, and candidate ~~shall confer and the parties shall~~ attempt to come to an agreement that resolves the error. ~~Following this process,~~ 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). ~~These procedural rules are intended to guide the orderly and fair administration of the promotion and tenure process and should be followed carefully, but a promotion or tenure denial may not be set aside merely because there was a procedural error unless the procedural error materially impacted the outcome.~~

B-5. Confidentiality. Except as specifically provided herein or in the ~~provost's administrative guidance,~~ all ~~materials generated in consideration of candidates for promotion or tenure shall not be disclosed to the candidate or to persons having no role in the administration of promotion and tenure policy unless required by law or approved by the provost. Faculty participating in tenure or promotion cases must maintain confidentiality regarding all aspects of the procedure. This prohibition applies not only during the promotion or tenure process but also indefinitely into the future.~~

B-6. Recusal.

a. Disclosure required. Prior to consideration of candidates, each committee member shall disclose in writing to the other committee members the nature and extent of any relevant relationships and working arrangements with each candidate who will be considered by the committee.

b. Recusal due to conflict of interest. A committee member with a conflict of interest as defined in this policy shall recuse themselves from consideration of each candidate with whom they have a conflict of interest.

c. Conflict of interest defined. For purposes of this policy, conflict of interest means:

- i. The committee member has a "relationship" with the candidate as defined by FSH 6241 Nepotism, or
- ii. The committee member has a conflict of interest as defined by FSH 6240 Conflicts of Interest or Commitment.

d. Objection; disqualification; final decision. Objection to a committee member's participation based on conflict of interest as defined by this policy or on other grounds may be raised by the candidate, any

Commented [WD(2)]: This change made to coordinate with the edit to E-1.b.

Commented [WD(3)]: Suggested edit is intended to promote free exchange of opinion in deliberations of P & T committees. Provost's administrative guidance will contain comprehensive list of materials to which the candidate has access.

member of the committee, by the chair of the candidate's unit, or by the dean of the candidate's college, and shall be communicated to the provost. If an objection is raised and the committee member refuses to recuse themselves, the dean of the candidate's college shall decide whether the committee member shall be disqualified from participation, unless the dean is the party raising the objection, in which case the provost shall decide. The decision of the dean or provost, as applicable, is final.

e. Recusal on other grounds. A committee member shall recuse themselves from consideration of a candidate if the committee member subjectively determines that they cannot fairly evaluate that candidate's performance as required by University policy.

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 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 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.6.1.i)

d. Credit toward Promotion or Tenure at Time of Appointment. Credit toward promotion or tenure 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 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 their academic department and their academic rank and tenure. (RGP II.G.6.i.ii) The faculty member may resume duties in 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. If the unit administrator is scheduled to be evaluated for promotion or tenure, 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.~~

Commented [WD(4): Replaced by new section B-6 Recusal.

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, including but not limited to significant responsibilities with respect to elder or dependent care, child care, custody, disability or chronic illness, ~~problems beyond the faculty member’s control relating to their research or scholarly activities,~~ or such other reasons deemed by the provost to be exceptional and likely to impede the faculty member’s progress.

Commented [WD(5): This edit suggested to clarify that acceptable reasons are not limited to health or family issues.

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 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 or tenure on 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 (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 their discretion, determine if consultation with the dean or unit administrator is appropriate.

~~3. The approval decision shall be made without regard to whether or not the faculty member takes a leave related to the same circumstances presented for the extension.~~

Commented [WD(6): This edit to preemptively address questions of fairness where one faculty is granted extension and takes leave, and another faculty is granted extension but does not take leave.

4. The provost shall notify the faculty member, unit administrator, and dean of the action taken. ~~The candidate may choose to provide information regarding the extension in their Personal Statement of Accomplishment; otherwise, no information regarding the extension shall be included in the candidate's dossier, unless such information already exists in the materials to be provided by the unit administrator, as detailed in D-2. If such information already exists in the D-2 materials, the candidate may choose to have that information redacted. Committee and administrator reports shall not mention the extended timeline.~~

g. **Effect of Extension.** ~~No additional productivity is expected when a faculty member extends the timeline for promotion or tenure. For example, if a tenure decision would customarily take place in the sixth year, and it is extended to the seventh year, the standard of productivity would remain the same as for a tenure decision made in the sixth year. 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 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 [with an optional one-page COVID impact statement for a maximum of nine pages.](#)

1. **Context Statement.** ~~A~~ The Context Statement ~~is~~ written by the candidate ~~and, describing~~ describes the candidate's academic unit and the candidate's responsibilities within 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 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~~ ~~Personal Statement of Accomplishment is written by the candidate and has an opportunity to~~ interprets their record of accomplishment relevant to the responsibilities in their position description and the criteria for promotion 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 ~~should~~ explains the nature of the candidate's activities so that others will understand them fully for purposes of assessment. The format and method of presentation is a matter of candidate choice.

3. **COVID Impact Statement (Optional)** [In one page, the candidate may describe the effects of the pandemic on their work activities and outcomes during the period of review. Candidates may describe such effects across the four areas of consideration: teaching; scholarship and creative activity; outreach and extension; and university service and leadership.](#)

c. **Evidence of Accomplishment.** ~~The candidate may provide~~ Evidence of accomplishment ~~may be provided~~ for each area of responsibility in the position description. Evidence ~~could~~ ~~may~~ include examples of scholarly work; [evidence of teaching effectiveness as provided in FSH 1565 C-1.a.](#) [\(note that student course evaluations, and, if applicable, peer evaluations are provided by the unit administrator; see D-2.c.\);](#) ~~teaching evaluation materials,~~ letters of support, etc. ~~This Evidence of Accomplishment shall not include additional narrative written by the candidate regarding promotion or tenure. This section has no page limit.~~

Commented [WD(7): Suggested edit to clarify that candidate can include statement re extension in dossier if they so choose, but that committee and administrator reports should not mention the extension. If information about the extension exists in, for instance, an annual performance evaluation, the candidate may request to have it redacted. In other words, the choice to disclose the fact of the extension is solely in the hands of the candidate. The purpose of this edit is to address concern that if you don't tell committees/reviewers about the extension, they'll assume you should have more work done.

Commented [WD(8): This revision to clarify what level of productivity is expected when the timeline is extended.

Commented [WD(9): Moved from D-2.c.; because these are materials provided by the candidate, they are more properly placed in D-1. Materials to be Provided by the Candidate.

D-2. Materials Provided by the Unit Administrator. The unit administrator shall provide ~~the following materials to the candidate to the candidate items a-d below~~, in the format prescribed by the provost's administrative guidance (B-2 herein), at least ~~10 five~~ business days prior to the ~~deadline specified in D-3-a~~ ~~herein~~ ~~beginning of the semester in which the promotion or tenure review is scheduled to begin. After the dossier has been finalized, as described in D-3.c, the unit administrator shall add the external peer review letters described in D-2.e and forward the dossier for the first level of review.~~

Commented [WD(10): General consensus after using the policy for a cycle is that 10 days is too long; the real concern is with people getting packets the night before, so five days is ample.

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.~~

Commented [WD(11): This content moved to D-1.c. Materials to be Provided by the Candidate because it is material provided by the candidate, not the unit administrator.

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 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, ~~as defined by FSH 1565 C-2. External review shall not be conducted for faculty undergoing third-year review or for nontenure track candidates for promotion with an average of 5% or less responsibility for scholarship or creative activity in their position description during the review period. In the case of tenurable and tenured faculty in Extension, the external review shall focus on the candidate's performance in the areas of scholarship and creative activity and outreach and extension, as defined by FSH 1565 C-2. In the case of tenurable and tenured faculty in Extension, the external review shall focus on the candidate's performance in the areas of scholarship and creative activity and outreach and extension. External review shall not be conducted for faculty undergoing third-year review or for nontenure track candidates for promotion with an average of 5% or less responsibility for scholarship or creative activity in their position description during the review period.~~ 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.b herein, 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. In the case of tenure-line faculty appointments with extension, the four examples shall include the candidate's scholarly and creative activity and extension and outreach work chosen by the candidate. 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). In the case of tenurable Extension faculty, this review shall encompass scholarship and creative activity and outreach and extension.
- 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. Deadlines for Submission of Candidate Material and Unit Materials. ~~A candidate's dossier~~ Materials to be provided by the candidate in support of tenure and/or promotion, ~~containing all of the materials~~ as described in section D-1.A, must shall 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. Failure to Submit Candidate Materials by Deadline. Candidates are expected to follow the submission timeline contained in the provost's administrative guidance. A candidate who does not submit the materials described in D-1 by the deadline described in D-3.a of the mandatory year, or of the tenure

consideration year as adjusted pursuant to an extension under section C-4, is deemed to have been denied tenure as of the deadline.

bc. Finalization of Dossier. Submission is final when the candidate has signed a dossier submission form and provided the signed dossier submission 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 the committee shall include at least one 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, or a full professor in a case considering promotion to full professor, the unit administrator, in consultation with the dean, shall designate appropriate tenured faculty members from other units whose areas of expertise are as closely related as possible to the work of faculty in the unit the candidate. 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 a minimum of five business days to a maximum of ten business days at least two weeks. The committee may provide the candidate with the opportunity to address the committee in support of 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

Commented [WD(12): Faculty feedback: "3500 E-1 a. the unit committee membership for clinical faculty is the same for tenure-track. This makes committee composition bias to tenure track faculty. This is unfair for non-tenured faculty because there are tenure track faculty who simply believes that clinical faculty should do more scholarship, even when this is not reflected on their PD."

Commented [WD(13R12): FAC Response: Tenured status is a standard of expertise that is widely understood and consistently applied across the university and institutions of higher ed in general. Clinical faculty positions are more variable in the level of expertise required. However, please note that committee composition as drafted does allow for one clinical position; also that board policy requires inclusion of tenured faculty.

Commented [WD(14): Faculty feedback: "FSH 3500 E-1b. Collecting feedback from faculty, staff, and students is useless. Staff generally don't know anything about a candidate's teaching or scholarship. Students know nothing about scholarship or expectations about it. Faculty cannot judge a candidate unless they have access to the dossier."

Commented [WD(15R14): FAC suggests eliminating the requirement for feedback for the following reasons:

Re staff feedback: Staff surveyed were in favor of elimination; collecting staff feedback seems to be an improper proxy for collegiality as a criterion for P & T.

Re student feedback: Student feedback substantially overlaps with student evaluations of teaching; sometimes raises allegations that cannot be corroborated; students may not have had any interaction with the faculty, don't have any basis for evaluation, don't understand service, research, outreach obligations, etc.; don't have access to dossier; anonymous nature of survey makes it impossible to know if a given student has had interaction with faculty and thus has a rational basis for evaluation; and collecting feedback in context of P & T candidacy raises privacy concerns.

Commented [WD(16): FAC suggests removing the option for address to the committee due to the risk of unequal application across cases and units.

brief rationale for the committee's recommendations and an anonymized record of the committee's vote for or against tenure 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 a minimum of five business days to a maximum of ten business days 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 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

Commented [WD(17): Faculty feedback: "FSH 3500 E.2-a-1. I recommend that the dossier provided to unit faculty for voting not include external review letters. Sharing the content of the external review letters with all voting faculty will jeopardize the confidentiality of the external review letters."

Commented [WD(18R17): The dossier is a personnel file and all contents are confidential. External review letters are an essential part of the packet; external reviewers are required to provide expertise not otherwise available, and excluding the reviews would deprive the committee of that expertise. P & T policy contains strong protections for confidentiality specific to P & T process.

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 ~~a minimum of five business days to a maximum of ten business days~~ 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.”

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 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).

[d. A candidate who is denied tenure is still eligible for employment at the University in nontenurable positions.](#)

~~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.~~

~~e. 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.~~

Version History

Amended July 2022. [TBD]

Amended May 2021. President Green adopted temporary emergency changes affecting sections D-1.b. and D-2.e.

Amended July 2021. Section A-2.a. was revised to state the purpose of promotion; D-2.e.4. to clarify contents of packet for external review; and F-1 to require consideration of representational balance.

Adopted 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.

**Proposed Temporary Emergency Policy
FSH 1640.77 Scientific Misconduct Committee**

Summary: In response to an usually high number of cases before the Scientific Misconduct Committee, this action allows for the addition of up to four new members on the committee to handle workload.

Proposed Change:

B. STRUCTURE AND MEMBERSHIP. The vice president for research and economic development will nominate, with appointment by the Committee on Committees and confirmation by the Faculty Senate, six tenured faculty members to a Scientific Misconduct Committee (SMC) with one member appointed as chair. The vice president will initially nominate two tenured faculty members to one-year terms, two tenured faculty members to two-year terms, and two tenured faculty members to three-year terms. Thereafter, tenured faculty members will be nominated for three-year terms. A departmental administrator may not chair the SMC. In the event of heavy caseloads, the vice president for research and economic development may nominate up to four additional tenured faculty members to serve up to one year on the committee, each of which must be approved by the Committee on Committees and Faculty Senate.



POLICY COVER SHEET

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

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

Faculty Staff Handbook (FSH)

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

Administrative Procedures Manual (APM)

Addition Revision* Deletion* Emergency Minor Amendment
Policy Number & Title: **35.11 Biohazard Safety**

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

Originator: Megan Grenille

Policy Sponsor, if different from Originator:

Reviewed by General Counsel Yes No Name & Date: **Manisha Wilson 1/25/22**

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

This APM is being revised due to new regulatory documents that were released in 2019 and 2020 (NIH Guidelines for Research Involving Recombinant and Synthetic Nucleic Acid Molecules and the Biosafety in Biological and Biomedical Laboratories, 6th edition). There is redundant information in this APM which is covered elsewhere (FSH, IBC procedures manual).

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

No fiscal impact is expected from this revision.

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 1640.14 (Institutional Biosafety Committee) is related to this APM and is being revised at this time. APM 45.20 is related and will not be impacted.

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.

35.11 -- Biohazard Safety

~~January 14, 2021~~ July 2022 ~~May 20, 2019~~ (rewrite)

A. General. The proper management of biological agents and the vectors that may harbor these agents, is important in providing the necessary protection for employees and, students and their, close contacts; animals; and the environment. Any use, possession, storage, or transfer of material defined in Part B biological agents requires approval from the Institutional Biosafety Committee (IBC) ~~(see FSH 1640.14)~~ and the Office of Research and Economic Development (ORED) ~~(see FSH 1640.14)~~. In addition, ~~f~~ federal or state approval may be required when conducting research activities using ~~s~~ Select ~~a~~ Agents and ~~t~~ Toxins ~~(see APM 45.20)~~, when releasing genetically modified organisms or biological agents to the environment, ~~r~~ or when transferring biological agents to another ~~researcher~~ person or facility. ~~[ed. 5-11]~~

All forms of work involving potential for the occupational exposure to human blood, bodily fluids or other infectious materials are required to comply with the UI Bloodborne Pathogens Program, ensuring that hazards from potentially infectious materials are minimized by using safe work practices, annual training, engineering controls, personal protective equipment (PPE), and decontamination of spills.

B. Definitions.

B-1. Biological agents. ~~—Any bacteria, recombinant DNA, fungi, transgenic organisms, viruses, rickettsiae, chlamydiae, parasites, allergens, viroids, virions, and prions that can be harmful to humans, livestock, plants, or the environment or that have been genetically modified.~~ Any biological material, including but not limited to bacteria, recombinant DNA, fungi, viruses, parasites, and biological toxins, etc. that can be harmful to humans, animals, plants, or the environment or that have been genetically modified.

B-2. Plant or plant pest that requires federal or state permit. Materials whose movement is restricted by either national or state quarantine.

B-3. Bloodborne pathogens (BBP). Pathogens or other infectious materials transmitted through human bodily fluids, including but not limited to human immunodeficiency virus, hepatitis B, or hepatitis C.

C. Procedures. The ~~IBC Institutional Biosafety Committee~~ approves all activities involving ~~biological agents (listed below)~~ the materials defined in Part B and also and serves as a resource for providing information on biohazard safety and management of infectious materials. ~~+~~

- ~~• Recombinant DNA activities;~~

- ~~Activity involving the cultivation or production of genetically modified organisms;~~
- ~~Activity involving the release or cultivation of genetically modified organisms or biological agents in the environment (exception for USDA deregulated items);~~
- ~~Any use, possession, storage, or transfer of Select Agents and Toxins;~~
- ~~Any activity involving the use, possession, storage, or transfer of any biological agent; and~~
- ~~Research activities involving known infectious tissues/materials, [which includes established human cell lines that present human hazards and as such are classified as Risk Group 2 (RG2) agents (BSL2)], substances/specimens containing infectious materials that include activities that either propagate these materials, (e.g. growth of microbiological specimens) or potentially expose workers to these agents, e.g. sifting of soil samples (aerosolizing the soil) when the soil is known to contain an infectious agent or is from a region where there are infectious agents endemic in the soil, e.g. *Bacillus anthracis* is endemic in parts of the Southwest in the United States.~~

C-1. Memorandum of Understanding and Agreement. Biosafety Protocol. Any investigator working with the material listed above in Part B must complete a Biosafety Protocol-Memorandum of Understanding and Agreement (MUA). application found at

a. Duration of Biosafety Protocol Approval; Renewal. An approved protocol is valid for a maximum of three years. If the investigator plans to continue work described in the protocol beyond the approval it is the responsibility of the investigator to obtain renewal prior to protocol expiration.

b. Amendment to Biosafety Protocol. Amendments must be submitted to and approved by the IBC prior to a change in protocol. Examples of changes requiring protocol amendment include additional biological agents or type of biohazardous material, updated scope of work, modifications of protocol or operating procedures, location of use, or updated personnel.

c. Required Documentation. A copy of the approved biosafety protocol, along with associated documentation on research protocols and training of lab personnel must be kept on file with the investigator.

<http://www.uro.uidaho.edu/default.aspx?pid=32025>

Submit the completed MUA application to the Office of Research Assurances.

C-2. Biosafety Manual and Facility Review. -The investigator must complete a biosafety manual (BSM) or other IBC approved manual, depending on the biological agent (e.g. and exposure control plan for

bloodborne pathogens or abbreviated BSM for samples containing unknown hazards), and facility review that addresses laboratory and research safety procedures, such as proper personal protective equipment, appropriate research equipment (autoclaves, biosafety cabinets, chemical fume hoods, etc.), signage, easy access to safety information such as Material Safety Data Sheets (MSDSs), and the ability to manage different wastes (biological, hazardous chemical, sharps, etc.). A template for a biosafety manual and a facility review checklist may be obtained from the Biosafety Officer in Environmental Health and Safety Office (EHSO) and/or the Office of Research Assurances (ORA) see F below.

C-3. Biosafety Protocol MUA Approval and Renewal. An approved MUA protocol is valid for a maximum of three years. If the investigator plans to continue project work described in the protocol beyond the approval three years it is the responsibility of the investigator to obtain renewal before the end of the three years prior to protocol expiration.

C-4. Biosafety Protocol MUA Amendment. An amendment must be submitted to the IBCMUA must be amended any time there is a change in the approved protocol use. Amendments must be approved prior to a change in protocol. Examples of cChanges include: additional biological agents or type of biohazardous material, updated scope of work, but are not limited to, a change in , modifications of protocols or operating procedures, a change in location of use, a change in type of material, or a change in or updated personnel. Amendments may be submitted to the Biosafety Officer or to ORA in an email explaining all protocol changes.

C-5. Documentation. A copy of the approved MUA biosafety protocol, along with associated documentation on research protocols and training of lab personnel must be kept on file with the investigator.

C-36. Exposure Control Plan (ECP). Those personnel with occupational exposure to BBP outside the scope of IBC oversight must complete an ECP and submit it to Environmental Health and Safety (EHS) for review and approval.

C-47. Shipping Biological Materials. Shipping of all biological materials must follow protocols set by EHS and ORED.

D. Information on Specific Federal Agencies Additional Federal and State Compliance Obligations. Investigators may also be subject to compliance obligations imposed by federal and state agencies. Frequently arising federal and state obligations are briefly described below. Receipt of a grant or approval from a federal or state agency does not relieve the investigator from obtaining a biosafety protocol approval university MUA prior to conducting work with any of the above activities materials in Part B.

D-1. Federal Agencies: Guidelines specific to the below mentioned agencies can be found off the ORA website or their respective websites:

a. National Institutes of Health (NIH). AsWhen the University receives fFunding from NIH, specifically for recombinant DNA activities, all research involving recombinant or synthetic nucleic acid activities is subject to the requires investigators to follow the "NIH Guidelines for Research Involving Recombinant DNA MoleculesNIH Guidelines for Research Involving Recombinant DNA Molecules" found at the Office of Biotechnology Activities off the NIH website.

D-2.

b. USDA Animal and Plant Health Inspection Service (APHIS) and Idaho State Department of Agriculture (ISDA). APHIS and ISDAThey Issues permits specifying necessary requirementsrequire permits associated withfor the use, possession, storage, and transfer of plant materials.

D-3. Centers for Disease Control and Prevention (CDC) and USDA.

c. TheyCDC and USDA rRegulates Select Agents and Toxins. tThe use, possession, storage, and transfer of sSelect aAgents and tToxins. is regulated by the Centers for Disease Control and Prevention (CDC) or APHIS. A list of Select Agents and Toxins can be found at the CDC, APHIS or NSAR websites.

An investigator must register with the CDC or APHIS to use sSelect aAgents and TToxins. To begin the registration processprocess, contact the IBCUniversity Research Office at (208) 885-4989.

D-4. Occupational Safety and Health Administration (OSHA) and Idaho General Health and Safety Standards (IGSHS). They OSHA and IGSHS set employer requirements when employees may encounter occupational exposure to BBP or other potentially infectious materials. See the Language from 29 CFR 1910.1030 and IGSHS - 330 has been adapted into the UI Bloodborne Pathogens Manual, which incorporates the requirements of 29 CFR 1910.1030 and IGSHS - 330.

E.- Educational Opportunities. In addition to the below educational opportunities, other opportunities are available through EHSO and ORA, see F below:

E-1. EHSO courses:

- Basic Biosafety Training for Laboratory Personnel

- ~~Basic Biosafety Training for Facilities Maintenance Personnel~~
- ~~Select Agents and Toxins: Regulatory Requirements~~
- ~~Blood Borne Pathogens~~

~~E-2. ORA offers an on-line power point of the BMBL 5th edition compliant Basic Biosafety Training for Laboratory Personnel, along with a Biosafety Cabinet on-line training.~~

~~F. Contact Information.~~

~~Environmental Health and Safety Office at (208) 885-6524 or website at:
<http://www.uiweb.uidaho.edu/safety/>~~

~~For biosafety: Office of Research Assurances at (208) 885-4054/6162 or
website at: <http://www.uro.uidaho.edu/default.aspx?pid=31941>
biosafety@uidaho.edu.~~

~~For bloodborne pathogens: [Environmental Health and Safety 208-885-6524](http://www.eshs.uidaho.edu)
or safety@uidaho.edu.~~

2021 – 2022 Faculty Senate Approved at Mtg 20 02.15.22Meeting # 19

Tuesday, February 8, 2022, 3:30 pm – 5:00 pm

Zoom only

Present: Becker, Bridges, Chapman, Dahlquist, Fairley, Hickman, Hoffmann, Torrey Lawrence (w/o vote), Lee-Painter, McIntosh, Meeuf (Chair), Mittelstaedt, Ogborn, Paul, Quinnett, Rashed, Rinker, Roberson, Rose, Sammarruca (w/o vote), Schiele, R. Smith, A. Smith (Vice Chair), Schwarzlaender, Tenuto, Thorne, Wargo

Absent: Ahmadzadeh, Castillo, Gauthier

Guests: Peter Fuerst, Eric Stuen, Jerilyn Prescott, and Charlene Ewart

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

Approval of Minutes (vote):

- Minutes of the 2021-22 Meeting #18 – Attach. #1.
The minutes of the 2021-22 Meeting #18 were approved with a friendly amendment.

Chair's Report:

- I'm happy to announce a new faculty and staff award! Career Services is seeking nominations for the first ever Career Impact Award. Career Services recognizes that many faculty across the university and state help students with career exploration and development. They are seeking nominations for faculty and staff who support the career development of students. Career Services will select one faculty member and one staff member for this award in 2022. Each award recipient will receive a monetary award (\$2,000), recognition, and a plaque from Career Services. The deadline for nominations for the 2022 Award is Friday, March 4, 2022, by 11:59 p.m.; here is the nomination link:
https://uidaho.co1.qualtrics.com/jfe/form/SV_0jqLBeTjChTqdGS.
- You can register for this year's LunaFest film festival, which will take place on Tuesday, March 1 at 5:30 p.m. at the Kenworthy Performing Arts Centre (and online). LunaFest is a national traveling festival featuring short films by independent women filmmakers. Admission is free but registration is required. You can learn more online.
- I would also like to remind all Senators that Senate election season is coming up fast. Senators should coordinate with their colleges and constituents to organize Senate elections according to each college's established procedures. If you are unsure about which positions will be vacant next year, please reach out to Francesca for clarification. Let's get started building our next Senate!
- That also means you all should start thinking about Senate leadership for next year. Some of you may have already heard, but our Senate Vice Chair, Alistair Smith, has been hired as the interim chair of Geography and Geological Sciences (soon to be Earth and Spatial Sciences), so big congratulations to Alistair and a big thank you for all his hard work with our leadership team. But because this new position is mostly in the College of Science, Alistair will be giving up his Senate seat representing the College of Natural Resources after this term, which means he will not be able to run for Senate chair next year. I would encourage you all to consider your interest in Senate leadership moving forward. If anyone is interested in learning more, Alistair,

Francesca, and I are happy to discuss how Senate leadership works. We're also happy to have interested people sit in on leadership meetings to get a better sense of our process.

There were no questions for the Chair.

Provost's Report:

- COVID update: the mask requirement remains in place. Currently, we have three students in isolation and three in quarantine. Rapid tests are now available. Nearly 5,000 students have submitted their vaccination card. Over 500 new students have submitted their vaccination card to participate in the tuition incentive program.
- NWCCU will visit our campus April 4-6. It will be a virtual visit. Updates will follow.

Discussion on the Provost's report:

A Senator read a comment from a constituent expressing discontent with the fact that both Strategic Enrollment Management and the new Digital Learning Office used consultants last year. The Provost will come back to this question with more details. He noted that consultants are people with specialized expertise that can help the university in very specific situations. Vice Provost Ken Udas added that the university does not have much specialized expertise compared to other universities, so sometimes we need to reach out to gain access to information we need.

Committee Reports:

- UCC 30 Department of Medical education – Peter Fuerst, Attach. #2
WWAMI is a partnership between the University of Washington School of Medicine and five other schools, including the University of Idaho. The partnership has a nearly 50-year history. They are seeking to better align the organizational structure of WWAMI with University of Idaho policy. They propose to establish a Department of Medical Education within WWAMI. This will help streamline and clarify administration tasks. They do not anticipate any costs apart from processing of the proposal. Leadership of the Department will be managed by a current or replacement Associate Dean within the WWAMI program. A change in expenses will not occur because this individual already has an administrative stipend.
Vote: 23/23 in favor. Motion passes.
- UCC 31 Department of Medical Research – Peter Fuerst, Attach. #3
They are seeking to better align the organizational structure of WWAMI with University of Idaho policy by establishing a Department of Medical Research within WWAMI. Similar to medical education, there are faculty, staff, postdocs, and researchers associated with this program and they are hoping to add more structure to their employment. Rusty Baker would oversee the department.
Discussion
A faculty inquired about the benefits of having a department of medical education and a department of medical research, because the typical department structure would have people doing both education and research. Peter Fuerst clarified that the educational focus of medical research is actually on continuing medical education for practicing physicians, whereas undergraduate medical education is for medical students. So, from a programmatic point of view, it is like having different departments that offer different degrees, not just a splitting by research or education. Everything in WWAMI would be divided among three units, following a natural division. The advantage of having the three different units is more clarity about roles and responsibilities.
Vote: 22/22 in favor. Motion passes.
- UCC 32 Department of Clinical Medicine – Peter Fuerst, Attach. #4

The difference between this department and the other two departments discussed above is that members in this unit are practicing physicians working in hospitals in the community, so our students work with patients in area hospitals, which is different from undergraduate medical education.

Vote: 23/23 in favor. Motion passes.

- UCC 452 Business Administration (B.B.A.) – Eric Stuen, Attach. #5

This program will provide the skills to allow more Idahoans to succeed in high paying jobs. Thus, it will benefit the Idaho economy while providing assurance for companies considering locating within the state that the human resources they need are locally available. The primary target are those individuals interested in a business degree from the University of Idaho who have significant barriers in moving to Moscow to pursue a traditional degree. Within this broad target we see three specific groups of students the program will serve: 1. Nontraditional learners of all ages that want to pursue a business education that cannot move to Moscow because of work, family or cost considerations; 2. Graduates of Idaho two-year programs that are unable to move to Moscow to pursue a four-year degree; 3. Students that started a traditional degree at the University of Idaho but who had to leave Moscow and would like to complete their education. The budget includes hiring faculty and staff members who would deliver the entire curriculum of the new program.

Discussion

There was some discussion related to the online nature of the degree. The COB is offering the last two years of the degree with the first two years expected to come mostly through our community college partners.

Vote: 23/23 in favor. Motion passes.

- University Safety and Loss Control – Jerilyn Prescott, Attach. #6

The University Safety and Loss Control Committee asks Faculty Senate and Staff Council to endorse their statement (attachment #6) of renewed commitment to support a university safety culture. Senate decided to formally endorse the statement with a vote. Moved and seconded (Alistair Smith, Rochelle Smith).

Vote: 19/19 in favor. Motion passes.

- Committees on Committees – Alistair Smith

- FSH 1640.46 Arts Committee Attach. #7

There are two main reasons for these changes: to include the administrative role the committee has had for years regarding the Student Arts Fee Grant (the proposed A-5), and to expand the structure to facilitate the full functioning of the committee (A-1) in keeping with the university's Arts Collection Management document (a management document that the Office of the President and College of Art and Architecture have to help manage the art collection).

Vote: 22/22 in favor. Motion passes.

- FSH 1640.14 Bio Safety Attach. #8

This policy is being revised due to new regulatory documents that were released in 2019 and 2020 (NIH Guidelines for Research Involving Recombinant and Synthetic Nucleic Acid Molecules and the Biosafety in Biological and Biomedical Laboratories, 6th edition).

Vote: 21/21 in favor. Motion passes.

- FSH 1640.77 Scientific Misconduct Attach. #9

In Spring 2022, an emergency change in the committee structure was needed to accommodate an increase in cases. To minimize a future need for an emergency policy, the Committee on Committees is proposing this permanent policy to adjust the existing

structure to include three alternate members that could be called upon in times of high cases workload. The language was adjusted to account for principal and alternate members.

Vote: 21/21 in favor. Motion passes.

Other Announcements and Communications:

- Admission Standards Discussion

We are currently operating under temporary emergency policy standards, as allowed by FSH 6990, to mitigate the impact of Covid on our higher education or our K-through-12 system, such as the inability of students to take standardized tests. Currently, we apply a standard of 2.6 for the minimum GPA and no standardized test is required. Those policies do not apply to the next admission cycle and thus we need to make a timely decision about that. We also need to devise a plan going forward, and the State Board has asked for our input on what their *direct admit* standards should be. This is a process through which Idaho high school students who meet a base standard automatically receive a letter from the State Board saying that they have been admitted to higher education in Idaho and which institution they qualify for. The State Board is considering retaining a minimum GPA of 2.6 for the next cycle of direct admit, but there is room for discussion. We have several options: we could revert back to our old standards – which may not be the best solution under the circumstances and would be out of alignment with what the State Board is asking us to do. We can put in place another temporary policy under FSH 6990 because the threat of Covid is still here. Finally, we can write a permanent policy that we feel comfortable with moving forward. This conversation is to gather feedback on how people want to proceed, and what they think the standards should be. Part of this discussion is the Gateway Program, which is currently admitting students just below the required GPA and providing the services to support them. Senators are welcome to talk to Russ, Alistair, and Francesca about their thoughts on admission standards and how we should proceed.

There was some discussion on the importance of data about the academic standing of students in the GPA range of 2.6 to 2.8. It was clarified that the GPA of 2.6 includes up to the sixth semester, although an exception was made during the peak of the Covid period to accept the fifth semester GPA. It is also important to know how the people who provide additional academic assistance have been doing the last couple of years, as well as people in different support services. A Senator suggested that a collective approach also considering data from other universities may be useful.

Some Senators asked whether we are talking about potentially reducing the GPA permanently. That possibility is on the table, but we can also proceed stepwise and first decide about the fall 2023 admission cycle. Provost Lawrence clarified that the question from the State Board concerns the direct admit process – when the state reaches out to the student and informs them that they are admitted in all or some universities in the state, depending on their credentials. Direct admit to community colleges goes down to 2.0. We want to make sure that our Gateway minimums are aligned with what the state is offering, which helps more students get access to higher education in Idaho, but we can have a different regular admission standard.

It was noted that it may be hard to assess whether the student is at the appropriate level in a particular subject without standardized tests. Some institutions give placement tests when people arrive – essentially a diagnostic test for placement but not required for admission purposes.

Chair Meeuf will be in touch with other groups to gather more data, specifically on the students in the GPA range of 2.6 to 2.8. This preliminary conversation revealed a preference to proceed year by year, but also a desire to start thinking and talking about the long-term question.

Adjournment:

The agenda was not completed. Chair Meeuf called for a motion to adjourn. So moved and seconded (A. Smith/Lee-Painter). Meeting adjourned at 5:00pm.

Respectfully Submitted,

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

University of Idaho
2021 – 2022 Faculty Senate Agenda

Meeting # 19

Tuesday, February 8, 2022, at 3:30 pm
Zoom Only

- I. Call to Order
- II. Approval of Minutes (Vote)
 - Minutes of the 2021-22 Faculty Senate Meeting #18 (February 1, 2022) **Attach. #1**
- III. Consent Agenda (Vote)
- IV. Chair's Report
- V. Provost's Report
- VI. Committee Reports (Vote)
 - UCC 30 Department of Medical Education – Peter Fuerst **Attach. #2**
 - UCC 31 Department of Medical Research – Peter Fuerst **Attach. #3**
 - UCC 32 Department of Clinical Medicine – Peter Fuerst **Attach. #4**
 - UCC 452 Business Administration (B.A.A.) - Eric Stuen **Attach. #5**
 - University Safety and Loss Control – Jerilyn Prescott **Attach. #6**
 - Committees on Committees – Alistair Smith
 - FSH 1640.46 Arts Committee **Attach. #7**
 - FSH 1640.14 Bio Safety **Attach. #8**
 - FSH 1640.77 Scientific Misconduct **Attach. #9**
- VII. Other Announcements and Communications
 - Admissions Standards Discussion
- VIII. Special Orders
- IX. New Business
- X. Adjournment

Attachments:

- **Attach. #1:** Mtg #18 Minutes
- **Attach. #2:** UCC 30
- **Attach. #3:** UCC 31
- **Attach. #4:** UCC 32
- **Attach. #5:** UCC 452
- **Attach. #6:** University Safety and Loss Control
- **Attach. #7:** FSH 1640.46
- **Attach. #8:** FSH 1640.14
- **Attach. #9:** FSH 1640.77

* Changes to the Administrative Procedures Manual (APM): Please forward any questions or comments directly to both the policy coordinator at ui-policy@uidaho.edu and to the policy originator (listed on the cover sheet) within five working days of the senate meeting at which the APM item is presented.

2021 – 2022 Faculty Senate – Pending Approval

Meeting # 18

Tuesday, February 1, 2022, 3:30 pm – 5:00 pm

Zoom only

Present: Becker, Bridges, Castillo, Chapman, Dahlquist, Fairley, Gauthier, Hickman, Hoffmann, Torrey Lawrence (w/o vote), Lee-Painter, McIntosh, Meeuf (Chair), Mittelstaedt, Ogborn, Paul, Quinnett, Rashed, Rinker, Roberson, Sammarruca (w/o vote), Schiele, R. Smith, A. Smith (Vice Chair), Schwarzlaender, Tenuto, Thorne, Wargo

Absent: Rose (excused), Chapman (excused), Ahmadzadeh

Guests: Lisette Waits, Charles Goebel, George Tanner, Hirotachi Abo, Chantal Vella

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

Approval of Minutes (vote):

- Minutes of the 2021-22 Meeting #17 – Attach. #1.
The minutes of the 2021-22 Meeting #17 were approved as distributed.

Chair's Report:

- ITS is still looking for faculty volunteers to provide feedback for the new “My.UIdaho” platform, which will offer each student a personalized dashboard that integrates with Banner and other applications. ITS is hoping to conduct 45-60 minute, one-on-one interviews with key stakeholders to help them design and develop this new interface. If you are interested in participating, please email project manager Jason Swanby at jswanby@uidaho.edu.
- As hopefully many of you saw, President Green released the [report](#) by Idaho law firm Hawley Troxel that debunked the many erroneous claims about the University of Idaho made by the partisan organization the Idaho Freedom Foundation. President Green also staunchly defended the University last week while presenting to the Joint Finance and Appropriations Committee at the state legislature. I wanted to pass along the many comments of praise and support for President Green that I received from faculty across the university.

There were no questions for the Chair.

Provost's Report:

- Last Friday there were great presentations from U of I before JFAC and throughout the week from President Green and other university leaders. News about the legislative budget decisions will take many weeks, but the university community will be updated as much as possible.
- COVID update: The number of students in our isolation space is down significantly from last week. The Provost gave an update on the availability of tests – from noon to 2pm at the REC center. Also, a large order of rapid tests is arriving. The number of students who have submitted their vaccination card is now 4,700. Things seem to be moving in the right direction.
- Nominations are needed for two deans to serve on the University Distinguished Professor Advisory Committee. Please submit nominations to Vice Provost Diane Kelly-Riley. FSH 1565 D-8.b provides the selection procedures.

<https://www.uidaho.edu/governance/policy/policies/fsh/1/1565#d8>

- Enrollment: Numbers are still preliminary, but the 10-day report indicates an increase of 2.9%. Applications and admissions for fall 2022 are also up.

Discussion on the Provost's report:

There was a question about the considerable state budget surplus and whether we will be able to benefit from it. The Provost responded that the Governor's budget is the starting point for state budget discussion but there may be many weeks of amendments and negotiations before we know something concrete. There are indications suggesting greater support for higher education and education in general.

A Senator expressed appreciation for President Green's strong position in support of U of I.

Committee Reports:

- UCC 364 Wildlife Sciences – Lisette Waits, Attach. #2
The proposal is to change the name from Wildlife Resources to Wildlife Sciences, which better reflects what is done in the department. They also added three emphasis areas. Note: the attachment provided in the binder includes four emphasis areas, but the pre-vet emphasis was removed due to overlap with the pre-vet major in CALS, although it appears in the attachment. When voting, Senators must remember that they are voting on the amended version of attachment #2, which is not reflected in the binder. The Registrar's Office will be informed of the error to ensure that what Senate voted on goes through the system.
Vote: 21/21 in favor. Motion passes.
- UCC 475 A.S Wildland Fuel and Fire Technology – Charles Goebel, Attach. #3
Three parallel Associate of Science degrees are being proposed, with the addition of Gen Ed courses to meet institutional requirements.
After some brief clarification, Senators were ready to vote on UCC 475.
Vote: 21/21 in favor. Motion passes.
- UCC 461 A.S Forest Operations and Technology – Charles Goebel, Attach. #4
No specific questions on this component of the proposal.
Vote: 21/21 in favor. Motion passes.
- UCC 460 A.S Forest Nursery Management and Technology – Charles Goebel, Attach. #5
No specific questions on this component of the proposal.
Vote: 22/22 in favor. Motion passes.
- UCC 454 Entrepreneurship Minor – George Tanner, Attach. #6
Entrepreneurship has been a campus-wide program – almost 60% of the students in the program are from outside COB. They are now proposing to create an 18-credit Minor. Some Senators commented on the innovative nature of the program.
Vote: 22/22 in favor. Motion passes.
- UCC 285 Certificate in Statistics – Hirotachi Abo, Attach. #7
The proposal is to add the online option designation.
Vote: 21/22 in favor, 1/22 against. Motion passes.
- Faculty Affairs - FSH 3500 – Chantal Vella, Attach. #8

Chantal Vella introduced the purpose and scope of the recent work by FAC on FSH 3500, which was twofold: **1.** Adopt the changes made in May 2021 through emergency policies (see FSH D-1.b on optional Covid impact statement and D-2.e.4 for external review and extension); **2.** Extensive revisions in response to feedback from faculty and administrators. Chantal proceeded to cover the most substantial ones. In B-5 and B-6, language was added concerning confidentiality and recusal. C-4.f was modified to improve fairness in the process of asking for an extension of the timeline. D-2.e states that external peer review is not conducted for non-tenure-track faculty with less than 5% of Scholarship and Creative Activities in their position description. There is also added language on extension faculty to be consistent with D-2.e.4. Revisions include E-1.b Basis for Evaluation, which removes feedback from staff and students.

Discussion:

Senators commented and/or requested clarification mostly on:

- What may constitute a conflict of interest. The definition is in FSH 6240. Whether the relationship and/or work arrangement fall within FSH 6240, a committee member who believes they cannot make an impartial decision can recuse themselves.
- If the names of the committee members are not known to the candidate, how can the candidate determine whether there is a potential conflict? The names of the committee members can be requested by the candidate at any time (E-1.7).
- C-4.f Procedure for Requesting an Extension. The proposed addition is to ensure fairness to faculty who request the extension.
- Per D-2 the committee must have the materials a minimum of five days before they meet. Could this timing be too tight? No, because the committee does not have to meet five days after receiving the materials if they need more time.
- Why remove feedback from students and staff? Faculty Affairs thought that it is best not to include feedback from individuals who do not have access to the dossier.
- Choice of peer institutions (D-2.e). Do we need language to provide guidance? Should external reviewers be selected from peer or aspirational institutions? Vice Provost Kelly-Riley noted that reviewers should be selected by expertise in the candidate's field, not by their affiliation. This could potentially be addressed in the Provost Guidance.
- The timeline for the entire process seems long. The Provost went over the various steps from the unit level to the university level committee, where a large number of packets has to be reviewed (68 this year). Suggestions for streamlining the process are welcome.
- Why is there a requirement that external reviewers must be tenured? This prevents, for instance, members of national laboratories from serving as reviewers. The tenured status ensures the appropriate level of expertise. Furthermore, a clear prescription of where to draw the line may avoid future problems and confusion.
- What if there is inconsistency of requirements at the various committees? The university and college requirements are very general. If a discrepancy exists, FSH takes priority.

At the end of the Q&A, Senators were satisfied with the proposed version of FSH 3500 and were ready to vote.

Vote: 20/22 in favor, 2/22 against. Motion passes.

Other Announcements and Communications:

- Temporary Emergency Policy Proposal: Scientific Misconduct Committee – Russ Meeuf, Attach. #9

In response to an usually high number of cases before the Scientific Misconduct Committee, this action allows for the addition of up to four new members on the committee to handle workload. Vote: 21/21 in favor. Motion passes.

- *APM 35.11 Biohazard Safety, Attach. #10
APM items are informational only. If there are any questions, please contact the policy sponsor/originator.

New Business:

No new business was raised by Senators. Chair Meeuf gave a brief overview of future issues FSL is planning to bring forward. The work of the sub-committee on SET chaired by Alistair is coming along and will soon bring to Senate proposed revisions to FSH 2700. The Anti-Bullying Policy continues to circulate and gather feedback. We will revisit the issue of admission standards in view of state requirements.

Adjournment:

The agenda being completed, Chair Meeuf adjourned the meeting at 4:49pm.

Respectfully Submitted,

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

30: DEPARTMENT OF MEDICAL EDUCATION

In Workflow

1. 186 Chair (fuerst@uidaho.edu)
2. 14 Curriculum Committee Chair (jeffreys@uidaho.edu)
3. Provost's Office (panttaja@uidaho.edu; kudas@uidaho.edu; mstout@uidaho.edu; jvalkovic@uidaho.edu)
4. Registrar's Office (none)
5. Ready for UCC (disable)
6. UCC (none)
7. Faculty Senate Chair (mstout@uidaho.edu; jvalkovic@uidaho.edu)
8. UFM (mstout@uidaho.edu; jvalkovic@uidaho.edu)
9. President's Office (brendah@uidaho.edu; mstout@uidaho.edu; jvalkovic@uidaho.edu; lindalundgren@uidaho.edu)
10. State Approval (mstout@uidaho.edu; jvalkovic@uidaho.edu; lindalundgren@uidaho.edu)
11. NWCCU (sara@uidaho.edu; mstout@uidaho.edu)
12. Steve Stubbs (sstubbs@uidaho.edu)

Approval Path

1. Wed, 22 Sep 2021 18:43:39 GMT
Peter Fuerst (fuerst): Approved for 186 Chair
2. Wed, 22 Sep 2021 21:25:34 GMT
Jeffrey Seegmiller (jeffreys): Approved for 14 Curriculum Committee Chair
3. Fri, 17 Dec 2021 19:30:21 GMT
Dean Panttaja (panttaja): Approved for Provost's Office
4. Wed, 22 Dec 2021 22:01:09 GMT
Steve Stubbs (sstubbs): Approved for Registrar's Office
5. Thu, 20 Jan 2022 15:58:11 GMT
David Barnes (dabarnes): Approved for Ready for UCC
6. Wed, 26 Jan 2022 18:35:17 GMT
Steve Stubbs (sstubbs): Approved for UCC

New Proposal

Date Submitted: Wed, 07 Jul 2021 17:23:07 GMT

Viewing: Department of Medical Education

Last edit: Wed, 22 Dec 2021 20:57:38 GMT

Changes proposed by: Peter Fuerst

Faculty Contact

Faculty Name	Faculty Email
Peter Fuerst	fuerst@uidaho.edu

Request Type

Add/Drop a Department/School/Unit/College

Effective Catalog Year

2022-2023

Title

Department of Medical Education

Request Details

WWAMI is a partnership between the University of Washington School of Medicine and five other schools, including the University of Idaho. The partnership has nearly a 50-year history.

We are seeking to better align the organization structure of WWAMI with University of Idaho policy. To do so we propose to establish a Department of Medical Education within WWAMI. This will help to streamline and clarify our administration tasks. We do not anticipate a cost apart from processing of the proposal. Leadership of the Department will be managed by a current or replacement Associate Dean within the WWAMI program. A change in expenses will not occur because this individual already has an administrative stipend.

Attach State Form

WWAMI Department of Medical Education1.docx

Supporting Documents

WWAMI ORG.pdf

Key: 30

Idaho State Board of Education

Proposal for Academic Degree and Certificate Program

Date of Proposal Submission:	
Institution Submitting Proposal:	University of Idaho
Name of College, School, or Division:	WWAMI Medical Education Program
Name of Department(s) or Area(s):	NA

Official Name of the Program:	Department of Medical Education		
Implementation Date:	7/1/2022		
Degree Information:	Degree Level: Graduate	Degree Type: MD	
CIP code (consult IR /Registrar):	Current WWAMI mix of CIP codes		
Method of Delivery: Indicate percentage of face-to-face, hybrid, distance delivery, etc.	Current delivery modality		
Geographical Delivery:	Location(s)	Moscow	Region(s)
			WWAMI sites
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.)	Regional Responsibility	X	Statewide Responsibility

Indicate whether this request is either of the following:

- | | |
|---|---|
| <input 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 (Outside of a UI Region) | <input type="checkbox"/> Other (i.e., Contract Program/Collaborative) |

College Dean (Institution) Date

Vice President for Research (Institution; as applicable) Date

Graduate Dean or other official (Institution; as applicable) Date

Academic Affairs Program Manager, OSBE Date

FVP/Chief Fiscal Officer (Institution) Date

Chief Financial Officer, OSBE Date

Provost/VP for Instruction (Institution) Date

Chief Academic 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.** 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.

WWAMI is a partnership between the University of Washington School of Medicine and five other schools, including the University of Idaho. The partnership has nearly a 50-year history.

We are seeking to better align the organization structure of WWAMI with University of Idaho policy. To do so we propose to establish a Department of Medical Education within WWAMI. This will help to streamline and clarify our administration tasks. We do not anticipate a cost apart from processing of the proposal. Leadership of the Department will be managed by a current or replacement Associate Dean within the WWAMI program. A change in expenses will not occur because this individual already has an administrative stipend.

- 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.

The University of Idaho faculty and staff handbook sets out policies in several areas such as hiring, promotion and tenure. The guidelines are designed with University Colleges and Departments in mind. WWAMI, however, is not recognized as a College and currently does not have departments. Because of the current structure, ad hoc policies must be generated to guide WWAMI functions (e.g., deciding how to structure a faculty promotion and tenure committee). Each situation requires consultation with the Office of the Provost and Executive Vice President, which results in consistent time sink can and significant delays, which can be reduced. The WWAMI program, and the University, will be able to benefit from the work already done to establish the student and faculty handbook by establishing a Department of Medical Education.

- 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.

NA

- c. Societal Need:** Describe additional societal benefits and cultural benefits of the program.

NA

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.

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'.

NA

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.

NA

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.

NA

Instit.	Program Name	Fall Headcount Enrollment in Program				Number of Graduates From Program (Summer, Fall, Spring)			
		FY__	FY__	FY__	FY__ (most recent)	FY__	FY__	FY__	FY__ (most recent)

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.

NA

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

NA

Proposed Program: Projected Enrollments and Graduates First Five Years											
Program Name:											
Projected Fall Term Headcount Enrollment in Program						Projected Annual Number of Graduates From Program					
FY__ (first year)	FY__	FY__	FY__	FY__		FY__ (first year)	FY__	FY__	FY__	FY__	

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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?

NA

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?
- b. If those minimums are not met, what is the sunset clause by which the program will be considered for discontinuance?

NA

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.

NA

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 _____

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

NA

14. Three-Year Plan: If this is a new proposed program, is it on your institution’s approved 3-year plan?

Yes _____ No X

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:

	Program is important for meeting your institution's regional or statewide program responsibilities.
	The program is in response to a specific industry need or workforce opportunity.
	The program is reliant on external funding (grants, donations) with a deadline for acceptance of funding.
	There is a contractual obligation or partnership opportunity related to this program.
	The program is in response to accreditation requirements or recommendations.
	The program is in response to recent changes to teacher certification/endorsement requirements.

- b. Provide an explanation for all statements you selected.

NA

Educational Offerings: Curriculum, Intended Learning Outcomes, and Assessment Plan

15. Curriculum. Provide descriptive information of the educational offering.

There will be no change to the curriculum

- 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.	
Credit hours in required courses offered by other departments:	
Credit hours in institutional general education curriculum	
Credit hours in free electives	
Total credit hours required for degree program:	

- b. **Curriculum.** Provide the curriculum for the program, including credits to completion, courses by title and assigned academic credit granted.

- 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.

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.

NA

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.

NA

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.

Existing resources will be used including offices, equipment, and salary. There will be no change in expenses.

- 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 new Department will not reduce space/resource options for the other WWAMI programs and students; however, it may provide additional provide additional resources (e.g., grant funding, equipment) to other WWAMI programs and our students that would otherwise not be available.

- 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.

NA

19. Library and Information Resources: Describe adequacy and availability of library and information resources.

NA

- a. **Existing resources and impact of new program.** Evaluate library resources, including personnel and space. Are they adequate for the operation of the present program? Will there be an impact on existing programs of increased library usage caused by the proposed program? For off-campus programs, clearly indicate how the library resources are to be provided.
- b. **Needed resources.** What new library resources will be required to ensure successful implementation of the program? Enter the costs of those library resources into the budget sheet.

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?

A current Associate Dean will be assigned as the department chair. There will be no increase in salary or expenses.

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

Existing infrastructure will accommodate the new Department. There will be no additional staff, faculty or salary associated with the change.

- c. **Impact on existing programs.** What will be the impact on existing programs of increased use of existing personnel resources by the proposed program? How will quality and productivity of existing programs be maintained?
- d. **Needed resources.** List the new personnel that must be hired to support the proposed program. Enter the costs of those personnel resources into the budget sheet.

21. Revenue Sources

NA

- 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?
- 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.

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?

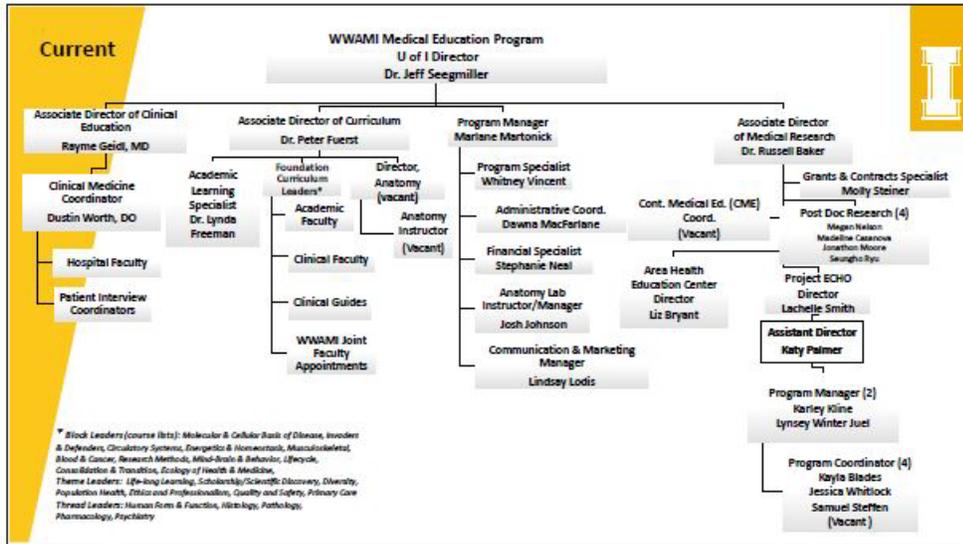
d) **Student Fees:**

- 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.

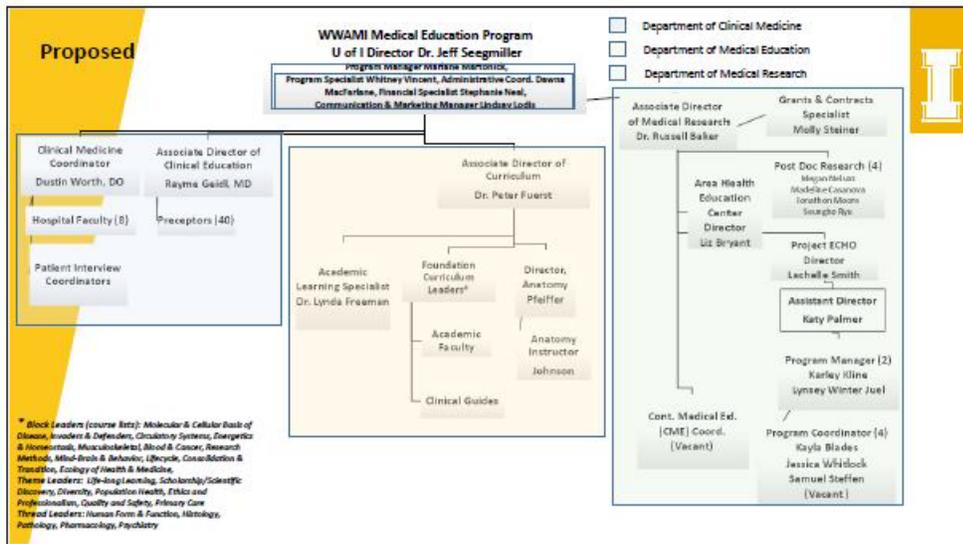
22. Using the excel [budget template](#) provided by the Office of the State Board of Education, provide the following information:

NA: no change to budget

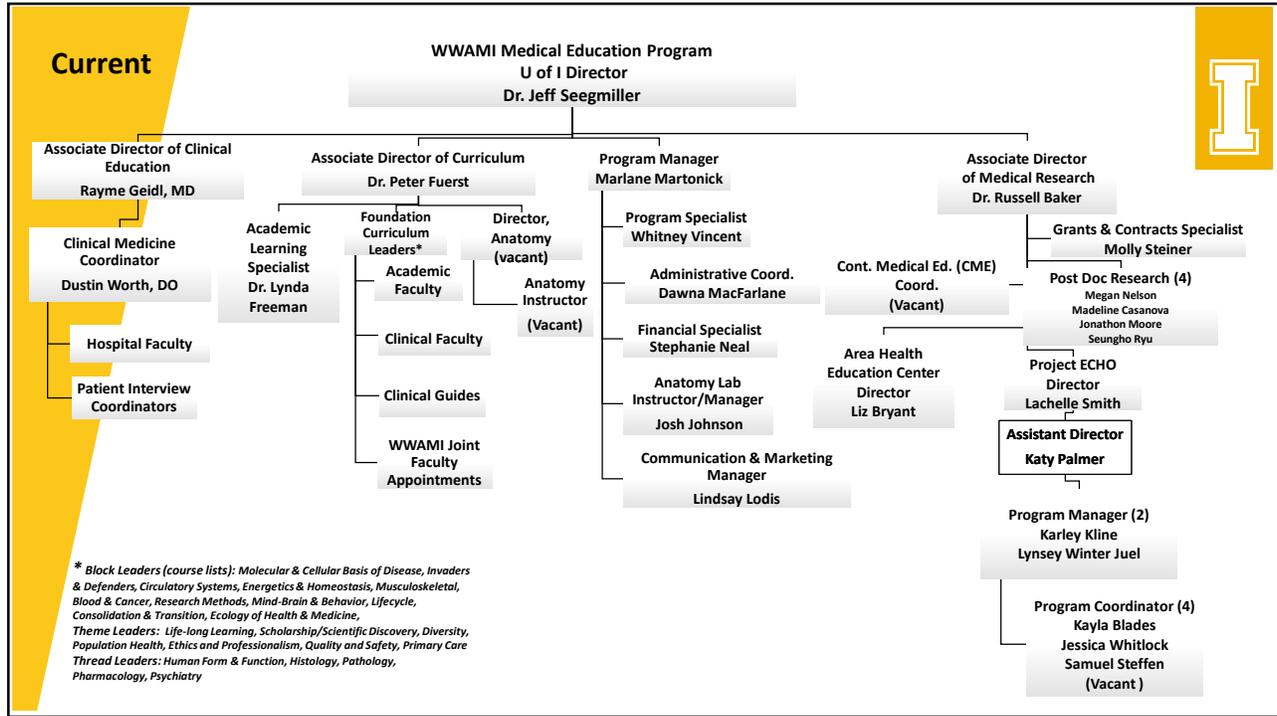
- Indicate all resources needed including the planned FTE enrollment, projected revenues, and estimated expenditures for the first **four** fiscal years of the program.
- Include reallocation of existing personnel and resources and anticipated or requested new resources.
- Second and third year estimates 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).



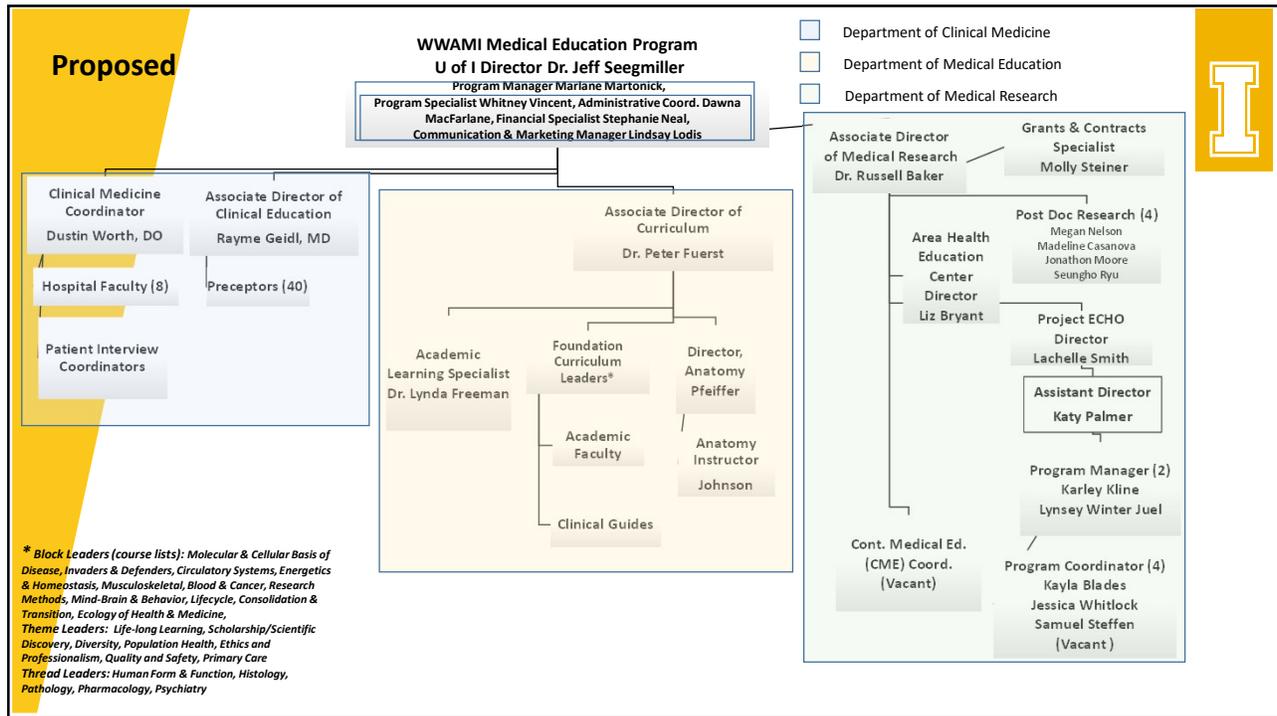
1



2



1



2

31: DEPARTMENT OF MEDICAL RESEARCH

In Workflow

1. 186 Chair (fuerst@uidaho.edu)
2. 14 Curriculum Committee Chair (jeffreys@uidaho.edu)
3. Provost's Office (panttaja@uidaho.edu; kudas@uidaho.edu; mstout@uidaho.edu; jvalkovic@uidaho.edu)
4. Registrar's Office (none)
5. Ready for UCC (disable)
6. UCC (none)
7. Faculty Senate Chair (mstout@uidaho.edu; jvalkovic@uidaho.edu)
8. UFM (mstout@uidaho.edu; jvalkovic@uidaho.edu)
9. President's Office (brendah@uidaho.edu; mstout@uidaho.edu; jvalkovic@uidaho.edu; lindalundgren@uidaho.edu)
10. State Approval (mstout@uidaho.edu; jvalkovic@uidaho.edu; lindalundgren@uidaho.edu)
11. NWCCU (sara@uidaho.edu; mstout@uidaho.edu)
12. Steve Stubbs (sstubbs@uidaho.edu)

Approval Path

1. Wed, 22 Sep 2021 18:43:46 GMT
Peter Fuerst (fuerst): Approved for 186 Chair
2. Wed, 22 Sep 2021 21:25:47 GMT
Jeffrey Seegmiller (jeffreys): Approved for 14 Curriculum Committee Chair
3. Fri, 17 Dec 2021 19:30:24 GMT
Dean Panttaja (panttaja): Approved for Provost's Office
4. Wed, 22 Dec 2021 22:01:12 GMT
Steve Stubbs (sstubbs): Approved for Registrar's Office
5. Thu, 20 Jan 2022 15:58:21 GMT
David Barnes (dabarnes): Approved for Ready for UCC
6. Wed, 26 Jan 2022 18:35:20 GMT
Steve Stubbs (sstubbs): Approved for UCC

New Proposal

Date Submitted: Wed, 07 Jul 2021 17:23:53 GMT

Viewing: Department of Medical Research

Last edit: Wed, 07 Jul 2021 17:23:52 GMT

Changes proposed by: Peter Fuerst

Faculty Contact

Faculty Name	Faculty Email
Peter	Fuerst

Request Type

Add/Drop a Department/School/Unit/College

Effective Catalog Year

2022-2023

Title

Department of Medical Research

Request Details

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Attach State Form

WWAMI Department of Medical Research.docx

Supporting Documents

WWAMI ORG.pdf

Key: 31

Idaho State Board of Education

Proposal for Academic Degree and Certificate Program

Date of Proposal Submission:	
Institution Submitting Proposal:	University of Idaho
Name of College, School, or Division:	WWAMI Medical Education Program
Name of Department(s) or Area(s):	NA

Official Name of the Program:	Department of Medical Research		
Implementation Date:	7/1/2022		
Degree Information:	Degree Level: NA	Degree Type: NA	
CIP code (consult IR /Registrar):	Current WWAMI mix of CIP codes		
Method of Delivery: Indicate percentage of face-to-face, hybrid, distance delivery, etc.	NA		
Geographical Delivery:	Location(s)	Moscow	Region(s) WWAMI sites
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.)	Regional Responsibility	X	Statewide Responsibility

Indicate whether this request is either of the following:

- | | |
|---|--|
| <input type="checkbox"/> New Degree Program
<input type="checkbox"/> Undergraduate/Graduate Certificates (30 credits or more)
<input type="checkbox"/> Expansion of Existing Program (Outside of a UI Region) | <input type="checkbox"/> Consolidation of Existing Program
<input type="checkbox"/> New Off-Campus Instructional Program
<input type="checkbox"/> Other (i.e., Contract Program/Collaborative) |
|---|--|

College Dean (Institution) Date

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 Financial Officer, OSBE Date

Provost/VP for Instruction (Institution) Date

Chief Academic 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.** 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.

WWAMI is a partnership between the University of Washington School of Medicine and five other schools, including the University of Idaho. The partnership has nearly a 50-year history.

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WWAMI has a significant wing devoted to medical research and outreach programming. Establishing a department of medical research will increase the competitiveness of research-intensive grant proposals, while also further supporting our outreach programming. Specifically, federal grants submitted by WWAMI faculty are often submitted as “College of Education, School of Education, Adult, career and Technology education” and would be better served with a medical department delineation.

- 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.

The University of Idaho faculty and staff handbook sets out policies in several areas such as hiring, promotion and tenure. The guidelines are designed with University Colleges and Departments in mind. WWAMI, however, is not recognized as a College and currently does not have departments. Because of the current structure, ad hoc policies must be generated to guide WWAMI functions (e.g., deciding how to structure a faculty promotion and tenure committee). Each situation requires consultation with the Office of the Provost and Executive Vice President, which results in consistent time sink can and significant delays, which can be reduced. The WWAMI program, and the University, will be able to benefit from the work already done to establish the student and faculty handbook by establishing a Department of Medical Research.

- 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.

NA

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

NA

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.

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'.

NA

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.

NA

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.

NA

Instit.	Program Name	Fall Headcount Enrollment in Program				Number of Graduates From Program (Summer, Fall, Spring)			
		FY__	FY__	FY__	FY__ (most recent)	FY__	FY__	FY__	FY__ (most recent)

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.

NA

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

NA

Proposed Program: Projected Enrollments and Graduates First Five Years											
Program Name:											
Projected Fall Term Headcount Enrollment in Program						Projected Annual Number of Graduates From Program					
FY__ (first year)	FY__	FY__	FY__	FY__		FY__ (first year)	FY__	FY__	FY__	FY__	

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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?

NA

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?
- b. If those minimums are not met, what is the sunset clause by which the program will be considered for discontinuance?

NA

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.

NA

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 _____

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

NA

14. Three-Year Plan: If this is a new proposed program, is it on your institution’s approved 3-year plan?

Yes _____ No X

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:

	Program is important for meeting your institution's regional or statewide program responsibilities.
	The program is in response to a specific industry need or workforce opportunity.
	The program is reliant on external funding (grants, donations) with a deadline for acceptance of funding.
	There is a contractual obligation or partnership opportunity related to this program.
	The program is in response to accreditation requirements or recommendations.
	The program is in response to recent changes to teacher certification/endorsement requirements.

- b. Provide an explanation for all statements you selected.

NA

Educational Offerings: Curriculum, Intended Learning Outcomes, and Assessment Plan

15. Curriculum. Provide descriptive information of the educational offering.

There will be no change to the curriculum

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

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- b. **Curriculum.** Provide the curriculum for the program, including credits to completion, courses by title and assigned academic credit granted.

- 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.

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.

NA

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.

NA

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.

Existing resources will be used including offices, equipment, and salary. There will be no change in expenses.

- 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 new Department will not reduce space/resource options for the other WWAMI programs and students; however, it may provide additional provide additional resources (e.g., grant funding, equipment) to other WWAMI programs and our students that would otherwise not be available.

- 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.

NA

19. Library and Information Resources: Describe adequacy and availability of library and information resources.

NA

- a. **Existing resources and impact of new program.** Evaluate library resources, including personnel and space. Are they adequate for the operation of the present program? Will there be an impact on existing programs of increased library usage caused by the proposed program? For off-campus programs, clearly indicate how the library resources are to be provided.
- b. **Needed resources.** What new library resources will be required to ensure successful implementation of the program? Enter the costs of those library resources into the budget sheet.

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?

A current Associate Dean will be assigned as the department chair. There will be no increase in salary or expenses. Research Methods (MEDS 517, MedSci 501) already exist in the curriculum; no additional courses will need to be created and instructional capacity will not be negatively impacted.

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

Existing infrastructure will accommodate the new Department. There will be no additional staff, faculty or salary associated with the change.

- 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?

NA

- 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.

NA

21. Revenue Sources

NA

- 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

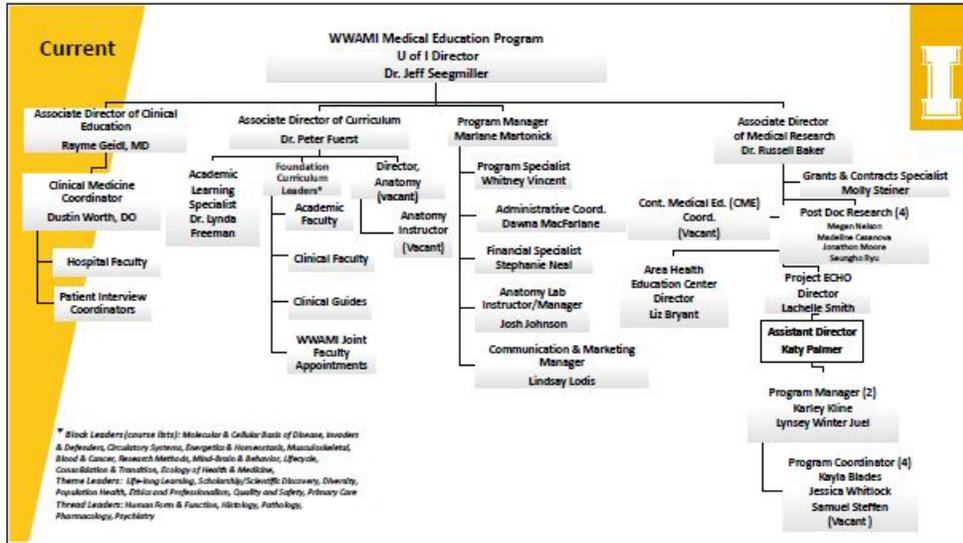
reallocation of funds in support of the program have on other programs?

- 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.
- 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.

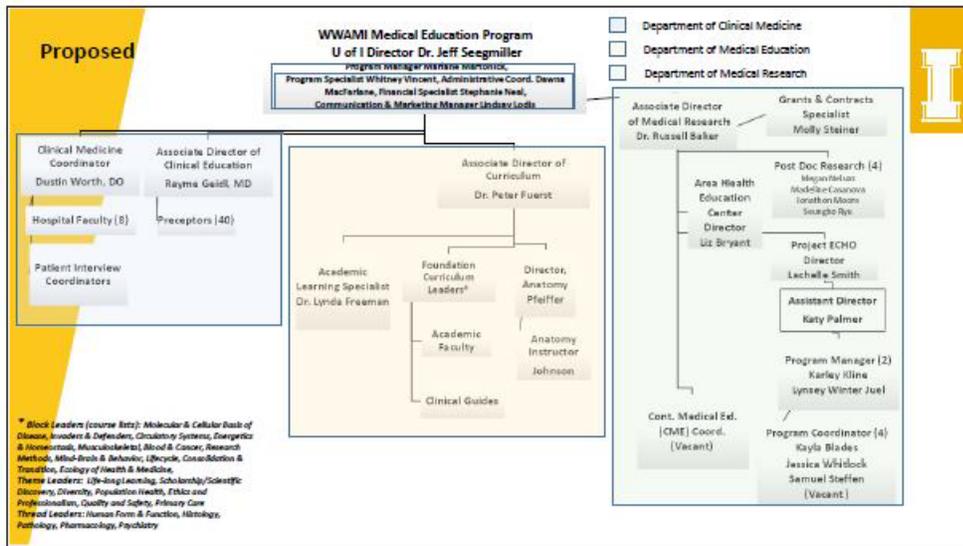
22. Using the excel [budget template](#) provided by the Office of the State Board of Education, provide the following information:

NA: no change to budget

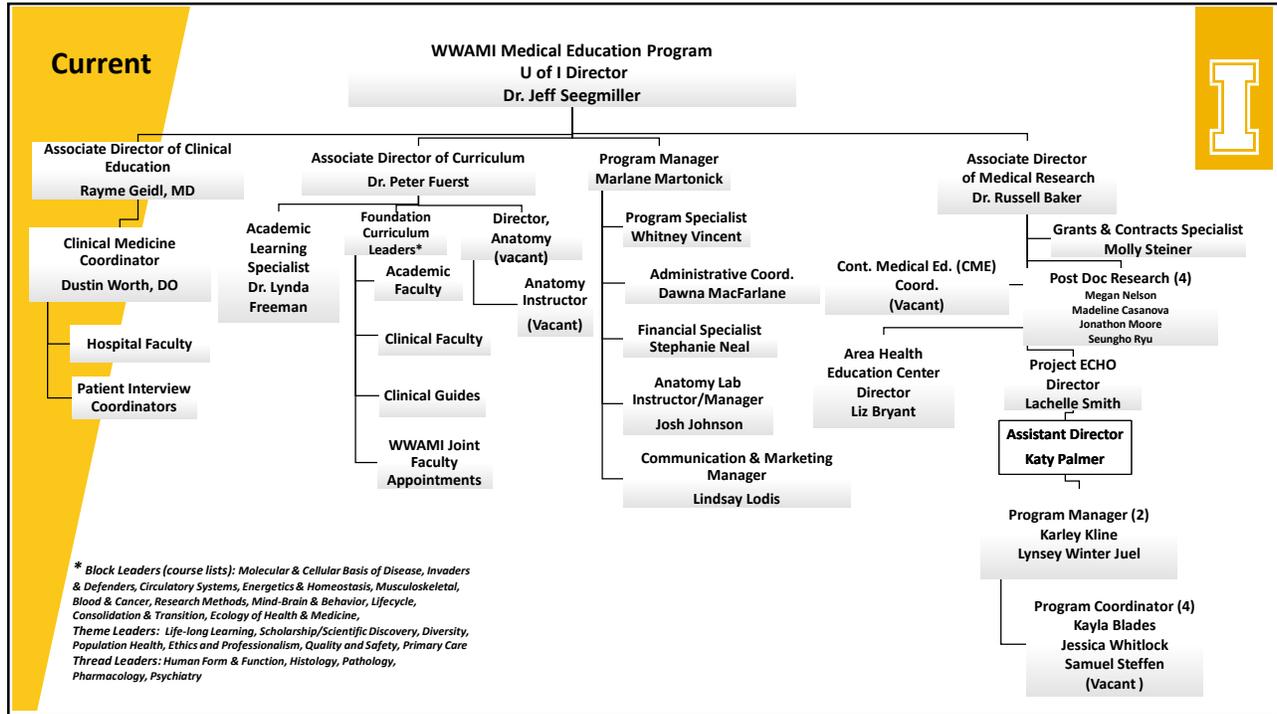
- Indicate all resources needed including the planned FTE enrollment, projected revenues, and estimated expenditures for the first **four** fiscal years of the program.
- Include reallocation of existing personnel and resources and anticipated or requested new resources.
- Second and third year estimates 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).



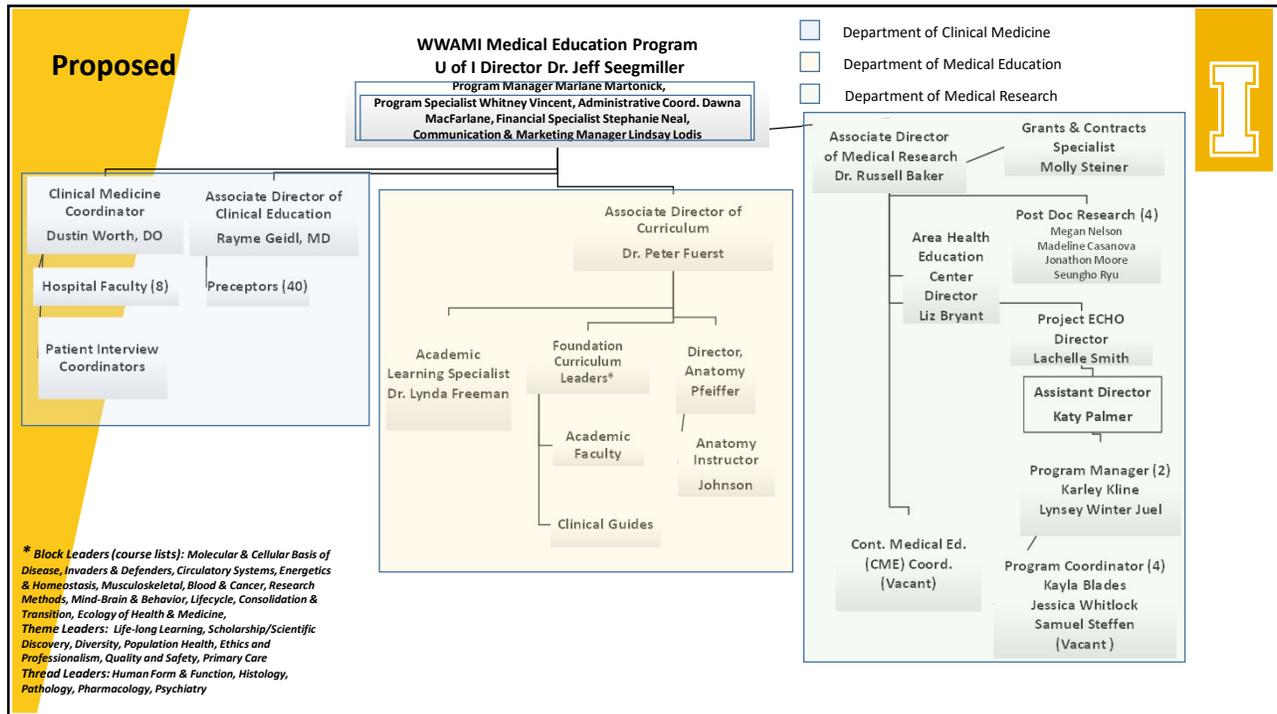
1



2



1



2

32: DEPARTMENT OF CLINICAL MEDICINE

In Workflow

1. 186 Chair (fuerst@uidaho.edu)
2. 14 Curriculum Committee Chair (jeffreys@uidaho.edu)
3. Provost's Office (panttaja@uidaho.edu; kudas@uidaho.edu; mstout@uidaho.edu; jvalkovic@uidaho.edu)
4. Registrar's Office (none)
5. Ready for UCC (disable)
6. UCC (none)
7. Faculty Senate Chair (mstout@uidaho.edu; jvalkovic@uidaho.edu)
8. UFM (mstout@uidaho.edu; jvalkovic@uidaho.edu)
9. President's Office (brendah@uidaho.edu; mstout@uidaho.edu; jvalkovic@uidaho.edu; lindalundgren@uidaho.edu)
10. State Approval (mstout@uidaho.edu; jvalkovic@uidaho.edu; lindalundgren@uidaho.edu)
11. NWCCU (sara@uidaho.edu; mstout@uidaho.edu)
12. Steve Stubbs (sstubbs@uidaho.edu)

Approval Path

1. Wed, 22 Sep 2021 18:43:49 GMT
Peter Fuerst (fuerst): Approved for 186 Chair
2. Wed, 22 Sep 2021 21:25:53 GMT
Jeffrey Seegmiller (jeffreys): Approved for 14 Curriculum Committee Chair
3. Fri, 17 Dec 2021 19:30:29 GMT
Dean Panttaja (panttaja): Approved for Provost's Office
4. Wed, 22 Dec 2021 22:01:15 GMT
Steve Stubbs (sstubbs): Approved for Registrar's Office
5. Thu, 20 Jan 2022 15:58:32 GMT
David Barnes (dabarnes): Approved for Ready for UCC
6. Wed, 26 Jan 2022 18:35:22 GMT
Steve Stubbs (sstubbs): Approved for UCC

New Proposal

Date Submitted: Wed, 07 Jul 2021 17:25:15 GMT

Viewing: Department of Clinical Medicine

Last edit: Wed, 22 Dec 2021 20:57:51 GMT

Changes proposed by: Peter Fuerst

Faculty Contact

Faculty Name	Faculty Email
Peter	Fuerst

Request Type

Add/Drop a Department/School/Unit/College

Effective Catalog Year

2022-2023

Title

Department of Clinical Medicine

Request Details

WWAMI is a partnership between the University of Washington School of Medicine and five other schools, including the University of Idaho. The partnership has nearly a 50-year history.

We are seeking to better align the organization structure of WWAMI with University of Idaho policy. To do so we propose to establish a Department of Clinical Medicine within WWAMI. This will help to streamline and clarify our administration tasks. We do not anticipate a cost apart from processing of the proposal. Leadership of the Department will be managed by a current or replacement Associate Dean within the WWAMI program. A change in expenses will not occur because this individual already has an administrative stipend.

Attach State Form

WWAMI Department of Clinical Medicine1.docx

Supporting Documents

WWAMI ORG.pdf

Key: 32

Idaho State Board of Education

Proposal for Academic Degree and Certificate Program

Date of Proposal Submission:	
Institution Submitting Proposal:	University of Idaho
Name of College, School, or Division:	WWAMI Medical Education Program
Name of Department(s) or Area(s):	NA

Official Name of the Program:	Department of Clinical Medicine		
Implementation Date:	7/1/2022		
Degree Information:	Degree Level: Graduate	Degree Type: MD	
CIP code (consult IR /Registrar):	Current WWAMI mix of CIP codes		
Method of Delivery: Indicate percentage of face-to-face, hybrid, distance delivery, etc.	Current delivery modality		
Geographical Delivery:	Location(s)	Moscow	Region(s) WWAMI sites
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.)	Regional Responsibility	X	Statewide Responsibility

Indicate whether this request is either of the following:

- | | |
|---|--|
| <input type="checkbox"/> New Degree Program
<input type="checkbox"/> Undergraduate/Graduate Certificates (30 credits or more)
<input type="checkbox"/> Expansion of Existing Program (Outside of a UI Region) | <input type="checkbox"/> Consolidation of Existing Program
<input type="checkbox"/> New Off-Campus Instructional Program
<input type="checkbox"/> Other (i.e., Contract Program/Collaborative) |
|---|--|

College Dean (Institution) Date

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 Financial Officer, OSBE Date

Provost/VP for Instruction (Institution) Date

Chief Academic 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.** 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.

WWAMI is a partnership between the University of Washington School of Medicine and five other schools, including the University of Idaho. The partnership has nearly a 50-year history.

We are seeking to better align the organization structure of WWAMI with University of Idaho policy. To do so we propose to establish a Department of Clinical Medicine within WWAMI. This will help to streamline and clarify our administration tasks. We do not anticipate a cost apart from processing of the proposal. Leadership of the Department will be managed by a current or replacement Associate Dean within the WWAMI program. A change in expenses will not occur because this individual already has an administrative stipend.

- 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.

The University of Idaho faculty and staff handbook sets out policies in several areas such as hiring, promotion and tenure. The guidelines are designed with University Colleges and Departments in mind. WWAMI, however, is not recognized as a College and currently does not have departments. Because of the current structure, ad hoc policies must be generated to guide WWAMI functions (e.g., deciding how to structure a faculty promotion and tenure committee). Each situation requires consultation with the Office of the Provost and Executive Vice President, which results in consistent time sink can and significant delays, which can be reduced. The WWAMI program, and the University, will be able to benefit from the work already done to establish the student and faculty handbook by establishing a Department of Clinical Medicine.

- 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.

NA

- c. Societal Need:** Describe additional societal benefits and cultural benefits of the program.

NA

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.

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'.

NA

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.

NA

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.

NA

Instit.	Program Name	Fall Headcount Enrollment in Program				Number of Graduates From Program (Summer, Fall, Spring)			
		FY__	FY__	FY__	FY__ (most recent)	FY__	FY__	FY__	FY__ (most recent)

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.

NA

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

NA

Proposed Program: Projected Enrollments and Graduates First Five Years											
Program Name:											
Projected Fall Term Headcount Enrollment in Program						Projected Annual Number of Graduates From Program					
FY__ (first year)	FY__	FY__	FY__	FY__		FY__ (first year)	FY__	FY__	FY__	FY__	

--	--	--	--	--	--	--	--	--	--	--	--

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?

NA

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?
- b. If those minimums are not met, what is the sunset clause by which the program will be considered for discontinuance?

NA

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.

NA

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 _____

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

NA

14. Three-Year Plan: If this is a new proposed program, is it on your institution’s approved 3-year plan?

Yes _____ No X

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:

	Program is important for meeting your institution's regional or statewide program responsibilities.
	The program is in response to a specific industry need or workforce opportunity.
	The program is reliant on external funding (grants, donations) with a deadline for acceptance of funding.
	There is a contractual obligation or partnership opportunity related to this program.
	The program is in response to accreditation requirements or recommendations.
	The program is in response to recent changes to teacher certification/endorsement requirements.

- b. Provide an explanation for all statements you selected.

NA

Educational Offerings: Curriculum, Intended Learning Outcomes, and Assessment Plan

15. Curriculum. Provide descriptive information of the educational offering.

There will be no change to the curriculum

- 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.	
Credit hours in required courses offered by other departments:	
Credit hours in institutional general education curriculum	
Credit hours in free electives	
Total credit hours required for degree program:	

- b. **Curriculum.** Provide the curriculum for the program, including credits to completion, courses by title and assigned academic credit granted.

- 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.

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.

NA

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.

NA

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.

Existing resources will be used including offices, equipment, and salary. There will be no change in expenses.

- 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 new Department will not reduce space/resource options for the other WWAMI programs and students.

- 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.

NA

19. Library and Information Resources: Describe adequacy and availability of library and information resources.

NA

- a. **Existing resources and impact of new program.** Evaluate library resources, including personnel and space. Are they adequate for the operation of the present program? Will there be an impact on existing programs of increased library usage caused by the proposed program? For off-campus programs, clearly indicate how the library resources are to be provided.
- b. **Needed resources.** What new library resources will be required to ensure successful implementation of the program? Enter the costs of those library resources into the budget sheet.

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?

Administration responsibilities will be managed by the Clinical Medical Coordinator and Associate Directors for Clinical Education. The Clinical Medicine Coordinator will serve as the Department Chair while the Associate Director of Clinical Education will serve as the Assistant Chair. There will be no increase in salary or expenses.

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

Existing infrastructure will accommodate the new Department. There will be no additional staff, faculty or salary associated with the change.

- c. **Impact on existing programs.** What will be the impact on existing programs of increased use of existing personnel resources by the proposed program? How will quality and productivity of existing programs be maintained?
- d. **Needed resources.** List the new personnel that must be hired to support the proposed program. Enter the costs of those personnel resources into the budget sheet.

21. Revenue Sources

NA

- 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?
- 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.

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?

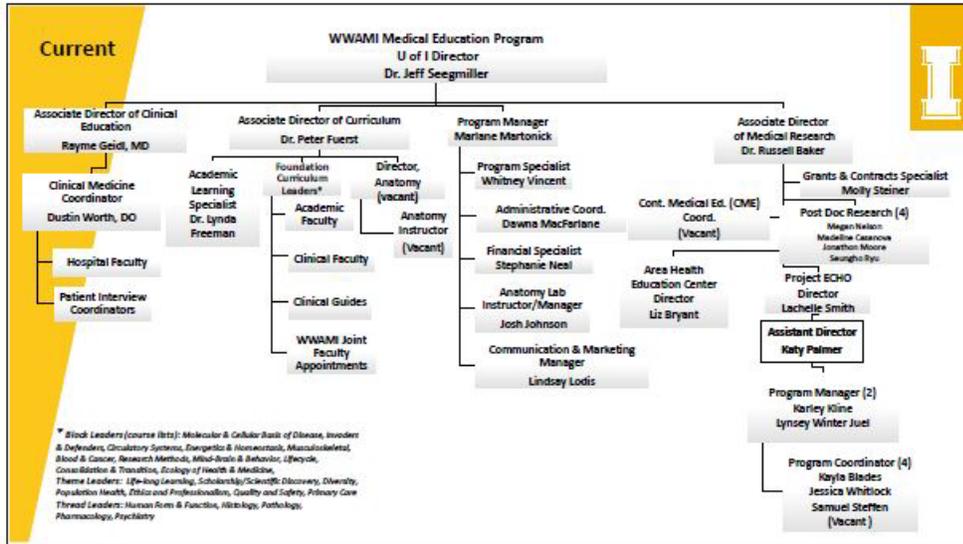
d) **Student Fees:**

- 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.

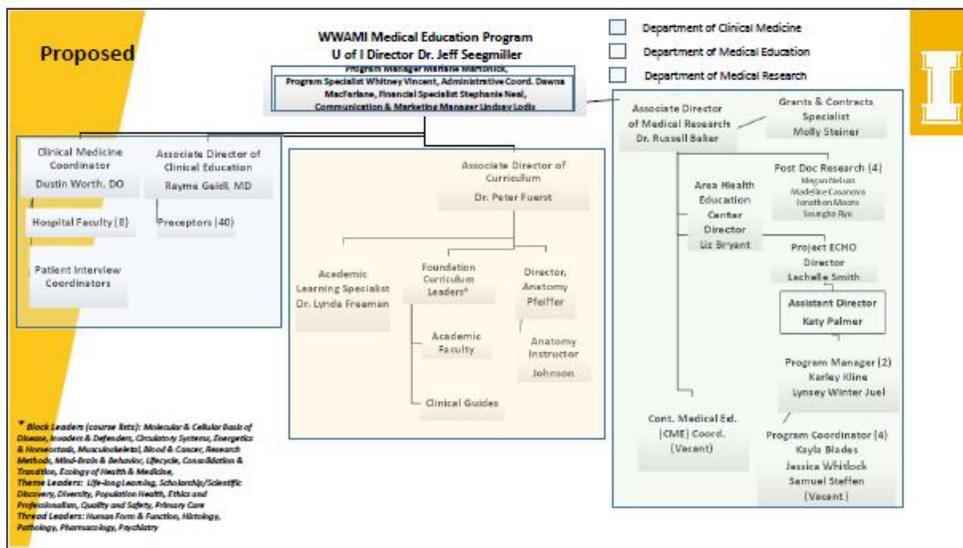
22. Using the excel [budget template](#) provided by the Office of the State Board of Education, provide the following information:

NA: no change to budget

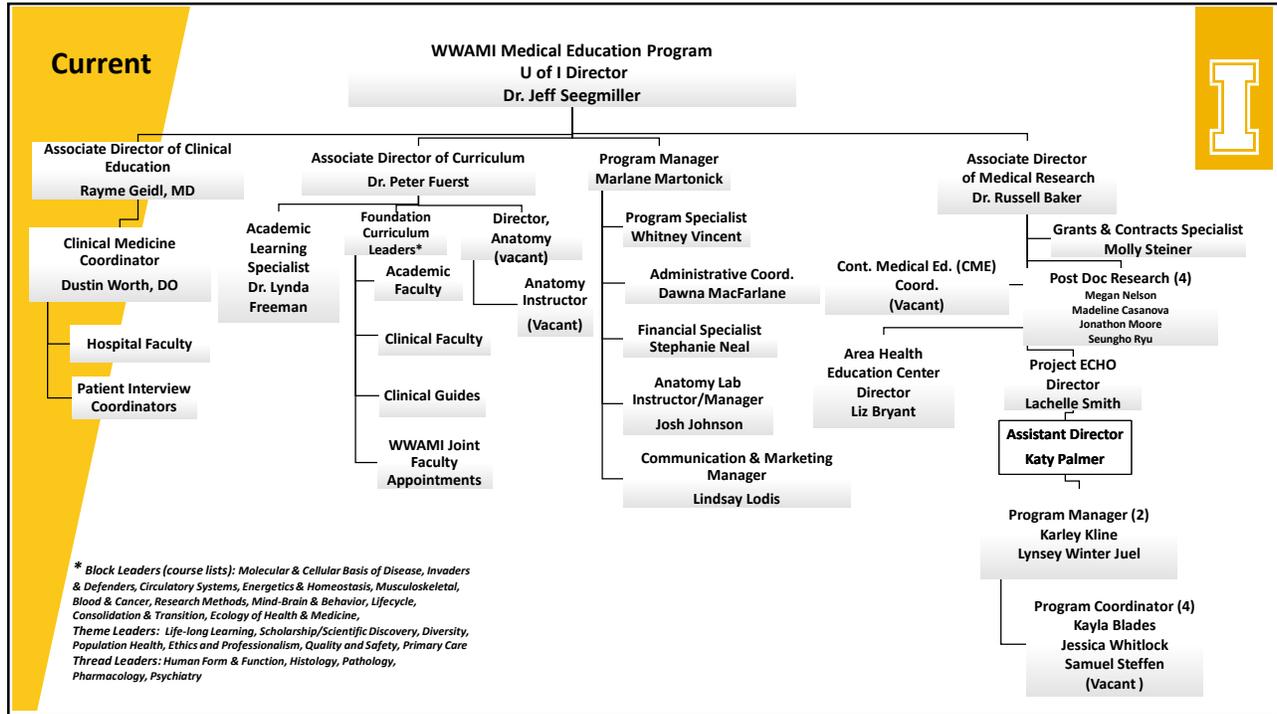
- Indicate all resources needed including the planned FTE enrollment, projected revenues, and estimated expenditures for the first **four** fiscal years of the program.
- Include reallocation of existing personnel and resources and anticipated or requested new resources.
- Second and third year estimates 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).



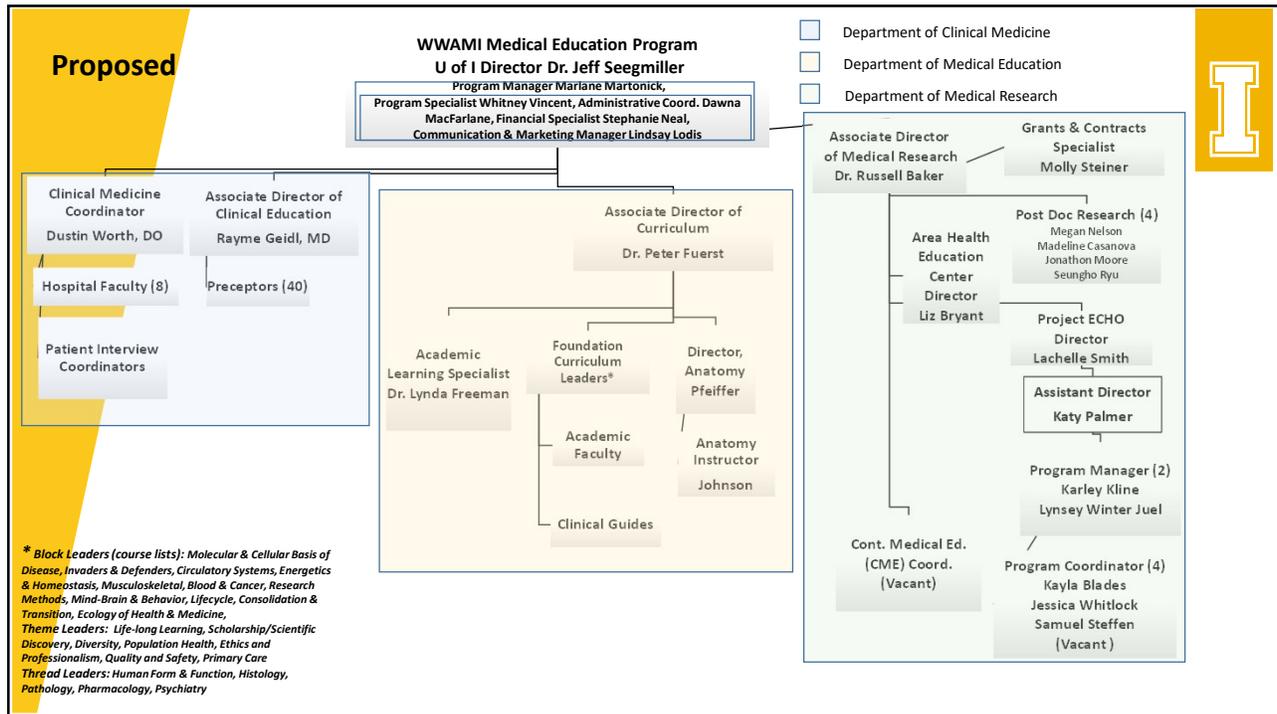
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452: BUSINESS ADMINISTRATION (B.B.A.)

Export to PDF Export to Word

In Workflow

1. 079 Chair (metlen@uidaho.edu)
2. 13 Curriculum Committee Chair (shenghan@uidaho.edu)
3. 13 Dean (mchopin@uidaho.edu)
4. Provost's Office (panttaja@uidaho.edu; kudas@uidaho.edu; mstout@uidaho.edu; jvalkovic@uidaho.edu)
5. Curriculum Review (sstubbs@uidaho.edu)
6. Degree Audit Review (rfrost@uidaho.edu)
7. Registrar's Office (none)
8. Ready for UCC (disable)
9. UCC (none)
10. Faculty Senate Chair (mstout@uidaho.edu; jvalkovic@uidaho.edu)
11. UFM (mstout@uidaho.edu; jvalkovic@uidaho.edu)
12. President's Office (brendah@uidaho.edu; mstout@uidaho.edu; jvalkovic@uidaho.edu; lindalundgren@uidaho.edu)
13. State Approval (mstout@uidaho.edu; jvalkovic@uidaho.edu; lindalundgren@uidaho.edu)
14. NWCCU (sara@uidaho.edu; mstout@uidaho.edu)
15. Steve Stubbs (sstubbs@uidaho.edu)

Approval Path

1. Thu, 09 Sep 2021 15:11:11 GMT
Scott Metlen (metlen): Approved for 079 Chair
2. Fri, 24 Sep 2021 00:14:11 GMT
Shenghan Xu (shenghan): Approved for 13 Curriculum Committee Chair
3. Thu, 30 Sep 2021 18:10:12 GMT
Marc Chopin (mchopin): Approved for 13 Dean
4. Thu, 30 Sep 2021 23:18:08 GMT
Ken Udas (kudas): Approved for Provost's Office
5. Wed, 06 Oct 2021 20:48:15 GMT
Steve Stubbs (sstubbs): Approved for Curriculum Review
6. Tue, 12 Oct 2021 20:55:05 GMT
Rebecca Frost (rfrost): Approved for Degree Audit Review
7. Fri, 15 Oct 2021 16:48:43 GMT
Dwayne Hubbard (dhubbard): Approved for Registrar's Office
8. Thu, 21 Oct 2021 19:51:38 GMT
Steve Stubbs (sstubbs): Rollback to Provost's Office for Ready for UCC
9. Fri, 21 Jan 2022 15:32:20 GMT
Ken Udas (kudas): Approved for Provost's Office
10. Fri, 21 Jan 2022 16:44:05 GMT
Steve Stubbs (sstubbs): Approved for Curriculum Review
11. Fri, 21 Jan 2022 17:52:44 GMT
Rebecca Frost (rfrost): Approved for Degree Audit Review
12. Wed, 26 Jan 2022 16:45:16 GMT
Steve Stubbs (sstubbs): Approved for Registrar's Office
13. Fri, 28 Jan 2022 16:19:23 GMT
David Barnes (dabarnes): Approved for Ready for UCC
14. Wed, 02 Feb 2022 16:12:32 GMT
Steve Stubbs (sstubbs): Approved for UCC

New Program Proposal

Date Submitted: Wed, 01 Sep 2021 16:53:22 GMT

Viewing: 452 : Business Administration (B.B.A.)

Last edit: Wed, 02 Feb 2022 16:27:47 GMT

Changes proposed by: Eric Stuen

Final Catalog

2022-2023

What will be the last semester of the teach-out period?

What is the teach-out plan?

Rationale for Inactivation

%deletejustification.eshtml%

Attach State Form

Faculty Contact

Faculty Name	Faculty Email
Eric Stuen	estuen@uidaho.edu

Change Type (Choose all that apply)

Description of Change

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

Yes

Academic Level

Undergraduate

College

Business & Economics

Department/Unit:

Business

Effective Catalog Year

2022-2023

Program Title

Business Administration (B.B.A.)

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

Budget---365 proposal-For SBOE.xlsx

Full-Proposal_CBE_online_degree_program.docx

CIP Code

52.0305 - Accounting and Business/Management.

Emphasis/Option CIP Code(s)

Code(s)
52.0201
52.0302
52.0804
52.1201
52.1804

Will the program be Self-Support?

No

Will the program have a Professional Fee?

No

Will the program have an Online Program Fee?

No

Will this program lead to licensure in any state?

No

Will the program be a statewide responsibility?

Yes

Financial Information

What is the financial impact of the request?

Greater 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

In the attached budget we describe the financial impact. Expenditures are expected to start at \$427,551 in the first year, rising to a steady state of \$761,723 by the fourth year. Net income is projected to start at -\$84,816 in the first year rising to \$645,352 by the fourth year. So, the projected financial impact is positive for both the University of Idaho and the College of Business and Economics.

Curriculum:

Required course work includes the university requirements (see regulation J-3 (<https://catalog.uidaho.edu/general-requirements-academic-procedures/j-general-requirements-baccalaureate-degrees/>)), and:

Code	Title	Hours
ACCT 201	Introduction to Financial Accounting	3
ACCT 202	Introduction to Managerial Accounting	3
BUS 190	Integrated Business and Value Creation	3
ECON 201	Principles of Macroeconomics	3
ECON 202	Principles of Microeconomics	3
MATH 143	College Algebra (Or higher MATH course)	3
STAT 251 or STAT 301	Statistical Methods Probability and Statistics	3
Choose a writing elective from the following:		3
ENGL 207	Persuasive Writing	
ENGL 208	Personal & Exploratory Writing	
ENGL 313	Business Writing	
ENGL 317	Technical Writing	
PHIL 201	Critical Thinking	
Choose four of the following five certificates:		48
Applied Finance (https://catalog.uidaho.edu/colleges-related-units/business-economics/business/applied-finance-undergraduate-academic-certificate/)		
Business Leadership (https://catalog.uidaho.edu/colleges-related-units/business-economics/business/business-leadership-undergraduate-academic-certificate/)		
Enterprise Systems Integration (https://catalog.uidaho.edu/colleges-related-units/business-economics/business/enterprise-systems-integration-undergraduate-academic-certificate/)		
Sales Management (https://catalog.uidaho.edu/colleges-related-units/business-economics/business/sales-management-undergraduate-academic-certificate/)		
Technical Program Management (https://catalog.uidaho.edu/colleges-related-units/business-economics/business/technical-program-management-undergraduate-academic-certificate/)		
Capstone Course:		3
BUS 490	Strategic Management	

Total Hours

75

Courses to total 120 credits for this degree

Degree Maps:

		Hours
Fall Term 1		
BUS 190	Integrated Business and Value Creation	3
COMM 101	Fundamentals of Oral Communication	2
ENGL 101	Writing and Rhetoric I	3
MATH 143	College Algebra	3
ECON 201	Principles of Macroeconomics	3
Hours		14
Spring Term 1		
ENGL 102	Writing and Rhetoric II	3
ECON 202	Principles of Microeconomics	3
Scientific Ways of Knowing Course		4
Humanistic and Artistic Ways of Knowing Course		3
American Diversity Course		3
Hours		16
Fall Term 2		
ACCT 201	Introduction to Financial Accounting	3
STAT 251	Statistical Methods	3
Social and Behavioral Ways of Knowing		3
Scientific Ways of Knowing Course		4
Certificate Course, Major Elective Course		3
Hours		16
Spring Term 2		
ACCT 202	Introduction to Managerial Accounting	3
Humanistic and Artistic Ways of Knowing Course		3
International Course		3
Certificate Course, Major Elective Course		3
Certificate Course, Major Elective Course		3
Hours		15
Fall Term 3		
ENGL 207 OR ENGL 208 OR ENGL 313 OR ENGL 317 OR PHIL 201		3
Certificate Course, Major Elective Course		3
Certificate Course, Major Elective Course		3
Certificate Course, Major Elective Course		3
Elective Course		3
Hours		15
Spring Term 3		
Certificate Course, Major Elective Course		3
Certificate Course, Major Elective Course		3
Certificate Course, Major Elective Course		3
Elective Course		3
Elective Course		3
Hours		15
Fall Term 4		
Certificate Course, Major Elective Course		3
Certificate Course, Major Elective Course		3
Certificate Course, Major Elective Course		3
Certificate Course, Major Elective Course		3
Elective Course		3
Hours		15
Spring Term 4		
BUS 490	Strategic Management	3
Certificate Course, Major Elective Course		3
Certificate Course, Major Elective Course		3
Certificate Course, Major Elective Course		3
Elective Course		2
Hours		14
Total Hours		120

Distance Education Availability

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

Can 50% or more of the curricular requirements of this program be completed via distance education?

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

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

Online Only

Where?

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.

- a. Graduating students will recall knowledge of Accounting Principles
- b. Graduating students will recall knowledge of Economics Principles
- c. Graduating students will demonstrate competency in the learning objectives in each of the four certificates they choose to complete this degree. (Specific certificate learning objectives are included with the certificates).

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

Before their graduation is approved, students enrolled in the program will complete an assessment test administered by the online program director or designee of the online program director. The assessment test will include questions to assess each of the learning objectives.

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

The test results will be summarized and provided to the online program director, online program faculty, the college curriculum committee, and college administration. The online department head and curriculum committee will meet to consider the results and determine whether changes are needed to the program.

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

Scores from individual test and quiz questions, projects, and papers.

When will assessment activities occur and at what frequency?

Assessment data will be collected by each instructor each semester, and reported to the College's administration team.

Student Learning Outcomes

Have learning outcomes changed?

Learning Objectives

1. Graduating students will recall knowledge of Accounting Principles
2. Graduating students will recall knowledge of Economics Principles
3. Graduating students will demonstrate competency in the learning objectives in each of the four certificates they choose to complete this degree. (Specific certificate learning objectives are included with the certificates).

Rationale for the proposed change. Include an explanation of how the department will manage the added workload, if any.

Employers are increasingly hiring those with online degrees, with the preference for traditional seated degrees fading rapidly. Job posting analytics provided by EMSI indicate that within Idaho, Montana, Oregon, Utah, Washington, and Wyoming there were 1,051 unique job postings between September 2016 and May 2020 in Management and Business Management. The average advertised

salary was \$58,800 dollars. The top hard skills advertised were Expense Reporting, Procurement, Onboarding, Microsoft SharePoint, Event Planning, Purchasing, Budgeting, Accounting, Business Support Systems, and Microsoft OneNote. The top common skills were Management, Communications, Detail Oriented, Microsoft Outlook, Coordinating, Microsoft Excel, Prioritizing, Leadership, Operations, and problem solving. Analysis of this data had guided the creation of our proposal. Nationally within Management and Business Management there were 135,301 jobs in 2018 with a median earnings of \$88,300. This rate is expected to increase by 23.8% by 2029. By providing the skills to allow more Idahoans to succeed in these high paying jobs we will help to support the Idaho economy and tax base while providing assurance for companies considering locating within the Gem state that the human resources they require are locally available.

Further, we will seek to coordinate with industry in Idaho, encouraging them to provide feedback on curriculum, provide adjunct and guest speakers, virtual executives in residence, and direct and indirect financial support for the program. As many Idaho companies have a footprint that exceeds the state this would allow tapping a larger target market of potential students.

Data provided by EMSI indicates that the demand for online business education is high and growing. Within the Pacific NW in 2019 there was a 161% increase in distance learning programs while non-distance offerings decreased by 33.4%. A review of 50 programs in the Pacific NW and inland west (Washington, Oregon, Idaho, Montana, Utah, and Wyoming) showed that in 2019 a total of 4,926 online degrees were completed versus 2,624 non-distance degrees, a stunning turnaround from 2012, when completion of traditional degrees was still higher than online degrees.

The primary target are those individuals interested in a business degree from the University of Idaho who have significant barriers in moving to Moscow to pursue a traditional seated degree. Within this broad target we see three specific groups of students the program will serve: 1. Nontraditional learners of all ages that want to pursue a business education that cannot move to Moscow because of work, family or cost considerations; 2. Graduates of Idaho two-year programs that are unable to move to Moscow to pursue a four year degree; 3. Students that started a seated degree at the University of Idaho but who had to leave Moscow and would like to complete their education. All targets will be a mix of full and part time.

We believe most nontraditional learners will be interested in developing specific skills to help them in their current position or business immediately. Therefore, we are building the program around certificates that require few prerequisites. Students that are interested in pursuing business education are often discouraged to learn that first they must complete two to three semesters of general course work and prereqs before learning the skills they seek. By removing this obstacle students will see an immediate impact on their professional qualifications, employability, competency, and productivity. Motivated students can complete at least a certificate each semester. With successful completion of a certificate we believe students will enroll in additional certificates, eventually adding up to the full B.A. degree. This nontraditional pathway to success will be we believe very popular among pragmatic, skill focused individuals. Further this pathway model differentiates this program from other offerings in the state, limiting duplication.

Because most working adults in Idaho lack a post-secondary degree yet are employed in business in some form, the target market is large. Most of these individuals are gainfully employed and we believe will respond to the opportunity to increase their business and management skills. According to the U.S. Census Bureau, 90.8% of Idaho residents aged 25+ have a high-school degree (with many of those having completed some college), but only 27.6% have completed a bachelor's degree. This target market of adults 25 and older with a high-school degree and some college significantly exceeds the number of high-school graduates each year (approximately 20,000). By eliminating the distance barrier, we believe we can significantly increase the delivery of business degrees in Idaho.

Education in Business Administration improves the productivity and efficiency of businesses of all types. This will result in growth in the economy of Idaho and the tax base, and the individuals completing the program will find their earning power significantly increased. This in turn will allow them to improve their quality of life and standard of living. Some will move from low paying jobs to ones that provide benefits such as health care reducing the pressure on the state to provide this benefit. By supporting the program, companies in Idaho will be able to develop their own managers within our borders rather than needing to induce employees to move in from outside the state. Some will develop the skills and confidence to start their own businesses. Further, non-traditional students with children, by modeling to their children the importance of post-secondary education, could help improve the Idaho high school go-on rate. Indeed, non-traditional learners report few lessons are more powerful to their children than seeing them doing homework. Finally, to complete the degree students will complete the state board core, leading to citizens with a better understanding of the arts, culture, history, and science.

The budget includes hiring faculty and staff members who would deliver the entire curriculum of the new program. There would be no added workload for existing faculty in the CBE, except in rare cases where a faculty member chooses to teach in the program on overload.

Supporting Documents

Requires TECC Review

No

Department Voting Results

College Voting Results

Reviewer Comments

Rebecca Frost (rfrost) (Tue, 12 Oct 2021 19:34:30 GMT): Created and added Degree Map.

Dwaine Hubbard (dhubbard) (Fri, 15 Oct 2021 16:48:11 GMT): Added credit total at the end of the curriculum

Steve Stubbs (sstubbs) (Thu, 21 Oct 2021 19:51:38 GMT): Rollback: per Dean Panttaja's request.

Mary Stout (mstout) (Thu, 21 Oct 2021 22:21:53 GMT): Uploaded the SBOE proposal form and budget in order for the request to move forward. Pending review by VProv Udas

Linda Lundgren (lindalundgren) (Thu, 21 Oct 2021 23:11:41 GMT): Revised proposal submitted by CBE. Changed answer to question #14 to yes.

Ken Udas (kudas) (Fri, 21 Jan 2022 15:31:59 GMT): Approved budget is subject too modification and continuing funding subject to meeting enrollment targets. Budget model under continued consideration.

Key: 452

Choose Proposals to Bundle

Select any proposals you would like to bundle together for approval. Only proposals you have saved are available to bundle.

Bundle Title:

Course:

Proposal A

Program:

Proposal B

Submit Cancel

Attachment #6

Communication to: University of Idaho's Faculty Senate and Staff Council

Subject: University of Idaho Safety Culture

The University Safety and Loss Control Committee asks Faculty Senate and Staff Council for a renewed commitment to support the university safety culture. Please share this message out to the university community. Supervisors, deans and directors are asked to remind everyone of the importance of safety as a core value in everything we do at the university. Our students, staff and faculty are our most important resource, and collectively we must ensure a safe and healthy work environment for all. A strong safety culture is self-sustaining, with less money spent on losses, insurance, and compliance penalties, and more funds available for research, curriculum, and programs.

Safety is a core value of the university and depends on leading by example. Effective safety communications from the top down not only enhances the ability of each person to recognize the need to work safely, but also helps them understand how to work safely and assess hazards. The university administration established the Environmental Health and Safety unit (EHS) to develop and manage a variety of safety programs and work collaboratively with all university units in Moscow and around the state of Idaho. University policies pertaining to safety programs are in APM Chapter 35. Your engagement in and promotion of the safety culture within your units are vital to maintain a safe and healthy working and learning environment.



POLICY COVER SHEET

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Faculty Staff Handbook (FSH)

Addition Revision* Deletion* Emergency Minor Amendment
Policy Number & Title: **1640.46 ARTS 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: Committee on Committees

Policy Sponsor, if different from Originator: Shawn Copeland (Chair, Arts Committee)

Reviewed by General Counsel Yes No Name & Date:

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

There are two main reasons for these changes: first, to include the administrative role the committee has had for years re the Student Arts Fee Grant (the proposed A-5), and an expanded structure to facilitate the full functioning of the committee (A-1) and in keeping with the university’s Arts Collection Management document (a management document that the Office of the President and College of Art and Architecture have to help manage the art collection).

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

None

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

None.

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

January 1

UI FACULTY-STAFF HANDBOOK

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

Section 1640: Committee Directory

1640.46

ARTS COMMITTEE

A. FUNCTION:

A-1. To advise the University administration regarding the management of the University arts, including, but not limited to: acquisition, deaccession, maintenance, and display of works of visual and performing art at the University of Idaho.

A-2. To serve in an advisory capacity for future needs and developments regarding the arts, including, but not limited to: expenditures, inclusion of the arts in new construction, fundraising, and the direction of the arts on campus.

A-3. To serve as a liaison on arts issues between colleges, departments, faculty, staff, student body, local community and the University administration.

A-4. To advocate for the arts through endeavors that advance arts education on campus, and through community outreach and enrichment, ~~in the effort of increasing to~~ increase the University of Idaho's reputation as a leading cultural center in the Northwest.

A-5. To oversee the Student Arts Fee Grant program, including but not limited to soliciting and reviewing proposals and working with the Office of the Provost to ensure timely distribution of funds to successful applicants.

B. STRUCTURE AND MEMBERSHIP. The committee is composed of eight voting members consisting of five faculty members representing at least four units, one staff member, two students (including a representative from the ASUI Fine Arts Committee when possible), and ~~four-seven~~ ex-officio (non-voting) members to include ~~one-two~~ administrators designated by the president (~~where these individuals must representing separate colleges or schools~~), ~~Director of University Galleries, or designee, the University Arts Administrator~~ a University administrator in the arts, a ~~representative from the UI Foundation~~, a representative from Facilities Management, ~~a representative from Special Collections of the UI Library~~, and the ~~City of Moscow Arts Program manager, Moseow Arts Commission Art Director,~~ or designee.



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Faculty Staff Handbook (FSH)

Addition Revision* Deletion* Emergency Minor Amendment

Chapter & Title: 1640.14 Institutional Biosafety Committee

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) Megan Grennille 10/4/21
 Name Date
208-885-4054 mgrennille@uidaho.edu
 Telephone Email

Policy Sponsor, if different from Originator Chris Nomura, VPORED

 Name Date
 Telephone Email

Reviewed by General Counsel Yes No Name & Date: Manisha Wilson 10/1/21

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.

This FSH is being revised due to new regulatory documents that were released in 2019 and 2020 (NIH Guidelines for Research Involving Recombinant and Synthetic Nucleic Acid Molecules and the Biosafety in Biological and Biomedical Laboratories, 6th edition). There is redundant information in this FSH which is covered elsewhere (FSH, IBC procedures manual).

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

No fiscal impact is expected from this revision.

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

APM 35.11 is related to this APM and is currently in the revision process. APM 45.20 is related and will not be impacted.

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 _____
 web _____
Register: _____
(Office Use Only)

UI FACULTY-STAFF HANDBOOK

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

Section 1640: Committee Directory

UI FACULTY-STAFF HANDBOOK

CHAPTER ONE:

HISTORY, MISSION, GENERAL ORGANIZATION, AND GOVERNANCE

July 2020

1640.14

INSTITUTIONAL BIOSAFETY COMMITTEE (IBC)

A. FUNCTION. On behalf of the University, the Institutional Biosafety Committee (IBC) is responsible for:

A-1. Reviewing and approving the use of potentially biohazardous material ~~research, including infectious agents (humans, plants, animals) or biological agents with potential harm to the environment, s~~ Select a Agents and ~~(T~~ oxins, and recombinant DNA ~~activities in research or teaching activities~~ conducted at or sponsored by the institution for 1) compliance with governmental ~~agency requirements, including NIH Guidelines for Research Involving Recombinant or Synthetic Nucleic Acid Molecules (NIH Guidelines) and ; federal regulations promulgated by the CDC and USDA related to select agents and toxins, Select Agent Regulations, the NIH Guidelines, (NIH); and 2);~~ and alignment with best practices as provided in ~~the~~ Biosafety in Microbiological and Biomedical Laboratories; (BMBL); ~~and other appropriate best practices. (Links to the governmental agencies are available at the Office of Research Assurances or IBC websites).~~ This review shall include: ~~(i)1)~~ independent assessment of the containment levels appropriate for the proposed research, and; ~~(ii)2)~~ assessment of the facilities, procedures, practices, and training and expertise of personnel involved in work with these materials ~~research. CAs appropriate consultants may be utilized to assist the IBC. (See NIH Guidelines ssection IV-B-2-b-1 and University Biosafety Policy APM 35.11. Biohazard Safety)~~

A-2. ~~Notifying the Principal Investigator of the results of the IBC's review and approval. See (NIH Guidelines section IV-B-2-b-2.)~~

A-3. ~~Lowering containment levels for certain experiments as specified in NIH Guidelines section III-D-2-a, EExperiments in w~~ hich DNA from Risk Group 2, Risk Group 3, Risk Group 4, or ~~R~~ restricted A ~~agents is C~~ eloned into ~~N~~ onpathogenic P ~~ro~~ karyotic or L ~~ower E~~ eukaryotic H ~~ost-V~~ ector systems. ~~See (NIH Guidelines section IV-B-2-b-3.)~~

A-4. ~~Setting containment levels as specified in NIH Guidelines sSections III-D-4-b, Experiments Involving Whole Animals, and III-D-5, Experiments Involving Whole Plants. See (NIH Guidelines section IV-B-2-b-4.)~~

A-5. ~~Periodically reviewing recombinant DNA research and potentially infectious material research conducted at the institution to ensure compliance with the NIH Guidelines and BMBL best practices. RThese reviews occur every three years, or more often as deemed necessary by the IBC. See (NIH Guidelines section IV-B-2-b-5.)~~

A-6. ~~Adopting emergency plans covering accidental spills and personnel contamination resulting from potentially infectious material and recombinant DNA research. See (NIH Guidelines section IV-B-2-b-6.)~~

A-7. ~~The IBC also s~~ Servings as an advisory body to the Vice President ~~offor~~ Research and Economic Development for biohazardous research activities.

B. STRUCTURE. The IBC is a faculty-~~chaired~~ committee. In accordance with NIH Guidelines, the IBC must ~~be~~ comprise ~~d of~~ no fewer than five members ~~so~~ selected so that they collectively have experience and expertise in recombinant DNA technology, ~~and~~ the capability to assess the safety of recombinant DNA research, and the capability to identify any potential risk to public health or the environment. ~~M~~ These members are nominated by the Vice President for Research and Economic Development.

~~Two~~ three members of the committee serve as standing members of the committee as part of their job role: 1-) ~~The~~ Biosafety Officer, 2-) ~~The Chief Research Compliance Officer~~ and 23-) ~~Attending The Campus~~ Veterinarian. ~~At least two members shall not be affiliated with the University (apart from their membership on the IBC) and shall represent the interest of the surrounding community with respect to health and protection of the environment. The IBC shall include at least one individual with expertise in plant, plant pathogen, or plant pest containment principles when experiments utilizing the a~~ Appendix P-associated with plant research in ~~of~~ the NIH Guidelines, ~~Physical and Biological Containment~~

UI FACULTY-STAFF HANDBOOK

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

Section 1640: Committee Directory

~~for Recombinant DNA Research Involving Plants~~, require prior approval by the IBC. -The IBC shall include at least one scientist with expertise in animal containment principles when experiments utilizing ~~Appendix Q~~ of the ~~a~~Appendix associated with animal research in the NIH Guidelines; ~~Physical and Biological Containment for Recombinant DNA Research Involving Animals~~, require IBC prior approval. - When the institution conducts recombinant DNA research at BL3, ~~BL4~~, or Large Scale (greater than 10 liters), a Biosafety Officer is mandatory and shall be a member of the IBC.

-In order to ensure the competence necessary to review and approve research protocols, every effort is made to ensure that the committee also includes ~~members with~~ expertise in infectious materials, biological safety, physical containment, ~~a person knowledgeable in~~ institutional commitments and policies, applicable law, standards of professional conduct and practice, and a member of the laboratory technical staff.

When changes in NIH guidelines require change in committee structure, such changes will become effective at the time required by ~~f~~federal law. ~~See~~, (NIH Section IV-B-2-a). To provide the necessary expertise and continuity of operation, members may serve consecutive three-year terms.

The Responsible Official (RO) who is the ~~Vice President~~P for Research and Economic Development may remove and replace a committee member at any time when the RO has determined that the member is unwilling or unable to perform committee member functions.

[Reference: NIH Guidelines for Research Involving Recombinant or Synthetic Nucleic Acid Molecules \(NIH Guidelines\) April 2019](#)



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Faculty Staff Handbook (FSH)

Addition Revision* Deletion* Emergency Minor Amendment

Policy Number & Title: **FSH 1640.77 SCIENTIFIC MISCONDUCT 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: Alistair Smith, Chair Committee of Committees

Policy Sponsor, if different from Originator: Chris Nomura, VPORED

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.

In Spring 2022, an emergency change in the committee structure was needed to accommodate an increase in cases. To help minimize a future need for an emergency policy the Committee on Committees is proposing this permanent policy to adjust the existing structure to include the inclusion of three alternate members that could be called upon in times of high cases workload. The language was adjusted to account for principal and alternate members.

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.

July 1

1640.77

SCIENTIFIC MISCONDUCT COMMITTEE

A. FUNCTION. An inquiry board (FSH 3230 E-3) formed from the members of this committee is charged with making a preliminary evaluation of the evidence and testimony of the respondent, complainant, and key witnesses to determine whether there is sufficient evidence of possible scientific misconduct to warrant an investigation. The purpose is not to determine whether scientific misconduct definitely occurred or who was responsible.

B. STRUCTURE AND MEMBERSHIP. The vice president for research and economic development will nominate, with appointment by the Committee on Committees and confirmation by the Faculty Senate, six principal and three alternate tenured faculty members to a Scientific Misconduct Committee (SMC) with one member appointed as chair. The vice president will initially nominate ~~two-three~~ tenured faculty members to one-year terms, ~~twothree~~ tenured faculty members to two-year terms, and ~~two-three~~ tenured faculty members to three-year terms. Thereafter, tenured faculty members will be nominated for three-year terms. A departmental administrator may not chair the SMC.

2021 – 2022 Faculty Senate
Meeting # 20

Approved at Mtg 21 02.22.2022

Tuesday, February 15, 2022, 3:30 pm – 5:00 pm
Zoom only

Present: Bridges, Chapman, Dahlquist, Fairley, Gauthier, Hickman, Hoffmann, Torrey Lawrence (w/o vote), Lee-Painter, McIntosh, Meeuf (Chair), Mittelstaedt, Ogborn, Paul, Quinnett, Rashed, Rinker, Roberson, Rose, Sammarruca (w/o vote), Schiele, R. Smith, Schwarzlaender, Tenuto, Thorne, Wargo
Absent: Becker (excused), A. Smith (excused), Ahmadzadeh (excused), Castillo

Guests: Chantal Vella, John Mangiantini

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

Approval of Minutes (vote):

- Minutes of the 2021-22 Meeting #19 – Attach. #1.
The minutes of the 2021-22 Meeting #19 were approved as distributed.

Chair's Report:

- If any faculty are considering requesting an extension for their promotion and tenure application, the deadline is March 15. Please make sure that your constituents are aware of this deadline.
- Thanks to everyone for a good initial discussion of admissions standards last week. Given the discussion, Faculty Senate Leadership has requested more information about how students who have been admitted with a GPA between 2.6 and 2.8 have done at the University of Idaho. We'll bring that information back to Senate, along with a few options for another temporary admissions policy for this next cycle for Senate to consider.
- The exhibit on Black History at the University of Idaho is going on at the library. I highly encourage everyone to check it out. Thanks to Dr. Sidney Freeman and to our own Senator Rochelle Smith for making the exhibit possible.
- The 2021-22 University Faculty Meeting #3 will be held February 23, 2022, at 2:30pm. Please encourage your constituents to attend so we can reach a quorum. We have many policy and curricular items on the agenda and we hope for some good feedback with faculty voting on relevant agenda items.

There were no questions for the Chair.

Report from Vice Provost Diane Kelly-Riley:

- Today is the deadline to submit early warning grades. Last semester, representatives from ASUI came to Senate to talk about the importance of early feedback for student success. Please submit early warning grades today.
- COVID update: Currently, we have two students in supported isolation and one in supported quarantine. 4,868 students have submitted their vaccination card and 447 new students have submitted their vaccination card to participate in the tuition incentive program. Although the number of Omicron cases is dropping rapidly, the positivity rate in our area remains fairly high. No new action will be taken at this time.

- The March 15 deadline for requesting extension of the P&T timeline (e.g. for COVID disruptions) and to request early consideration is firm. Please visit <https://www.uidaho.edu/provost/faculty/tenure> and go to “Forms.” Faculty who wish to request extension or early consideration need to work with the Provost through their chair and dean.
- Be sure to complete your annual evaluations. They must be in the provost office by March 1 to be eligible for CEC. Faculty and staff on medical or personal leave from the institution are still eligible for CEC, but for them the process is delayed.

Discussion:

In response to concerns about the possibility that more variants of the virus might come up, the Vice Provost responded that we prepare for such events by encouraging vaccination, increasing testing, and requiring masking as needed. Dean of Students Eckles added that the university is in regular consultation with Public Health and Gritman – a meeting with them is scheduled for next week as a mid-semester check of how things are going in our community. No concerns have been raised about other variants to watch for.

A Senator suggested the importance of being ready with plans for next fall. There were no more questions or comments for the Vice Provost.

Committee Reports:

- FSH 3510 Third Year Review – Chantal Vella, Attach. #2
Chantal Vella provided a brief introduction to the proposed changes, the purpose of which is mainly to align FSH 3510 with the recently adopted changes to FSH 3500 Promotion and Tenure.

Discussion:

Moved and seconded (Lee-Painter/Quinnett) to correct an oversight. At the end of FSH 3510 C, the sentence “*The process for requesting such feedback shall be set forth in the provost’s administrative guidance pursuant to FSH 3500 B-2.*” should be deleted because the feedback is no longer requested. The motion passed unanimously.

A discussion followed on whether the chair of the unit committee must deliver the report directly to the candidate and then to the unit administrator along with the candidate’s response to the unit committee’s report, if any. This is what FSH 3510 D prescribes, “*The chair of the committee shall forward the report and any response from the candidate to the unit administrator,*” although it seems that some units have proceeded differently. There was general agreement that clarification is needed. Some Senators felt strongly that the candidate should have the opportunity to respond to their peers before the unit report moves to the unit chair.

Chair Meeuf summarized the proposed amendments: 1. Delete the sentence at the end of FSH 3510 C, “*The process for requesting such feedback....*”; and 2. Clarify FSH 3510 D to read: “D. COMMITTEE REPORT AND CANDIDATE RESPONSE. *The committee shall write a report evaluating the faculty member’s progress toward promotion or tenure ~~or both~~ in each of the faculty member’s responsibility areas. The report shall provide guidance regarding the steps necessary to continue making progress toward promotion or tenure ~~or both~~. The chair of the unit review committee shall forward their report to the candidate. The faculty member may provide a written response to the report within five business days after receiving the report. The chair of the committee shall forward the report and any response from the candidate to the unit administrator.”*

Moved and seconded (Schiele/Lee-Painter).

Votes: 20/20 in favor. Amendments pass. Motion approved as amended.

- FSH 4170 Maintaining Instructional Order – Chantal Vella, Attach. #3
This item will not be voted on today. Senate feedback will be communicated to FAC for their consideration and potential revisions.

Discussion:

The points of concern/discussion are:

- The definition of disruption seems rather broad and subject to interpretation. Chair Meeuf reported that General Counsel Jim Craig had a question about this, particularly the use of the word *offensive* – he suggests to remove the example sentence and just stay with the basic definition that disruptive behavior is behavior that interferes with the teaching or learning process in the classroom or educational setting and continues after an instructor's request to cease. Jim Craig is also suggesting that we add a reference to the proposed state board policy on academic rights and responsibilities, which should be voted on this Thursday. We can do so after Thursday if the state board policy passes.
- FSH 4710 A: clarify that it is about students (not instructors) disrupting the class.
- FSH 4710 F-5: Does it place too much burden on the instructor, who must develop an alternative educational plan for the student? On the other hand, section F-5 states that the dean shall identify alternative education options. To that end, the instructor's input would be beneficial, but instructors do not have to participate in alternative solutions with which they are not comfortable.
- A Senator asked whether this policy was developed in response to a particular event. Chair Meeuf responded that it was driven by faculty who were concerned about safety issues on campus and wanted clarification about their rights and responsibilities when dealing with what they see as disruptive or unsafe behavior. Vice Provost Kelly-Riley emphasized that it is important to make a clear distinction between disruption and safety issues, for which other processes are available. Dean of Students Blaine Eckles added we have a student code of conduct that we can invoke to hold students accountable when they violate that behavior, but our disciplinary processes are primarily to address students' status at the institution, not the classroom management aspect of it. This policy is really designed to help reinforce the faculty members' right to engage students in a behavioral conversation about the need to be respectful in class, and also to find an alternative route to receive education on that course if the student is unable to comply. Our office receives a lot of inquiries from faculty about classroom management. So this helps and empowers faculty to engage in a process that's clear, simple, and straightforward, as well as protecting the rights of the students to get their education here.

The above discussion will be forwarded to FAC.

Other Announcements and Communications:

- Cooperative Education – John Mangiantini
The presentation started with an excerpt from Brave.Bold. applicable to a robust co-op program and proceeded to a history of co-op at U of I – started in 2018 in Computer Science in Coeur d'Alene. Currently, the cohort for summer 2022 is being built, with the hope to get back to pre-COVID numbers. Detailed slides are attached to these minutes and cover: how co-op benefits

students and employers; what are the program challenges and the concerns often raised by families; different co-op models; options to earn co-op credits; and the program's goals and objectives. Eventually, they would like to integrate co-op as an option into all four-year degree plans to be available to all advisors and published in the catalog. U of I would be the first comprehensive co-op institution in the west, with the benefit of increased enrollment. Benefits to the state include increased value for higher education through stronger connection to career and earning power.

Discussion:

Asked to comment on the difference between co-op and internship, John Mangiantini said that the former is longer and involves faculty engagement – a faculty co-op advisor is assigned to every student to help them develop the learning objectives for the experience. It is also more project-based than an internship and the student has a higher likelihood of being employed by the co-op employer.

The next point concerned a possible challenge of working with industry: what happens to the student and the project if the priorities of the company change radically within a period of six months? John Mangiantini replied that such a case happened, and the student was reassigned to another team. The University and the co-op director are going to work with the employer to make sure that the student can finish the program. As the point of contact for the student's needs, John Mangiantini can help communicate with the university and the employer.

Faculty can help the program grow by making their students aware of it and the starting of the recruiting period. John is always looking for more employers to recruit into the program and currently they have more employers in the system than students. Faculty can also liaison with prospective employers or refer them to John, who specializes in employer relations. John would be happy to visit with faculty and talk about what other schools are doing the same as U of I. John reminded Senators that his contact information can be found at the end of the slideshow on the question page.

New Business:

Lindsey Brown announced that there will be two commencement ceremonies this year, on the 14th of May at the Kibbie Dome. Colleges are divided between the two ceremonies, and graduates receiving their doctoral, educational specialist, or master's degree will attend the respective ceremony for their college. The morning ceremony will be at 9:30am for CAA, EHHS, Law, and CLASS, while the 2pm ceremony will be for CALS, COB, COE, CNR, and COS. No tickets are required for the ceremony. Please watch our commencement website for updates.

Adjournment:

Chair Meeuf adjourned the meeting at 4:58pm.

Respectfully Submitted,

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

University of Idaho
2021 – 2022 Faculty Senate Agenda

Meeting # 20

Tuesday, February 15, 2022, at 3:30 pm
Zoom Only

- I. Call to Order
- II. Approval of Minutes (Vote)
 - Minutes of the 2021-22 Faculty Senate Meeting #19 (February 8, 2022) **Attach. #1**
- III. Consent Agenda (Vote)
- IV. Chair's Report
- V. Provost's Report
- VI. Committee Reports (Vote)
 - FSH 3510 Third year review - Chantal Vella **Attach. #2**
 - FSH 4170 Classroom Management - Chantal Vella **Attach. #3**
- VII. Other Announcements and Communications
 - Cooperative Education - John Mangiantini
- VIII. Special Orders
- IX. New Business
- X. Adjournment

Attachments:

- **Attach. #1:** Mtg #19 Minutes
- **Attach. #2:** FSH 3510
- **Attach. #3:** FSH 4170

* Changes to the Administrative Procedures Manual (APM): Please forward any questions or comments directly to both the policy coordinator at ui-policy@uidaho.edu and to the policy originator (listed on the cover sheet) within five working days of the senate meeting at which the APM item is presented.

2021 – 2022 Faculty Senate – Pending Approval

Meeting # 19

Tuesday, February 8, 2022, 3:30 pm – 5:00 pm

Zoom only

Present: Becker, Bridges, Chapman, Dahlquist, Fairley, Hickman, Hoffmann, Torrey Lawrence (w/o vote), Lee-Painter, McIntosh, Meeuf (Chair), Mittelstaedt, Ogborn, Paul, Quinnett, Rashed, Rinker, Roberson, Rose, Sammarruca (w/o vote), Schiele, R. Smith, A. Smith (Vice Chair), Schwarzlaender, Tenuto, Thorne, Wargo

Absent: Ahmadzadeh, Castillo, Gauthier

Guests: Peter Fuerst, Eric Stuen, Jerilyn Prescott, and Charlene Ewart

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

Approval of Minutes (vote):

- Minutes of the 2021-22 Meeting #18 – Attach. #1.
The minutes of the 2021-22 Meeting #18 were approved with a friendly amendment.

Chair's Report:

- I'm happy to announce a new faculty and staff award! Career Services is seeking nominations for the first ever Career Impact Award. Career Services recognizes that many faculty across the university and state help students with career exploration and development. They are seeking nominations for faculty and staff who support the career development of students. Career Services will select one faculty member and one staff member for this award in 2022. Each award recipient will receive a monetary award (\$2,000), recognition, and a plaque from Career Services. The deadline for nominations for the 2022 Award is Friday, March 4, 2022, by 11:59 p.m.; here is the nomination link:
https://uidaho.co1.qualtrics.com/jfe/form/SV_0jqLBeTjChTqdGS.
- You can register for this year's LunaFest film festival, which will take place on Tuesday, March 1 at 5:30 p.m. at the Kenworthy Performing Arts Centre (and online). LunaFest is a national traveling festival featuring short films by independent women filmmakers. Admission is free but registration is required. You can learn more online.
- I would also like to remind all Senators that Senate election season is coming up fast. Senators should coordinate with their colleges and constituents to organize Senate elections according to each college's established procedures. If you are unsure about which positions will be vacant next year, please reach out to Francesca for clarification. Let's get started building our next Senate!
- That also means you all should start thinking about Senate leadership for next year. Some of you may have already heard, but our Senate Vice Chair, Alistair Smith, has been hired as the interim chair of Geography and Geological Sciences (soon to be Earth and Spatial Sciences), so big congratulations to Alistair and a big thank you for all his hard work with our leadership team. But because this new position is mostly in the College of Science, Alistair will be giving up his Senate seat representing the College of Natural Resources after this term, which means he will not be able to run for Senate chair next year. I would encourage you all to consider your interest in Senate leadership moving forward. If anyone is interested in learning more, Alistair,

Francesca, and I are happy to discuss how Senate leadership works. We're also happy to have interested people sit in on leadership meetings to get a better sense of our process.

There were no questions for the Chair.

Provost's Report:

- COVID update: the mask requirement remains in place. Currently, we have three students in isolation and three in quarantine. Rapid tests are now available. Nearly 5,000 students have submitted their vaccination card. Over 500 new students have submitted their vaccination card to participate in the tuition incentive program.
- NWCCU will visit our campus April 4-6. It will be a virtual visit. Updates will follow.

Discussion on the Provost's report:

A Senator read a comment from a constituent expressing discontent with the fact that both Strategic Enrollment Management and the new Digital Learning Office used consultants last year. The Provost will come back to this question with more details. He noted that consultants are people with specialized expertise that can help the university in very specific situations. Vice Provost Ken Udas added that the university does not have much specialized expertise compared to other universities, so sometimes we need to reach out to gain access to information we need.

Committee Reports:

- UCC 30 Department of Medical education – Peter Fuerst, Attach. #2
WWAMI is a partnership between the University of Washington School of Medicine and five other schools, including the University of Idaho. The partnership has a nearly 50-year history. They are seeking to better align the organizational structure of WWAMI with University of Idaho policy. They propose to establish a Department of Medical Education within WWAMI. This will help streamline and clarify administration tasks. They do not anticipate any costs apart from processing of the proposal. Leadership of the Department will be managed by a current or replacement Associate Dean within the WWAMI program. A change in expenses will not occur because this individual already has an administrative stipend.
Vote: 23/23 in favor. Motion passes.
- UCC 31 Department of Medical Research – Peter Fuerst, Attach. #3
They are seeking to better align the organizational structure of WWAMI with University of Idaho policy by establishing a Department of Medical Research within WWAMI. Similar to medical education, there are faculty, staff, postdocs, and researchers associated with this program and they are hoping to add more structure to their employment. Rusty Baker would oversee the department.

Discussion

A faculty inquired about the benefits of having a department of medical education and a department of medical research, because the typical department structure would have people doing both education and research. Peter Fuerst clarified that the educational focus of medical research is actually on continuing medical education for practicing physicians, whereas undergraduate medical education is for medical students. So, from a programmatic point of view, it is like having different departments that offer different degrees, not just a splitting by research or education. Everything in WWAMI would be divided among three units, following a natural division. The advantage of having the three different units is more clarity about roles and responsibilities.

Vote: 22/22 in favor. Motion passes.

- UCC 32 Department of Clinical Medicine – Peter Fuerst, Attach. #4

The difference between this department and the other two departments discussed above is that members in this unit are practicing physicians working in hospitals in the community, so our students work with patients in area hospitals, which is different from undergraduate medical education.

Vote: 23/23 in favor. Motion passes.

- UCC 452 Business Administration (B.B.A.) – Eric Stuen, Attach. #5
This program will provide the skills to allow more Idahoans to succeed in high paying jobs. Thus, it will benefit the Idaho economy while providing assurance for companies considering locating within the state that the human resources they need are locally available. The primary target are those individuals interested in a business degree from the University of Idaho who have significant barriers in moving to Moscow to pursue a traditional degree. Within this broad target we see three specific groups of students the program will serve: 1. Nontraditional learners of all ages that want to pursue a business education that cannot move to Moscow because of work, family or cost considerations; 2. Graduates of Idaho two-year programs that are unable to move to Moscow to pursue a four-year degree; 3. Students that started a traditional degree at the University of Idaho but who had to leave Moscow and would like to complete their education. The budget includes hiring faculty and staff members who would deliver the entire curriculum of the new program.

Discussion

There was some discussion related to the online nature of the degree. The COB is offering the last two years of the degree with the first two years expected to come mostly through our community college partners.

Vote: 23/23 in favor. Motion passes.

- University Safety and Loss Control – Jerilyn Prescott, Attach. #6
The University Safety and Loss Control Committee asks Faculty Senate and Staff Council to endorse their statement (attachment #6) of renewed commitment to support a university safety culture. Senate decided to formally endorse the statement with a vote. Moved and seconded (Alistair Smith, Rochelle Smith).
Vote: 19/19 in favor. Motion passes.
- Committees on Committees – Alistair Smith
 - FSH 1640.46 Arts Committee Attach. #7
There are two main reasons for these changes: to include the administrative role the committee has had for years regarding the Student Arts Fee Grant (the proposed A-5), and to expand the structure to facilitate the full functioning of the committee (A-1) in keeping with the university's Arts Collection Management document (a management document that the Office of the President and College of Art and Architecture have to help manage the art collection).
Vote: 22/22 in favor. Motion passes.
 - FSH 1640.14 Bio Safety Attach. #8
This policy is being revised due to new regulatory documents that were released in 2019 and 2020 (NIH Guidelines for Research Involving Recombinant and Synthetic Nucleic Acid Molecules and the Biosafety in Biological and Biomedical Laboratories, 6th edition).
Vote: 21/21 in favor. Motion passes.
 - FSH 1640.77 Scientific Misconduct Attach. #9
In Spring 2022, an emergency change in the committee structure was needed to accommodate an increase in cases. To minimize a future need for an emergency policy, the Committee on Committees is proposing this permanent policy to adjust the existing

structure to include three alternate members that could be called upon in times of high cases workload. The language was adjusted to account for principal and alternate members.

Vote: 21/21 in favor. Motion passes.

Other Announcements and Communications:

- Admission Standards Discussion

We are currently operating under temporary emergency policy standards, as allowed by FSH 6990, to mitigate the impact of Covid on our higher education or our K-through-12 system, such as the inability of students to take standardized tests. Currently, we apply a standard of 2.6 for the minimum GPA and no standardized test is required. Those policies do not apply to the next admission cycle and thus we need to make a timely decision about that. We also need to devise a plan going forward, and the State Board has asked for our input on what their *direct admit* standards should be. This is a process through which Idaho high school students who meet a base standard automatically receive a letter from the State Board saying that they have been admitted to higher education in Idaho and which institution they qualify for. The State Board is considering retaining a minimum GPA of 2.6 for the next cycle of direct admit, but there is room for discussion. We have several options: we could revert back to our old standards – which may not be the best solution under the circumstances and would be out of alignment with what the State Board is asking us to do. We can put in place another temporary policy under FSH 6990 because the threat of Covid is still here. Finally, we can write a permanent policy that we feel comfortable with moving forward. This conversation is to gather feedback on how people want to proceed, and what they think the standards should be. Part of this discussion is the Gateway Program, which is currently admitting students just below the required GPA and providing the services to support them. Senators are welcome to talk to Russ, Alistair, and Francesca about their thoughts on admission standards and how we should proceed.

There was some discussion on the importance of data about the academic standing of students in the GPA range of 2.6 to 2.8. It was clarified that the GPA of 2.6 includes up to the sixth semester, although an exception was made during the peak of the Covid period to accept the fifth semester GPA. It is also important to know how the people who provide additional academic assistance have been doing the last couple of years, as well as people in different support services. A Senator suggested that a collective approach also considering data from other universities may be useful.

Some Senators asked whether we are talking about potentially reducing the GPA permanently. That possibility is on the table, but we can also proceed stepwise and first decide about the fall 2023 admission cycle. Provost Lawrence clarified that the question from the State Board concerns the direct admit process – when the state reaches out to the student and informs them that they are admitted in all or some universities in the state, depending on their credentials. Direct admit to community colleges goes down to 2.0. We want to make sure that our Gateway minimums are aligned with what the state is offering, which helps more students get access to higher education in Idaho, but we can have a different regular admission standard.

It was noted that it may be hard to assess whether the student is at the appropriate level in a particular subject without standardized tests. Some institutions give placement tests when people arrive – essentially a diagnostic test for placement but not required for admission purposes.

Chair Meeuf will be in touch with other groups to gather more data, specifically on the students in the GPA range of 2.6 to 2.8. This preliminary conversation revealed a preference to proceed year by year, but also a desire to start thinking and talking about the long-term question.

Adjournment:

The agenda was not completed. Chair Meeuf called for a motion to adjourn. So moved and seconded (A. Smith/Lee-Painter). Meeting 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://www.uidaho.edu/governance/policy>

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

Faculty Staff Handbook (FSH)

Addition Revision* Deletion* Emergency Minor Amendment

Policy Number & Title: **FSH 3510 THIRD-YEAR REVIEW**

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: Chantal Vella, FAC Chair

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

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 align FSH 3510 with recently adopted changes to FSH 3500 Promotion and Tenure. These changes are redlined in the attached draft.

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.

**FSH 3510
THIRD-YEAR REVIEW**

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. For further information, contact the Office of the Provost.

A. GENERAL. In addition to the annual evaluation of faculty by the unit administrator, each full-time, untenured faculty member shall be reviewed by a committee of colleagues during the 24- to 36-month period after beginning employment at UI. The committee shall provide the faculty member with a detailed report regarding the faculty member's progress toward promotion or tenure ~~or both~~. The third-year review process shall not include a vote of the committee or unit faculty.

B. THIRD-YEAR REVIEW COMMITTEE. A third-year review committee shall be formed according to the process outlined in FSH 3500 E-1-a.

C. BASIS FOR EVALUATION. The unit administrator shall provide the completed dossier (FSH 3500 D), excluding external peer reviews, to the chair of the 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~~ in light of the unit, college and university criteria for promotion or tenure ~~or both~~. The process for requesting such feedback shall be set forth in the provost's administrative guidance pursuant to FSH 3500 B-2.

D. COMMITTEE REPORT AND CANDIDATE RESPONSE. The committee shall write a report evaluating the faculty member's progress toward promotion or tenure ~~or both~~ in each of the faculty member's responsibility areas. The report shall provide guidance regarding the steps necessary to continue making progress toward promotion or tenure ~~or both~~. The faculty member may provide a written response to the report within five business days after receiving the report. The chair of the committee shall forward the report and any response from the candidate to the unit administrator.

E. UNIT ADMINISTRATOR'S REPORT AND CANDIDATE RESPONSE. The unit administrator shall write a report evaluating the faculty member's progress toward promotion or tenure ~~or both~~ in each of the faculty member's responsibility areas in light of the unit, college and university criteria for promotion and tenure. The report shall provide guidance regarding the steps necessary to continue making progress toward promotion or tenure ~~or both~~. The faculty member may provide a written response to the report within five business days after receiving the report.

F. DEAN'S REPORT AND CANDIDATE RESPONSE. The committee report, the unit administrator's report, the candidate's response(s), if any, and the dossier shall be forwarded to the dean. The dean shall write a report evaluating the faculty member's progress toward promotion or tenure ~~or both~~ in each of the faculty member's responsibility areas in light of the unit, college and university criteria for promotion and tenure. The report shall provide guidance regarding the steps necessary to continue making progress toward promotion or tenure ~~or both~~. The faculty member may provide a written response to the report within five business days after receiving the report.

G. FORWARDING MATERIALS. The dean shall forward all materials to the faculty member and to the provost's office for record keeping.

~~**H. IMPLEMENTATION.** This policy shall be effective July 1, 2020.~~



POLICY COVER SHEET

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

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

Faculty Staff Handbook (FSH)

Addition Revision* Deletion* Emergency Minor Amendment

Policy Number & Title: **FSH 4170 MAINTAINING INSTRUCTIONAL ORDER**

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: Chantal Vella, FAC Chair

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

Reviewed by General Counsel x Yes ___No Name & Date: Jim Craig, 1/3/22

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

To clarify an instructor’s authority to manage the classroom and outline the procedure for temporary or permanent dismissal from a class.

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 2300, 2400

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 4170

Maintaining Instructional Order

A. Scope. This policy applies to all instructors and students at the University of Idaho.

B. Purpose. The University seeks to promote a productive and respectful learning environment. Disruptive behavior in the academic setting hinders the educational process. Instructors have the responsibility and authority to effectively manage their instructional environments and may determine the time and manner for student participation in the instructional setting. This policy is not intended to discourage appropriate expression, discussion, or disagreement, but to promote a productive and respectful learning environment.

C. Definitions

C-1. College dean, unit administrator, and Dean of Students. A reference to any of these positions means the position or designee.

C-2. Disruptive behavior. Disruptive behavior is behavior that interferes with the teaching or learning process in the classroom or educational setting and continues after an instructor's request to cease. Examples of disruptive behavior include but are not limited to comments or behaviors that a reasonable person would find to be confrontational, offensive or inappropriate; persistently speaking without being recognized or interrupting other speakers; and harassing behavior or personal insults. Disagreement with the instructor or other students on controversial subjects is not in itself disruptive.

C-3. Educational setting. Educational setting is any environment in which an educational activity takes place. Examples include classrooms, field trips, labs, activities conducted via electronic meeting technology, and conferences.

D. Policy. A student may be dismissed, temporarily or permanently, from participating in an educational activity when the student exhibits disruptive behavior. Acts or threats of violence by students must be reported immediately to campus security and the Dean of Students Office.

E. Procedure

E-1. Advisor. A student may have an advisor of their choice present with them for all meetings conducted under this policy. The advisor may provide support and advice to the student but may not speak on behalf of the student.

E-2. Temporary Dismissal

a. The instructor must attempt to meet with the student, in person or by remote meeting technology, as soon as possible after the first incident of disruptive

behavior to identify the behavior, review the course rules and this policy, and instruct the student on the behavior that is required in the future. If desired by either the instructor or student, the unit administrator or dean of the college may participate in this meeting.

b. Either immediately or subsequent to the communication described in E-2.a, as appropriate, the instructor may dismiss a student from an educational activity for up to two class periods or equivalent. If a student is instructed to leave an educational activity while instruction is ongoing, the student must immediately comply. No later than one business day after the dismissal, the instructor must report the dismissal to the unit administrator, the college dean, and the Dean of Students, and must notify the student that they may choose to meet with the Dean of Students to discuss the dismissal and their options.

c. The instructor shall provide alternative arrangements for any missed work during the period of temporary dismissal.

F. Permanent Dismissal. An instructor may request the dismissal of a student from an educational activity for the remainder of the semester through the following procedure:

F-1. The instructor must prepare a written request for permanent dismissal. The request must include:

- a. The name of the student being dismissed;
- b. The factual details of the incident(s) prompting the request for dismissal, including, to the extent possible, dates, times and places; and
- c. The names of any witnesses.

F-2. The instructor shall submit the request to the unit administrator, who shall meet with both the student and instructor, either separately or together, as appropriate, to discuss the matter and possible solutions. If appropriate, the unit administrator may forward recommendation for permanent dismissal to the college dean. Prior to issuing a final decision the college dean shall consult with the Dean of Students. The college dean shall communicate their decision to the instructor and the student within three business days of receiving the recommendation.

F-3. The student may request review by the provost. The provost shall uphold or overturn the dismissal within two business days.

F-4. During the pendency of the decision making process outlined in F-2 and F-3, the student shall not attend the educational activity; however, the instructor shall, to the extent reasonable under the circumstances, provide alternative arrangements to ensure continuity in the student's education.

F-5. If the student is permanently dismissed from the educational activity, the college dean shall identify an appropriate alternative education solution for the student, which may include completing the class online, an independent study, changing into another course section, or a withdrawal from the course with a full refund in fees for that course.

F-6. If the permanent dismissal is denied, the college dean or associate dean will work with the instructor and student to reintegrate the student into the educational activity.

G. Behavior triggering use of this policy may also be subject to discipline under FSH 2400.

H. All timeframes designated in this policy are subject to reasonable adjustment by the Dean of Students, with due consideration to any negative impact that a delay may cause to the student's educational experience.

2021 – 2022 Faculty Senate**Meeting # 21****Approved at Mtg 22 3.1.22**

Tuesday, February 22, 2022, 3:30 pm – 5:00 pm

Zoom only

Present: Becker, Bridges, Chapman, Dahlquist, Fairley, Hickman, Hoffmann, Torrey Lawrence (w/o vote), Lee-Painter, Meeuf (Chair), Mittelstaedt, Ogborn, Paul, Quinnett, Rashed, Rinker, Roberson, Rose, Sammarruca (w/o vote), Schiele, A. Smith, R. Smith, Schwarzlaender, Tenuto, Thorne, Wargo

Absent: Ahmadzadeh (excused), Gauthier, McIntosh (excused), Castillo

Also present: Matt Powell (alternate for Ahmadzadeh)

Guests: Rebecca Frost, Blaine Eckles

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

Approval of Minutes (vote):

- Minutes of the 2021-22 Meeting #20 – Attach. #1.
The minutes of the 2021-22 Meeting #20 were approved as distributed.

Consent Agenda:

- Scientific Misconduct Committee Membership – Attach. #2
Approved.

Chair's Report:

- At its meeting last week, the State Board of Education approved the new policy on Academic Rights and Responsibilities, which provides a much more detailed and clear set of expectations around academic freedom for faculty, students, and institutions. The leaders of all the Faculty Senates at the four-year institutions authored a joint letter of support for the policy that was read at the meeting. As soon as the new policy is online, I will share the link, but the version that I shared last term is the version that was approved. Big thanks to Senator Deb Thorne, Provost Torrey Lawrence, and Vice Provost for Student Affairs Blaine Eckles for their hard work getting this policy drafted and representing the University of Idaho in those conversations.
- Our Faculty Secretary Francesca Sammarruca is in her third year in this position, and so Provost Lawrence and I will be conducting a review of her service thus far. Here is a [link](#) that faculty and staff can use to send us feedback on the Faculty Secretary's performance, and we will distribute the link via this week's Talking Points. If anyone has questions or wants to send feedback directly, they can reach out to me.
- [Reminder: our next University Faculty Meeting is tomorrow, Wednesday, February 23, at 2:30 pm](#) If we get a quorum, we will be voting on the policies and curricular changes we have been discussing the past few weeks. President Green is unable to attend, but Provost Lawrence will be there for updates and Q&A.

There were no questions for the Chair.

Provost's Report:

- Join us for Vandals Reflecting Town Hall, Thursday, March 3, 2:30-4 pm, in the Vandal Ballroom, Bruce Pitman Center (as space permits) and online. [RSVP is required](#) for participation both in

person and online. (Note corrected date from the original announcement.) Two years after the onset of COVID-19, this is an opportunity for all U of I employees to come together and reflect on the challenges we faced and overcame together and how to move forward stronger and more united.

- A reminder that there will be two commencement ceremonies in Moscow, one in Boise, and one in Idaho Falls.
- The next “Talks with Torrey” is canceled because of the University Faculty Meeting that afternoon. Please bring your questions.
- The deadline for requesting extensions to the P&T timeline and to request early consideration is March 15. Please visit <https://www.uidaho.edu/provost/faculty/tenure> and go to “Forms.” Faculty who wish to request extension or early consideration need to work with their chair and dean.
- Follow up on the question from two weeks ago about the use of consultants at U of I. Consultants are called in a variety of situations. For instance, it may be necessary to consult with targeted experts who have access to data we may otherwise be unable to access, such as data about other institutions. These situations are usually one-time events. Some of our subscriptions (e.g. the one with have with EMSI to get market data) belong in a different category. For each case, we make individual decisions after a careful cost-benefits analysis considering costs, current resources, and expected return.

Discussion:

A Senator commented that the frustration some faculty have expressed about this topic may be related to the fact that they feel uninformed about and disconnected from the outcomes of those decisions. Another Senator reported that some of his constituents feel particularly frustrated about the use of consultants in SEM. Improved communication might help. The provost noted that sharing information in appropriate ways can certainly be done, following reporting lines. For instance, SEM reports to the Provost, who is happy to hear people’s concerns. But discussions that may involve personnel issues are not appropriate for Senate meetings.

The discussion moved to COVID-19 and President Green’s recent memo indicating the possibility to relax the mask mandate as the positivity rate goes down rapidly in our area. Provost Lawrence responded that changes in protocol could be part of a transition to a phase where we learn how to live with the circumstances and settle into some kind of new “normal”. Tomorrow, university officials will meet with Gritman and Public Health. Hopefully, next week there will be more information about what the next phase may look like.

There were no more questions or comments for the Provost.

Committee Reports:

- UCC 43 Regulation J-3-e additions and removals – Rebecca Frost, Attach. #3
Rebecca Frost gave a brief description of the proposed changes to J-3-e Humanistic and Artistic Ways of Knowing (6 credits, from two different disciplines), and Social and Behavioral Ways of Knowing (6 credits, from two different disciplines). There were no questions.
Vote: 21/22 in favor; 1/22 against. Motion passes.
- UCC 44 Regulation J-3-f additions and removals– Rebecca Frost, Attach. #4

As we live in an increasingly diverse and multicultural world, the additional courses will prepare students to understand, communicate, and collaborate with those from diverse communities within the United States and throughout the world. There were no questions.

Vote: 22/22 in favor. Motion passes.

- UCC 45 Regulation J-3-g removal – Rebecca Frost, Attach. #5
This change removes ANTH 416 Qualitative Social Science Methods from the list of approved Senior Experience courses.
Responding to a question about the reason for the removal, Rebecca Frost said that there are other classes students can take for their Senior Experience.
Vote: 22/22 in favor. Motion passes.
- UCC 50 Regulation J changes for AS degrees – Rebecca Frost, Attach. #6
These changes are contingent on the University being granted board approval to offer AS degrees. General Education requirement language needs to be changed to accommodate new AS degrees. Please see attached file for markup as it will appear in the catalog.
To the question whether “Undergraduate Degrees” (as in the new language) is understood to include AS degrees, Rebecca Frost answered in the affirmative.
Vote: 22/22 in favor. Motion passes.

Other Announcements and Communications:

- Student Mental Health Presentation – Blaine Eckles, Attach. #7
Dean of Students Blaine Eckles’s presentation can be found in the binder for this meeting. The slides survey data from the 2021 National College Health Assessment (18.5% response rate for U of I). Dean Eckles went over the main factors that negatively impacted academic performance, level of stress and to which extent students reached out to mental health care providers, CARE report statistics, how to recognize signs of mental health issues, and how faculty can help, ending with education opportunities and available (campus and community) resources. Senators had appreciative comments for the presentation.

Discussion:

A Senator asked whether only undergraduate students were surveyed. Dean Eckles responded that both graduate and undergraduate students were invited to participate, but most of the students who responded were undergraduate. The data being presented are not broken out by graduate or undergraduate status.

A Senator commented that, while a waiting time of seven to ten days seems reasonable for the first appointment, he is aware of cases when students waited for two to three months for a follow-up meeting with a care provider. Dean Eckles replied that it really depends on the particular student issue. For instance, the student wishes to meet with a counselor, but they are recommended to talk to the only psychiatric nurse practitioner, who's the only person who can write prescriptions for medications. He is booked all day every day, and so it may take some time to get in. But there is a case manager in the Counseling Center that will work to connect the student with community resources as needed, and the team is very skilled, including nine psychologists. Should faculty become aware of students who encountered problems with long waiting times, they should let Dean Eckles know or reach out to the director of the counseling center. On a positive note: we can also support and counsel students who are not on the Moscow campus, who are now able to access our counselors by Zoom appointment.

A Senator pointed out the Latah County Recovery Center, which is a community resource that students may not be aware of. He then underlined the importance of filing CARE reports before

the situation gets worse or even out of control (self-harm, violence, etc.). Blaine Eckles thanked the Senator for his input. He recommended to get in touch with the director of counseling services, Dr. Greg Lambeth, who is an expert on violence and risk assessment. Typically, students are first connected with on-campus resources, but case managers are very well aware of the Latah County Recovery Center and other wonderful resources here in our community, and have referred students to those services.

Recalling that academic performance was identified as a primary concern in the survey, Chair Meeuf asked what we can we do, as faculty, to support students academically. Dean Eckles suggested that the best approach is to do what faculty have been doing this entire time: provide care and support, be flexible whenever possible, help them realize that failure is a part of life. It may be possible to find creative ways to help a student catch up, even though they feel there is no hope.

Blaine Eckles concluded by thanking the faculty for their hard work to support our students and with a reminder that engagement is the most important factor in student success.

New Business:

None.

Adjournment:

The agenda being completed, Chair Meeuf adjourned the meeting at 4:33pm.

Respectfully Submitted,

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

University of Idaho
2021 – 2022 Faculty Senate Agenda

Meeting # 21

Tuesday, February 22, 2022, at 3:30 pm
Zoom Only

- I. Call to Order
- II. Approval of Minutes (Vote)
 - Minutes of the 2021-22 Faculty Senate Meeting #20 (February 15, 2022) **Attach. #1**
- III. Consent Agenda (Vote)
 - Scientific Misconduct Committee Membership **Attach. #2**
- IV. Chair's Report
- V. Provost's Report
- VI. Committee Reports (Vote)
 - UCC 43 Regulation J-3-e additions and removals – Rebecca Frost **Attach. #3**
 - UCC 44 Regulation J-3-f additions and removals– Rebecca Frost **Attach. #4**
 - UCC 45 Regulation J-3-g removal – Rebecca Frost **Attach. #5**
 - UCC 50 Regulation J changes for AS degrees – Rebecca Frost **Attach. #6**
- VII. Other Announcements and Communications
 - Student Mental Health Presentation– Blaine Eckles **Attach. #7**
- VIII. Special Orders
- IX. New Business
- X. Adjournment

Attachments:

- **Attach. #1:** Mtg #20 Minutes
- **Attach. #2:** Scientific Misconduct
- **Attach. #3:** UCC 43
- **Attach. #4:** UCC 44
- **Attach. #5:** UCC 45
- **Attach. #6:** UCC 50
- **Attach. #7:** Mental Health Presentation

* Changes to the Administrative Procedures Manual (APM): Please forward any questions or comments directly to both the policy coordinator at ui-policy@uidaho.edu and to the policy originator (listed on the cover sheet) within five working days of the senate meeting at which the APM item is presented.

2021 – 2022 Faculty Senate – Pending Approval

Meeting # 20

Tuesday, February 15, 2022, 3:30 pm – 5:00 pm

Zoom only

Present: Bridges, Chapman, Dahlquist, Fairley, Gauthier, Hickman, Hoffmann, Torrey Lawrence (w/o vote), Lee-Painter, McIntosh, Meeuf (Chair), Mittelstaedt, Ogborn, Paul, Quinnett, Rashed, Rinker, Roberson, Rose, Sammarruca (w/o vote), Schiele, R. Smith, Schwarzlaender, Tenuto, Thorne, Wargo
Absent: Becker (excused), A. Smith (excused), Ahmadzadeh (excused), Castillo

Guests: Chantal Vella, John Mangiantini

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

Approval of Minutes (vote):

- Minutes of the 2021-22 Meeting #19 – Attach. #1.
The minutes of the 2021-22 Meeting #19 were approved as distributed.

Chair's Report:

- If any faculty are considering requesting an extension for their promotion and tenure application, the deadline is March 15. Please make sure that your constituents are aware of this deadline.
- Thanks to everyone for a good initial discussion of admissions standards last week. Given the discussion, Faculty Senate Leadership has requested more information about how students who have been admitted with a GPA between 2.6 and 2.8 have done at the University of Idaho. We'll bring that information back to Senate, along with a few options for another temporary admissions policy for this next cycle for Senate to consider.
- The exhibit on Black History at the University of Idaho is going on at the library. I highly encourage everyone to check it out. Thanks to Dr. Sidney Freeman and to our own Senator Rochelle Smith for making the exhibit possible.
- The 2021-22 University Faculty Meeting #3 will be held February 23, 2022, at 2:30pm. Please encourage your constituents to attend so we can reach a quorum. We have many policy and curricular items on the agenda and we hope for some good feedback with faculty voting on relevant agenda items.

There were no questions for the Chair.

Report from Vice Provost Diane Kelly-Riley:

- Today is the deadline to submit early warning grades. Last semester, representatives from ASUI came to Senate to talk about the importance of early feedback for student success. Please submit early warning grades today.
- COVID update: Currently, we have two students in supported isolation and one in supported quarantine. 4,868 students have submitted their vaccination card and 447 new students have submitted their vaccination card to participate in the tuition incentive program. Although the number of Omicron cases is dropping rapidly, the positivity rate in our area remains fairly high. No new action will be taken at this time.

- The March 15 deadline for requesting extension of the P&T timeline (e.g. for COVID disruptions) and to request early consideration is firm. Please visit <https://www.uidaho.edu/provost/faculty/tenure> and go to “Forms.” Faculty who wish to request extension or early consideration need to work with the Provost through their chair and dean.
- Be sure to complete your annual evaluations. They must be in the provost office by March 1 to be eligible for CEC. Faculty and staff on medical or personal leave from the institution are still eligible for CEC, but for them the process is delayed.

Discussion:

In response to concerns about the possibility that more variants of the virus might come up, the Vice Provost responded that we prepare for such events by encouraging vaccination, increasing testing, and requiring masking as needed. Dean of Students Eckles added that the university is in regular consultation with Public Health and Gritman – a meeting with them is scheduled for next week as a mid-semester check of how things are going in our community. No concerns have been raised about other variants to watch for.

A Senator suggested the importance of being ready with plans for next fall. There were no more questions or comments for the Vice Provost.

Committee Reports:

- FSH 3510 Third Year Review – Chantal Vella, Attach. #2
Chantal Vella provided a brief introduction to the proposed changes, the purpose of which is mainly to align FSH 3510 with the recently adopted changes to FSH 3500 Promotion and Tenure.

Discussion:

Moved and seconded (Lee-Painter/Quinnett) to correct an oversight. At the end of FSH 3510 C, the sentence “*The process for requesting such feedback shall be set forth in the provost’s administrative guidance pursuant to FSH 3500 B-2.*” should be deleted because the feedback is no longer requested. The motion passed unanimously.

A discussion followed on whether the chair of the unit committee must deliver the report directly to the candidate and then to the unit administrator along with the candidate’s response to the unit committee’s report, if any. This is what FSH 3510 D prescribes, “*The chair of the committee shall forward the report and any response from the candidate to the unit administrator,*” although it seems that some units have proceeded differently. There was general agreement that clarification is needed. Some Senators felt strongly that the candidate should have the opportunity to respond to their peers before the unit report moves to the unit chair.

Chair Meeuf summarized the proposed amendments: 1. Delete the sentence at the end of FSH 3510 C, “*The process for requesting such feedback....*”; and 2. Clarify FSH 3510 D to read: “D. COMMITTEE REPORT AND CANDIDATE RESPONSE. *The committee shall write a report evaluating the faculty member’s progress toward promotion or tenure ~~or both~~ in each of the faculty member’s responsibility areas. The report shall provide guidance regarding the steps necessary to continue making progress toward promotion or tenure ~~or both~~. The chair of the unit review committee shall forward their report to the candidate. The faculty member may provide a written response to the report within five business days after receiving the report. The chair of the committee shall forward the report and any response from the candidate to the unit administrator.”*

Moved and seconded (Schiele/Lee-Painter).

Votes: 20/20 in favor. Amendments pass. Motion approved as amended.

- FSH 4170 Maintaining Instructional Order – Chantal Vella, Attach. #3
This item will not be voted on today. Senate feedback will be communicated to FAC for their consideration and potential revisions.

Discussion:

The points of concern/discussion are:

- The definition of disruption seems rather broad and subject to interpretation. Chair Meeuf reported that General Counsel Jim Craig had a question about this, particularly the use of the word *offensive* – he suggests to remove the example sentence and just stay with the basic definition that disruptive behavior is behavior that interferes with the teaching or learning process in the classroom or educational setting and continues after an instructor's request to cease. Jim Craig is also suggesting that we add a reference to the proposed state board policy on academic rights and responsibilities, which should be voted on this Thursday. We can do so after Thursday if the state board policy passes.
- FSH 4710 A: clarify that it is about students (not instructors) disrupting the class.
- FSH 4710 F-5: Does it place too much burden on the instructor, who must develop an alternative educational plan for the student? On the other hand, section F-5 states that the dean shall identify alternative education options. To that end, the instructor's input would be beneficial, but instructors do not have to participate in alternative solutions with which they are not comfortable.
- A Senator asked whether this policy was developed in response to a particular event. Chair Meeuf responded that it was driven by faculty who were concerned about safety issues on campus and wanted clarification about their rights and responsibilities when dealing with what they see as disruptive or unsafe behavior. Vice Provost Kelly-Riley emphasized that it is important to make a clear distinction between disruption and safety issues, for which other processes are available. Dean of Students Blaine Eckles added we have a student code of conduct that we can invoke to hold students accountable when they violate that behavior, but our disciplinary processes are primarily to address students' status at the institution, not the classroom management aspect of it. This policy is really designed to help reinforce the faculty members' right to engage students in a behavioral conversation about the need to be respectful in class, and also to find an alternative route to receive education on that course if the student is unable to comply. Our office receives a lot of inquiries from faculty about classroom management. So this helps and empowers faculty to engage in a process that's clear, simple, and straightforward, as well as protecting the rights of the students to get their education here.

The above discussion will be forwarded to FAC.

Other Announcements and Communications:

- Cooperative Education – John Mangiantini
The presentation started with an excerpt from Brave.Bold. applicable to a robust co-op program and proceeded to a history of co-op at U of I – started in 2018 in Computer Science in Coeur d'Alene. Currently, the cohort for summer 2022 is being built, with the hope to get back to pre-COVID numbers. Detailed slides are attached to these minutes and cover: how co-op benefits

students and employers; what are the program challenges and the concerns often raised by families; different co-op models; options to earn co-op credits; and the program's goals and objectives. Eventually, they would like to integrate co-op as an option into all four-year degree plans to be available to all advisors and published in the catalog. U of I would be the first comprehensive co-op institution in the west, with the benefit of increased enrollment. Benefits to the state include increased value for higher education through stronger connection to career and earning power.

Discussion:

Asked to comment on the difference between co-op and internship, John Mangiantini said that the former is longer and involves faculty engagement – a faculty co-op advisor is assigned to every student to help them develop the learning objectives for the experience. It is also more project-based than an internship and the student has a higher likelihood of being employed by the co-op employer.

The next point concerned a possible challenge of working with industry: what happens to the student and the project if the priorities of the company change radically within a period of six months? John Mangiantini replied that such a case happened, and the student was reassigned to another team. The University and the co-op director are going to work with the employer to make sure that the student can finish the program. As the point of contact for the student's needs, John Mangiantini can help communicate with the university and the employer.

Faculty can help the program grow by making their students aware of it and the starting of the recruiting period. John is always looking for more employers to recruit into the program and currently they have more employers in the system than students. Faculty can also liaison with prospective employers or refer them to John, who specializes in employer relations. John would be happy to visit with faculty and talk about what other schools are doing the same as U of I. John reminded Senators that his contact information can be found at the end of the slideshow on the question page.

New Business:

Lindsey Brown announced that there will be two commencement ceremonies this year, on the 14th of May at the Kibbie Dome. Colleges are divided between the two ceremonies, and graduates receiving their doctoral, educational specialist, or master's degree will attend the respective ceremony for their college. The morning ceremony will be at 9:30am for CAA, EHHS, Law, and CLASS, while the 2pm ceremony will be for CALS, COB, COE, CNR, and COS. No tickets are required for the ceremony. Please watch our commencement website for updates.

Adjournment:

Chair Meeuf adjourned the meeting at 4:58pm.

Respectfully Submitted,

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



University
of Idaho

COOPERATIVE EDUCATION AT U OF I

*SERVING IDAHO STUDENTS AND
EMPLOYERS*

PRESENTATION AGENDA

I Brave & Bold

I Program History

I Goals & Objectives

I Benefits to Students

I Benefits to Employers

I Program Challenges

I Co-op Models

I Credit Options

I Program Goals & Objectives

I Outcomes for U of I

I Outcomes for the State of Idaho

I Questions



BRAVE & BOLD

THE UNIVERSITY OF IDAHO HAS A BOLD VISION: TO PROPEL IDAHO FORWARD BY EMPOWERING OUR STUDENTS

EXCERPTS FROM BRAVE & BOLD APPLICABLE TO CO-OP

- I** A rigorous, supportive environment with robust out-of-the-classroom learning opportunities – because the most transformational experiences extend beyond traditional coursework and study in the classroom.
- I** To fulfill this promise, the University of Idaho must grow its immersive, industry-partner programs so that graduates are ready to add value from their first day on the job. Through internships, externships, cooperative learning, mentoring and industry engagement, students gain a comprehensive worldview, solution-oriented mindset, inquisitive intellect and an aspiration to contribute in an ever-changing global landscape.

A robust co-op program helps us keep the promises made to students



CO-OP HISTORY AT U OF I

- I Started in May 2018 in Computer Science in Coeur d'Alene
- I Expanded to all ENGR majors in May 2019
- I Launched in Business & Economics in January 2022
- I Junior Standing (an ENGR necessity, not so for other majors)
- I 32 students have done 36 co-ops in 4 years – 11 ENGR students were out in Winter 2020 when COVID-19 descended, only one in Summer 2020. Four are currently on assignment.
- I Currently building the Summer 2022 cohort – 20 employer positions and 7 program applicants as of 2/14/2022

BENEFIT TO STUDENTS

- I \$20,000 - \$32,000 in wages
- I Six months of applicable work/project experience in their fields
- I Allows ample time for students to evaluate the workplace as a potential site for their first career position
- I Significant increase in their professional/soft skills
- I 80% likelihood of a job offer upon successful completion
- I Co-op students tend to increase their GPA after co-op
- I At University of Cincinnati, 97% of their co-op students graduate within six years and over 90% within five. So far, only one student that has done a co-op at U of I has not graduated (97% graduation rate).

BENEFIT TO EMPLOYERS

- I Builds a pipeline to and raises employer brand awareness of U of I students
- I Allows for significant project assignments that internships can't provide
- I Provides ample time for the employer to evaluate the student as a potential employee
- I Co-ops can help employers fill staffing gaps during times of workforce ebbs and flows
- I Builds relationships between faculty and industry that could lead to research projects, philanthropic opportunities, and other collaborative efforts

PROGRAM CHALLENGES

I COVID-19

I Student Pipeline – Reasons ENGR students have declined to participate

- Students and/or family are reluctant to extend the time to degree by a semester
- They are reluctant to leave their class cohorts, being “behind” them by a semester when they return
- They didn’t find out about the program in time to make plans

CO-OP MODELS

- I Alternating – students work a Spring Semester and Summer or a Summer and Fall Semester. Students choose to take credits or not.
 - For credit – students would pay tuition for the credits they are taking, but no co-op fees
 - Non-credit – students would pay a \$500 co-op fee and enroll in placeholder credits that are tuition-free – credits only on record until the semester ends
- I Parallel – students would work part time throughout the school year, earning co-op credit, while also taking academic coursework
 - Ratios are usually 6 credits of coursework and 24 work hours per week or 9 credits of coursework and 16 hours of work. The student, faculty advisor, and supervisor come to an agreement on the ratio each term.

CREDIT OPTIONS

- I Currently, ENGR is considering a three-credit technical elective option for co-op in each of their departments
- I Most CBE majors have room to offer more than three credits in the degree program. Their faculty will begin consideration of co-op credit soon.
- I Many majors have room for 15 or more credits of general elective credit that count toward the 120 needed to graduate. Co-op could fit with proper planning if college faculty are willing to offer a course that carried 3-12 variable credits.

GOALS & OBJECTIVES

- I Brand U of I as a destination for cooperative education (co-op) in the region
 - Integrate branding into prospective student recruitment marketing
- I Offer the co-op option to every U of I undergraduate student by 2025
- I Develop co-op credit options that meet degree requirements for co-op participation (3-12 credits depending on major and faculty approval)
- I Integrate co-op as an option into all four-year degree plans in partner colleges and make those available to all advisors and publish them in the catalog



OUTCOMES FOR U OF I

- I U of I would become the first comprehensive co-op institution in the west
- I Improved hiring rates based on expanded career readiness
- I Increased employer engagement with Career Services and partner Colleges
- I Stronger connection between faculty and employers
- I Increased enrollment based on strong perception of connection to career



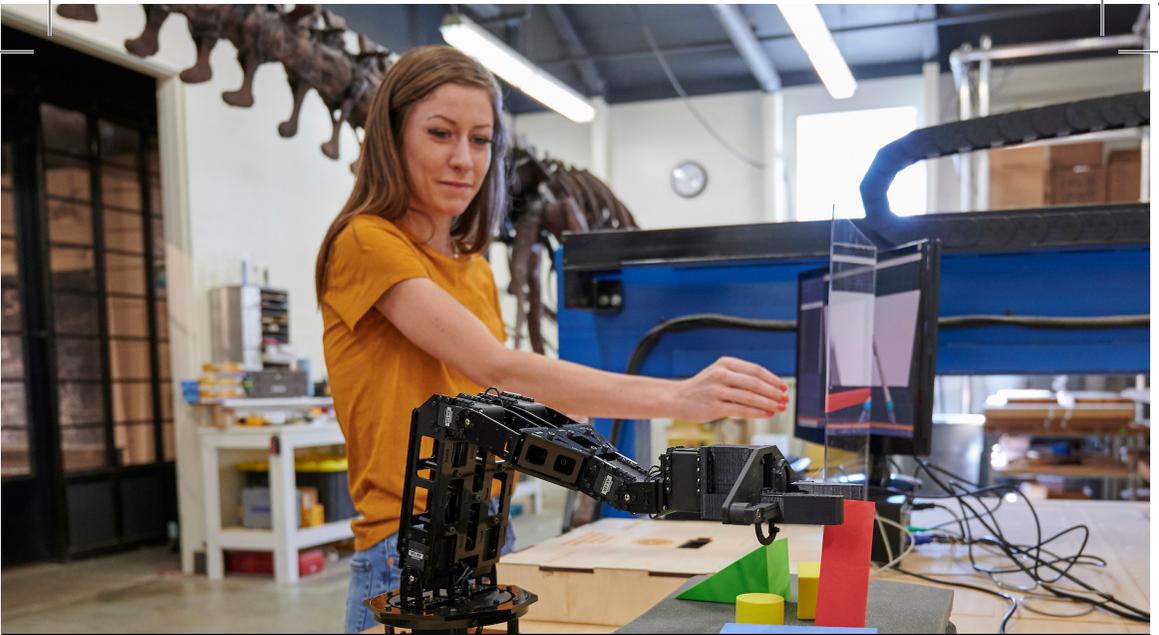
OUTCOMES FOR THE STATE OF IDAHO

- I Increase in career-ready workers to attract and retain employers
- I Increased value proposition for higher education
- I Connection to career made by higher education
- I Increase the go-on rate for Idaho students

QUESTIONS?



John Mangiantini, Director of Cooperative Education
johncm@uidaho.edu | 208 885-2100



CO-OP

COOPERATIVE EDUCATION PROGRAM



University of Idaho
Career Services

EARN UP TO \$20,000+

*for each 6-month co-op
experience*

ENGAGE IN IMPACTFUL WORK

*directly related to your
field of study*

EXPLORE POTENTIAL CAREERS

at leading companies

BUILD YOUR PROFESSIONAL NETWORK

through personalized mentorship

GAIN A COMPETITIVE EDGE

*when transitioning to the
workforce after graduation*

REAL CAREER EXPERIENCE, RIGHT NOW

Co-op students work for a
variety of companies,
including:

- Micron
- Idaho National
Laboratory (INL)
- Schweitzer Engineering
Laboratories (SEL)
- Itron
- Idaho Forest Group
- Intel
- Kochava
- Safeguard Equipment
- Hewlett-Packard

UIDAHO.EDU/CO-OP



APPLY AND LEARN MORE AT UIDAHO.EDU/CO-OP

The Co-op Program is a paid, hands-on employment program that connects students to real industry leaders.

Alternate terms of classroom study with six-month co-op sessions, working on the job and making an impact where you serve. Complete two sessions and gain a year of career experience prior to graduation!

- **Winter Start Co-op Session** – January through July
- **Summer Start Co-op Session** – June through December

We can help you create a schedule that fits your degree and career goals.

ELIGIBILITY

- Admitted U of I student in junior standing at time of co-op participation
- Minimum cumulative GPA of 2.5

SALARY

Co-op students earn an average of \$21.90 per hour, resulting in six-month salaries that range from \$18,000-28,000. Some positions include additional benefits.

FINANCIAL AID AND INSURANCE COVERAGE

Although co-op students do not attend classes while employed, they are still considered full-time students by the university.

Financial aid loans will not go into repayment and students can remain on family insurance coverage while participating in the Co-op Program.

co-op@uidaho.edu

208-885-6121

uidaho.edu/co-op

Attachment #2

The Committee on Committees, on consultation with the Vice President for Research and Economic Development, recommends the following additions to the Scientific Misconduct Committee:

- Jill Johnson
- Jack Sullivan
- Eric Stuen
- Stephen Cook

43: REGULATION J-3-E ADDITIONS AND REMOVALS

In Workflow

1. Registrar's Office (none)
2. Ready for UCC (disable)
3. UCC (none)
4. Post-UCC Registrar (none)
5. Faculty Senate Chair (mstout@uidaho.edu; jvalkovic@uidaho.edu)
6. UFM (mstout@uidaho.edu; jvalkovic@uidaho.edu)
7. President's Office (brendah@uidaho.edu; mstout@uidaho.edu; jvalkovic@uidaho.edu; lindalundgren@uidaho.edu)
8. Catalog Update (sstubbs@uidaho.edu)

Approval Path

1. Tue, 01 Feb 2022 17:05:58 GMT
Steve Stubbs (sstubbs): Approved for Registrar's Office
2. Thu, 03 Feb 2022 16:09:53 GMT
David Barnes (dabarnes): Approved for Ready for UCC
3. Tue, 08 Feb 2022 17:19:17 GMT
David Barnes (dabarnes): Approved for UCC
4. Fri, 11 Feb 2022 17:05:18 GMT
David Barnes (dabarnes): Approved for Post-UCC Registrar

New Proposal

Date Submitted: Tue, 30 Nov 2021 17:01:38 GMT

Viewing: Regulation J-3-e additions and removals

Last edit: Tue, 30 Nov 2021 17:01:37 GMT

Changes proposed by: Rebecca Frost

Faculty Contact

Faculty Name	Faculty Email
Rebecca Frost	catalog@uidaho.edu

Request Type

Add/Drop/Change an academic regulation

Effective Catalog Year

2022-2023

Title

Regulation J-3-e additions and removals

Request Details

Regulation J-3-e. Humanistic and Artistic Ways of Knowing and Social and Behavioral Ways of Knowing

Humanistic Ways of Knowing:

Add: FLEN 243 English Word Origins (3 credits)
HIST 270 Intro to Greek and Roman Civilization (3 credits)
RSTM 106 Intro to Sport Management (3 credits)

Social and Behavioral Ways of Knowing:

Add: RSTM 380 Principles of Travel & Tourism (3 credits)

Remove: SOC 201 Intro to Inequalities and Inclusion
SOC 340 Environmental Sociology & Globalization
SOC 343 Power, Politics, and Society
SOC 423 Economic (In)Justice in the United States
SOC 424 Sociology of Gender
SOC 427 Race and Ethnic Relations

See attached form for list of all J-3-e courses.

Supporting Documents

J-3-e Humanities-Social Sciences.docx

2 43: Regulation J-3-e additions and removals

Key: 43

J-3-e. Humanistic and Artistic Ways of Knowing (6 credits, from two different disciplines) and Social and Behavioral Ways of Knowing (6 credits, from two different disciplines)

The purpose of these liberal arts courses is to provide students with critical tools for understanding the human experience and providing the means for students to respond to the world around them.

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

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

Some courses on the humanities and social science lists may also satisfy the American diversity or international requirement.

Approved Humanistic and Artistic Ways of Knowing Courses:

Code	Title	Hours
AMST 301	Studies in American Culture	3
ARCH 151	Introduction to the Built Environment	3
ART 100	World Art and Culture	3
ART 205	Visual Culture	3
ART 213	History and Theory of Modern Design	3
ART 302	Modern Art and Theory	3
ART 382	History of Photography	3
ART 407	New Media	3
CHIN 101	Elementary Chinese I	4

Code	Title	Hours
CHIN 102	Elementary Chinese II	4
DAN 100	Dance in Society	3
ENGL 175	Literature and Ideas	3
ENGL 221	History of Film 1895-1945	3
ENGL 222	History of Film 1945-Present	3
ENGL 257	Survey of Western World Literature I	3
ENGL 258	Survey of Western World Literature II	3
ENGL 267	Survey of British Literature I	3
ENGL 268	Survey of British Literature II	3
ENGL 277	Survey of American Literature I	3
ENGL 278	Survey of American Literature II	3
ENGL 290	Introduction to Creative Writing	3
ENGL 322	Studies in Environmental Literature and Culture	3
ENGL 345	Studies in Shakespeare	3
ENGL 375	The Bible as Literature	3
FLEN 210	Introduction to Classic Mythology	3
<u>FLEN 243</u>	<u>English Word Origins</u>	<u>3</u>
FLEN 313	French/Francophone Literature in Translation	3
FLEN 324	Topics in German Literature in Translation	3
FLEN 331	Japanese Anime	3
FLEN 391	Hispanic Film	3
FLEN 394	Latin American Literature in Translation	3
FREN 101	Elementary French I	4
FREN 102	Elementary French II	4
GERM 101	Elementary German I	4
GERM 102	Elementary German II	4
<u>HIST 270</u>	<u>Intro to Greek and Roman Civ</u>	<u>3</u>
HIST 357	Women in Pre-Modern European History	3
HIST 379	History of Science II: 1700-Present	3
HIST 414	History and Film	3
HIST 442	The Medieval Church: Europe in the Early and High Middle Ages	3
HIST 443	The Medieval State: Europe in the High and Late Middle Ages	3
HIST 445	Medieval English Constitutional and Legal History: 1066-1485	3
HIST 447	The Renaissance	3
HIST 448	The Reformation	3
HIST 485	Chinese Social and Cultural History	3
IS 370	African Community, Culture, and Music	1-3
JAPN 101	Elementary Japanese I	4
JAPN 102	Elementary Japanese II	4
LAS 391	Hispanic Film	3

Code	Title	Hours
LAS 394	Latin American Literature in Translation	3
MUSH 111	Introduction to Music Literature	3
MUSH 201	History of Rock and Roll	3
MUSI 100	Introduction to Music	3
NEZP 101	Elementary Nez Perce I	4
NEZP 102	Elementary Nez Perce II	4
PHIL 103	Introduction to Ethics	3
PHIL 200	Philosophy of Alcohol	3
PHIL 201	Critical Thinking	3
PHIL 208	Business Ethics	3
PHIL 240	Belief and Reality	3
PHIL 351	Philosophy of Science	3
PHIL 361	Professional Ethics	3
RELS 375	The Bible as Literature	3
RELS 443	The Medieval State: Europe in the High and Late Middle Ages	3
RELS 448	The Reformation	3
<u>RSTM 106</u>	<u>Intro to Sport Management</u>	<u>3</u>
SPAN 101	Elementary Spanish I	4
SPAN 102	Elementary Spanish II	4
THE 101	Introduction to the Theatre	3
THE 468	Theatre History I	3
THE 469	Theatre History II	3
WGSS 201	Introduction to Women's, Gender, and Sexuality Studies	3

Approved Social and Behavioral Ways of Knowing Courses:

Code	Title	Hours
ANTH 100	Introduction to Anthropology	3
ANTH 101	Biological Anthropology	3
ANTH 102	Cultural Anthropology	3
ANTH 261	Language and Culture	3
ANTH 329	Contemporary North American Indians	3
ANTH 350	Food, Culture, and Society	3
ANTH 462	Human Issues in International Development	3
COMM 233	Interpersonal Communication	3
COMM 335	Intercultural Communication	3
COMM 410	Conflict Management	3
CRIM 101	Introduction to Criminology	3
CRIM 336	Comparative Criminal Justice Systems	3
CRIM 439	Inequalities in the Justice System	3
ECON 201	Principles of Macroeconomics	3

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Code	Title	Hours
ECON 202	Principles of Microeconomics	3
ECON 272	Foundations of Economic Analysis	4
EDCI 201	Contexts of Education	3
EDCI 301	Learning, Development, and Assessment	3
FLEN 270	Introduction to Greek and Roman Civilization	3
FLEN 307	Institutions of the European Union	3
FOR 235	Society and Natural Resources	3
GEOG 165	Human Geography	3
GEOG 200	World Regional Geography	3
GEOG 260	Introduction to Geopolitics	3
GEOG 365	Political Geography	3
HIST 101	World History I	3
HIST 102	World History II	3
HIST 111	United States History I	3
HIST 112	United States History II	3
HIST 180	Introduction to East Asian History	3
HIST 270	Introduction to Greek and Roman Civilization	3
HIST 315	Comparative African-American Cultures	3
HIST 462	History of the American West	3
HIST 461	Idaho and the Pacific Northwest	3
HIST 380	Disease and Culture: History of Western Medicine	3
HIST 420	History of Women in American Society	3
HIST 424	American Environmental History	3
HIST 430	U.S. Diplomatic History	3
HIST 438	Modern Mexico and the Americas	3
HIST 439	Modern Latin America	3
HIST 440	Social Revolution in Latin America	3
HIST 441	Slavery and Freedom in the Americas	3
HIST 449	Tudor-Stuart Britain 1485-1660	3
HIST 452	Europe in the Age of the Revolution, 1770-1880	3
HIST 454	Pictures and Power: Photography, Politics, and American History	3
HIST 456	Anti-Semitism and the Holocaust	3
HIST 457	History of the Middle East	3
HIST 460	Conspiracies and Secret Societies in History	3
HIST 466	Eastern Europe Since 1774	3
HIST 467	Russia to 1894	3
HIST 468	Russia and Soviet Union Since 1894	3
HIST 482	Japan, 1600 to Present	3
HIST 484	Modern China, 1840s to Present	3
IS 325	The Contemporary Muslim World	3
IS 326	Africa Today	3

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Code	Title	Hours
IS 350	Sports and International Affairs	3
LAS 462	Human Issues in International Development	3
NRS 125	Introduction to Conservation and Natural Resources	3
NRS 235	Society and Natural Resources	3
POLS 101	American National Government	3
POLS 205	Introduction to Comparative Politics	3
POLS 237	Introduction to International Politics	3
POLS 275	American State and Local Government	3
POLS 307	Institutions of the European Union	3
POLS 331	American Political Parties and Elections	3
POLS 332	American Congress	3
POLS 333	American Political Culture	3
POLS 338	American Foreign Policy	3
POLS 381	European Politics	3
PSYC 101	Introduction to Psychology	3
RSTM 380	Principles of Travel & Tourism	3
SOC 101	Introduction to Sociology	3
SOC 201	Introduction to Inequalities and Inclusion	3
SOC 230	Social Problems	3
SOC 340	Environmental Sociology and Globalization	3
SOC 343	Power, Politics, and Society	3
SOC 350	Food, Culture, and Society	3
SOC 423	Economic (In)Justice in the United States	3
SOC 424	Sociology of Gender	3
SOC 427	Racial and Ethnic Relations	3

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44: REGULATION J-3-F ADDITIONS AND REMOVALS

In Workflow

1. Registrar's Office (none)
2. Ready for UCC (disable)
3. UCC (none)
4. Post-UCC Registrar (none)
5. Faculty Senate Chair (mstout@uidaho.edu; jvalkovic@uidaho.edu)
6. UFM (mstout@uidaho.edu; jvalkovic@uidaho.edu)
7. President's Office (brendah@uidaho.edu; mstout@uidaho.edu; jvalkovic@uidaho.edu; lindalundgren@uidaho.edu)
8. Catalog Update (sstubbs@uidaho.edu)

Approval Path

1. Tue, 01 Feb 2022 17:06:00 GMT
Steve Stubbs (sstubbs): Approved for Registrar's Office
2. Thu, 03 Feb 2022 16:09:49 GMT
David Barnes (dabarnes): Approved for Ready for UCC
3. Tue, 08 Feb 2022 17:19:22 GMT
David Barnes (dabarnes): Approved for UCC
4. Fri, 11 Feb 2022 17:05:26 GMT
David Barnes (dabarnes): Approved for Post-UCC Registrar

New Proposal

Date Submitted: Tue, 30 Nov 2021 17:14:38 GMT

Viewing: Regulation J-3-f additions and removals

Last edit: Tue, 30 Nov 2021 17:14:38 GMT

Changes proposed by: Rebecca Frost

Faculty Contact

Faculty Name	Faculty Email
Rebecca Frost	catalog@uidaho.edu

Request Type

Add/Drop/Change an academic regulation

Effective Catalog Year

2022-2023

Title

Regulation J-3-f additions and removals

Request Details

J-3-f. American Diversity and International

American Diversity

Add: RSTM 106 Intro to Sport Management (3 credits)

Remove: SOC 101 Introduction to Sociology

SOC 230 Social Problems

SOC 423 Economic (In)Justice in the United States

SOC 424 Sociology of Gender

SOC 427 Racial and Ethnic Relations

International

Add: MUSH 111 Introduction to World of Music (3 credits)

RSTM 380 Principles of Travel & Tourism (3 credits)

Remove: SOC 340 Environmental Sociology and Globalization

SOC 343 Power, Politics, and Society

THE 468 Theatre History I

THE 469 Theatre History II

See attached file for full list of J-3-f courses.

Supporting Documents

J-3-f AD-International.docx

Key: 44

J-3-f. One American Diversity course and One International course (Or an approved study abroad experience)

As we live in an increasingly diverse and multicultural world, the purpose of these courses is to prepare students to understand, communicate and collaborate with those from diverse communities within the United States and throughout the world.

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

One course chosen from the approved American diversity courses listed below. If a student takes a General Education course in another category that also appears on the list of approved American diversity courses, then this requirement is considered to be completed.

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

One course chosen from the approved international courses listed below. If a student takes a General Education course in another category that also appears on the list of approved International courses, then this requirement is considered to be completed. The international requirement may be waived if a student

successfully completes an approved Summer, Fall, or Spring program abroad through the International Programs Office.

Approved American Diversity Courses:

Code	Title	Hours
AIST 320	Native American & Indigenous Film	3
AIST 411	Native American Architecture	3
AIST 422	Contemporary Pacific Northwest Indians	3
AIST 484	American Indian Literature	3
AMST 301	Studies in American Culture	3
ANTH 329	Contemporary North American Indians	3
ANTH 350	Food, Culture, and Society	3
ANTH 422	Contemporary Pacific Northwest Indians	3
ARCH 411	Native American Architecture	3
COMM 432	Gender and Communication	3
COMM 491	Communication and Aging	3
CORS 232	Science on Your Plate: Food Safety, Risks and Technology	3
CRIM 439	Inequalities in the Justice System	3
DAN 100	Dance in Society	3
EDCI 302	Teaching Culturally Diverse Learners	3
ENGL 380	Studies in U.S. Ethnic Literatures	3
ENGL 384	Studies in American Indian Literature	3
HIST 111	United States History I	3
HIST 112	United States History II	3
HIST 315	Comparative African-American Cultures	3
HIST 316	American Indian History	3
HIST 414	History and Film	3
HIST 420	History of Women in American Society	3
HIST 424	American Environmental History	3
HIST 454	Pictures and Power: Photography, Politics, and American History	3
HIST 461	Idaho and the Pacific Northwest	3
HIST 462	History of the American West	3
IAD 443	Universal Design	3
JAMM 340	Cultural Diversity and the Media	3
JAMM 445	History of Mass Media	3
LAS 306	Culture and Institutions of Latin America	3
MUSH 410	Studies in Jazz History	3
MUSI 100	Introduction to Music	3
POLS 101	American National Government	3
POLS 333	American Political Culture	3
POLS 468	Civil Liberties	3

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Code	Title	Hours
PSYC 315	Psychology of Women	3
PSYC 419	Adult Development and Aging	3
RELS 422	Contemporary Pacific Northwest Indians	3
RSTM 106	<u>Intro to Sport Management</u>	3
SOC 101	Introduction to Sociology	3
SOC 201	Introduction to Inequalities and Inclusion	3
SOC 230	Social Problems	3
SOC 350	Food, Culture, and Society	3
SOC 423	Economic (In)Justice in the United States	3
SOC 424	Sociology of Gender	3
SOC 427	Racial and Ethnic Relations	3
SPAN 306	Culture and Institutions of Latin America	3
SPAN 411	Chicano and Latino Literature	3
SPAN 413	Spanish American Short Fiction	3
WGSS 201	Introduction to Women's, Gender, and Sexuality Studies	3

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Approved International Courses:

Code	Title	Hours
AFST 101	Introduction to Africana Studies	3
AGEC 447	International Development Economics	3
AGEC 481	Agricultural Markets in a Global Economy	3
AGED 406	Exploring International Agriculture	3
ANTH 102	Cultural Anthropology	3
ANTH 261	Language and Culture	3
ANTH 462	Human Issues in International Development	3
ART 100	World Art and Culture	3
ART 213	History and Theory of Modern Design	3
ART 302	Modern Art and Theory	3
ART 303	Contemporary Art and Theory	3
ART 313	History and Theory of Modern Design	3
ART 382	History of Photography	3
CHIN 101	Elementary Chinese I	4
CHIN 102	Elementary Chinese II	4
CHIN 201	Intermediate Chinese I	4
CHIN 202	Intermediate Chinese II	4
COMM 335	Intercultural Communication	3
CRIM 336	Comparative Criminal Justice Systems	3
ECON 446	International Economics	3
ECON 447	International Development Economics	3
ENGL 221	History of Film 1895-1945	3
ENGL 222	History of Film 1945-Present	3
ENVS 225	International Environmental Issues Seminar	3
FCS 411	Global Nutrition	3

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Code	Title	Hours
FCS 419	Dress and Culture	3
FLEN 307	Institutions of the European Union	3
FLEN 313	French/Francophone Literature in Translation	3
FLEN 315	French/Francophone Cinema in Translation	3
FLEN 324	Topics in German Literature in Translation	3
FLEN 331	Japanese Anime	3
FLEN 391	Hispanic Film	3
FLEN 394	Latin American Literature in Translation	3
FREN 101	Elementary French I	4
FREN 102	Elementary French II	4
FREN 201	Intermediate French I	4
FREN 202	Intermediate French II	4
FREN 301	Advanced French Grammar	3
FREN 302	Advanced French Writing Skills	3
FREN 304	Connecting French Language and Culture	3
FREN 307	French Phonetics	3
FREN 308	Advanced French Conversation	3
FREN 407	French & Francophone Literatures	3
FREN 408	French and Francophone Culture and Institutions	3
GEOG 165	Human Geography	3
GEOG 200	World Regional Geography	3
GEOG 260	Introduction to Geopolitics	3
GEOG 350	Geography of Development	3-4
GEOG 360	Population Dynamics and Distribution	3-4
GEOG 365	Political Geography	3
GERM 101	Elementary German I	4
GERM 102	Elementary German II	4
GERM 201	Intermediate German I	4
GERM 202	Intermediate German II	4
GERM 301	German Reading and Writing	3
GERM 302	German Listening and Speaking	3
GERM 420	Topics in German Culture & Literature - Themes	3
GERM 440	German Media	3
HIST 101	World History I	3
HIST 102	World History II	3
HIST 180	Introduction to East Asian History	3
HIST 270	Introduction to Greek and Roman Civilization	3
HIST 315	Comparative African-American Cultures	3
HIST 357	Women in Pre-Modern European History	3
HIST 371	History of England	3
HIST 372	History of England	3
HIST 379	History of Science II: 1700-Present	3

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Code	Title	Hours
HIST 380	Disease and Culture: History of Western Medicine	3
HIST 414	History and Film	3
HIST 430	U.S. Diplomatic History	3
HIST 438	Modern Mexico and the Americas	3
HIST 439	Modern Latin America	3
HIST 440	Social Revolution in Latin America	3
HIST 441	Slavery and Freedom in the Americas	3
HIST 442	The Medieval Church: Europe in the Early and High Middle Ages	3
HIST 443	The Medieval State: Europe in the High and Late Middle Ages	3
HIST 445	Medieval English Constitutional and Legal History: 1066-1485	3
HIST 447	The Renaissance	3
HIST 448	The Reformation	3
HIST 449	Tudor-Stuart Britain 1485-1660	3
HIST 452	Europe in the Age of the Revolution, 1770-1880	3
HIST 456	Anti-Semitism and the Holocaust	3
HIST 457	History of the Middle East	3
HIST 460	Conspiracies and Secret Societies in History	3
HIST 466	Eastern Europe Since 1774	3
HIST 467	Russia to 1894	3
HIST 468	Russia and Soviet Union Since 1894	3
HIST 482	Japan, 1600 to Present	3
HIST 484	Modern China, 1840s to Present	3
HIST 485	Chinese Social and Cultural History	3
IAD 281	History of Interiors I	3
IAD 282	History of Interiors II	3
IS 225	International Environmental Issues Seminar	3
IS 325	The Contemporary Muslim World	3
IS 326	Africa Today	3
IS 350	Sports and International Affairs	3
IS 370	African Community, Culture, and Music	1-3
JAMM 490	Global Media	3
JAPN 101	Elementary Japanese I	4
JAPN 102	Elementary Japanese II	4
JAPN 201	Intermediate Japanese I	4
JAPN 202	Intermediate Japanese II	4
JAPN 301	Japanese Reading	3
JAPN 303	Japanese Speaking	3
LARC 390	Italian Hill Towns and Urban Centers	3
LARC 491	Italian Hill Towns and Urban Centers	3

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Code	Title	Hours
LAS 306	Culture and Institutions of Latin America	3
LAS 391	Hispanic Film	3
LAS 394	Latin American Literature in Translation	3
LAS 402	Readings: Spanish American Literature	3
LAS 409	Modern Latin American Society	3
LAS 413	Spanish American Short Fiction	3
LAS 422	Mexican Culture through Cinema	3
LAS 438	Modern Mexico and the Americas	3
LAS 439	Modern Latin America	3
LAS 441	Slavery and Freedom in the Americas	3
LAS 447	International Development Economics	3
LAS 462	Human Issues in International Development	3
MUSH 111	Introduction to World of Music	3
MUSH 420	Studies in World Music	3
NRS 493	International Land Preservation and Conservation Systems	3
PHIL 367	Global Justice	3
POLS 205	Introduction to Comparative Politics	3
POLS 237	Introduction to International Politics	3
POLS 307	Institutions of the European Union	3
POLS 338	American Foreign Policy	3
POLS 381	European Politics	3
POLS 385	Political Psychology	3
POLS 420	Introduction to Asian Politics	3
POLS 441	Genes and Justice: Comparative Biotechnology Policy Formation	3
POLS 449	World Politics and War	3
POLS 480	Politics of Development	3
POLS 487	Political Violence and Revolution	3
RSTM 380	Principles of Travel & Tourism	3
SOC 340	Environmental Sociology and Globalization	3
SOC 343	Power, Politics, and Society	3
SPAN 101	Elementary Spanish I	4
SPAN 102	Elementary Spanish II	4
SPAN 104	Elementary Spanish Transition	4
SPAN 201	Intermediate Spanish I	4
SPAN 202	Intermediate Spanish II	4
SPAN 301	Advanced Grammar	3
SPAN 302	Advanced Composition	3
SPAN 303	Spanish Conversation	3
SPAN 305	Culture and Institutions of Spain	3
SPAN 306	Culture and Institutions of Latin America	3
SPAN 308	Proficiency in Reading	3

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Code	Title	Hours
SPAN 310	Spanish for the Professions I	3
SPAN 401	Readings: Spanish Literature	3
SPAN 402	Readings: Spanish American Literature	3
SPAN 409	Modern Latin American Society	3
SPAN 411	Chicano and Latino Literature	3
SPAN 412	Spanish Short Fiction	3
SPAN 413	Spanish American Short Fiction	3
SPAN 419	Latin America Theatre Through Literature	3
SPAN 420	Modern Spanish Theatre Through Literature	3
SPAN 421	Bilingual and Bicultural Identities	3
SPAN 422	Mexican Culture through Cinema	3
SPAN 423	Culture and Identity in Spanish Cinema	3
THE 468	Theatre History I	3
THE 469	Theatre History II	3

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45: REGULATION J-3-G REMOVAL

In Workflow

1. Registrar's Office (none)
2. Ready for UCC (disable)
3. UCC (none)
4. Post-UCC Registrar (none)
5. Faculty Senate Chair (mstout@uidaho.edu; jvalkovic@uidaho.edu)
6. UFM (mstout@uidaho.edu; jvalkovic@uidaho.edu)
7. President's Office (brendah@uidaho.edu; mstout@uidaho.edu; jvalkovic@uidaho.edu; lindalundgren@uidaho.edu)
8. Catalog Update (sstubbs@uidaho.edu)

Approval Path

1. Tue, 01 Feb 2022 17:06:02 GMT
Steve Stubbs (sstubbs): Approved for Registrar's Office
2. Thu, 03 Feb 2022 16:09:46 GMT
David Barnes (dabarnes): Approved for Ready for UCC
3. Tue, 08 Feb 2022 17:19:27 GMT
David Barnes (dabarnes): Approved for UCC
4. Fri, 11 Feb 2022 17:05:32 GMT
David Barnes (dabarnes): Approved for Post-UCC Registrar

New Proposal

Date Submitted: Tue, 30 Nov 2021 17:17:46 GMT

Viewing: Regulation J-3-g removal

Last edit: Tue, 30 Nov 2021 17:17:46 GMT

Changes proposed by: Rebecca Frost

Faculty Contact

Faculty Name	Faculty Email
Rebecca Frost	catalog@uidaho.edu

Request Type

Add/Drop/Change an academic regulation

Effective Catalog Year

2022-2023

Title

Regulation J-3-g removal

Request Details

J-3-g. Senior Experience

Remove: ANTH 416 Qualitative Social Science Methods

See attachment for full listing of J-3-g courses.

Supporting Documents

J-3-g Senior Experience.docx

Key: 45

J-3-g. Senior Experience

One course chosen from the approved Senior Experience courses listed below.

Approved Senior Experience Courses:

Code	Title	Hours
AGEC 478	Advanced Agribusiness Management	3
AGED 471	Senior Capstone in Agricultural Education	2
AGED 498	Internship (Max 10 credits)	1-10
ANTH 416	Qualitative Social Science Methods	3
ARCH 454	Architectural Design: Vertical Studio	6
ART 410	Professional Practices	2
ART 490	BFA Art/Design Studio	6
ART 495	Critical Art Writing Seminar	3
AVS 450	Issues in Animal Agriculture	2
BE 478	Engineering Design I	3
BE 479	Engineering Design II	3
BE 491	Senior Seminar	1
BIOL 401	Undergraduate Research	1-4
BIOL 407	Practicum in Biology Laboratory Teaching	2-6
BIOL 408	Human Anatomy and Physiology Laboratory Pedagogy	2-4
BIOL 411	Senior Capstone	2
BIOL 425	Special Topics: Experimental Field Ecology	3
BUS 490	Strategic Management	3
CE 494	Senior Design Project	3
CHE 452	Environmental Management and Design	1-16
CHE 454	Process Analysis and Design II	3
CHEM 409	Proseminar	1
COMM 453	Communication Theory	3
CRIM 461	Capstone:Justice Policy Issues	3
CRIM 462	Senior Practicum	3
CRIM 464	Criminology Abroad	3
CS 481	CS Senior Capstone Design II	3
ECE 481	EE Senior Design II	3
ECE 483	Computer Engineering Senior Design II	3
ECON 490	Economic Theory and Policy	3
ENGL 440	Client-Based Writing	3
ENGL 490	Senior Seminar	3
EDCI 401	Internship Seminar	1
EDCI 485	Secondary Internship	15

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Code	Title	Hours
ENT 438	Pesticides in the Environment	3
ENVS 497	Senior Research	2-4
FCS 401	Professional Ethics and Practice in CFCS	1
FCS 424	Senior Experience: Apparel Design	4
FCS 432	Apparel Promotion and Merchandising	3
FCS 486	Nutrition in the Life Cycle	3
FCS 492	Nutrition Education in the Life Cycle	3
FCS 497	INTERN: Preschool	1-16
FISH 418	Fisheries Management	4
FISH 473	ECB Senior Presentation	1
FISH 495	Fisheries Seminar	1
FL 401	MLC International Experience	1
FOR 424	Silviculture Principles and Practices	4
FOR 427	Prescribed Burning Lab	3
FOR 473	ECB Senior Presentation	1
FOR 490	The Resilient Landscape	3
FS 489	Food Product Development	3
FSP 473	Ecology and Conservation Biology Senior Thesis	1
FSP 495	Product Development and Brand Management	3
GEOG 493	Senior Capstone in Geography	3
GEOL 490	Geology Field Camp	3
HIST 495	History Senior Seminar	3
IAD 452	Interior Architecture and Design VI	6
INDT 484	Industrial Technology Capstone I	3
INTR 401	Career and Leadership Development	2
IS 495	International Studies Senior Seminar	3
JAMM 448	Law of Mass Media	3
JAMM 476	Advanced Filmmaking II	3
LARC 480	The Resilient Landscape	3
MATH 415	Cryptography	3
ME 424	Mechanical Systems Design I	3
ME 426	Mechanical Systems Design II	3
MKTG 495	Product Development and Brand Management	3
MSE 454	Process Analysis & Design II	3
MUSA 490	Half Recital	0
MUSA 491	Recital	0
MUSC 481	Senior Thesis in Music Theory II	1
MUSC 490	Senior Recital	0
MUSH 481	Senior Thesis in Music History II	1
MUST 432	Practicum: Music Teaching	11
MVSC 486	Healthy Active Lifestyle Assessment and Intervention	3

Code	Title	Hours
NRS 473	ECB Senior Presentation	1
NRS 476	Environmental Project Management and Decision Making	4
ORGS 410	Capstone Project in Organizational Sciences	1-6
PEP 495	Practicum	1
PEP 498	Internship in Exercise Science & Health	1-16
PHIL 490	Senior Seminar	3
PHYS 407	Communicating Science	1
PHYS 492	Senior Research	1
PLSC 438	Pesticides in the Environment	3
POLS 490	Senior Experience	3
PSYC 415	History and Systems of Psychology	3
REM 456	Integrated Rangeland Management	3
REM 473	ECB Senior Presentation	1
REM 495	Teaching Practicum	1-3
RSTM 498	Internship in Recreation, Sport, and Tourism	1-16
SOC 460	Capstone: Sociology in Action	3
SOIL 427	Sustainable Food Systems	3
THE 483	Senior Capstone Project	1
VTD 457	Capstone Design Studio I	6
WLF 473	ECB Senior Presentation	1
WLF 492	Wildlife Management	4

50: REGULATION J CHANGES FOR AS DEGREES

In Workflow

1. Registrar's Office (none)
2. Ready for UCC (disable)
3. UCC (none)
4. Post-UCC Registrar (none)
5. Faculty Senate Chair (mstout@uidaho.edu; jvalkovic@uidaho.edu)
6. UFM (mstout@uidaho.edu; jvalkovic@uidaho.edu)
7. President's Office (brendah@uidaho.edu; mstout@uidaho.edu; jvalkovic@uidaho.edu; lindalundgren@uidaho.edu)
8. Catalog Update (sstubbs@uidaho.edu)

Approval Path

1. Wed, 26 Jan 2022 16:47:17 GMT
Steve Stubbs (sstubbs): Approved for Registrar's Office
2. Fri, 28 Jan 2022 16:19:26 GMT
David Barnes (dabarnes): Approved for Ready for UCC
3. Tue, 01 Feb 2022 20:36:05 GMT
David Barnes (dabarnes): Approved for UCC
4. Fri, 11 Feb 2022 17:05:36 GMT
David Barnes (dabarnes): Approved for Post-UCC Registrar

New Proposal

Date Submitted: Tue, 25 Jan 2022 23:26:04 GMT

Viewing: Regulation J changes for AS degrees

Last edit: Wed, 26 Jan 2022 16:39:17 GMT

Changes proposed by: Rebecca Frost

Faculty Contact

Faculty Name	Faculty Email
Rebecca Frost	catalog@uidaho.edu

Request Type

Add/Drop/Change an academic regulation

Effective Catalog Year

2022-2023

Title

Regulation J changes for AS degrees

Request Details

General Education requirement language needs to be changed to accommodate new AS degrees if passed by the SBOE. These changes are contingent on the University being granted board approval to offer AS degrees.

Please see attached file for markup as it will appear in the catalog.

Primary change to accommodate AS degree is to change the name of J-3-g from "Senior Experience" to "Capstone Experience."

Supporting Documents

J - General Requirements for Baccalaureate Degrees_ASdegrees_1-26-22.docx

Key: 50

J - General Requirements for ~~Baccalaureate~~ Undergraduate Degrees

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

J-1. Credit Requirements

J-1-a

Students must have earned a minimum of 120 credits to be granted a baccalaureate degree and a minimum of 60 credits to be granted an associate degree from the University of Idaho. Some programs require a higher minimum. For the minimum number of credits required in each degree program, see the major curricula of the various degree-granting units in the individual departmental section.

J-1-b

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

J-2. Residency Requirements

A baccalaureate student must earn a minimum of 30 upper-division credits in UI courses. An associate student must earn a minimum of 15 credits in UI courses. No credits awarded for alternative credit opportunities (see [regulation I](#)) or non-U of I sponsored independent study courses can be counted among these ~~30~~ UI credits. Study abroad and student exchange credits may be counted toward this requirement with prior approval by the student's academic department and dean.

J-3. General Education Curriculum and Learning Outcomes

First-year baccalaureate and associate degree-seeking students (see Admissions Status) are to complete the University of Idaho General Education curriculum. A university education is a preparation both for living and for making a living. It offers an opportunity not only to lay the foundations of a career, but also to develop the mind to its highest potential, to cultivate the imagination as well as the power to reason, and to gain the intellectual curiosity that makes education a life-long enterprise. See the [University Learning Outcomes](#) for more information.

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

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

J-3-a. Written Communication (3-6 credits, depending on placement)

The purpose of this requirement is to develop the ability to organize one's thoughts, to express them simply and clearly through oral, written and visual means, to observe the standards and conventions of language usage, and to suit tone to audience. The requirement is proficiency in written English equal to that needed for the completion of [ENGL 102](#).

To fulfill this requirement, students must complete [ENGL 101](#) and [ENGL 102](#) or attain satisfactory scores for both courses. The following specific provisions apply to the English composition component:

1. Based on placement, a student may be required to take up to 6 credits to satisfy this requirement. Students are provisionally placed in a required English composition course based on their SAT Verbal and/or ACT English scores. The University of Idaho offers an additional placement tool, the Write Class UIdaho: www.writeclassuidaho.com
2. Students who attain a satisfactory score on the College Board English Achievement or Scholastic Aptitude (Verbal) Test or the American College Testing (ACT) English Test will be awarded credit and grades of P for [ENGL 101](#) and [ENGL 102](#). Also, students who attain a score of 4 on the Advanced Placement Test in English will be awarded credit and a grade of P for [ENGL 101](#) and students who attain a score of 5 on the Advanced Placement Test in English will be awarded credit and grades of P for [ENGL 101](#) and [ENGL 102](#).

3. UI accepts credits earned in comparable writing courses taken at other accredited institutions. (See credit limitation in J-5-d.)

J-3-b. Oral Communication (2-3 credits)

Students who receive a passing grade in one of the following courses are expected to meet the proficiencies for Oral Communication courses contained in Section III-N of the Idaho State Board of Education Governing Policies and Procedures. Students should be able to demonstrate basic competency in

1. organization and preparation,
2. oral language use and presentation, and
3. addressing audience needs and interests.

Code	Title
COMM 101	Fundamentals of Oral Communication
COMM 150	Online Oral Communication
PHIL 102	Reason and Rhetoric

Course List

J-3-c. Scientific Ways of Knowing (8 credits , from two different disciplines, which include two accompanying labs OR 7 credits which includes a Core Science (CORS) course and one course with lab)

The purpose of this requirement is to develop a better understanding of the physical and biological world by learning some of the principles that explain the natural phenomena of the universe, the experimental method used to derive those principles, and their applications.

Study in this area is undertaken as part of the general education requirements in order to promote scientific literacy, that is, the ability to read and understand the science issues being debated in society. Scientific literacy is essential if citizens are to make informed judgments on the wide range of issues that affect their everyday lives. Students receiving passing grades in the natural and applied science courses of the general education curriculum will demonstrate competency in the following areas:

1. knowledge of scientific principles;
2. the ability to write clearly and concisely using the style appropriate to the sciences;
3. the ability to interpret scientific data;
4. the ability to analyze experimental design critically; and
5. the development of laboratory skills.

Code	Title
BIOL 102 & 102L	Biology and Society and Biology and Society Lab
BIOL 114 BIOL 115 & 115L	Organisms and Environments Cells and the Evolution of Life and Cells and the Evolution of Life Laboratory
BIOL 250 & BIOL 255	General Microbiology and General Microbiology Lab
CHEM 101 & 101L	Introduction to Chemistry and Introduction to Chemistry Laboratory
CHEM 111 & 111L	General Chemistry I and General Chemistry I Laboratory
CHEM 112 & 112L	General Chemistry II and General Chemistry II Laboratory
CORS 205-297	
ENVS 101 & ENVS 102	Introduction to Environmental Science and Field Activities in Environmental Sciences
EPPN 154 & EPPN 155	Microbiology and the World Around Us and Microbiology and the World Around Us: Laboratory
GEOG 100 & 100L	Physical Geography and Physical Geography Lab
GEOL 101 & 101L	Physical Geology and Physical Geology Lab
GEOL 102 & 102L	Historical Geology and Historical Geology Lab
PHYS 100 & 100L	Fundamentals of Physics and Fundamentals of Physics Lab
PHYS 103 & PHYS 104	General Astronomy and Astronomy Lab
PHYS 111 & 111L	General Physics I and General Physics I Lab
PHYS 112 & 112L	General Physics II and General Physics II Lab
PHYS 211 & 211L	Engineering Physics I and Laboratory Physics I
PHYS 212 & 212L	Engineering Physics II and Laboratory Physics II
SOIL 205 & SOIL 206	The Soil Ecosystem and The Soil Ecosystem Lab
Course List	

J-3-d. Mathematical Ways of Knowing (3 credits)

These courses develop analytical, quantitative, and problem solving skills by involving students in doing mathematics, statistics, or computer science and by focusing on understanding the concepts of these disciplines.

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

Code	Title
CS 112	Computational Thinking and Problem Solving
MATH 123	Math in Modern Society
MATH 130	Finite Mathematics
MATH 143	College Algebra
MATH 153	Introduction to Statistical Reasoning
MATH 160	Survey of Calculus
MATH 170	Calculus I
MATH 175	Calculus II
MATH 275	Calculus III
STAT 153	Introduction to Statistical Reasoning
STAT 251	Statistical Methods

Course List

J-3-e. Humanistic and Artistic Ways of Knowing (6 credits, from two different disciplines) and Social and Behavioral Ways of Knowing (6 credits, from two different disciplines)

The purpose of these liberal arts courses is to provide students with critical tools for understanding the human experience and providing the means for students to respond to the world around them.

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

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

Some courses on the humanities and social science lists may also satisfy the American diversity or international requirement.

Approved Humanistic and Artistic Ways of Knowing Courses:

Code	Title
<u>AGED 263</u>	History of U.S. and World Agriculture
<u>AMST 301</u>	Studies in American Culture
<u>ARCH 151</u>	Introduction to the Built Environment
<u>ART 100</u>	Introduction to Art: Why Art Matters
<u>ART 205</u>	Visual Culture
<u>ART 213</u>	History and Theory of Modern Design
<u>ART 302</u>	Modern Art and Theory
<u>ART 382</u>	History of Photography
<u>ART 407</u>	New Media
<u>CHIN 101</u>	Elementary Chinese I
<u>CHIN 102</u>	Elementary Chinese II
<u>DAN 100</u>	Dance in Society
<u>ENGL 175</u>	Literature and Ideas
<u>ENGL 257</u>	Survey of Western World Literature I
<u>ENGL 258</u>	Survey of Western World Literature II
<u>ENGL 267</u>	Survey of British Literature I
<u>ENGL 268</u>	Survey of British Literature II
<u>ENGL 277</u>	Survey of American Literature I
<u>ENGL 278</u>	Survey of American Literature II
<u>ENGL 290</u>	Introduction to Creative Writing
<u>ENGL 322</u>	Studies in Environmental Literature and Culture
<u>ENGL 345</u>	Studies in Shakespeare
<u>ENGL 375</u>	
<u>FLEN 210</u>	Introduction to Classic Mythology
<u>FLEN 313</u>	French/Francophone Literature in Translation
<u>FLEN 324</u>	Topics in German Literature in Translation
<u>FLEN 331</u>	Japanese Anime
<u>FLEN 391</u>	Hispanic Film
<u>FLEN 394</u>	Latin American Literature in Translation
<u>FREN 101</u>	Elementary French I
<u>FREN 102</u>	Elementary French II
<u>FTV 100</u>	Film History and Aesthetics
<u>GERM 101</u>	Elementary German I
<u>GERM 102</u>	Elementary German II
<u>HIST 357</u>	Women in Pre-Modern European History
<u>HIST 379</u>	History of Science II: 1700-Present
<u>HIST 414</u>	History and Film
<u>HIST 442</u>	The Medieval Church: Europe in the Early and High Middle Ages
<u>HIST 443</u>	The Medieval State: Europe in the High and Late Middle Ages
<u>HIST 445</u>	Medieval English Constitutional and Legal History: 1066-1485
<u>HIST 447</u>	The Renaissance

Code	Title
HIST 448	The Reformation
HIST 485	Chinese Social and Cultural History
IS 370	African Community, Culture, and Music
JAPN 101	Elementary Japanese I
JAPN 102	Elementary Japanese II
LAS 391	Hispanic Film
LAS 394	Latin American Literature in Translation
MUSH 104	Jazz: An African American Art Form
MUSH 106	Women in American Popular Music
MUSH 111	Introduction to the World of Music
MUSH 201	History of Rock and Roll
MUSI 100	Introduction to Music
NEZP 101	Elementary Nez Perce I
NEZP 102	Elementary Nez Perce II
PHIL 103	Introduction to Ethics
PHIL 200	Philosophy of Alcohol
PHIL 201	Critical Thinking
PHIL 208	Business Ethics
PHIL 240	Belief and Reality
PHIL 351	Philosophy of Science
PHIL 361	Professional Ethics
RELS 375	
RELS 443	The Medieval State: Europe in the High and Late Middle Ages
RELS 448	The Reformation
SPAN 101	Elementary Spanish I
SPAN 102	Elementary Spanish II
THE 101	Introduction to the Theatre
THE 468	Theatre History I
THE 469	Theatre History II
WGSS 201	Introduction to Women's, Gender, and Sexuality Studies
Course List	

Approved Social and Behavioral Ways of Knowing Courses:

Code	Title
ANTH 100	Introduction to Anthropology
ANTH 101	Biological Anthropology
ANTH 102	Cultural Anthropology
ANTH 261	Language and Culture
ANTH 329	Contemporary North American Indians
ANTH 350	Food, Culture, and Society
ANTH 462	Human Issues in International Development
COMM 233	Interpersonal Communication

Code	Title
COMM 335	Intercultural Communication
COMM 410	Conflict Management
CRIM 101	Introduction to Criminology
CRIM 336	Comparative Criminal Justice Systems
CRIM 439	Inequalities in the Justice System
ECON 201	Principles of Macroeconomics
ECON 202	Principles of Microeconomics
ECON 272	Foundations of Economic Analysis
EDCI 201	Contexts of Education
EDCI 301	Learning, Development, and Assessment
FLEN 270	Introduction to Greek and Roman Civilization
FLEN 307	Institutions of the European Union
FOR 235	Society and Natural Resources
GEOG 165	Human Geography
GEOG 200	World Regional Geography
GEOG 260	Introduction to Geopolitics
GEOG 365	Political Geography
HIST 101	World History I
HIST 102	World History II
HIST 111	United States History I
HIST 112	United States History II
HIST 180	Introduction to East Asian History
HIST 270	Introduction to Greek and Roman Civilization
HIST 315	Comparative African-American Cultures
HIST 462	History of the American West
HIST 461	Idaho and the Pacific Northwest
HIST 380	Disease and Culture: History of Western Medicine
HIST 420	History of Women in American Society
HIST 424	American Environmental History
HIST 430	U.S. Diplomatic History
HIST 438	Modern Mexico and the Americas
HIST 439	Modern Latin America
HIST 440	Social Revolution in Latin America
HIST 441	Slavery and Freedom in the Americas
HIST 449	
HIST 452	Europe in the Age of the Revolution, 1770-1880
HIST 454	Pictures and Power: Photography, Politics, and American History
HIST 456	Anti-Semitism and the Holocaust
HIST 457	History of the Middle East
HIST 460	Conspiracies and Secret Societies in History
HIST 466	Eastern Europe Since 1774
HIST 467	Russia to 1894

Code	Title
<u>HIST 468</u>	Russia and Soviet Union Since 1894
<u>HIST 482</u>	Japan, 1600 to Present
<u>HIST 484</u>	Modern China, 1840s to Present
<u>IS 325</u>	The Contemporary Muslim World
<u>IS 326</u>	Africa Today
<u>IS 350</u>	Sports and International Affairs
<u>JAMM 100</u>	Media and Society
<u>LAS 462</u>	Human Issues in International Development
<u>MKTG 321</u>	Marketing
<u>NRS 125</u>	Introduction to Conservation and Natural Resources
<u>NRS 235</u>	Society and Natural Resources
<u>POLS 101</u>	American National Government
<u>POLS 205</u>	Introduction to Comparative Politics
<u>POLS 237</u>	Introduction to International Politics
<u>POLS 275</u>	American State and Local Government
<u>POLS 307</u>	Institutions of the European Union
<u>POLS 331</u>	American Political Parties and Elections
<u>POLS 332</u>	American Congress
<u>POLS 333</u>	American Political Culture
<u>POLS 338</u>	American Foreign Policy
<u>POLS 381</u>	European Politics
<u>PSYC 101</u>	Introduction to Psychology
<u>RSTM 104</u>	Recreation, Sport, and Tourism in Healthy Communities
<u>SOC 101</u>	Introduction to Sociology
<u>SOC 201</u>	Introduction to Inequity and Justice
<u>SOC 230</u>	Social Problems
<u>SOC 340</u>	Environmental Sociology and Globalization
<u>SOC 343</u>	Power, Politics, and Society
<u>SOC 350</u>	Food, Culture, and Society
<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

Course List

J-3-f. One American Diversity course and One International course (Or an approved study abroad experience)

As we live in an increasingly diverse and multicultural world, the purpose of these courses is to prepare students to understand, communicate and collaborate with those from diverse communities within the United States and throughout the world.

The American diversity courses seek to increase awareness of contemporary and historical issues surrounding the social and cultural diversity in the U.S. Students

engage in critical thinking and inquiry into the issues, complexities, and implications of diversity, and how social, economic, and/or political forces have shaped American communities. Diversity includes such characteristics as ability, age, ethnicity, gender, race, religion, sexual orientation, and socioeconomic status.

One course chosen from the approved American diversity courses listed below. If a student takes a General Education course in another category that also appears on the list of approved American diversity courses, then this requirement is considered to be completed.

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

One course chosen from the approved international courses listed below. If a student takes a General Education course in another category that also appears on the list of approved International courses, then this requirement is considered to be completed. The international requirement may be waived if a student successfully completes an approved Summer, Fall, or Spring program abroad through the International Programs Office.

Approved American Diversity Courses:

Code	Title
<u>AIST 320</u>	Native American & Indigenous Film
<u>AIST 411</u>	Native American Architecture
<u>AIST 422</u>	Contemporary Pacific Northwest Indians
<u>AIST 484</u>	American Indian Literature
<u>AMST 301</u>	Studies in American Culture
<u>ANTH 329</u>	Contemporary North American Indians
<u>ANTH 350</u>	Food, Culture, and Society
<u>ANTH 422</u>	Contemporary Pacific Northwest Indians
<u>ARCH 411</u>	Native American Architecture
<u>COMM 432</u>	Gender and Communication
<u>COMM 491</u>	Communication and Aging
<u>CORS 232</u>	Science on Your Plate: Food Safety, Risks and Technology
<u>CRIM 439</u>	Inequalities in the Justice System
<u>DAN 100</u>	Dance in Society
<u>EDCI 302</u>	Teaching Culturally Diverse Learners
<u>ENGL 380</u>	Studies in U.S. Ethnic Literatures
<u>ENGL 384</u>	Studies in American Indian Literature
<u>ENGL 402</u>	Internship in Tutoring Writing
<u>HIST 111</u>	United States History I

Code	Title
HIST 112	United States History II
HIST 316	American Indian History
HIST 414	History and Film
HIST 420	History of Women in American Society
HIST 424	American Environmental History
HIST 454	Pictures and Power: Photography, Politics, and American History
HIST 461	Idaho and the Pacific Northwest
HIST 462	History of the American West
IAD 443	Universal Design
JAMM 340	Media and Diversity
JAMM 441	(s) Adv Concepts Media/Diversit
JAMM 445	History of Mass Media
MUSH 104	Jazz: An African American Art Form
MUSH 106	Women in American Popular Music
MUSH 410	Studies in Jazz History
MUSI 100	Introduction to Music
POLS 101	American National Government
POLS 333	American Political Culture
POLS 468	Civil Liberties
PSYC 315	Psychology of Women
PSYC 419	Adult Development and Aging
RELS 422	Contemporary Pacific Northwest Indians
SOC 101	Introduction to Sociology
SOC 201	Introduction to Inequity and Justice
SOC 230	Social Problems
SOC 350	Food, Culture, and Society
SOC 423	Economic (In)Justice in the United States
SOC 424	Sociology of Gender
SOC 427	Racial and Ethnic Relations
SPAN 411	Chicano and Latino Literature
SPAN 413	Spanish American Short Fiction
WGSS 201	Introduction to Women's, Gender, and Sexuality Studies

Course List

Approved International Courses:

Code	Title
AGEC 447	International Development Economics
AGEC 481	Agricultural Markets in a Global Economy
AGED 406	Exploring International Agriculture
ANTH 102	Cultural Anthropology
ANTH 261	Language and Culture
ANTH 462	Human Issues in International Development
ART 100	Introduction to Art: Why Art Matters

Code	Title
<u>ART 213</u>	History and Theory of Modern Design
<u>ART 302</u>	Modern Art and Theory
<u>ART 303</u>	Contemporary Art and Theory
<u>ART 382</u>	History of Photography
<u>CHIN 101</u>	Elementary Chinese I
<u>CHIN 102</u>	Elementary Chinese II
<u>CHIN 201</u>	Intermediate Chinese I
<u>CHIN 202</u>	Intermediate Chinese II
<u>COMM 335</u>	Intercultural Communication
<u>CRIM 336</u>	Comparative Criminal Justice Systems
<u>ECON 446</u>	International Economics
<u>ECON 447</u>	International Development Economics
<u>ENVS 225</u>	International Environmental Issues Seminar
<u>FCS 411</u>	Global Nutrition
<u>FCS 419</u>	Dress and Culture
<u>FLEN 307</u>	Institutions of the European Union
<u>FLEN 313</u>	French/Francophone Literature in Translation
<u>FLEN 315</u>	French/Francophone Cinema in Translation
<u>FLEN 324</u>	Topics in German Literature in Translation
<u>FLEN 331</u>	Japanese Anime
<u>FLEN 391</u>	Hispanic Film
<u>FLEN 394</u>	Latin American Literature in Translation
<u>FREN 101</u>	Elementary French I
<u>FREN 102</u>	Elementary French II
<u>FREN 201</u>	Intermediate French I
<u>FREN 202</u>	Intermediate French II
<u>FREN 301</u>	Advanced French Grammar
<u>FREN 302</u>	Advanced French Writing Skills
<u>FREN 304</u>	Connecting French Language and Culture
<u>FREN 307</u>	French Phonetics
<u>FREN 308</u>	Advanced French Conversation
<u>FREN 407</u>	French & Francophone Literatures
<u>FREN 408</u>	French and Francophone Culture and Institutions
<u>FTV 200</u>	Global Film Styles
<u>GEOG 165</u>	Human Geography
<u>GEOG 200</u>	World Regional Geography
<u>GEOG 260</u>	Introduction to Geopolitics
<u>GEOG 350</u>	Geography of Development
<u>GEOG 360</u>	Population Dynamics and Distribution
<u>GEOG 365</u>	Political Geography
<u>GERM 101</u>	Elementary German I
<u>GERM 102</u>	Elementary German II

Code	Title
GERM 201	Intermediate German I
GERM 202	Intermediate German II
GERM 301	German Reading and Writing
GERM 302	German Listening and Speaking
GERM 420	Topics in German Culture & Literature - Themes
GERM 440	German Media
HIST 101	World History I
HIST 102	World History II
HIST 180	Introduction to East Asian History
HIST 270	Introduction to Greek and Roman Civilization
HIST 315	Comparative African-American Cultures
HIST 357	Women in Pre-Modern European History
HIST 371	History of England
HIST 372	History of England
HIST 379	History of Science II: 1700-Present
HIST 380	Disease and Culture: History of Western Medicine
HIST 430	U.S. Diplomatic History
HIST 438	Modern Mexico and the Americas
HIST 439	Modern Latin America
HIST 440	Social Revolution in Latin America
HIST 441	Slavery and Freedom in the Americas
HIST 442	The Medieval Church: Europe in the Early and High Middle Ages
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	
HIST 452	Europe in the Age of the Revolution, 1770-1880
HIST 456	Anti-Semitism and the Holocaust
HIST 457	History of the Middle East
HIST 460	Conspiracies and Secret Societies in History
HIST 466	Eastern Europe Since 1774
HIST 467	Russia to 1894
HIST 468	Russia and Soviet Union Since 1894
HIST 482	Japan, 1600 to Present
HIST 484	Modern China, 1840s to Present
HIST 485	Chinese Social and Cultural History
IAD 281	History of Interiors I
IAD 282	History of Interiors II
IS 225	International Environmental Issues Seminar
IS 325	The Contemporary Muslim World
IS 326	Africa Today

Code	Title
<u>IS 350</u>	Sports and International Affairs
<u>IS 370</u>	African Community, Culture, and Music
<u>JAMM 490</u>	Issues in Global Media
<u>JAPN 101</u>	Elementary Japanese I
<u>JAPN 102</u>	Elementary Japanese II
<u>JAPN 201</u>	Intermediate Japanese I
<u>JAPN 202</u>	Intermediate Japanese II
<u>JAPN 301</u>	Japanese Reading
<u>JAPN 303</u>	Japanese Speaking
<u>LARC 390</u>	Italian Hill Towns and Urban Centers
<u>LARC 491</u>	Italian Hill Towns and Urban Centers
<u>LAS 306</u>	Culture and Institutions of Latin America
<u>LAS 391</u>	Hispanic Film
<u>LAS 394</u>	Latin American Literature in Translation
LAS 402	
<u>LAS 409</u>	Modern Latin American Society
<u>LAS 413</u>	Spanish American Short Fiction
<u>LAS 422</u>	Mexican Culture through Cinema
<u>LAS 438</u>	Modern Mexico and the Americas
<u>LAS 439</u>	Modern Latin America
<u>LAS 441</u>	Slavery and Freedom in the Americas
LAS 447	
<u>LAS 462</u>	Human Issues in International Development
<u>MUSH 111</u>	Introduction to the World of Music
<u>MUSH 420</u>	Studies in World Music
NRS 493	
PHIL 367	
<u>POLS 205</u>	Introduction to Comparative Politics
<u>POLS 237</u>	Introduction to International Politics
<u>POLS 307</u>	Institutions of the European Union
<u>POLS 338</u>	American Foreign Policy
<u>POLS 381</u>	European Politics
<u>POLS 385</u>	Political Psychology
<u>POLS 420</u>	Introduction to Asian Politics
POLS 441	
<u>POLS 449</u>	World Politics and War
<u>POLS 480</u>	Politics of Development
<u>POLS 487</u>	Political Violence and Revolution
<u>RSTM 380</u>	Principles of Travel and Tourism
<u>SOC 340</u>	Environmental Sociology and Globalization
<u>SOC 343</u>	Power, Politics, and Society
<u>SPAN 101</u>	Elementary Spanish I

Code	Title
SPAN 102	Elementary Spanish II
SPAN 104	Elementary Spanish Transition
SPAN 201	Intermediate Spanish I
SPAN 202	Intermediate Spanish II
SPAN 301	Advanced Grammar
SPAN 302	Advanced Composition
SPAN 303	Spanish Conversation
SPAN 305	Culture and Institutions of Spain
SPAN 306	Culture and Institutions of Latin America
SPAN 308	Proficiency in Reading
SPAN 310	Spanish for the Professions I
SPAN 401	Readings: Spanish Literature
SPAN 402	Readings: Spanish American Literature
SPAN 409	Modern Latin American Society
SPAN 412	Spanish Short Fiction
SPAN 419	Latin America Theatre Through Literature
SPAN 420	Modern Spanish Theatre Through Literature
SPAN 421	Bilingual and Bicultural Identities
SPAN 422	Mexican Culture through Cinema
SPAN 423	Culture and Identity in Spanish Cinema
THE 468	Theatre History I
THE 469	Theatre History II

Course List

J-3-g. Capstone Senior Experience

One course chosen from the approved Capstone Senior Experience courses listed below.

Approved Senior Experience Courses:

Code	Title
AGEC 478	Advanced Agribusiness Management
AGED 471	Senior Capstone in Agricultural Education
AGED 498	Internship (Max 10 credits)
ANTH 416	Qualitative Social Science Methods
ANTH 455	Anthropology Senior Research
ARCH 454	Architectural Design: Vertical Studio
ART 410	Professional Practices
ART 490	BFA Art/Design Studio
ART 495	Critical Art Writing Seminar
AVS 450	Issues in Animal Agriculture
BE 478	Engineering Design I
BE 479	Engineering Design II

Code	Title
BE 491	Senior Seminar
BIOL 401	Undergraduate Research
BIOL 407	Practicum in Biology Laboratory Teaching
BIOL 408	Human Anatomy and Physiology Laboratory Pedagogy
BIOL 411	Senior Capstone
BIOL 425	Experimental Field Ecology
BUS 490	Strategic Management
CE 494	Senior Design Project
CHE 452	Environmental Management and Design
CHE 454	Process Analysis and Design II
CHEM 409	Proseminar
COMM 453	Communication Theory
CRIM 461	Capstone:Justice Policy Issues
CRIM 462	Senior Practicum
CRIM 464	Criminology Abroad
CS 481	CS Senior Capstone Design II
DAN 490	Senior Project
ECE 481	EE Senior Design II
ECE 483	Computer Engineering Senior Design II
ECON 490	Economic Theory and Policy
ENGL 440	Client-Based Writing
ENGL 490	Senior Seminar
EDCI 401	Internship Seminar
EDCI 485	Secondary Internship
ENT 438	Pesticides in the Environment
ENVS 497	Senior Research
FCS 401	Professional Ethics and Practice in CFCS
FCS 424	Senior Experience: Apparel Design
FCS 432	Apparel Promotion and Merchandising
FCS 486	Nutrition in the Life Cycle
FCS 492	Nutrition Education in the Life Cycle
FCS 497	INTERN: Preschool
FISH 418	Fisheries Management
FISH 473	ECB Senior Presentation
FISH 495	Fisheries Seminar
FL 401	MLC International Experience
FOR 424	Silviculture Principles and Practices
FOR 427	Prescribed Burning Lab
FOR 473	ECB Senior Presentation
FOR 490	The Resilient Landscape
FS 489	Food Product Development
FSP 473	Ecology and Conservation Biology Senior Thesis

Code	Title
<u>FSP 495</u>	Product Development and Brand Management
<u>FTV 476</u>	Advanced Filmmaking II
<u>GEOG 493</u>	Senior Capstone in Geography
<u>GEOL 490</u>	Geology Field Camp
<u>HIST 495</u>	History Senior Seminar
<u>IAD 452</u>	Interior Architecture and Design VI
<u>INDT 484</u>	Industrial Technology Capstone I
<u>INTR 401</u>	Career and Leadership Development
<u>INTR 440</u>	Honors Presentations
<u>INTR 454</u>	Honors Thesis or Portfolio
<u>IS 495</u>	International Studies Senior Seminar
<u>JAMM 448</u>	Law of Mass Media
<u>LARC 480</u>	The Resilient Landscape
<u>MATH 415</u>	Cryptography
<u>MATH 437</u>	Mathematical Biology
<u>ME 424</u>	Mechanical Systems Design I
<u>ME 426</u>	Mechanical Systems Design II
<u>MKTG 495</u>	Product Development and Brand Management
<u>MSE 454</u>	Process Analysis & Design II
<u>MUSA 490</u>	Half Recital
<u>MUSA 491</u>	Recital
<u>MUSC 481</u>	Senior Thesis in Music Theory II
<u>MUSC 490</u>	Senior Recital
<u>MUSH 481</u>	Senior Thesis in Music History II
<u>MUST 432</u>	Practicum: Music Teaching
<u>MVSC 486</u>	Healthy Active Lifestyle Assessment and Intervention
<u>NRS 473</u>	ECB Senior Presentation
<u>NRS 476</u>	Environmental Project Management and Decision Making
<u>ORGS 410</u>	Capstone Project in Organizational Sciences
<u>PEP 495</u>	Practicum
<u>PEP 498</u>	Internship in Exercise Science & Health
<u>PHIL 490</u>	Senior Seminar
<u>PHYS 407</u>	Communicating Science
<u>PHYS 492</u>	Senior Research
<u>PLSC 438</u>	Pesticides in the Environment
<u>POLS 490</u>	Senior Experience
<u>PSYC 415</u>	History and Systems of Psychology
<u>REM 456</u>	Integrated Rangeland Management
<u>REM 473</u>	ECB Senior Presentation
<u>REM 495</u>	Teaching Practicum
<u>RSTM 498</u>	Internship in Recreation, Sport, and Tourism
<u>SOC 460</u>	Capstone: Sociology in Action

Code	Title
SOIL 427	Sustainable Food Systems
STAT 436	Applied Regression Modeling
THE 483	Senior Capstone Project
VTD 457	Capstone Design Studio I
WLF 473	ECB Senior Presentation
WLF 492	Wildlife Management

Course List

J-4. Grade Requirements

To qualify for ~~the baccalaureate~~ an undergraduate degree, a candidate must have a UI grade-point average of 2.00 or better. See exceptions under [E-4 and E-5](#).

J-5. Credit Limitations

A candidate may count toward an undergraduate baccalaureate ~~baccalaureate~~ degree no more than:

J-5-a

Thirty credits earned in Experiential Learning and Technical Competency for a baccalaureate degree and fifteen credits for an associate degree (see regulation [I-2-b](#) and [I-2-c](#)).

J-5-b

Twelve credits earned under the pass-fail option for a baccalaureate degree and six credits for an associate degree (see regulation [B-11](#)).

J-5-c

Zero credits in remedial-level courses.

J-5-d

Zero credits earned in Professional Development courses.

J-6. Assignment of Curricular Requirements (Catalog Issue)

In addition to fulfilling the general university requirements for degrees, candidates for baccalaureate or associate degrees must satisfy the particular requirements specified for their curricula. The pertinent requirements are those contained in the most recent UI catalog issue that was in effect at the time of, or subsequent to, the candidate's initial enrollment as a degree-seeking student at UI. The earliest catalog issue available to

students re-admitted as a degree-seeking student at the UI, is the most recent catalog at the time of re-enrollment. A catalog issue is valid for a maximum of seven years from its effective date. The effective date of a catalog issue is the first Monday following spring graduation.

J-7. Concurrent and Subsequent Baccalaureate Degrees.

J-7-a. Concurrent Degrees.

A student may concurrently pursue degrees in one or more colleges. For exceptions to this rule, see general studies in part 4. In addition to the university requirements students must fulfill the departmental and college requirements for all degrees.

J-7-b. Subsequent Degrees.

Students who have earned a baccalaureate degree and who wish to complete the requirements for a subsequent degree must earn at least 15 credits as an undergraduate student after completion of the previous baccalaureate degree. And fulfill the university, departmental and college requirements for the second degree. For exceptions to this regulation, see general studies in part 4.

J-8. Degree with Double Major.

Students may complete two different majors (curricula) offered under a particular baccalaureate degree and have both majors shown on their academic records and diplomas, e.g., Bachelor of Arts with majors in history and political science. In addition to the university requirements students must fulfill the departmental and college requirements for all majors. Each of the majors must lead to the same degree. When majors leading to different degrees are involved, see the requirements applicable to the awarding of a concurrent baccalaureate degree (J-7-a).

J-9. Academic Minors

J-9-a

An academic minor is a prescribed course of study consisting of 18 or more credits which supplements an undergraduate major at the University of Idaho. For descriptions of minor curricula, see the programs of the degree-granting units in the individual departmental section. In the following paragraphs of J-9, "minor" denotes "academic minor," which is to be distinguished from "teaching minor"; for information on the latter, see the [Department of Curriculum and Instruction](#) section.

J-9-b

A [baccalaureate degree seeking](#) student may pursue one or more minors in addition to a major by filing with the registrar a declaration of intention to do so. Completion of a minor is required only if specified by the degree-granting unit, but any minor completed is recorded on the student's academic record.

J-9-c

Transfer credits may be applied to a minor-, however, at least 9 credits of those completing the minor's requirements must be in UI courses. Similar to the residency requirements for a baccalaureate degree in J-2, no credits awarded for non-U of I sponsored independent study courses, bypassed courses (see [I-2-d](#)), credit by examination (see [I-1-a, I-1-c, or I-2-a](#)), College Level Examination Program (CLEP – see [I-2-b](#)), or experiential learning (see [I-2-b](#)) can be counted among these 9 UI credits. Study abroad and student exchange credits may be counted toward this requirement with prior approval by the student's academic department and dean.

J-9-d

A student may complete an undergraduate minor even though he or she has already earned a baccalaureate degree at the University of Idaho. If the sole objective is to complete an undergraduate minor, the student should declare a "Minor-Only" curriculum in the department offering the minor. Students who declare a minor-only curriculum are not eligible for financial aid funds (see the [Student Financial Aid Services](#) section).

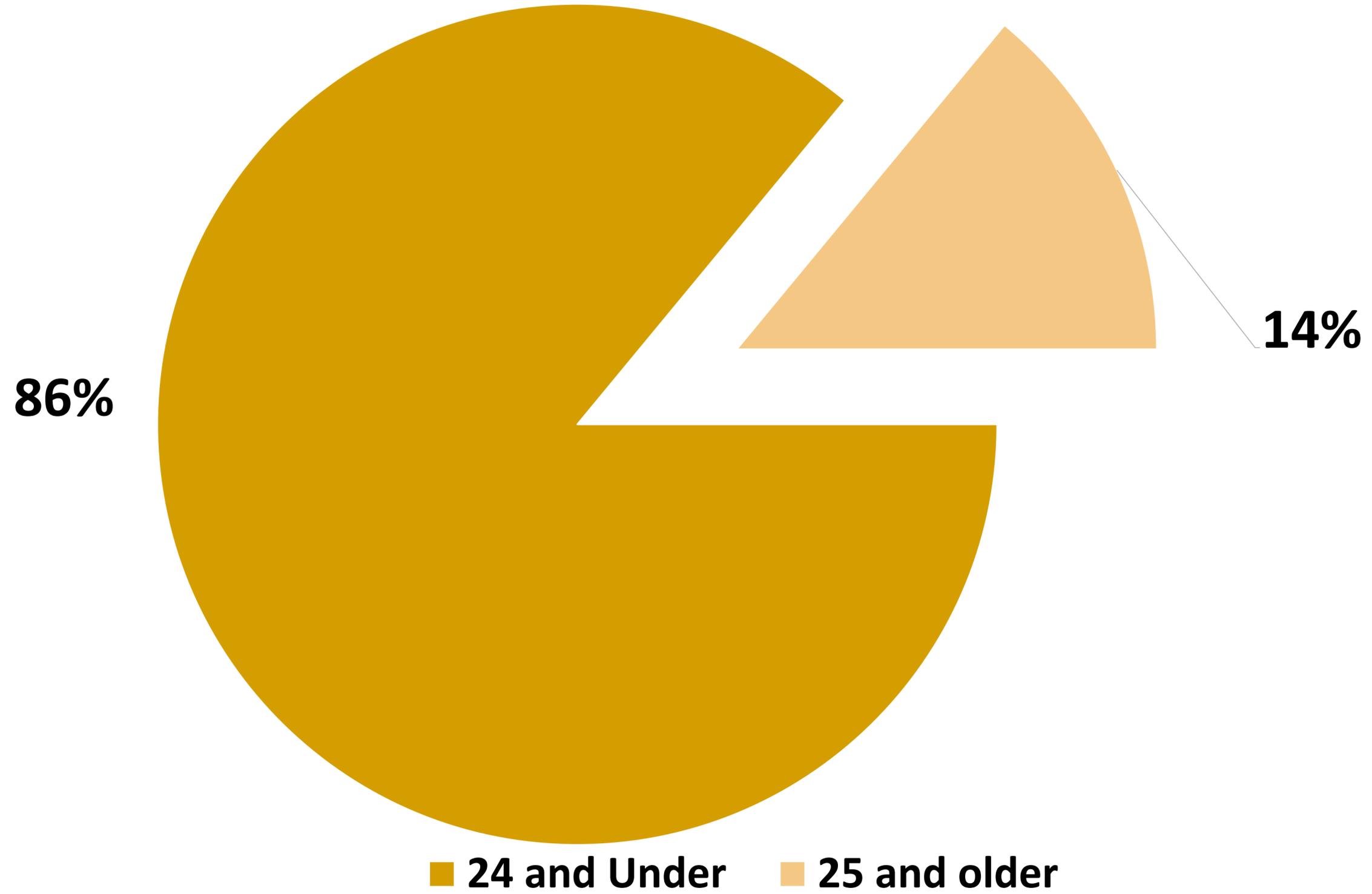


University
of Idaho

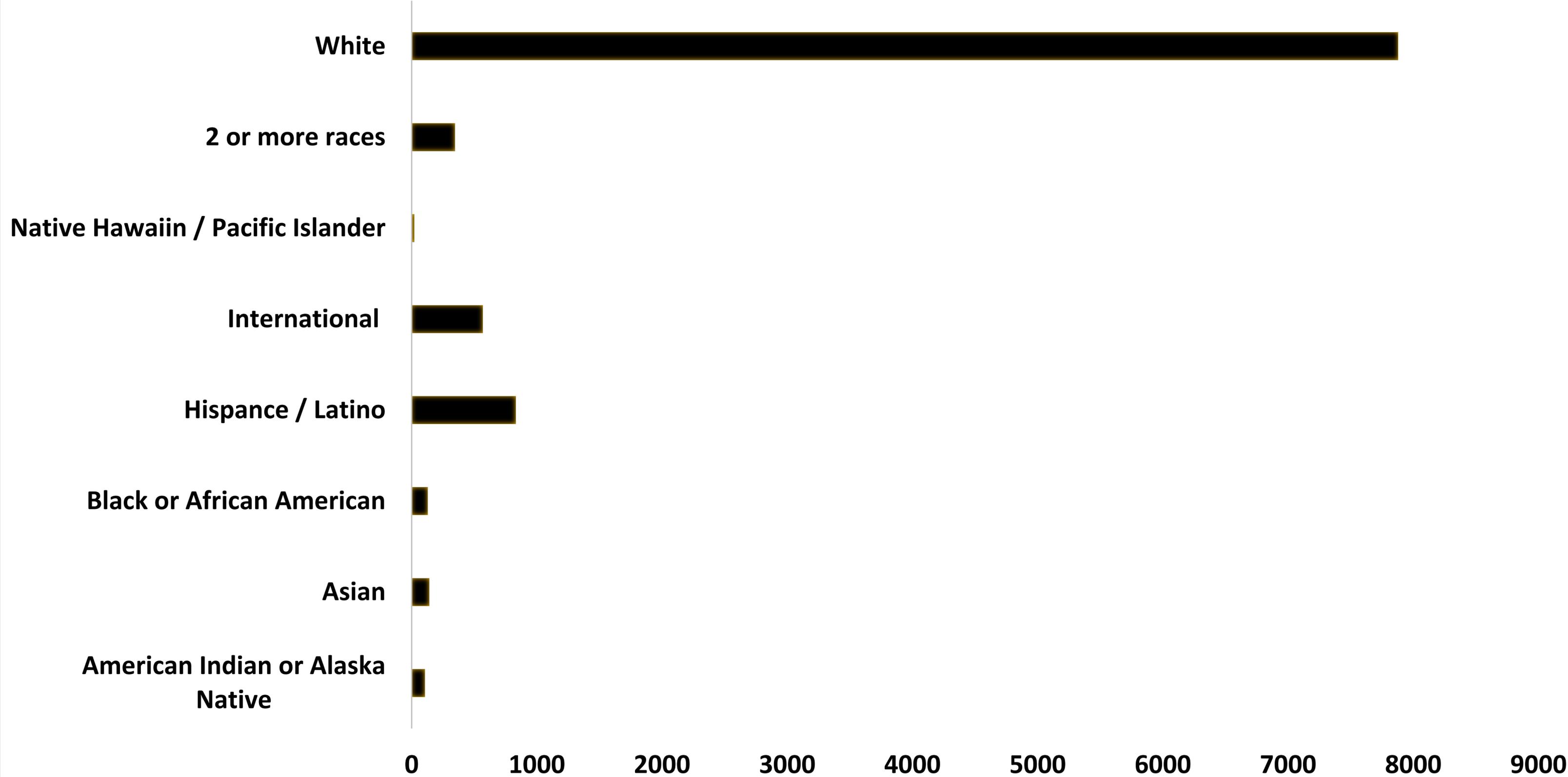
STUDENT MENTAL HEALTH

SPRING 2022

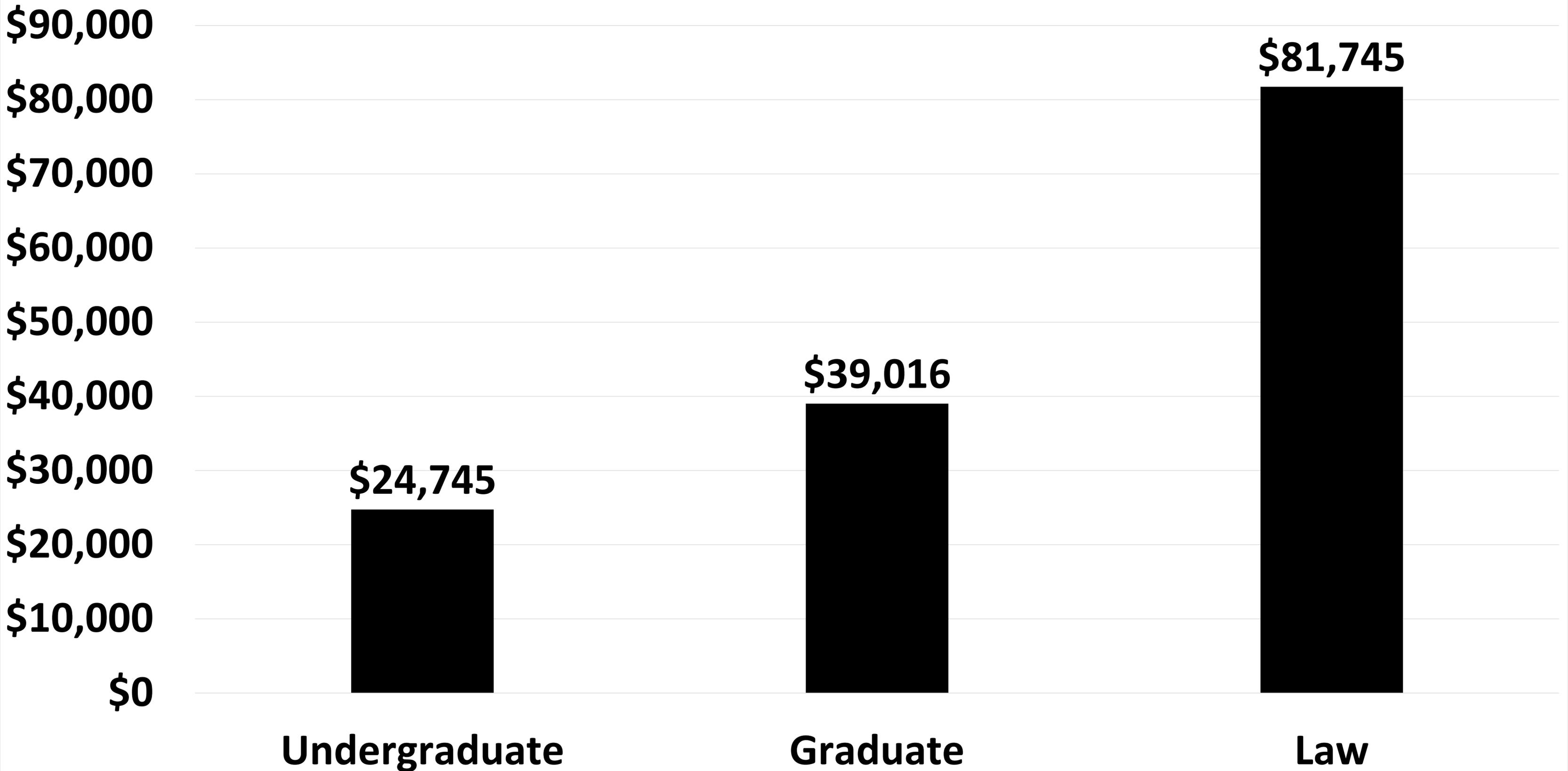
Age



STUDENT ETHNICITY



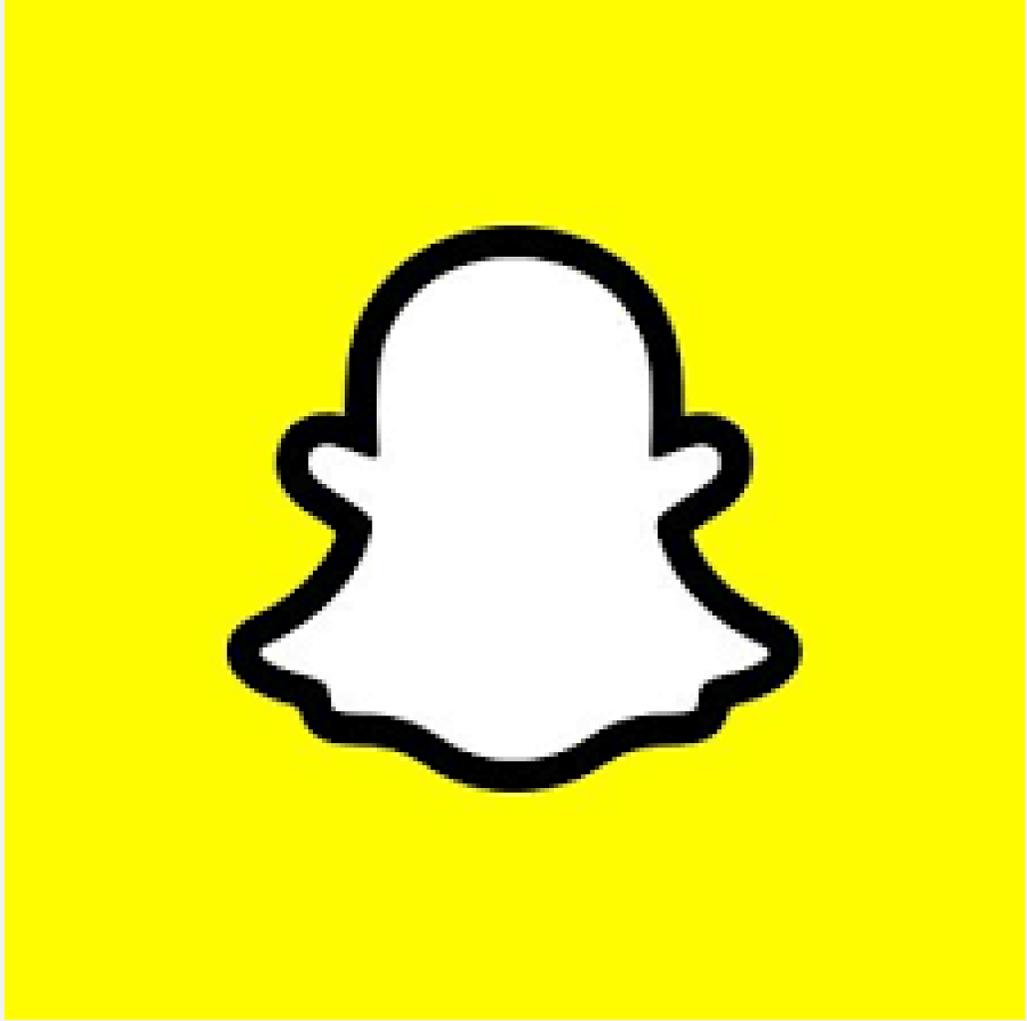
Average Graduating Debt



FOR STUDENTS TODAY....



- DID NOT WATCH VHS TAPES**
- DON'T HAVE RABBIT EARS AND NOT SURE WHY YOU'D PUT THEM ON A T.V.**
- ALWAYS WORN A SEATBELT**
- HAVE NEVER WATCHED MICHAEL JORDAN PLAY BASKETBALL**
- 3 WOMEN HAVE ALWAYS BEEN ON THE SUPREME COURT**
- THEY HAVE THE SUM TOTAL OF ALL KNOWLEDGE AT THEIR FINGERTIPS**



**When you were 18, what were
you thinking / worried about?**

Societal Issues Importance

- **Black Lives Matter / Social Justice**
- **The Environment**
- **Cost of their Education**
- **Social Media / Social Influencers**
- **Mental Health**



Mass Shootings

WINDHAM TOWN SHOOTINGS A 12-PAGE SECTION

THE ROANOKE TIMES

Massacre on campus

Worst shooting in U.S. history



Investigation
...the
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Breaking news

MASS KILLINGS AT SCHOOL

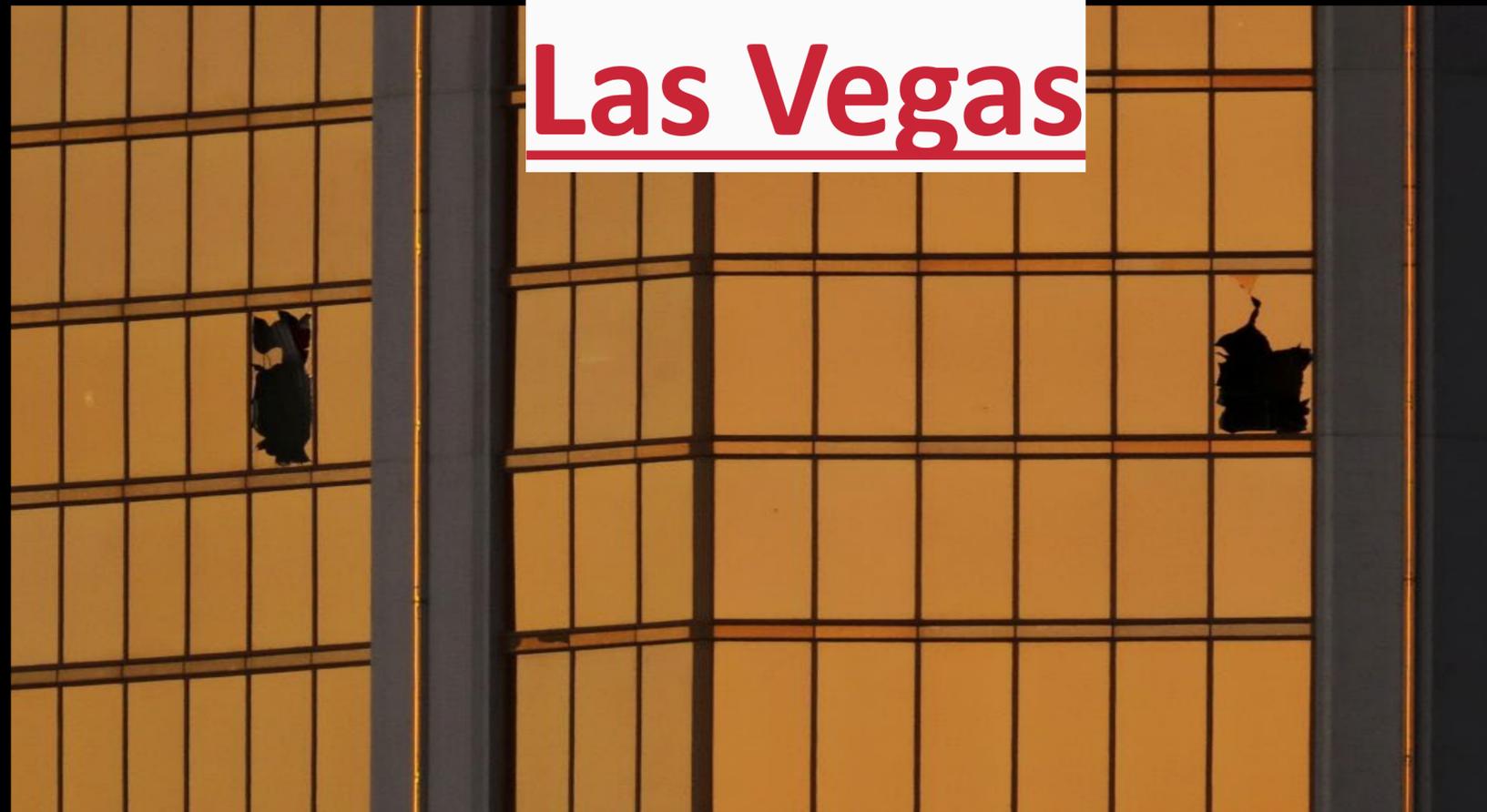
Student: 'Everybody was crying'

- Source: Nearly 20 dead, including 10 kids
- Witness: 3 went into hall, 1 returned
- Sandy Hook Elementary shooter also dead
- Pres. Obama briefed on shootings
- Shooting happened at Sandy Hook Elementary in Newtown, Conn. LIVE BLOG

- **LIVE:** Briefing on shootings
- **Witness:** At least 100 rounds fired
- **Full Story:** Shooting in Connecticut
- **CNN Affiliates:** WTNH | CTNow | WFSB
- **Are you there? Share your story**



Las Vegas







NATIONAL COLLEGE HEALTH ASSESSMENT FALL 2021

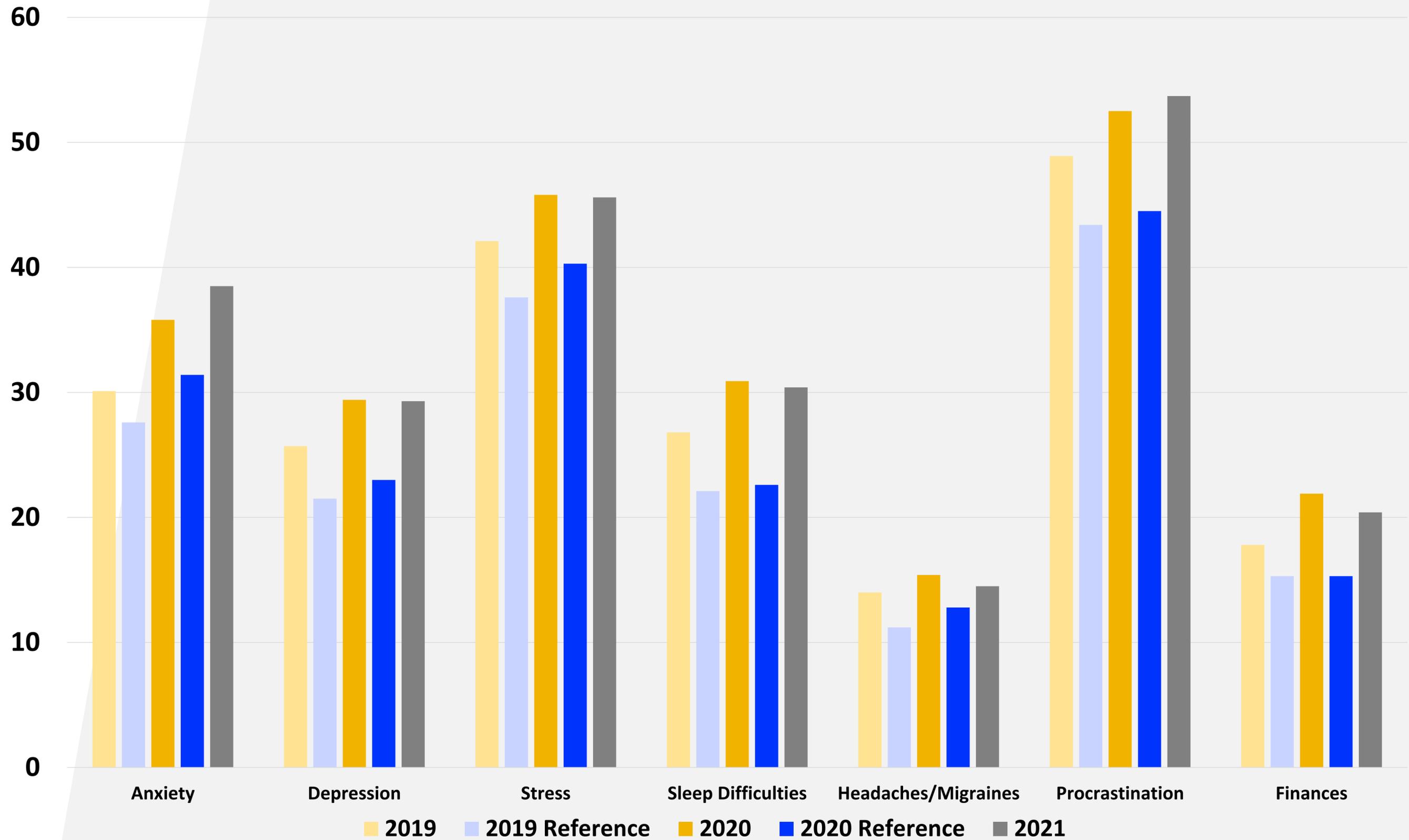
University of Idaho
Response Rate = **18.5%**

AREAS SURVEYED



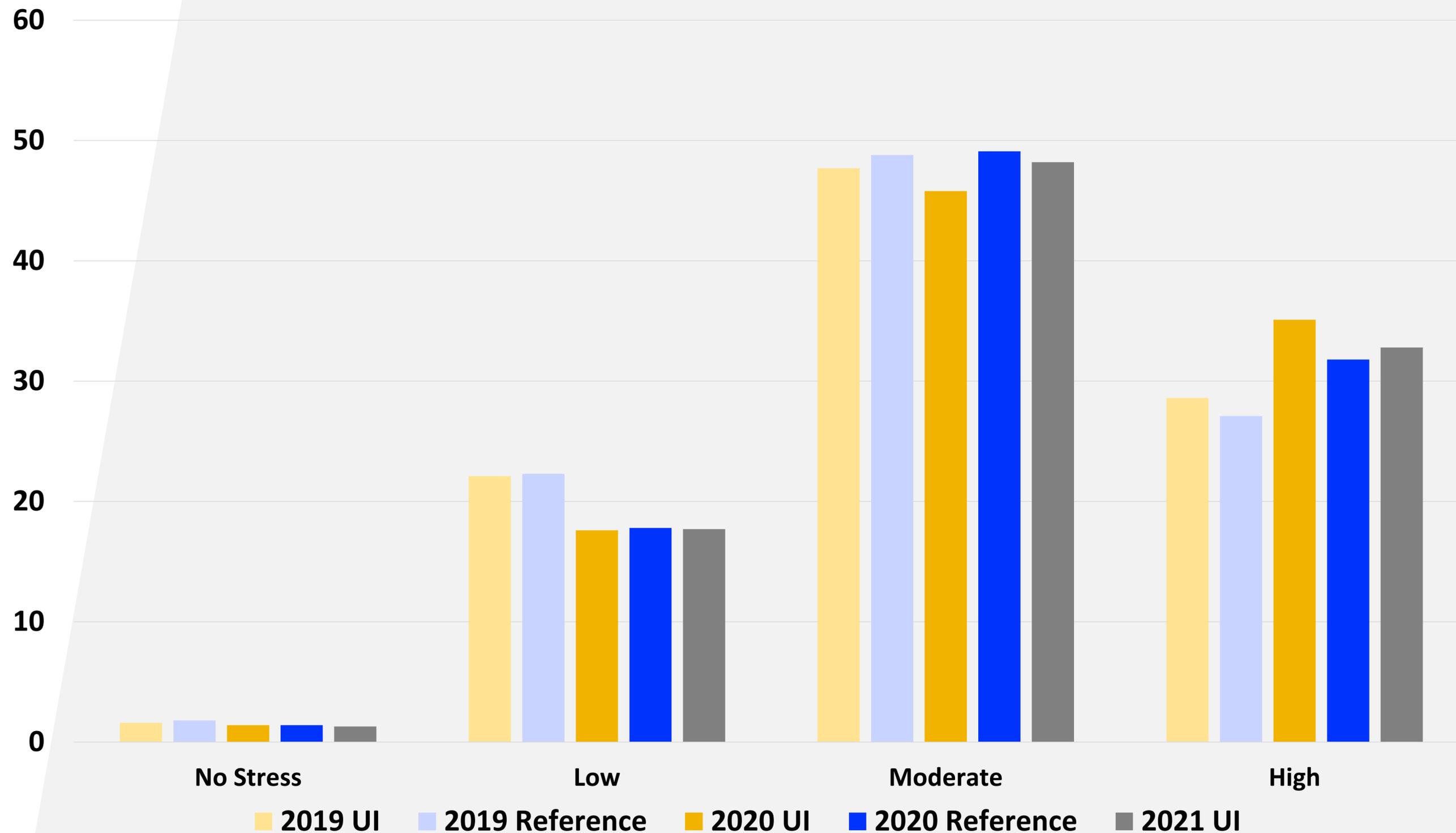
1. General Health of College Students
2. Disease and Injury Prevention
3. Academic Impacts
4. Violence, Abusive Relationships and Personal Safety
5. Tobacco, Alcohol and Marijuana Use
6. Sexual Behavior
7. Nutrition and Exercise
8. Mental Health
9. Sleep
10. Demographics and Student Characteristics

Negatively Impacted Academic Performance

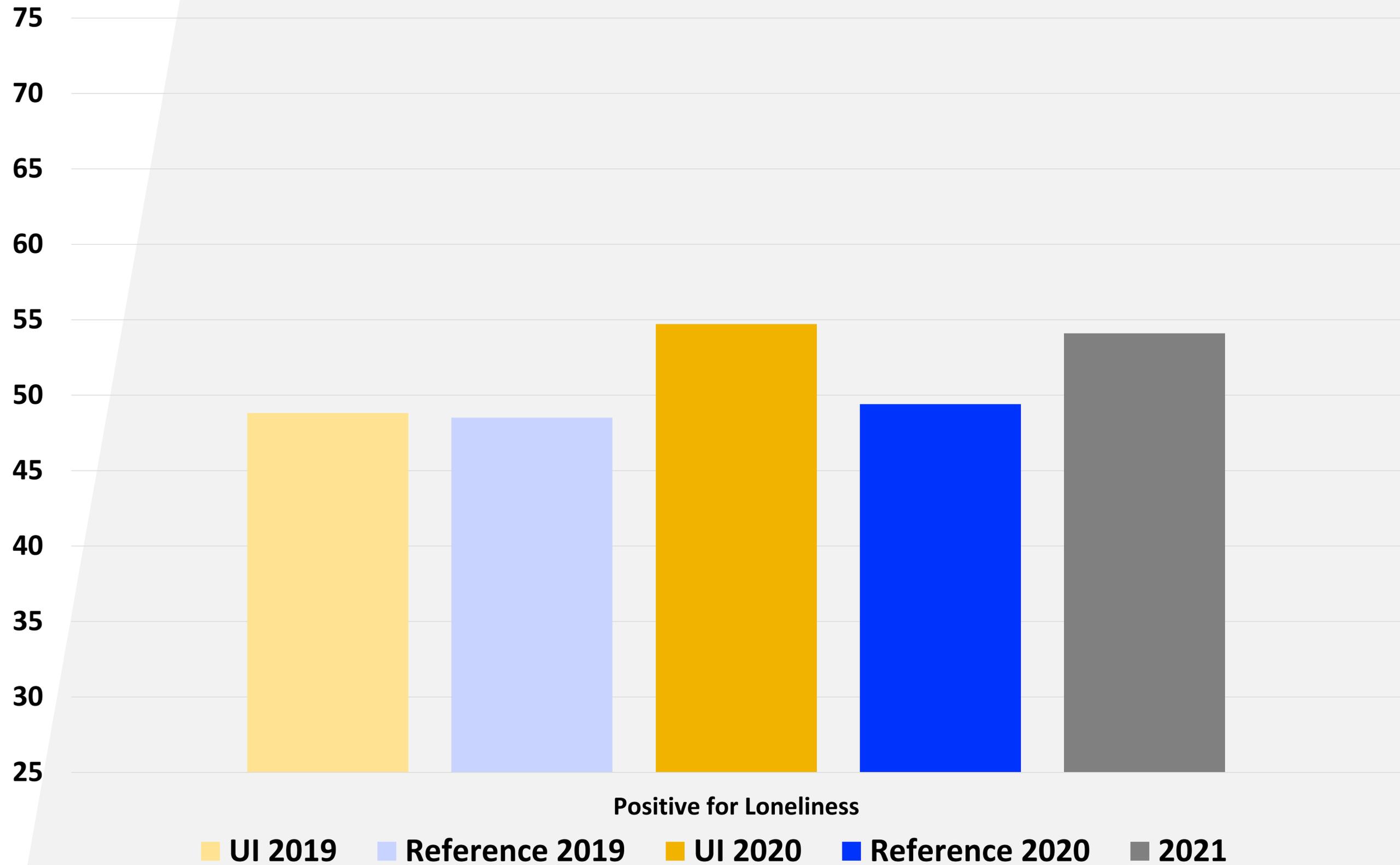


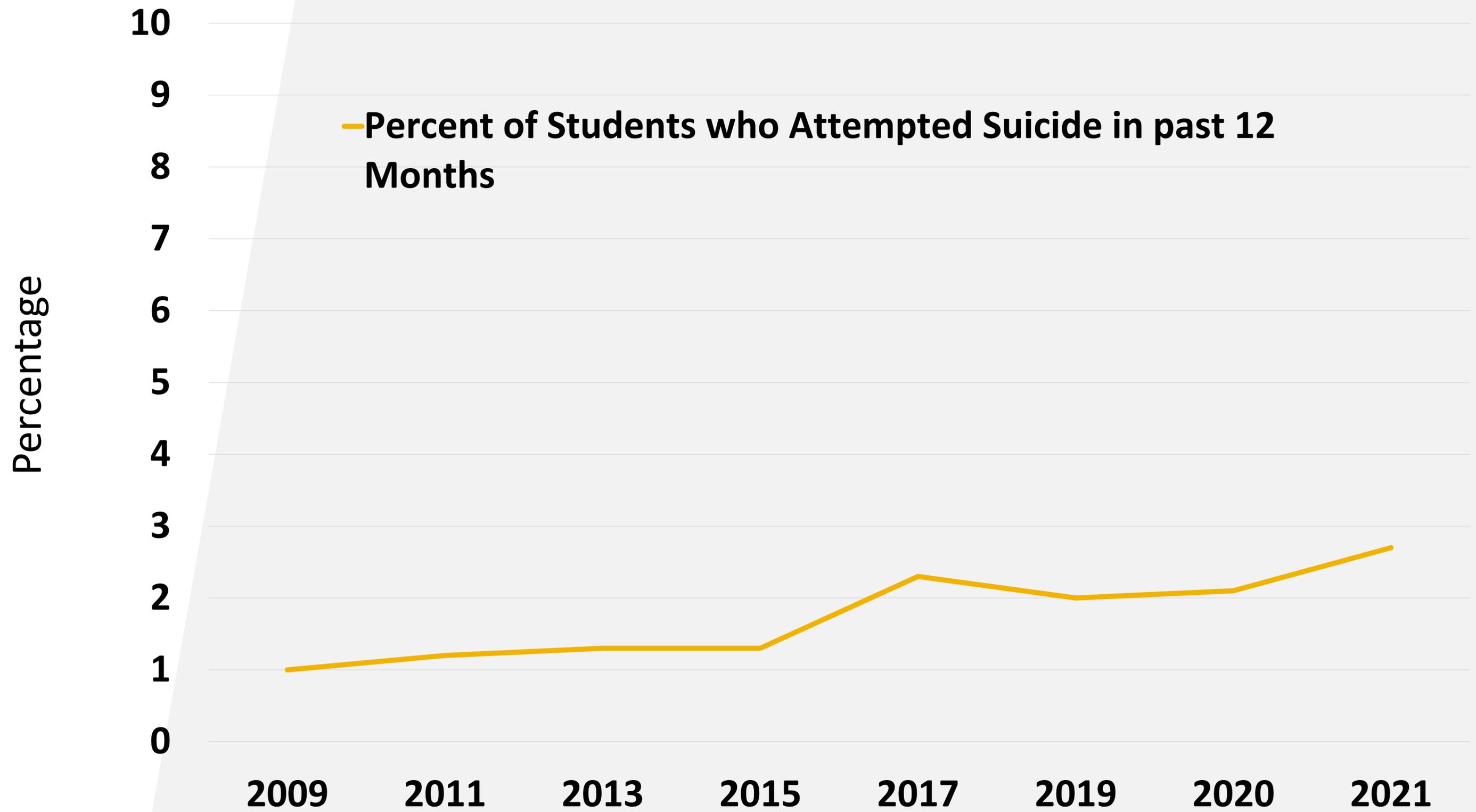


Within the last 30 days, how would you rate the overall level of stress experienced?

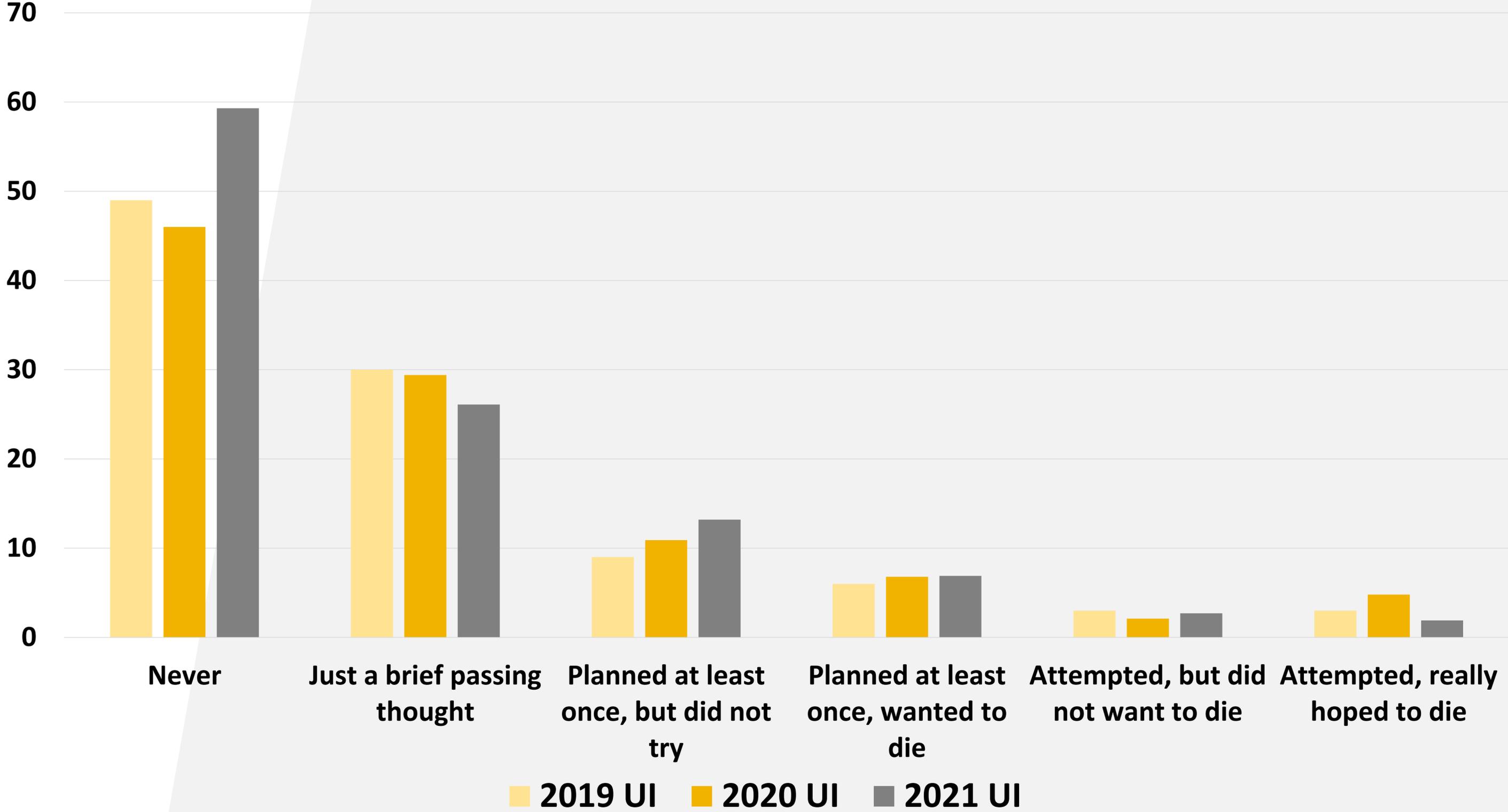


UCLA Loneliness Scale

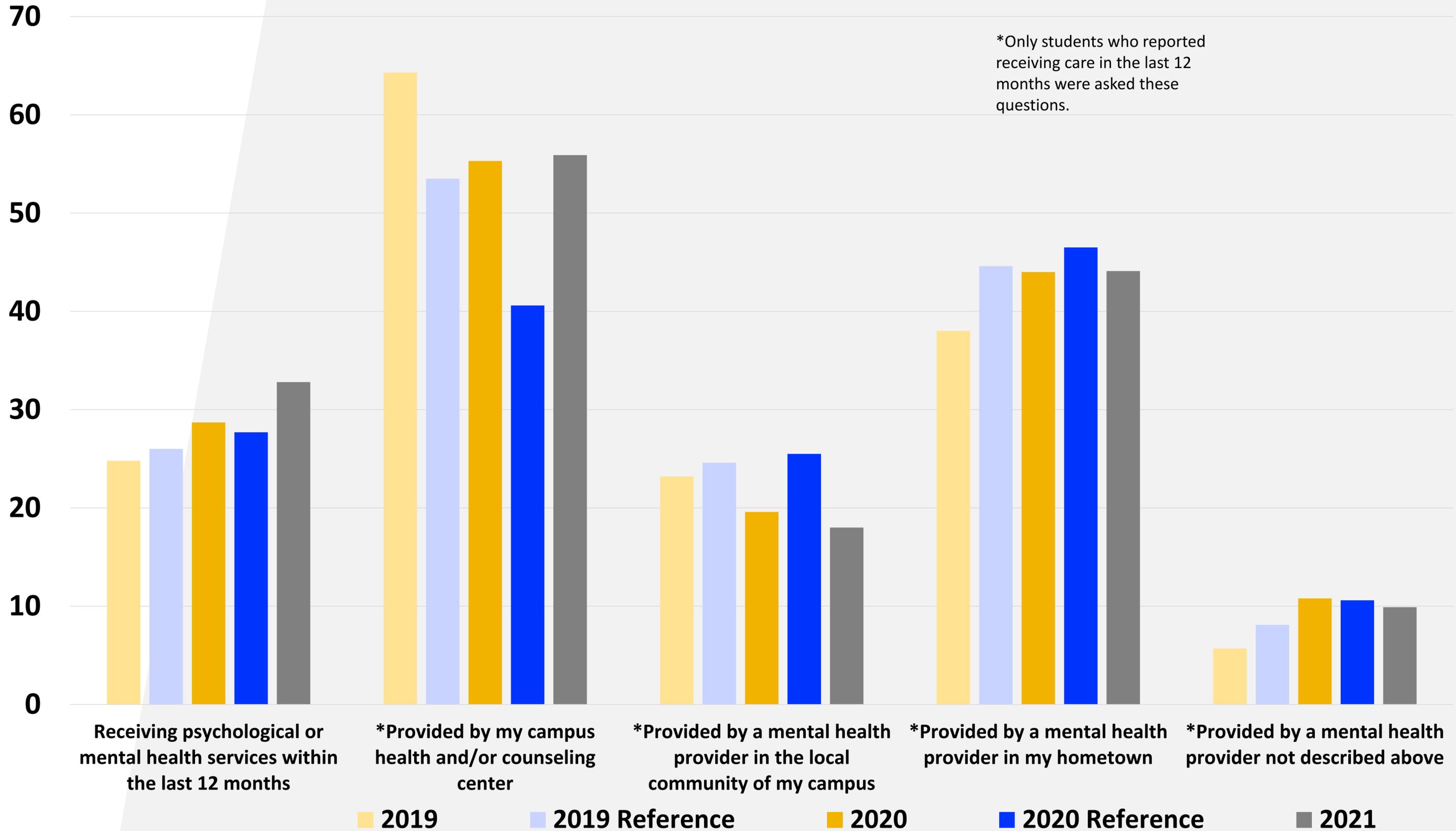




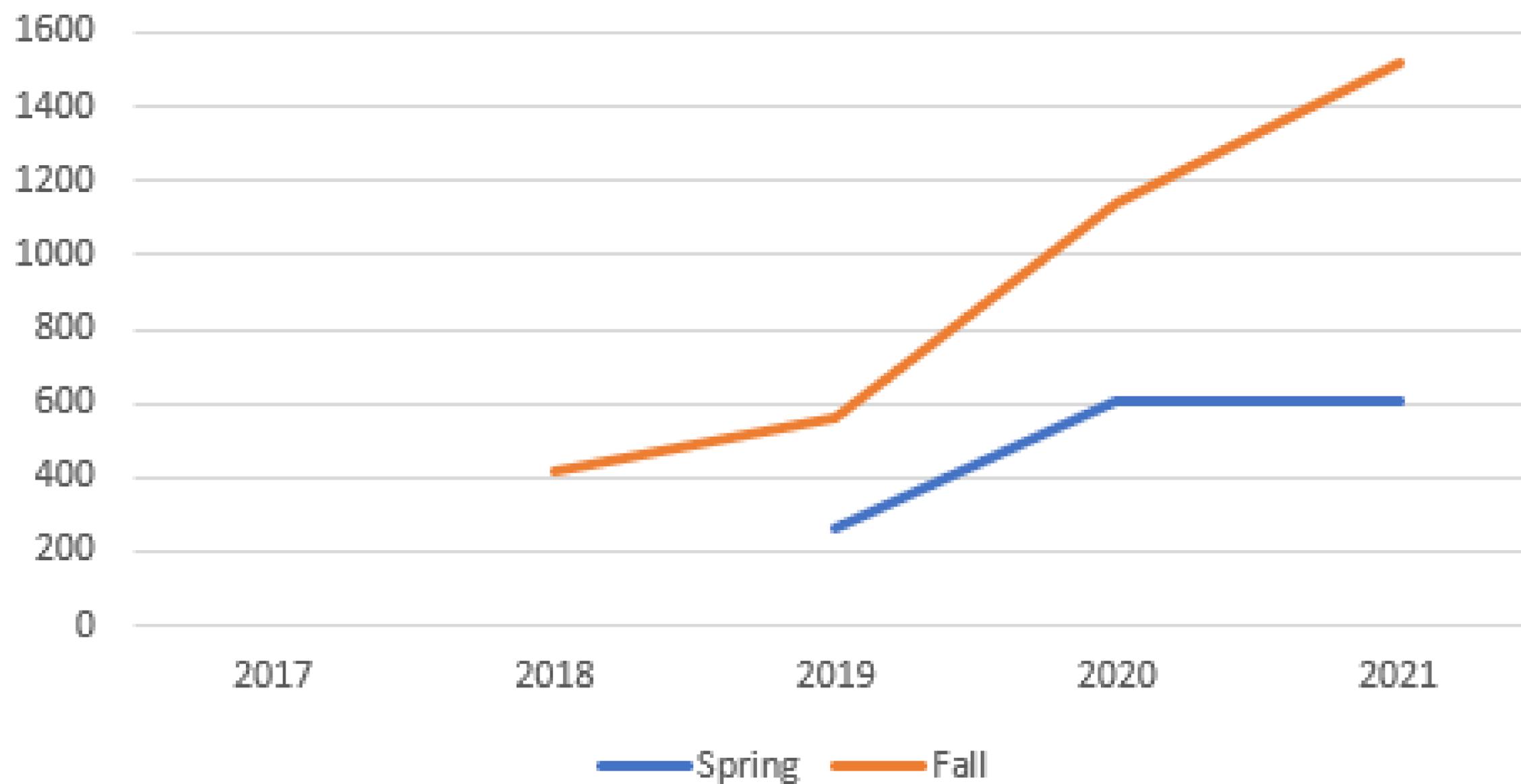
Have you ever thought about or attempted to kill yourself?



College Students Reported...



CARE Reports

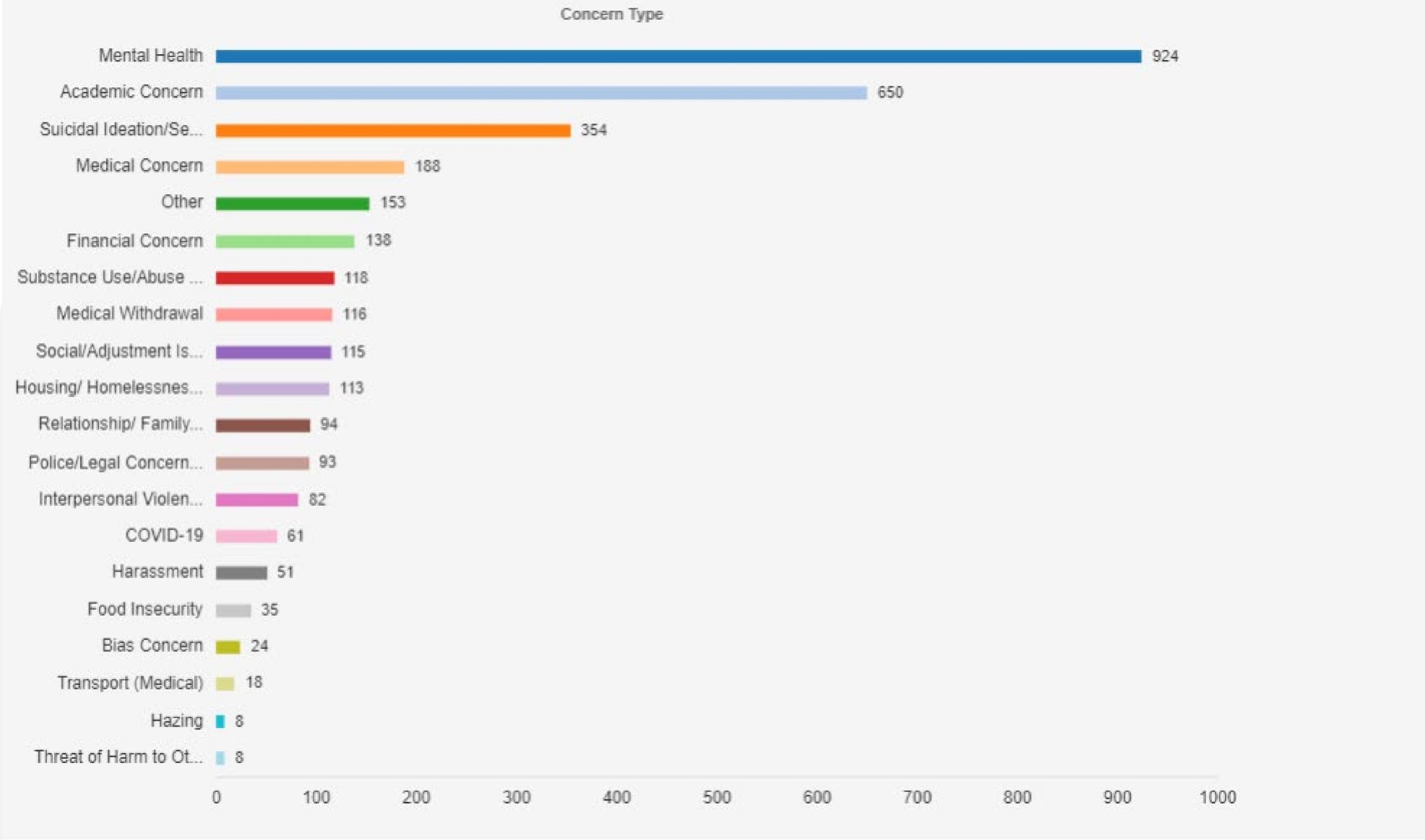




CARE Reports

2019-2020 Academic Year

Total Reports: **1159** (557 Fall | 607 Spring) – **859** individuals

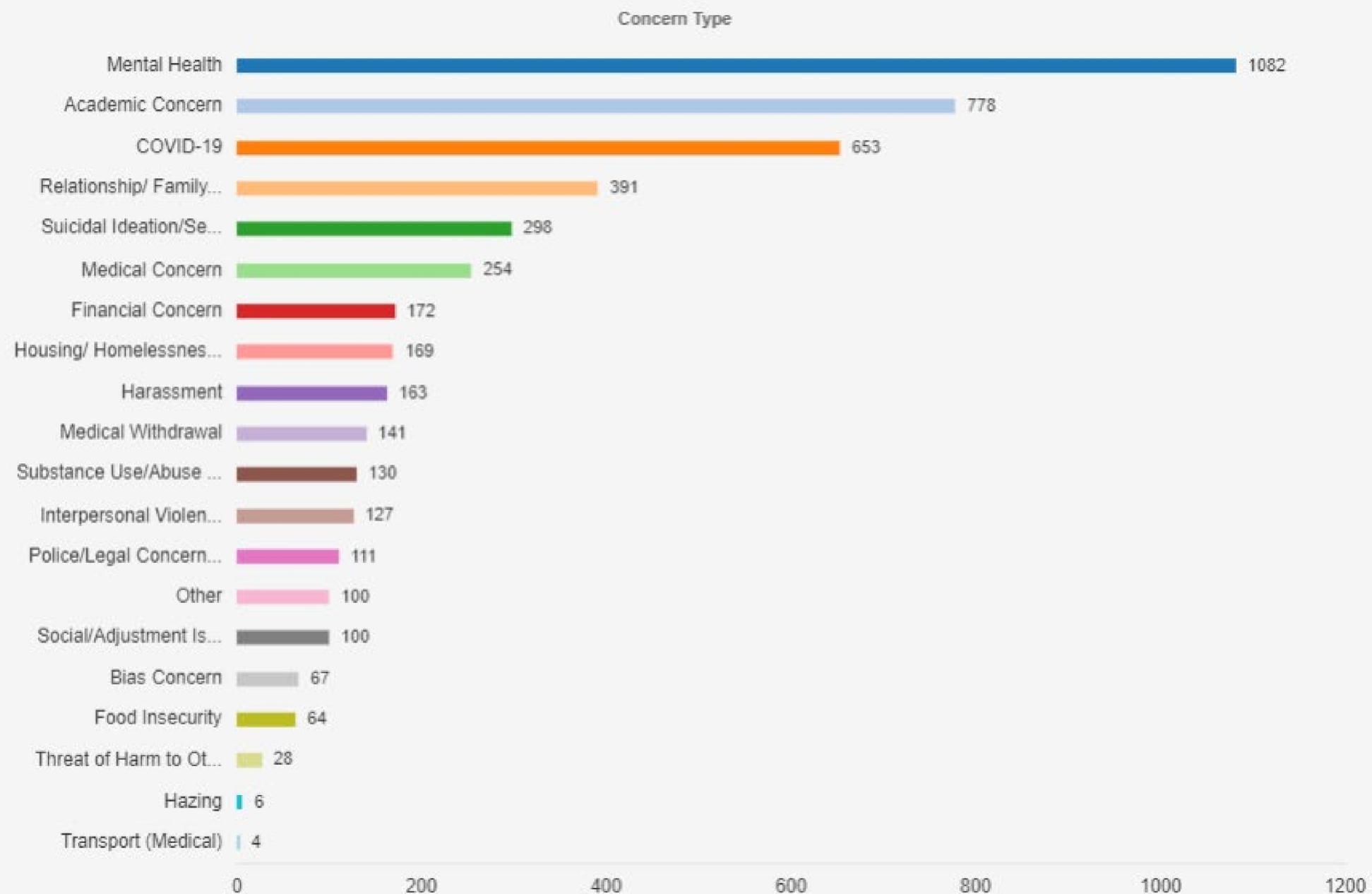




CARE Reports

2020 – 2021 Academic Year

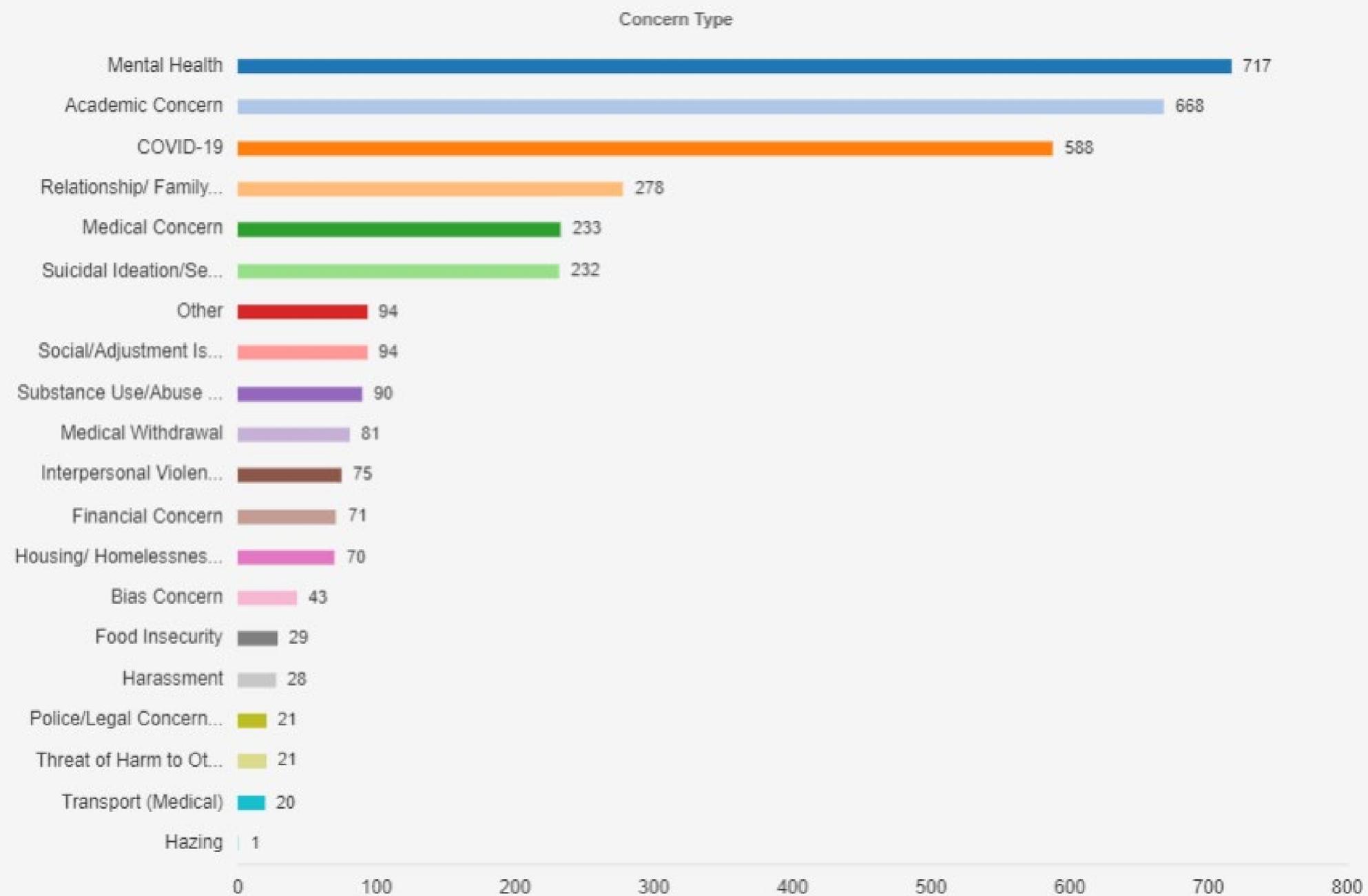
Total Reports: **1739** (1137 Fall | 608 Spring) – **1119** individuals



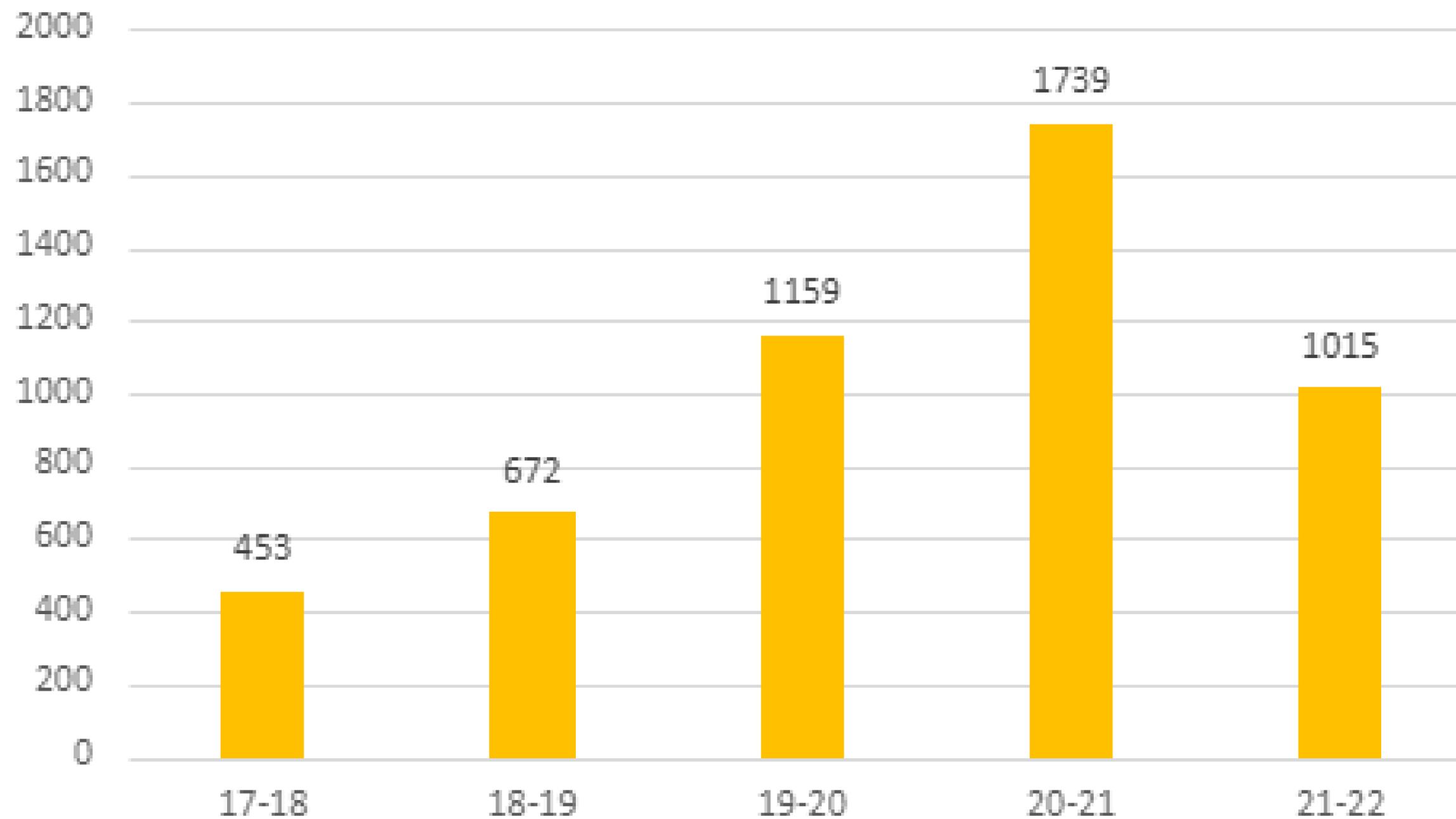


CARE Reports Fall 2021

Total Reports: **1137** Fall – **974** individuals



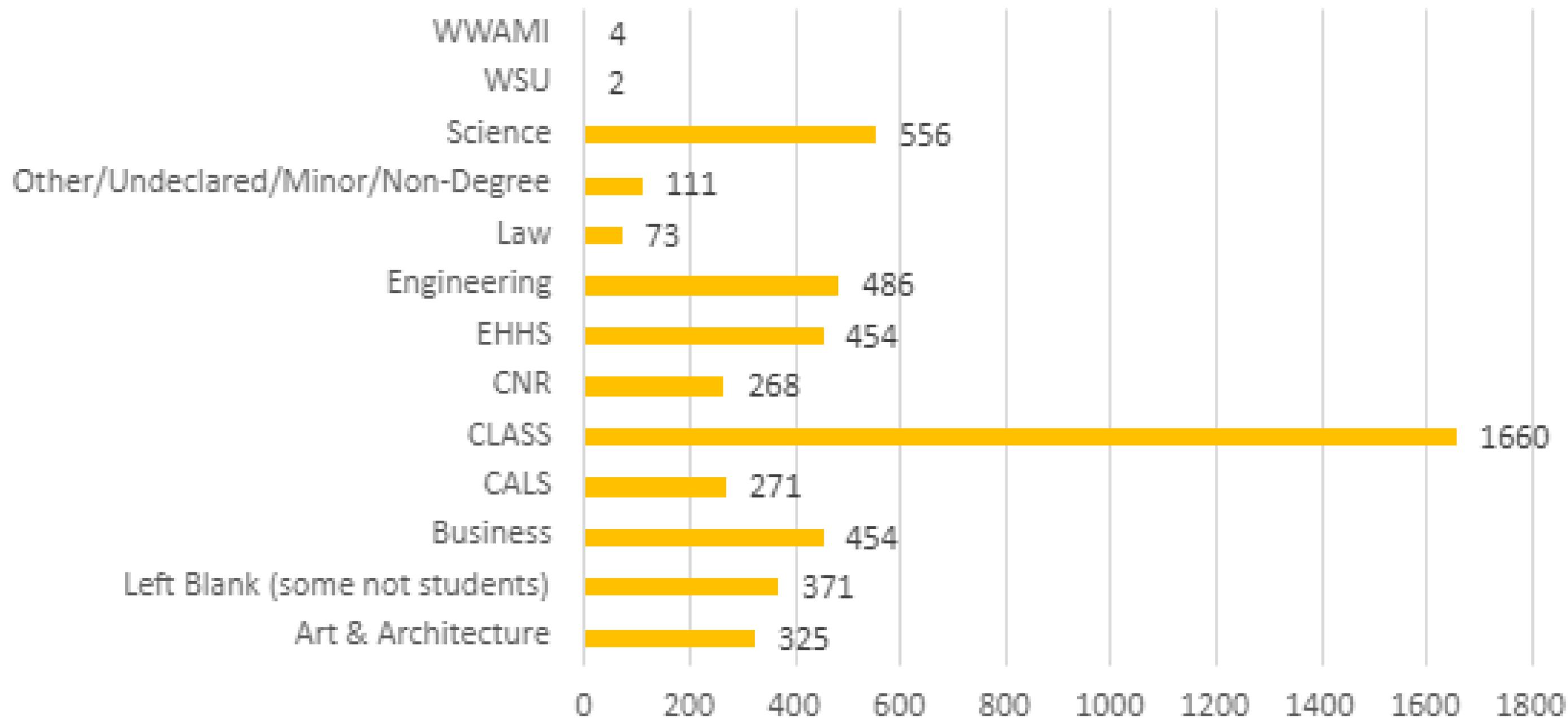
Care by academic year



As of November 2021

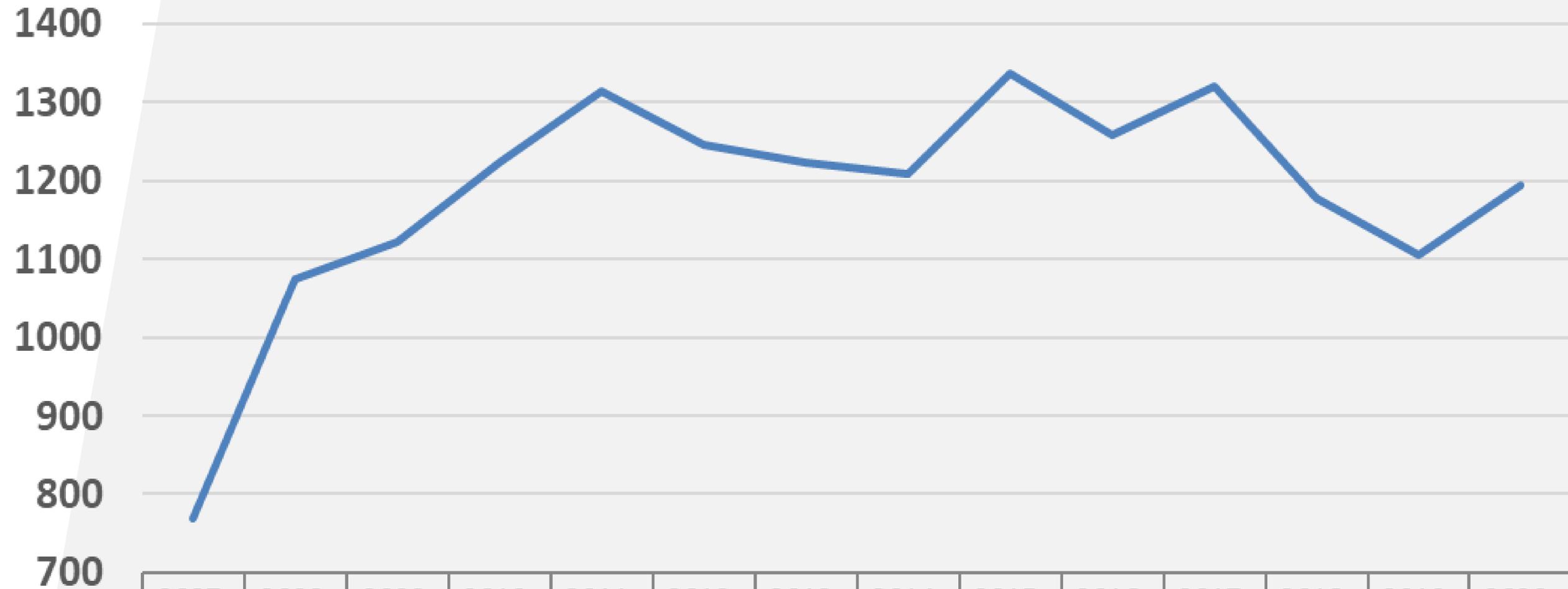


Care Reports by College 2017-2021





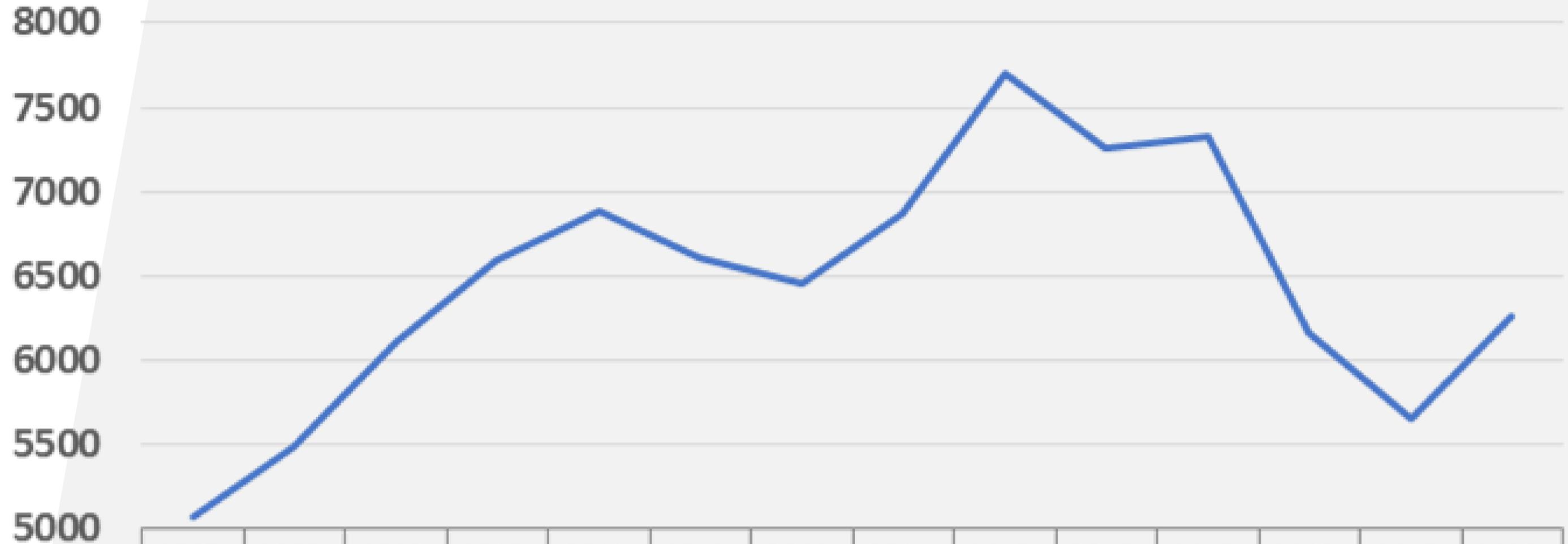
Number of Unique Clients Seen at CTC



	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
— Students	768	1074	1123	1223	1313	1245	1223	1209	1337	1259	1320	1178	1105	1195



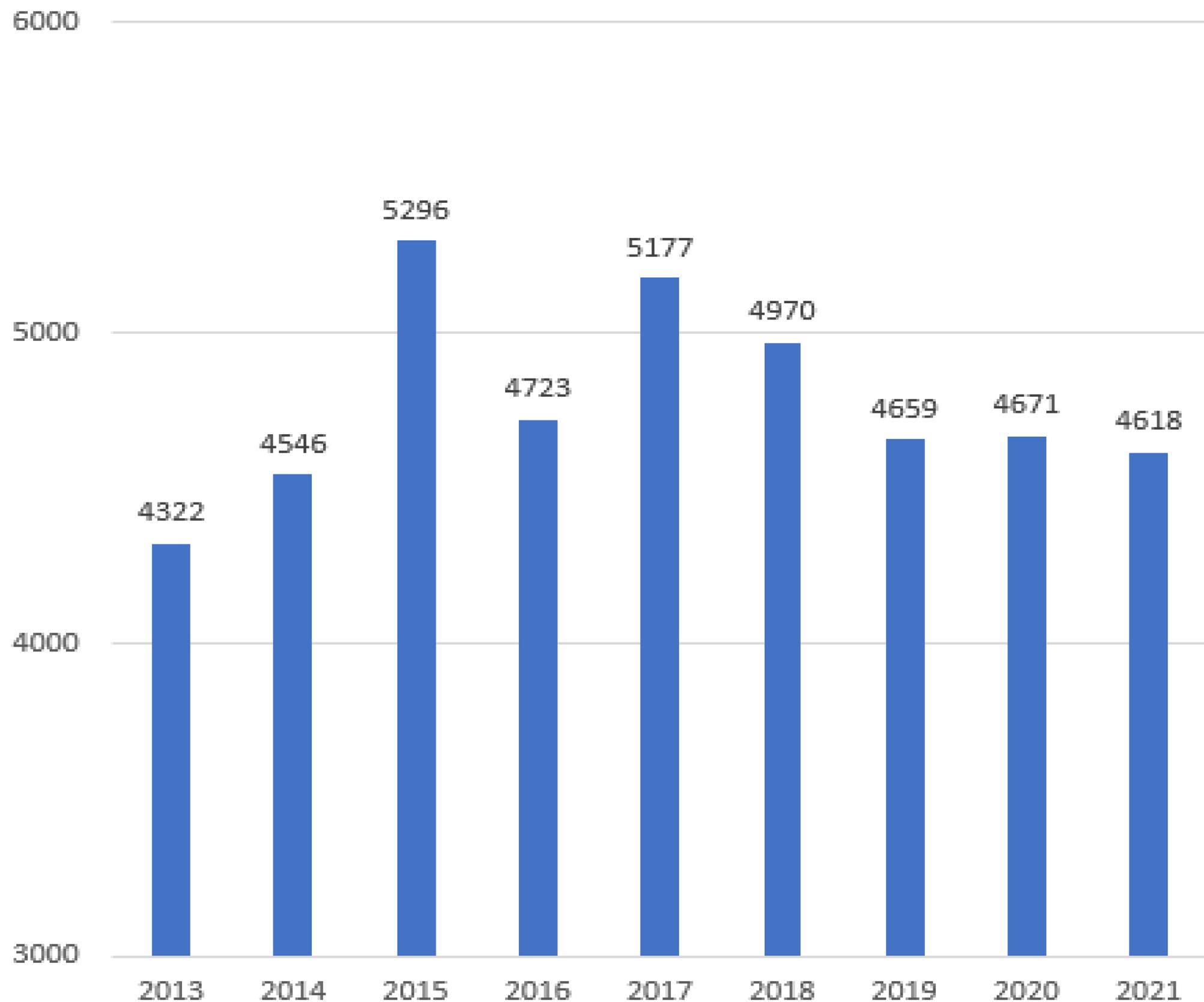
All Clinicians: Kept Appointments at CTC



	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
— Students	5068	5490	6110	6596	6886	6602	6458	6868	7695	7260	7333	6170	5651	6259



Scheduled
Appointments Fall
Semester



Signs of Mental Health Issues



- **Acute Anxiety or Panic**
- **A noticeable decline in academic performance**
- **Frequent absence from class**
- **Social isolation and withdrawal**
- **Super dependent on faculty/advisor/staff member**
- **Changes in appetite, weight, personal hygiene**

What You Can Do



- **Reach out to the student personally**
 - Email
 - Talk to in person / Zoom
 - Let them know you care and are worried and offer support/assistance
- **Call and consult**
 - Counseling Center – (208) 885-6716
 - Dean of Students Office – (208) 885-6757
 - Department Chair / Director / Dean’s Office
- **File a VandalCARE report: uidaho.edu/vandalcare**
- **Mental Health First Aid – Vandal Health Education**
 - Faculty & Staff Sessions Part 1 and 2
 - June 22 and 23rd---or by request
- **Call 911 if it’s an emergency**

Education Opportunities



- **QPR: Question, Persuade & Refer Suicide Prevention Training**
 - April 20th or by request
- **8-hour Mental Health First Aid**
 - Next one for employees will be in June
- **Don't Cancel Your Class**
 - Mental health, suicide prevention and other wellbeing workshops
 - [Uidaho.edu/dontcancelyourclass](http://uidaho.edu/dontcancelyourclass)
- **Wellbeing Ambassadors**
 - Students of all majors and backgrounds spreading messages of hope, help, strength
 - Connecting U&I Campaign
- **Reach out**
 - vandalhealthed@uidaho.edu or amandaf@uidaho.edu

Campus Resources & Community Resources



Counseling & Testing Center

- 24/7 Support
- 208-885-6716
- In-person and Zoom options
- Psychologists / Social Workers

Dean of Students Office

- 208-885-6757
- Case Management Support
- Manages VandalCARE Reports
- Student Emergency Response Support

Campus Safety & Security

- 24/7 Support
- 208-885-SAFE (7233)
- Safe Walk
- 365 days per year Safety Officer assistance

VandalCARE

- uidaho.edu/vandalcare

Idaho Suicide Prevention Hotline

- Call or text 208-398-HELP (4357)

Alternatives to Violence of the Palouse

- 24/7 Hotline
- 208-883-4357
- atvp.org

Moscow Police Department

- 208-882-COPS (2677)
- Non-emergency #
- Campus Substation
- **911** For Emergency

WE ARE THE VANDAL FAMILY



It matters not how plainly you are clad, how poor your scholarship, the University offers you its benefits. If you are determined to learn, if you will make the efforts and the sacrifices, a liberal education is possible.

--Franklin Benjamin Gault, University of Idaho's first salaried president (1893)

2021 – 2022 Faculty Senate

Approved at Mtg 23 03.08.22

Meeting # 22

Tuesday, March 1, 2022, 3:30 pm – 5:00 pm

Zoom only

Present: Bridges, Chapman, Dahlquist, Fairley, Gauthier, Hickman, Hoffmann, Kindall, Torrey Lawrence (w/o vote), Lee-Painter, McIntosh, Meeuf (Chair), Mittelstaedt, Paul, Quinnett, Rashed, Rinker, Roberson, Sammarruca (w/o vote), Schiele, A. Smith, R. Smith, Schwarzlaender, Tenuto, Thorne, Wargo

Absent: Ahmadzadeh (excused), Becker (excused), Ogborn (excused), Rose

Also present: Matt Powell (alternate for Ahmadzadeh)

Guests: Aaron Johnson, Rebecca Scofield

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

Approval of Minutes (vote):

- Minutes of the 2021-22 Meeting #21 – Attach. #1.
The minutes of the 2021-22 Meeting #21 were approved with a minor correction.

Chair's Report:

- Before we delve into our routine business for the day, I wanted to reflect on global events that are unfolding around us. Like most people around the world, I have been personally horrified by the violence and inhumanity at the heart of the Russian invasion of Ukraine that started last week. As an educator, it is my duty to denounce the brutality, suffering, and loss of life in all wars and military conflicts, including this attack on the sovereign nation of Ukraine. One of our core learning outcomes at the university of Idaho is to “practice citizenship,” which means to “Apply principles of ethical leadership, collaborative engagement, socially responsible behavior, respect for diversity in an interdependent world, and a service-oriented commitment to advance and sustain local and global communities.” Inherent in this call toward ethical citizenship is a vital mission to promote peace and prosperity for our community and for communities around the world; to shine a light on brutality and injustice so that such atrocities can be brought to an end; to not just *understand* the complexities of our world but to use our expertise and our privileges to make our world a better place. We are not simply training workers here at the University of Idaho--we are preparing the next generation of citizens to enter a world fraught with danger and division. And we prepare them for that world by insisting that the beacons of justice, of peace, and of democracy will guide them through dark times. I would therefore ask all of you, all of us here at the University, to continue our work cultivating ethical citizenship with renewed energy and urgency. Even beyond the border of Ukraine, our fragile world is being sorely tested, by violence and authoritarianism, by inequalities and injustices, and by the current and future disruptions of a changing climate. As educators, let's keep renewed focus on preparing our students for these challenges with a clear sense of how to truly “practice citizenship.” Let's keep this context in mind as we conduct our business as educators.
- The University's accreditation site visit with the Northwest Commission on Colleges & Universities is coming up in early April. After the break, we'll invite Dean Panttaja to Senate to speak about what this visit will entail. In the meantime, all regular faculty who are NOT in a supervisory role are invited to attend a virtual forum as part of this process where our peer

evaluators can ask us questions about the institution. The faculty open forum will be **Monday April 4, from 2:30 – 3:20 PM**. Senate will send out an outlook invitation with a zoom link, just as we do for the UFM, to help encourage robust faculty attendance.

- On a related note, Senate Leadership is considering cancelling the April 5 Senate Meeting so that Senate Leadership can more fully engage with the accreditation team. That said, we are keeping the meeting on the calendar for now and will assess as we get a bit closer--if any pressing business comes up that we need to address and get onto the May UFM, we will still hold the meeting.
- Just a reminder about the “Vandals Reflecting and Rebuilding Together” this Thursday from 2:30 - 4:00. Torrey may speak about this too, so I’ll just encourage folks to attend (and remember that you need to RSVP in advance).
- Also, next week the University will be hosting finalists for the Vice Provost of Academic Affairs position. Senators are invited to meet with each of the two finalists next week, one on Monday, March 7 from 2:15-3:00 pm, and another on Thursday, March 10 from 2:15-3:00 pm. Candidates will be on campus, so these meetings will be in the Brink Lounge with, I think, the option to Zoom in. We will send Outlook invitations shortly.

Discussion:

A Senator conveyed a message from one of his constituents: they appreciate Senate leadership and others for the efforts – joint with SBOE – to get ahead of the attacks on education anticipated to come from the legislature. It is so much better to be prepared than to react. That this work was done after massive budget cuts and during a pandemic makes it all the more laudable.

Provost’s Report:

- The Provost addressed the removal of the mask mandate in Moscow and CDA as communicated in the Monday memo by the President and the Provost. Boise and Idaho Falls are in different situations than Moscow and CDA. Leaving to instructors the authority to mandate mask wearing in their classroom should facilitate a smooth transition. For any questions or concerns concerning the classroom, instructors should reach out to the Provost or to Vice Provost Diane Kelly-Riley. Numbers are going down rapidly in the state. Currently we have four students in isolation and none in quarantine. Of course, things could change (either way) and we remain vigilant.

Discussion:

A Senator conveyed concerns from some of her constituents that students will be angry at the instructor for the decision they make regarding their classrooms – faculty are placed in the position of having to receive complaints and backlash. On the other hand, other faculty appreciate having that discretion. In Boise, students are very upset that the mask mandate still applies to them and have written directly to the president. Provost Lawrence observed that, while Moscow and CDA are “green” and “orange,” respectively, Boise is still “red,” which is why the mask mandate is still in place. Idaho Falls is also in the green zone, but we work in ISU buildings, which complicates the Idaho Falls case. Note that the color code refers to a completely new set of ratings released by CDC last Friday. Given the current trend, it is likely that things will improve quickly in Boise as well. Faculty have been given the authority to make decisions for their classes because situations can be very different for different classes, and to facilitate a smoother transition. If faculty feel uncomfortable about requiring masks in the classroom, they should not require it. If faculty as whole wish to request a mask mandate for classrooms coming from the leadership, the request would certainly be considered.

Another Senator reported that his constituents felt the change was “too sudden too soon.” The Provost noted that circumstances are changing quickly – a week ago, before university officials met with Gritman, there was still uncertainty about which direction they would take.

Others were happy to have discretion in their classroom. There is a lot we don’t know about COVID-19 and its variants, particularly possible long-term effects. Vaccinated parents don’t want to risk transmitting the virus to their young unvaccinated children. The Provost reiterated that employees who chose to continue wearing a mask should feel fully supported. The main point is to be respectful – hopefully this will not become a divisive issue.

Some Senators found that over 70% of their surveyed students support a mask mandate in the classroom – perhaps this decision should be reevaluated? Indeed – Provost Lawrence replied – circumstances can change and protocols are reevaluated accordingly. While we move into a phase of individual choices, we continue to be watchful and ready to shift if necessary.

The discussion moved on to whether employees may require masks in, for instance, their office or office space. The Provost reiterated that there are different options while being respectful of other people’s choices. For instance, office visitors who do not wear a mask upon request can be accommodated through Zoom meetings. Office managers are not allowed to impose mandates to their staff. In response to a final question, the Provost said that there are multiple options for staff as well. Essentially, the exception is only for classes in this transition period, knowing the complexity of the classroom situation, but it is about personal choices.

Back to the rest of the Provost’s report:

- Dean searches, College of Education and CEHHS: candidates will start coming next week and continue through spring break and the week after. Watch for announcements with finalist information which will go out soon. There will be public events for everyone to participate and give feedback.
- Join us for Vandals Reflecting Town Hall, March 3, 2:30-4 pm, in the Vandal Ballroom, Bruce Pitman Center (as space permits) and online. [RSVP is required](#) for participation both in person and online. Over 200 people have registered so far.
- March 15 is the deadline for requesting extension of the P&T timeline (e.g. for COVID disruptions) and to request early consideration is. Please visit <https://www.uidaho.edu/provost/faculty/tenure> and go to “Forms.”
- Thanks to Russ for his remarks about the Ukraine situation, with which the Provost agrees fully. The university has reached out to employees and students who may be directly impacted and offered assistance.

There were no more questions or comments for the Provost.

Committee Reports:

- FSH 1565 Teaching Committee – Aaron Johnson, Attach. #2
The primary purpose of the proposed changes to FSH 1565 is to provide a stronger/clearer signal to faculty with teaching responsibilities about the variety of ways that they may demonstrate their teaching effectiveness. For example, mid-term formative evaluation of instruction (FSH 2700 B-6) is effectively hidden in policy. FSH 1565 currently includes a paragraph about validating/evaluating teaching, with no mention of mid-term evaluations, and with an incomplete list of additional methods for evaluating teaching. We concluded that the

proposed language strengthens that paragraph, thereby signaling to faculty about the variety of means by which they could evaluating their teaching effectiveness.

Discussion:

Vice Chair Smith recalled that the Senate Task Force working on FSH 2700 is bringing the language more in line with what the State Board actually expects. He appreciates the language shift towards student *feedback on* rather than *evaluation of* teaching. Vice Chair Smith suggested to entertain a friendly amendment to change *evaluation* into *feedback* to make it consistent with the earlier change. Aaron Johnson agreed.

A discussion followed about including “*..scholarship in teaching and learning..*” as evidence of teaching effectiveness. The University Teaching Committee aimed at being as broad as possible about the optional material the candidate may wish to include in the area of teaching. It is important to promote this message with junior faculty. Scholarship in pedagogy tends to be overlooked by some units because it is not part of the candidate’s creative scholarly work in their discipline – the proposed language is a way to make those contributions more visible. On the opposite side, some people thought that the proposed language is actually not beneficial to the candidate – the committee may not give proper credit to the scholarship because it appears as a measure of teaching effectiveness. It is best to leave scholarship in the scholarship category. Evidence that scholarship in teaching and learning helped the faculty become a better teacher would be appropriate for this category.

Motion (Meeuf/Smith, A.) to amend FSH 1565 C-1 by removing the debated clause.

Vote: 13/19 in favor 6/19 against. Motion passes.

Vote on the amended motion, including the earlier friendly amendment:

20/20 in favor. Motion passes.

- FSH 3160 Academic Freedom – Russ Meeuf, Attach. #3

This revision is made to align institutional academic freedom policy with the newly adopted SBOE Policy III.B. Academic Freedom and Responsibilities. The institutional policy has historically addressed only academic freedom of faculty and therefore was placed in Chapter Employment Information. The new Board policy addresses academic freedom of both faculty and students so this revision moves the UI policy to Chapter 4 General Academic Policies.

Moved (Lee-Painter/Chapman) to accept revised FSH 3160.

Vote: 20/20 yes.

Other Announcements and Communications:

- Parental Leave – Erin Chapman, Rebecca Scofield

The joint Athena Faculty Senate subcommittee on paid parental leave has been working with fiscal operations at HR and the provost office to find a fiscally and structurally viable policy. They will give an update and present the recommendation they hope to take forward to the President in the coming weeks. They are seeking Senate endorsement of their recommendation. What the group refers to as the “WSU plan” is a policy in alignment with WSU because they are our closest competitors for staff and faculty positions. This program would allow 12 weeks of paid parental leave and up to 90% of people's pay with a cap at \$1,206 per week. Eligibility requires 12 months of prior employment, as with FML. If two partners work at U of I, they both are eligible for leave, which must be split between partners, also consistent with FML. The fiscal team is looking into whether people could use their sick leave to get to 100% of their salary. The plan would eliminate extended FML leave and non-FML parenting leave. The committee would like to thank everyone who helped find a pathway to paid parental leave.

Discussion:

In response to an inquiry from Chair Meeuf, Rebecca presented the alternative plan, which they call the “BSU plan” – eight weeks with 100% pay. The committee favors the WSU plan because it maximizes the time while still paying a substantial part of the salary, and also because it promotes more equity between faculty and staff. The WSU plan is also preferred by the many constituents they talked to. They have not yet met with Staff Council.

A Senator inquired about the financial burden on the unit from covering the extra workload and whether there is a plan as to where the money may come from. Rebecca replied that the team is trying to find productive ways to compensate departments. Provost Lawrence joined the conversation and provided some rough numbers: in the original plan, the costs were estimated at about \$1.3M-\$1.4M, whereas the current proposal would cost \$639,000 (approximately \$500,000 for the BSU plan). These figures do not include any kind of coverage and so a significant expense must be absorbed by departments and colleges. Many details need to be worked out, but coverage for units and colleges is a major addition which will easily bring us back into the million dollar range. Something else will have to be cut. Rebecca acknowledged that it is an expensive program, but they do hope for a path forward, possibly with the help of future revenue coming into the university. Current policies are confusing and insufficient.

Chair Meeuf argued that parental leave has always been an issue with which departments and colleges have to struggle to find some case-to-case solution. Paid parental leave costs money, but so does losing valuable staff and faculty to nearby institutions with more competitive benefit packages. Chair Meeuf hopes that, as the plan rolls out, we will get a better sense of the true costs, which could be less than the original estimates. If so, there may be some flexibility to discuss how we help departments manage these costs. In response to a question, Rebecca clarified that the fiscal operations team met with the President. Based on that conversation, they are hopeful that this plan will be within an acceptable range – about \$630,000 – to get the President’s approval.

Provost Lawrence commended the committee for having done amazing work. This is a very complicated issue and many details need to be ironed out before a proposal goes to the President. President Green is aware of the initial conversation and, originally, was asking for a cost-neutral (or nearly cost-neutral) plan. But President Green soon recognized that this is a major issue for recruiting and retaining faculty and staff. Once he saw the BSU and WSU costs to be competitive, he was convinced that paid parental leave is important but a significant investment. But we need to figure out how to balance it financially.

There were no more questions. Senate will vote on whether or not to endorse the committee’s recommendation: 12 weeks leave at 90% of the employee’s salary.

Votes: 21/21 in favor.

Adjournment:

The agenda not being completed, Chair Meeuf called for a motion to adjourn. So moved (Fairley/Lee-Painter). Meeting adjourned at 5:00pm.

Respectfully Submitted,

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

University of Idaho
2021 – 2022 Faculty Senate Agenda

Meeting # 22

Tuesday, March 01, 2022, at 3:30 pm
Zoom Only

- I. Call to Order
- II. Approval of Minutes (Vote)
 - Minutes of the 2021-22 Faculty Senate Meeting #21 (February 22, 2022) **Attach. #1**
- III. Consent Agenda (Vote)
- IV. Chair’s Report
- V. Provost’s Report
- VI. Committee Reports (Vote)
 - FSH 1565 Teaching Committee - Aaron Johnson **Attach. #2**
 - FSH 3160 Academic Freedom - **Attach. #3**
- VII. Other Announcements and Communications
 - Parental Leave - Erin Chapman
- VIII. Special Orders
- IX. New Business
- X. Adjournment

Attachments:

- **Attach. #1:** Mtg #21 Minutes
- **Attach. #2:** FSH 1565
- **Attach. #3:** FSH 3160

* Changes to the Administrative Procedures Manual (APM): Please forward any questions or comments directly to both the policy coordinator at ui-policy@uidaho.edu and to the policy originator (listed on the cover sheet) within five working days of the senate meeting at which the APM item is presented.

2021 – 2022 Faculty Senate – Pending Approval

Meeting # 21

Tuesday, February 22, 2022, 3:30 pm – 5:00 pm

Zoom only

Present: Becker, Bridges, Chapman, Dahlquist, Fairley, Hickman, Hoffmann, Torrey Lawrence (w/o vote), Lee-Painter, Meeuf (Chair), Mittelstaedt, Ogborn, Paul, Quinnett, Rashed, Rinker, Roberson, Rose, Sammarruca (w/o vote), Schiele, A. Smith, R. Smith, Schwarzlaender, Tenuto, Thorne, Wargo

Absent: Ahmadzadeh (excused), Gauthier, McIntosh, Castillo

Also present: Matt Powell (alternate for Ahmadzadeh)

Guests: Rebecca Frost, Blaine Eckles

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

Approval of Minutes (vote):

- Minutes of the 2021-22 Meeting #20 – Attach. #1.
The minutes of the 2021-22 Meeting #20 were approved as distributed.

Consent Agenda:

- Scientific Misconduct Committee Membership – Attach. #2
Approved.

Chair's Report:

- At its meeting last week, the State Board of Education approved the new policy on Academic Rights and Responsibilities, which provides a much more detailed and clear set of expectations around academic freedom for faculty, students, and institutions. The leaders of all the Faculty Senates at the four-year institutions authored a joint letter of support for the policy that was read at the meeting. As soon as the new policy is online, I will share the link, but the version that I shared last term is the version that was approved. Big thanks to Senator Deb Thorne, Provost Torrey Lawrence, and Vice Provost for Student Affairs Blaine Eckles for their hard work getting this policy drafted and representing the University of Idaho in those conversations.
- Our Faculty Secretary Francesca Sammarruca is in her third year in this position, and so Provost Lawrence and I will be conducting a review of her service thus far. Here is a [link](#) that faculty and staff can use to send us feedback on the Faculty Secretary's performance, and we will distribute the link via this week's Talking Points. If anyone has questions or wants to send feedback directly, they can reach out to me.
- [Reminder: our next University Faculty Meeting is tomorrow, Wednesday, February 23, at 2:30 pm. Please encourage your constituents to attend!](#) If we get a quorum, we will be voting on the policies and curricular changes we have been discussing the past few weeks. President Green is unable to attend, but Provost Lawrence will be there for updates and Q&A.

There were no questions for the Chair.

Provost's Report:

- Join us for Vandals Reflecting Town Hall, Thursday, March 3, 2:30-4 pm, in the Vandal Ballroom, Bruce Pitman Center (as space permits) and online. [RSVP is required](#) for participation both in

person and online. (Note corrected date from the original announcement.) Two years after the onset of COVID-19, this is an opportunity for all U of I employees to come together and reflect on the challenges we faced and overcame together and how to move forward stronger and more united.

- A reminder that there will be two commencement ceremonies in Moscow, one in Boise, and one in Idaho Falls.
- The next “Talks with Torrey” is canceled because of the University Faculty Meeting that afternoon. Please bring your questions.
- The deadline for requesting extensions to the P&T timeline and to request early consideration is March 15. Please visit <https://www.uidaho.edu/provost/faculty/tenure> and go to “Forms.” Faculty who wish to request extension or early consideration need to work with their chair and dean.
- Follow up on the question from two weeks ago about the use of consultants at U of I. Consultants are called in a variety of situations. For instance, it may be necessary to consult with targeted experts who have access to data we may otherwise be unable to access, such as data about other institutions. These situations are usually one-time events. Some of our subscriptions (e.g. the one with have with EMSI to get market data) belong in a different category. For each case, we make individual decisions after a careful cost-benefits analysis considering costs, current resources, and expected return.

Discussion:

A Senator commented that the frustration some faculty have expressed about this topic may be related to the fact that they feel uninformed about and disconnected from the outcomes of those decisions. Another Senator reported that some of his constituents feel particularly frustrated about the use of consultants in SEM. Improved communication might help. The provost noted that sharing information in appropriate ways can certainly be done, following reporting lines. For instance, SEM reports to the Provost, who is happy to hear people’s concerns. But discussions that may involve personnel issues are not appropriate for Senate meetings.

The discussion moved to COVID-19 and President Green’s recent memo indicating the possibility to relax the mask mandate as the positivity rate goes down rapidly in our area. Provost Lawrence responded that changes in protocol could be part of a transition to a phase where we learn how to live with the circumstances and settle into some kind of new “normal”. Tomorrow, university officials will meet with Gritman and Public Health. Hopefully, next week there will be more information about what the next phase may look like.

There were no more questions or comments for the Provost.

Committee Reports:

- UCC 43 Regulation J-3-e additions and removals – Rebecca Frost, Attach. #3
Rebecca Frost gave a brief description of the proposed changes to J-3-e Humanistic and Artistic Ways of Knowing (6 credits, from two different disciplines), and Social and Behavioral Ways of Knowing (6 credits, from two different disciplines). There were no questions.
Vote: 21/22 in favor; 1/22 against. Motion passes.
- UCC 44 Regulation J-3-f additions and removals– Rebecca Frost, Attach. #4

As we live in an increasingly diverse and multicultural world, the additional courses will prepare students to understand, communicate, and collaborate with those from diverse communities within the United States and throughout the world. There were no questions.

Vote: 22/22 in favor. Motion passes.

- UCC 45 Regulation J-3-g removal – Rebecca Frost, Attach. #5
This change removes ANTH 416 Qualitative Social Science Methods from the list of approved Senior Experience courses.
Responding to a question about the reason for the removal, Rebecca Frost said that there are other classes students can take for their Senior Experience.
Vote: 22/22 in favor. Motion passes.
- UCC 50 Regulation J changes for AS degrees – Rebecca Frost, Attach. #6
These changes are contingent on the University being granted board approval to offer AS degrees. General Education requirement language needs to be changed to accommodate new AS degrees. Please see attached file for markup as it will appear in the catalog.
To the question whether “Undergraduate Degrees” (as in the new language) is understood to include AS degrees, Rebecca Frost answered in the affirmative.
Vote: 22/22 in favor. Motion passes.

Other Announcements and Communications:

- Student Mental Health Presentation – Blaine Eckles, Attach. #7
Dean of Students Blaine Eckles’s presentation can be found in the binder for this meeting. The slides survey data from the 2021 National College Health Assessment (18.5% response rate for U of I). Dean Eckles went over the main factors that negatively impacted academic performance, level of stress and to which extent students reached out to mental health care providers, CARE report statistics, how to recognize signs of mental health issues, and how faculty can help, ending with education opportunities and available (campus and community) resources. Senators had appreciative comments for the presentation.

Discussion:

A Senator asked whether only undergraduate students were surveyed. Dean Eckles responded that both graduate and undergraduate students were invited to participate, but most of the students who responded were undergraduate. The data being presented are not broken out by graduate or undergraduate status.

A Senator commented that, while a waiting time of seven to ten days seems reasonable for the first appointment, he is aware of cases when students waited for two to three months for a follow-up meeting with a care provider. Dean Eckles replied that it really depends on the particular student issue. For instance, the student wishes to meet with a counselor, but they are recommended to talk to the only psychiatric nurse practitioner, who's the only person who can write prescriptions for medications. He is booked all day every day, and so it may take some time to get in. But there is a case manager in the Counseling Center that will work to connect the student with community resources as needed, and the team is very skilled, including nine psychologists. Should faculty become aware of students who encountered problems with long waiting times, they should let Dean Eckles know or reach out to the director of the counseling center. On a positive note: we can also support and counsel students who are not on the Moscow campus, who are now able to access our counselors by Zoom appointment.

A Senator pointed out the Latah County Recovery Center, which is a community resource that students may not be aware of. He then underlined the importance of filing CARE reports before

the situation gets worse or even out of control (self-harm, violence, etc.). Blaine Eckles thanked the Senator for his input. He recommended to get in touch with the director of counseling services, Dr. Greg Lambeth, who is an expert on violence and risk assessment. Typically, students are first connected with on-campus resources, but case managers are very well aware of the Latah County Recovery Center and other wonderful resources here in our community, and have referred students to those services.

Recalling that academic performance was identified as a primary concern in the survey, Chair Meeuf asked what we can we do, as faculty, to support students academically. Dean Eckles suggested that the best approach is to do what faculty have been doing this entire time: provide care and support, be flexible whenever possible, help them realize that failure is a part of life. It may be possible to find creative ways to help a student catch up, even though they feel there is no hope.

Blaine Eckles concluded by thanking the faculty for their hard work to support our students and with a reminder that engagement is the most important factor in student success.

New Business:

None.

Adjournment:

The agenda being completed, Chair Meeuf adjourned the meeting at 4:33pm.

Respectfully Submitted,

Francesca Sammaruca
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 1565 ACADEMIC RANKS AND RESPONSIBILITIES**

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: University Teaching Committee

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.
The primary purpose for making the proposed changes to 1565 is to provide a stronger/clearer signal to faculty with teaching responsibilities about the variety of ways that they may evaluate their teaching effectiveness. For example, currently mid-term formative evaluation of instruction (FSH 2700 B-6) is effectively hidden in policy. FSH 1565 currently includes a paragraph about validating/evaluating teaching, with no mention of mid-term evaluations, and with an incomplete list of additional methods for evaluating teaching. We concluded that the proposed language strengthens that paragraph; thereby signaling to faculty about the variety of means by which they could evaluating their teaching effectiveness.

2. **Fiscal Impact:** What fiscal impact, if any, will this addition, revision, or deletion have?
No fiscal impact.

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

We are confident that the various sections of FSH that are sufficiently interconnected with respect to the proposed changes have been addressed.

- FSH 3320 Annual Evaluation currently points to Position Description (i.e., FSH 3050)
- FSH 3050 Position Description currently points to FSH 1565 Academic Ranks and Responsibilities
- FSH 1565 currently points to FSH 3050
- In the proposed change FSH 3500 would now point to FSH 1565
- In the proposed change FSH 1565 would now point to FSH 2700

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

ACADEMIC RANKS AND RESPONSIBILITIES

PREAMBLE: This section defines the various academic ranks, both faculty and non-faculty (e.g. graduate student appointees and postdoctoral fellows), and their responsibilities. Subsections A, C, D, E, F, and I should be read in conjunction with the policy and procedures concerning granting of tenure and promotions in rank which are contained in 3520 and 3560 (subsection I only in conjunction with 3560). Most of the material assembled in this section was a part of the original 1979 Handbook. The material in section I was added July, 1987. The definitions of 'postdoctoral fellow' (J-5), 'graduate assistant' (K-3) and 'research fellow' (K-4) were revised in July 1996. Section J-1, voting rights for lecturers, was changed in July 2001. Section A was substantially revised in July 1994, so as to underline better the importance of both teaching and scholarship. At that time the so-called "Voxman Amendment" (the addition of 'in the classroom and laboratory' to the list of possible venues wherein the evaluation of scholarship might take place) made its first appearance. Section A underwent additional substantial revision in July 1998 and July 2006, always with the hope of creating greater clarity in a complex subject. Extensive revisions along those same lines were made to B (entirely new and in 2008 B was moved to 3570), C, D, and E, in July 1998. Further, less extensive revisions were made to C-1, D-1, and E-1 in July 2000. In July 2008, this section was reorganized to better reflect classifications as stated in FSH 1520 Article II, no substantive changes were made to policy. In 2009 changes to the faculty position description and evaluation forms integrating faculty interdisciplinary activities into the evaluation processes were incorporated into this policy as of January 2010. Ranks for Associated Faculty in F were removed because the promotion process as detailed in 3560 for faculty ranks was deemed excessive for associated faculty. Those currently holding a specific rank in adjunct or affiliate will retain that privilege. In July 2010 the affiliate and adjunct terms were switched to conform to national norms and rank of Distinguished Professor was added. In July 2011 voting for associated faculty was clarified and Clinical Faculty under "G. Temporary Faculty" moved to "D. University Faculty" as D-9 and was revised. In July 2012 edits were made to the Distinguished Professor under D-8 and to the qualifications for Emeritus status and a search waiver under E. In July 2013 definitions for research and teaching assistants were more clearly defined. In January 2014 the time necessary to qualify for Emeritus status was redefined and in July 2014 the cap on non-tenure track faculty appointments in a unit was adjusted and promotion processes clarified and revised. In July 2018 a new category for graduate support assistants was added to address needs that are not covered under the role of a typical teaching or research assistant position. . In 2020 policy on office hours was moved from FSH 3240 to C-1.c. :changes were made to sections C-1 and C-3 to ensure that faculty efforts in the areas of teaching, advising, and outreach and extension are properly credited; policy on emeritus status was extensively revised to provide greater clarity, ensure conformity with labor law, and add the ability to revoke emeritus status in exceptional circumstances; and section D-5 Librarian was revised to provide more flexibility in recruiting efforts. Further information may be obtained from the Provost's Office (208-885-6448). [rev. 7-98, 7-00, 7-01, 7-06, 1-08, 7-08, 1-10, 7-10, 7-11, 7-12, 7-13, 7-14, 7-18, 7-20]

CONTENTS:

- A. Introduction
- B. Definitions
- C. Responsibility Areas
- D. University Faculty
- E. Emeriti
- F. Associated Faculty
- G. Temporary Faculty
- H. Non-Faculty
- I. Qualification of Non-faculty Members for Teaching UI Courses

A. INTRODUCTION. [rev. 7-98]

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

In order to carry out its functions and to serve most effectively its students and the public, the university supports

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the diversification of faculty roles. Such diversification ensures an optimal use of the university's faculty talents and resources. *[rev. 7-06]*

Diversification is achieved through developing a wide range of faculty position descriptions that allow the faculty to meet the varying responsibilities placed upon the institution, both internally and externally. No more than 25 percent, or a lower limit as defined by the department or similar unit's by-laws, of the faculty positions in any department or similar unit may be held by instructors, senior instructors, and lecturers who have voting privileges under FSH 1520 II, Section 1. While the capabilities and interests of the individual faculty members are to be taken into account, it is essential that individual faculty position descriptions are consonant with carrying out the roles and mission of the university, the college, and the unit. Annual position descriptions are developed by the unit head in consultation with the unit faculty and with the incumbent or new faculty member. In each college, all position descriptions are subject to the approval of the dean and must be signed by both unit head and faculty member. If the faculty member, unit head, and dean are unable to reach agreement on the position description, the faculty member may appeal the unit head's decision to the Faculty Appeals Hearing Board [FSH 3840]. *[ed. 1-10, rev. 7-14]*

As indicated in Section 3320 A-1, faculty performance evaluations that are used for yearly, third-year and periodic reviews as well as for promotion, tenure, and post-tenure decisions are to be based on faculty members' annual position descriptions (FSH 3050). Each unit will develop substantive criteria in its bylaws for promotion and review of its faculty (FSH 1520 II, Section 1). *[ed. 1-08, 7-10, 7-14]*

Faculty members shall conduct themselves in a civil and professional manner (see FSH 3160 and 3170). *[add. 1-10]*

B. DEFINITIONS: *[add. 1-10]*

B-1. Advancement: focuses on fostering relationships, building partnerships, creating awareness and generating support with alumni, donors, leaders, business partners, legislators and the community for the university's mission in academics, scholarship and outreach (see the office of University Advancement at <http://www.uidaho.edu/givetooidaho/meetourpeople/universityadvancementvpoffice.aspx>).

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

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

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

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

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

B-7. Professional Development: a learning process that expands the capacity of the faculty member to advance in

¹ National Academy of Science

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the responsibilities as defined in his/her position description and aligns with the university's goals. Examples include but are not limited to participation in conferences, continuing professional education (including credit and noncredit courses) and other activities that enhance a faculty member's expertise and ability.

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

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

B-10. Unit Administration: includes assisting higher administration in the assignment [3240 A] and in the evaluation [3320 and 3340] of the services of each member of the unit's faculty and staff; promoting effective leadership of personnel and management of unit resources; providing leadership in the development and implementation of unit plans; providing for open communication with faculty and staff; fostering excellence in teaching, scholarship and outreach for faculty, students, and staff in the unit; effectively representing all constituents of the unit; and continuing personal professional development in areas of leadership.

C. RESPONSIBILITY AREAS: Faculty members are expected to contribute in each of the four major responsibility areas (C-1 through C-4 below). Expectations are more specifically defined in the individual position description and are consistent with unit by-laws. Each responsibility area may include activities in advancement, extramural professional service, interdisciplinary, and/or professional development. [add. 1-10]

C-1. TEACHING AND ADVISING: The university's goal is to engage students in a transformational experience of discovery, understanding and global citizenship. Faculty achieve this goal through effective instructing, advising and/or mentoring of students. [add. 1-10]

a. Teaching: Effective teaching is the foundation for both the advancement and transmission of knowledge. The educational function of the university requires the appointment of faculty members devoted to effective teaching. Teaching may take many different forms and any instruction must be judged according to its central purposes. Active participation in the assessment of learning outcomes is expected of all faculty at the course, program, and university-wide levels. Individual colleges and units have the responsibility to determine appropriate teaching loads for faculty position descriptions. Teaching appointments must be reflected by hours and level of effort spent in teaching activity, and justified in position descriptions. Any adjustments to a teaching appointment (e.g. teaching unusually large classes, team-teaching, teaching studios or laboratories, intensive graduate or undergraduate student mentoring, technology-enhanced teaching, and others) must be documented in the position description. [rev. 7-06, 3-20, ed. 1-10]

~~Evidence The validation of teaching effectiveness shall may include sStudent feedback onEvaluations of tTeaching (SETs), and may include course -design reviews, teaching -observations, peer evaluations, self-assessment, learning -outcome assessment data, teaching recognition and awards, scholarship in teaching and learning (FSH 1565 C-2.a), mid-term formative evaluation of instruction (FSH 2700 B-6), or other documentation of effective or innovative teaching, teaching. Additional information about evidence of teaching effectiveness can be found through the Provost's Office. recognition and awards, and teaching loads.~~
[add. 1-10, rev. 3-20]

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

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college, unit, or professional organizations to enhance a faculty member's capacity to advise. [add. 7-06, rev. 1-08, 3-20 ed. 1-10]

Effective advising performance may be documented by: (1) the evaluation of peers or other professionals in the unit or college; (2) undergraduate or graduate student advisees' evaluations; (3) level of activity and accomplishment of the student organization advised; (4) evaluations of persons being mentored by the candidate; (5) number of undergraduate and graduate students guided to completion; and (6) receiving awards for advising, especially those involving peer evaluation. [add. 7-06, ed. 1-10]

C-2. SCHOLARSHIP AND CREATIVE ACTIVITIES: Scholarship is creative intellectual work that is communicated and validated. The creative function of a university requires the appointment of faculty members devoted to scholarship and creative activities. The university promotes an environment that increases faculty engagement in interdisciplinary scholarship. The university's Carnegie designation as "research university high" fosters an emphasis on scholarly and creative activities. [rev. 1-10]

Scholarship and creative activities take diverse forms and are characterized by originality and critical thought. Both must be validated through internal and external peer review or critique and disseminated in ways having a significant impact on the university community and/or publics beyond the university. Both are ongoing obligations of all members of the faculty. [rev. 7-06, 1-10]

The basic role of a faculty member at the University of Idaho is to demonstrate and validate continuing sound and effective scholarship in the areas of teaching and learning, artistic creativity, discovery, integration, and outreach/application/engagement. While these areas may overlap, these distinctions are made for purposes of defining position descriptions and for developing performance standards. Units and colleges shall adopt criteria for the evaluation of scholarship and creative activities. Demonstrated excellence that is focused in only one of these scholarship and creative activity areas is acceptable if it is validated and judged to be in the best interests of the institution and the individual faculty member. [rev. 7-06, 1-10]

a. Scholarship in Teaching and Learning: can involve classroom action research (site-specific pedagogy), qualitative or quantitative research, case studies, experimental design and other forms of teaching and learning research. It consists of the development, careful study, and validated communication of new teaching or curricular discoveries, observations, applications and integrated knowledge and continued scholarly growth. Evidence that demonstrates this form of scholarship might include: publications and/or professional presentations of a pedagogical nature; publication of textbooks, laboratory manuals, or educational software; advancing educational technology; presentation in workshops related to teaching and learning; development and dissemination of new curricula and other teaching materials to peers; and individual and/or collective efforts in securing and carrying out education grants. [ed. 7-00, rev. 7-06]

The validation of scholarship in the area of teaching and learning is based in large measure on evaluation by the faculty member's peers both at the University and at other institutions of higher learning. [rev. 7-06]

b. Scholarship in Artistic Creativity: involves validated communication and may be demonstrated by significant achievement in an art related to a faculty member's work, such as musical composition, artistic performance, creative writing, mass media activity, or original design. [rev. 7-06, 1-10]

The validation of scholarship in the area of artistic creativity is based in large part on the impact that the activity has on the discipline and/or related fields as determined by the peer review process. Many modes of dissemination are possible depending on the character of the art form or discipline. For example, a published novel or book chapter for an anthology or edited volume or similar creative work is regarded as scholarship. Each mode of dissemination has its own form of peer review that may include academic colleagues, practitioner or performance colleagues, editorial boards, and exhibition, performance, or competition juries. [rev. 7-06]

c. Scholarship in Discovery: involves the generation and interpretation of new knowledge through individual or collaborative research. It may include: novel and innovative discovery; analyzing and synthesizing new and

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existing knowledge and/or research to develop new interpretations and new understanding; research of a basic or applied nature; individual and collaborative effort in securing and carrying out grants and research projects; membership on boards and commissions devoted to inquiry; and scholarly activities that support the mission of university research centers. *[rev. 7-06]*

Evidence of scholarship in this area may include: publication of papers in refereed and peer reviewed journals; published books and chapters; published law reviews; citation of a faculty member's work by other professionals in the field; published reviews and commentary about a faculty member's work; invited presentations at professional meetings; seminar, symposia, and professional meeting papers and presentations; direction and contribution to originality and novelty in graduate student theses and dissertations; direction and contribution to undergraduate student research; awards, scholarships, or fellowships recognizing an achievement, body of work, or career potential based on prior work; appointment to editorial boards; and significant scholarly contributions to university research centers. The validation of scholarship in the area of discovery is based on evaluation by other professionals in the faculty member's discipline or sub-discipline. *[rev. 7-06]*

d. Scholarship of Integration: often interdisciplinary and at the borders of converging fields, is the serious, disciplined work that seeks to synthesize, interpret, contextualize, critically review, and bring new insights into, the larger intellectual patterns of the original research. Similar to the scholarship of discovery, the scholarship of integration can also seek to investigate, consolidate, and synthesize new knowledge as it integrates the original work into a broader context. It often, but not necessarily, involves a team or teams of scholars from different backgrounds working together, and it can often be characterized by a multidisciplinary or interdisciplinary investigative approach. The consolidation of knowledge offered by the scholarship of integration has great value in advancing understanding and isolating unknowns. Beyond the differences, the scholarship of integration can include many of the activities of scholarship of discovery and thus may be rigorously demonstrated and validated in a similar manner. *[add. 7-06]*

e. Scholarship of Outreach/Application/Engagement: These activities apply faculty members' knowledge and expertise to issues that impact individuals, communities, businesses, government, or the environment. Examples may include economic development, environmental sustainability, stimulation of entrepreneurial activity, integration of arts and sciences into people's lives, enhancement of human well being, and resolution of societal problems. Like other forms of scholarship and creative activities, the scholarship of outreach/application/engagement involves active communication and validation. Examples of validation may include (but are not limited to): peer reviewed or refereed publications and presentations; patents, copyrights, or commercial licensing; adoption or citation of techniques as standards of practice; invited presentation at a seminar, symposium or professional meeting; and citations of the faculty member's work. *[add. 7-06, rev. 1-10]*

C-3. OUTREACH and EXTENSION: Outreach activities are originated by every unit on UI's Moscow campus and from each of the University's physical locations around the state. *[add. 1-10]*

Outreach includes a wide variety of activities including, but not limited to, (a) extension (see 1565 B); (b) teaching, training, certification, and other dissemination of information to the general public, practitioner, and specialty audiences; (c) volunteer development and establishment/maintenance of relationships with private and public organizations; (d) unpaid extramural consultation and other professional services to individuals, organizations, and communities; and (e) undergraduate and graduate student recruiting activities. Delivery mechanisms include distance education, service learning, cooperative education, technology transfer, noncredit courses, workshops, presentations, and publications. Most of the examples provided, such as distance education, are not exclusively outreach. Instead, they lie at the intersection of outreach and teaching or research. Likewise, professional services may be associated with teaching, scholarship, or university service and leadership. A faculty member's position description specifies where his or her activities will be counted. *[rev. 1-10, 3-20]*

Evidence of effective outreach activities may include, but are not limited to, (1) documentation of the process by which needs were identified and what steps were taken to deliver carefully planned and implemented programs; (2) numbers of individuals and types of audiences affected; (3) evaluation by participants in outreach activities; (4)

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other measures of significance to the discipline/profession, state, nation, region and/or world; (5) quantity and quality of outreach publications and other mass-media outlets; (6) evaluation of the program's effects on participants and stakeholders; (7) awards, particularly those involving peer evaluation; (8) letters of commendation from individuals within organizations to whom service was provided; (9) service in a leadership role of a professional or scientific organization as an officer or other significant position; and (10) other evidence of professional service oriented projects/outputs. *[rev. 1-10]*

C-4. UNIVERSITY SERVICE AND LEADERSHIP: The university seeks to create formal and informal organizational structures, policies, and processes that enable the university community to be effective, while also fostering a climate of participatory decision making and mutual respect. *[add. 1-10]*

a. Intramural service is an essential component of the University of Idaho mission and is the responsibility of faculty members in all units. Service by members of the faculty to the university in their special capacities as scholars should be a part of both the position description and annual performance review. *[add. 7-06, rev. 1-08, ed. 1-10]*

Within the university, intramural service includes participation in unit, college, and university committees, and any involvement in aspects of university governance and academic citizenship. University, college, and unit committee leadership roles are seen as more demanding than those of a committee member or just regularly attending faculty meetings. Because faculty members play an important role in the governance of the university and in the formulation of its policies, recognition should be given to faculty members who participate effectively in faculty and university governance. Intramural service can include clinical service, routine support, and application of specialized skills or interpretations, and expert consultancies. The beneficiaries of these forms of service can be colleagues and co-workers. *[rev. 1-10]*

Effective performance in intramural service may be documented by a variety of means. Examples include: (1) letters of support from university clientele to whom your service was provided; (2) serving as a member or chairperson of university, college, or unit committees; and (3) receiving University service awards, especially those involving peer evaluation. *[rev. 1-10]*

b. Administration:

(1) Unit Administration (see FSH 1565 B): FSH 1420 E describes the responsibilities and the selection and review procedures for unit administrators. Unit administration is not normally considered in tenure and promotion deliberations; it is accounted for insofar as expectations are proportionally adjusted in the other sections of the position description. For faculty in nonacademic units (e.g. faculty at large), administration may be considered in tenure and promotion deliberations. *[add. 7-06, rev. 1-10]*

(2) Other: Effective conduct of university programs requires administrative activities that support scholarship, outreach and teaching. Program support activities are to be noted in position descriptions and performance reviews. The role of the principal or co-investigator of a university program or project may include the following administrative responsibilities: (1) budgetary and contract management; (2) compliance with University purchasing and accounting standards; (3) supervision and annual review of support personnel; (4) purchasing and inventory management of goods; (5) graduate student and program personnel recruitment, training in University procedures/policies, and annual review; (6) collaborator coordination and communication; (7) management of proper hazardous waste disposal; (8) laboratory safety management; (9) authorization and management of proper research animal care and use; (10) authorization and management of human subjects in research; (11) funding agency reporting; (12) intellectual property reporting; and (13) compliance with local, state, and federal regulation as well as University research policy. *[add. 7-06, rev. 1-10]*

Demonstration of effective administration may be documented by a variety of means. Examples include: (1) compliance with applicable rules, standards, policies, and regulations; (2) successful initiation, conduct and closeout of research contracts and grants as evidenced by timely reporting and budget management; (3) completion of the research contract or proposal scope-of-work; organized program operations

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including personnel and property management. Documentation of effective university program operation, beyond scholarship, may also include input by graduate and undergraduate students participating in the university program; and input by collaborators, cooperators, funding agency and beneficiaries of the program. Documentation of effective administration may include evaluations by faculty and staff, as well as objective measures of performance under the incumbent's leadership. *[add. 7-06, rev. 1-10]*

D. UNIVERSITY FACULTY (FSH 1520 Article II):

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

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

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

D-2. FACULTY:

a. Assistant Professor. Appointment to this rank normally requires the doctorate or appropriate terminal degree. In some situations, however, persons in the final stages of completing doctoral dissertations or with outstanding talents or experience may be appointed to this rank. Evidence of potential effective teaching and potential scholarship in teaching and learning, artistic creativity, discovery, and outreach/application/engagement is a prerequisite to appointment to the rank of assistant professor. Appointees in this rank have charge of instruction in assigned classes or laboratories and independent or shared responsibility in the determination of course objectives, methods of teaching, and the subject matter to be covered. Assistant professors are expected to demonstrate the ability to conduct and direct scholarly activities, and to provide intramural and extramural professional service. *[1565 C] [rev. 7-98, 7-00, 1-10, ed. 7-12]*

b. Associate Professor. Appointment or promotion to this rank normally requires the doctorate or appropriate terminal degree. In some situations, however, persons with outstanding talents or experience may be appointed or promoted to this rank. Associate professors must have demonstrated maturity and conclusive evidence of having fulfilled the requirements and expectations of the position description. An appointee to this rank will have demonstrated effective teaching or the potential for effective teaching, the ability to conduct and direct scholarly activities in his or her special field, and provide service to the university and/or his or her profession. Evidence of this ability includes quality publications or manuscripts of publishable merit; and/or unusually productive scholarship in teaching and learning; and/or significant artistic creativity; and/or major contributions to the scholarship of outreach/application/engagement. Associate professors generally have the same responsibilities as those of assistant professors, except that they are expected to play more significant roles in initiating, conducting, and directing scholarly activities, and in providing intramural and extramural professional service. *[1565 C] [rev. 7-98, 1-10, rev. and ren. 7-00]*

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c. Professor. Appointment or promotion to this rank normally requires the doctorate or appropriate terminal degree. A professor should have intellectual and academic maturity, demonstrated effective teaching or the potential for effective teaching and the ability to organize, carry out, and direct significant scholarship in his or her major field. A professor will have made major scholarly contributions to his or her field as evidenced by several quality publications and/or highly productive scholarship in one or more of the areas of teaching and learning, discovery, artistic creativity, and outreach/application/ engagement. Professors have charge of courses and supervise research, and are expected to play a major role of leadership in the development of academic policy, and in providing intramural and extramural professional service. [1565 C] *[rev. 7-98, 1-10, rev. and ren. 7-00]*

D-3. RESEARCH FACULTY:

a. Assistant, Associate and Professor. Appointment to these ranks requires qualifications, except for teaching effectiveness, that correspond to their respective ranks as for faculty in D-2 above. *[ed. 7-12]*

D-4. EXTENSION FACULTY:

a. Extension Faculty with Rank of Instructor. Appointment to this rank requires: sound educational background and experience for the specific position; satisfactory standard of scholarship; personal qualities that will contribute to success in an extension role; evidence of a potential for leadership, informal instruction, and the development of harmonious relations with others. *[rev. 7-98]*

b. Extension Faculty with Rank of Assistant Professor. Appointment to this rank requires a master's degree along with the qualifications of extension faculty with rank of instructor and: demonstrated leadership ability in motivating people to analyze and solve their own problems and those of their communities; evidence of competence to plan and conduct an extension program; a record of effectiveness as an informal instructor and educational leader; proven ability in the field of responsibility; evidence of continued professional growth through study and participation in workshops or graduate training programs; acceptance of responsibility and participation in regional or national training conferences; membership in appropriate professional organizations, and scholarship in extension teaching or practical application of research; demonstrated ability to work in harmony with colleagues in the best interests of UI and of the people it serves. *[rev. 7-98]*

c. Extension Faculty with Rank of Associate Professor. In addition to the qualifications required of extension faculty with rank of assistant professor, appointment or promotion to this rank requires: achievement of a higher degree of influence and leadership in the field; continued professional improvement demonstrated by keeping up to date in subject matter, extension teaching methods, and organization procedures; progress toward an advanced degree if required in the position description; demonstrated further successful leadership in advancing extension educational programs; evidence of a high degree of insight into county and state problems of citizens and communities in which they live, and the contribution that education programs can make to their solution; an acceptance of greater responsibilities; a record of extension teaching or practical application of research resulting in publication or comparable productivity; a reputation among colleagues for stability, integrity, and capacity for further significant intellectual and professional achievement. These activities may occur in a domestic or international context. *[rev. 7-98, ed. 1-10]*

d. Extension Faculty with Rank of Professor. In addition to the qualifications required of extension faculty with rank of associate professor, appointment or promotion to this rank requires: regional or national recognition in the special professional field or area of responsibility; a record of successful organization and direction of county, state, or national programs; an outstanding record of creative extension teaching or practical application of research resulting in significant publications or comparable scholarship; active membership and effective participation in professional committee assignments and other professional organization activities; demonstrated outstanding competence in the field of responsibility; achievement of full maturity as an effective informal teacher, wise counselor, leader of extension educational programs, and representative of the university. These activities may occur in a domestic or international context. *[rev. 7-98, ed. 1-10]*

D-5. LIBRARIAN:

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a. Librarian with Rank of Instructor. Appointment to this rank requires an advanced degree in library science from a library school accredited by the American Library Association or an equivalent terminal degree and relevant experience and: (a) evidence of potential for successful overall performance and for development as an academic librarian; (b) when required for specific positions (e.g., cataloger, assistant in a subject library), knowledge of one or more subject areas or pertinent successful experience in library work. {rev. 7-20}

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

c. Librarian with Rank of Associate Professor. Appointment or promotion to this rank requires the qualifications applicable to the lower ranks of librarians and: (a) acceptance of greater responsibilities, and conclusive evidence of success in the performance of them, e.g., bibliographical research performed in support of research activities of others; development of research collections; the preparation of internal administrative studies and reports; interpreting, and facilitating effective use of, the collections; effectively applying bibliographic techniques for organizing library collections; effective supervision of an administrative unit; (b) evidence of further professional growth, as demonstrated by keeping up to date in subject matter, methods, and procedures and by practical application of research resulting in significant improvement of library operations or in publication; effective participation in the work of appropriate professional organizations; and/or formal study, either in library science or in pertinent subject areas; (c) evaluation by colleagues as a person of demonstrated maturity, stability, and integrity, with the capacity for further significant intellectual and professional achievement. These activities may occur in a domestic or international context. [ed. 1-10]

d. Librarian with Rank of Professor. Appointment or promotion to this rank requires the qualifications applicable to the lower ranks of librarians and: (a) demonstrated outstanding competence in the area of responsibility; (b) achievement of an outstanding record of creative librarianship, of effective administration, or of practical application of research resulting in significant publications or comparable productivity; (c) an additional degree in library science or in a pertinent subject area or equivalent achievement; (d) regional or national recognition for contributions to the profession based on publications or active and effective participation in the activities of professional organizations; (e) evaluation by colleagues as an effective librarian who will continue to recognize that optimum productivity is a reasonable personal goal. These activities may occur in a domestic or international context. [ed. 1-10]

D-6. PSYCHOLOGIST OR LICENSED PSYCHOLOGIST:

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

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

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c. Licensed Psychologist with Rank of Associate Professor. Appointment or promotion to this rank requires the qualifications applicable to the lower ranks of psychologists and: possession of a license as a psychologist in the state of Idaho; evidence of continued development of skills in counseling or therapy, as demonstrated by attendance at training workshops, personal study that leads to the presentation of workshops, classes, or seminars, or private study that leads to in-service training of personnel of the Counseling and Testing Center; evidence of continued professional development through service in professional organizations; evidence of effective teaching or training; completion of research that has resulted in quality publications or manuscripts of publishable merit, or the design and implementation of a continuing program in the Counseling and Testing Center that is of benefit to UI students and represents professional achievement of publishable merit; and continued service to the university and community through committee work or participation in community organizations. These activities may occur in a domestic or international context. *[ed. 1-10]*

d. Licensed Psychologist with Rank of Professor. Appointment or promotion to this rank requires the qualifications applicable to the lower ranks of psychologists and: demonstration of outstanding competence in counseling or therapy; establishment of an outstanding record in research and publication or in development of continuing programs that contribute to the betterment of university students; continued professional improvement through private study, directed study, or attendance at workshops, conventions, etc.; regional or national recognition for contributions to the profession through publication, presentation of workshops, or active and effective participation in the activities of professional organizations; and recognition by colleagues as an effective psychologist who realizes that optimum productivity is a reasonable personal goal. These activities may occur in a domestic or international context. *[ed. 1-10]*

D-7. OFFICER-EDUCATION: Appointment of persons to the faculties of the officer education programs was established for the purpose of ensuring the academic soundness of the programs. The dual role of these faculty members as military officers and academic instructors is recognized. The university expects the nominees to have demonstrated academic and intellectual capabilities and exemplary professional achievement. Specifically, UI expects: *[ed. 1-10]*

a. Academic Preparation. It is desirable for officer education faculty members to have at least a master's degree. In his or her most recent education, the officer should have a superior academic record as demonstrated by such measures as high grade-point average in graduate school, being in the upper half of the class in graduate school, or superior graduate-level ability as attested in letters of recommendation from graduate-school professors. *[ed. 1-10]*

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

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

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

e. Nominees who will pursue graduate studies at UI for one year before becoming an instructor will be given preliminary approval. In their last semester of full-time graduate enrollment, the service should submit the required information to the Officer Education Committee for regular, final approval. For preliminary approval, the officer should, in addition to the military requirement, show promise of being successful in graduate studies. This could be demonstrated by (a) a high score on the Graduate Record Examination, if taken, (b) full enrollment status as a graduate student at UI, (c) a high overall grade-point average in college (3.00 or above on a 4-point scale), (d) a high grade-point average in a major area, or (e) a good record in the final year of college and graduate-level ability as attested by letters of recommendation from college professors. *[rev. 1-10]*

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f. Appointment:

1. The following information is submitted by the nominee's service: (1) transcripts from undergraduate and graduate academic institutions; (2) transcripts or appropriate records from military schools and staff colleges; (3) at least three letters of recommendation from appropriate sources, such as former professors, military instructors, and supervisors or commanders. These letters should be concerned with matters such as the officer's civilian academic performance, military record and leadership ability, and actual or potential performance as a teacher. (Former supervisors or commanders could give their opinion based on the officer's demonstration of leadership ability and his or her experience as a training officer.); (4) a summary of the officer's duty assignments and military and teaching positions held; (5) copies of favorable communications from the officer's file.
2. The following is provided by the program unit concerned: (1) a description of the military schools attended and courses completed by the nominee; (2) a description of the positions held by the nominee; (3) an explanation of the appropriateness of the officer's experience and training to the courses he or she will teach.
3. Copies of the requested material are distributed by the local unit to the members of the Officer Education Committee at least 72 hours before the meeting at which the committee will consider the nominee. For appointments commencing in the fall, this information should normally be made available not later than the preceding May 1.
4. In the case of a person nominated to head an officer education program, UI may require a personal interview.
5. A minimum of two weeks, after receipt of all required information, is necessary for consideration of the nominee. UI notifies the nominee's service of its decision within one month.

D-8. UNIVERSITY DISTINGUISHED PROFESSOR: Acknowledgment of outstanding academic contributions to the university is appropriate and desirable. The rank of University Distinguished Professor² is bestowed upon University of Idaho faculty in recognition of sustained excellence in teaching, scholarship³, outreach, and service. The rank will be held for the remainder of the recipient's active service at the University; if the recipient leaves the University and is eligible for emeritus status, the rank will change to University Distinguished Professor Emeritus. The rank is highly honorific and therefore will be conferred on no more than three faculty members university-wide in any given academic year. Selection of University Distinguished Professors will reflect the diversity of scholarly fields at the University. University Distinguished Faculty will receive a stipend of at least \$5,000 per year for five years to be used to enhance salary or support professional activities (e.g., professional travel, student support, equipment, materials and supplies, etc.). Final discretion in conferring the rank of Distinguished Professor and the number of appointments in a given year resides with the President. [*add. 7-10, rev. 7-12, 8-12*]

a. Selection Criteria: In general, University Distinguished Professors will have received national and usually international recognition. They will have brought distinction to the University through their work. [*ed. 7-12*]

University Distinguished Professors will have achieved a superior record in the following areas: scholarly, creative, and artistic achievement; breadth and depth of teaching; and University service and service involving the application of scholarship, creative, or artistic activities to addressing the needs of one or more external publics. [*rev. 7-12*]

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

² As a result of Development Fund efforts, endowment support eventually may be obtained for many University Distinguished Fellowships, in which case a donor's name may be added to the title. [*ed. 7-12*]

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

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typically at the rank of Professor. [rev. 7-12]

b. Selection Process: University Distinguished Professorships will be awarded by the president upon recommendation of The University Distinguished Professorship Advisory Committee a standing committee composed of four faculty members and three deans. The committee members should reflect all dimensions of diversity in the university community. They will be appointed by the Provost to serve three-year terms on a staggered basis. Nominations will be made by Faculty Senate and the Academic Deans, in consultation with faculty and administrators of units. Committee members must be tenured professors who themselves have outstanding records of teaching, research and/or outreach. [rev. 7-12]

1. The Provost will request nominations from faculty, deans, directors and unit administrators annually. [rev. 7-12]
2. Written nominations will be submitted to the Provost and must include: [ed. 7-12]
 - a. A nominating letter with a brief summary of the candidate's achievements; [rev. 7-12]
 - b. The candidate's *curriculum vitae*, including a list of any significant previous awards;
 - c. Letters of endorsement from the appropriate deans and unit administrators or director(s). The candidate may also include a maximum of three additional letters of support, as appropriate, from students, colleagues at the University of Idaho, and/or other institutions. Letters should describe the impact of the nominee on her/his field, evidence of external recognition, and the context of her/his work over the course of her/his employment. [rev. 7-12]
3. The University Distinguished Professorship Advisory Committee reviews the nominations and makes recommendations to the Provost for transmittal to the President. [rev. 7-12]
4. Because the rank of University Distinguished Professorship is intended to be highly honorific, it is possible that in a given year no candidates will be selected. [ed. 7-12]
5. The applications of nominees who are not selected in the first year of nomination will remain active for a total of three years. Nominators will have the opportunity to update their nomination during subsequent years in which their candidate is under consideration.

D-9. CLINICAL FACULTY: Clinical faculty may be appointed for the purpose of performing practicum, laboratory, or classroom teaching. Clinical faculty is a non-tenure track position. Clinical faculty positions are appropriate for professional disciplines having strong applied and/or clinical elements or those serving university units or academic departments in a supporting capacity. Appointment to clinical-faculty status constitutes a recognition of the appointee's scholarly contributions and professional accomplishments, and confers responsibilities and privileges as stated in a below. Clinical faculty members may be appointed and/or promoted to the ranks of clinical assistant professor, clinical associate professor or clinical full professor. [rev. 7-11, ed. 7-14]

a. Responsibilities, Privileges, and Rights. A clinical faculty member has a primary employment responsibility in a UI unit. The relationship of a clinical faculty member to UI is essentially that of a collaborator with a UI unit, program, or faculty member. The guarantees afforded by the principle of academic freedom [see 3160] are extended to members of the clinical faculty. They have the same responsibilities and privileges as university faculty (FSH 1520 II 1) [rev. 7-11]

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

1. Clinical faculty members may have teaching as a primary or major responsibility; in addition, they may advise students on their academic or professional programs, participate in research projects, serve on graduate students' supervisory committees, engage in outreach and engagement activities, and act as expert advisers to faculty members or groups. [rev. 7-11]
2. The nature and extent of the services to be rendered are determined jointly by the clinical faculty member, his or her immediate supervisor, and the unit administrator(s) concerned.

b. Qualifications. Assignment to a clinical faculty position is based on demonstrated knowledge and experience, academic degrees, scholarly contributions, or other professional accomplishments comparable to those expected of faculty within the unit. [ed. 7-11]

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c. Conversion. Instructors and senior instructors who meet the qualifications for clinical faculty defined in D-9 b. may be considered for clinical faculty status upon the recommendation of the unit administrator and dean, subject to approval by the provost. Credit for prior equivalent experience may be granted by the provost up to a maximum of four years. Conversion of an existing tenure-track or tenure line in a unit to clinical status requires the approval of the dean and provost. A unit must demonstrate that a clinical position better advances the university's strategic goals than a tenure-track position. *[add. 7-11, ren. 7-14]*

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

E-1. PURPOSE. Emeritus status benefits both the university and emeriti by providing opportunities for emeriti to maintain ties with faculty members and continue service to the university and community. *[add. 2-20]*

E-2. ELIGIBILITY. A board-appointed, benefit-eligible member of the university faculty who holds one of the ranks described in 1565 D and who leaves the university and has a minimum of 8 years of service and attained the rule of 65 (age plus years of service is at least 65) is eligible for emeritus status. *[ed. 7-00, 7-02, 1-08, rev. 7-12, 1-14, 2-20]*

E-3. APPOINTMENT.

1. Faculty must request consideration for emeritus status. This request may be made in the notice of resignation or in a request made directly to the provost. This request may be made along with or at any point following the submission of the letter of resignation. If a faculty member who is eligible for emeritus status under section E-2 does not request consideration for emeritus status in their resignation letter, then their college or department will send a notice to the faculty member asking if they wish to request emeritus status. The college or department will send a similar notice to any eligible faculty who receives a terminal contract due to program closure or similar circumstances. *[rev. 2-20]*
2. In ordinary circumstances, the provost will grant emeritus status if the eligibility requirements specified in E-2 are satisfied. *[rev. 2-20]* In exceptional circumstances, the provost may suspend the above eligibility rules and award, deny, or revoke a faculty member's emeritus status with a written notification to the faculty member stating the reasons for the decision and notifying them of the ability to appeal. A faculty member may appeal this decision to the Faculty Senate Chair, Faculty Senate Vice Chair, and Faculty Secretary, where the provost's decision must be upheld by a unanimous vote in order to be enacted. Examples of exceptional circumstances include the reasons outlined in FSH 3910 A-1. *[add. 1-12, rev. 2-20]*
3. A list of emeriti is maintained by the Provost's office. *[rev. 2-20]*
4. Emeriti are responsible for updating contact information with the university. *[ed. 7-12, rev. 2-20]*

E-4. PRIVILEGES. *[rev. 2-20]*

- a. **Access.** Emeriti continue to have access to research, library, and other UI facilities. *[rev. 2-20]*
- b. **Participation.** UI encourages the voluntary continued participation of emeriti in the activities of the academic community. Emeriti may take an active role in the service and committee functions of their department, college, and the university as described in FSH 1520 II.2. Other activities are subject to approval by the provost. *[rev. 2-20]*
- c. **Title.** Emeriti may use the title "professor emeritus/emerita," "research professor emeritus/emerita," or "extension professor emeritus/emerita," as applicable. A faculty member without such rank has the designation "emeritus" or "emerita," as applicable, added to the administrative or service title held at the time of retirement.
- d. **Mail.** Departmental mailboxes continue to be available to emeriti who reside locally. Emeriti who have departmental mailboxes receive full distribution of departmental notices unless otherwise requested.
- e. **Office supplies.** Office supplies are available under regular departmental procedures. *[rev. 2-20]*
- f. **Postage.** Departmental postage may be used for professional mail.
- g. **Parking.** Emeriti receive one non-transferable gold parking permit annually. *[rev. 1-08, 2-20]*

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- h. Discount programs.** Emeriti receive any discounts available to other faculty members through various UI programs. *[rev. 2-20]*
- i. Functions.** Emeriti are invited to the same university, college, and departmental functions as active faculty. *[rev. 2-20]*
- j. Travel funding.** Travel funding may be used to support professional activities of emeriti in service to the university (e.g. guest lectures, research design, consultation, etc.). Emeriti may have a lower priority for travel funding than active faculty and such funding is at the discretion of the unit administrator or dean. *[rev. 2-20]*
- k. Office/lab space.** Offices and labs for emeriti are provided on a space-available basis as determined by the unit administrator or dean, giving higher priority to active faculty and unit needs. Office and lab space allocations to emeriti may be revoked upon 60 days' notice. *[rev. 2-20]*
- l. Information technology services.** Emeriti who elect to maintain an active computing account will retain access to services provided by Information Technology Services (ITS) including electronic communications (e.g., email, instant messaging, etc.), technical support, and offered software. *[add. 7-99, ren.1-08, ed. 7-12, rev. 7-15, 2-20]*

E-5. EMPLOYMENT OPPORTUNITIES. *[add. 1-12, rev. 2-20]*

- a. Emeriti may hold a temporary or permanent part-time position (0.49 FTE or less) subject to regular employment procedures. It is the responsibility of emeriti to consult with HR regarding impact to benefits. *[ed. 1-14, rev. 2-20]*
- b. Emeriti shall not serve as supervisors of other employees unless they hold a position as outlined in E-5-a herein. *[rev. 2-20]*

F. ASSOCIATED FACULTY: Associated faculty members (see FSH 1520 II-3) have access to the library and other UI facilities. Reimbursement for travel or for services to UI is at the unit's discretion. They are not eligible for sabbatical leave. *[ed. 1-10]*

F-1. AFFILIATE FACULTY: *[ren. 7-98, 1-08, rev. 7-10]*

a. General. The affiliate faculty consists of professional personnel who serve academic departments in a supporting capacity. Appointment to affiliate-faculty status constitutes a recognition of the appointee's scholarly contributions and professional accomplishments, confers responsibilities and privileges as stated in subsection d below, and authorizes assignment of service functions as described in subsection d-2 below. It is also a means of encouraging greater cooperation between and among academic departments and other units. An affiliate faculty member holds a non-tenure-track faculty status in an appropriate academic discipline. *[ed. 7-00, 1-10, 12-16, rev. 7-10]*

b. Employment Status. An affiliate faculty member may, by virtue of his or her employment, have either one of the following relationships with UI: (1) that of a UI employee, normally an exempt employee, who is [a] a member of the faculty or staff of a unit of the university other than the one in which he or she has affiliate-faculty status, or [b] a member of the professional support staff of the same unit of the university in which he or she has affiliate-faculty status; (2) that of an employee of a governmental or private agency who is assigned by that agency to a UI unit or to one of the agency's units or programs that is officially associated with the university. *[rev. 7-10]*

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

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responsibility. These latter relationships are the kind that are recognized by the affiliate faculty membership. [ed. 7-00, 1-08, 1-10, rev. 7-10]

d. Responsibilities, Privileges, and Rights. The guarantees afforded by the principle of academic freedom [see 3160] are extended to members of the affiliate faculty. They have substantially the same responsibilities and privileges as do members of the university faculty; however, their right to vote in meetings of their constituent faculties is limited in accordance with the provisions of 1520 II-3-b. (Those who, in addition to their affiliate-faculty status, have status as members of the university faculty [e.g., psychologists in the Counseling and Testing Center and regular faculty members in other academic departments] have, of course, full rights of participation in meetings of the university faculty and of the constituent faculties to which they belong.) [ren. 1-10, rev. 7-10, ed. 7-11]

Affiliate faculty members perform administrative, analytical, and research functions that complement UI's mission in teaching, research, and service. [rev. 7-10]

1. Affiliate faculty members, as such, do not normally have teaching as a primary or major responsibility; however, with the approval of academic departments, they may teach classes, advise students on their academic or professional programs, participate in research projects, serve on graduate students' supervisory committees (with approval by the dean of graduate studies), or act as expert advisers to faculty members or groups. [rev. 7-10, ed. 7-12]

2. The nature and extent of the services to be rendered are determined jointly by the affiliate faculty member, his or her immediate supervisor, and the departmental administrator(s) concerned. [rev. 7-10]

3. Affiliate faculty qualify for the faculty-staff educational privilege [see 3740] [ed. 1-10, rev. 7-10]

e. Qualifications. Assignment to an affiliate faculty position is based on demonstrating knowledge and experience, academic degrees, scholarly contributions, or other professional accomplishments comparable to what is expected of faculty within that unit. [ed. 7-00, rev. 1-10, 7-10]

f. Appointment.

1. Appointments to the affiliate faculty may be made at any time. They are reviewed by the dean of the college before publication of each issue of the *General Catalog*. No appointment should be continued unless the affiliate faculty member remains in UI employment or continues in his or her assignment to an entity that is officially associated with the university. [rev. 7-10]

2. A recommendation for appointment to the affiliate faculty normally originates in the appropriate academic department and requires the concurrence of the nominee's immediate supervisor and the faculty of the appointing department. The appointment must be approved by the dean of the college, the president, and the regents. [rev. 7-10]

3. An appointment, termination, or other change in affiliate-faculty status is made official by means of a "Personnel Action" form. [rev. 7-10]

F-2. ADJUNCT FACULTY: [rev. 7-10]

a. General. The adjunct faculty includes highly qualified persons who are not employed by UI but are closely associated with its programs. [For the distinction between the affiliate and the adjunct faculty categories, see 1565 F-1-c.] [ed. 7-00, 1-08, rev. 7-10]

b. Responsibilities. Members of the adjunct faculty have the same academic freedom and responsibility as do members of the university faculty; however, their right to vote in meetings of the university faculty and of their constituent faculties is limited in accordance with the provisions of 1520 II-3-b. Adjunct faculty members may

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be assigned to advise students on their academic or professional programs at any level; to work in cooperative research projects; to serve on committees, including graduate students' supervisory committees (with approval by the College of Graduate Studies); to act as expert advisers to faculty members or groups; and to teach courses in their branch of learning. [rev. & ren. 1-10, rev. 7-10, ed. 7-11, 7-12]

c. Qualifications. Adjunct faculty members must be highly qualified in their fields of specialization and should have exhibited positive interest in UI programs in the field of their appointment. Their qualifications should ordinarily be equivalent to those required of regular members of the faculty in the area and at the level of the adjunct faculty member's responsibility. [ren. 1-10, rev. 7-10]

d. Adjunct faculty do not qualify for the faculty-staff educational privilege. (see 3740) [add. 1-10, rev. 7-10]

e. Appointment.

1. Appointments to the adjunct faculty may be made at any time. **b.** Appointments are for an indefinite period, but are to be reviewed by the dean of the college before publication of each issue of the *General Catalog*. No appointments should be continued unless the adjunct faculty member is actively engaged in the responsibilities for which he or she was appointed. [rev. 7-10]

2. Recommendations for appointment to the adjunct faculty are normally developed at the departmental level and have the concurrence of the departmental faculty. For interdisciplinary degree programs, adjunct faculty may also be assigned responsibilities with respect to the degree programs with approval of the program faculty and of the program director. Appointments must be approved by the dean of the college, the provost, the president, and the regents. [rev. 7-10]

3. Before formal appointment procedures are begun, the prospective adjunct faculty member must agree to serve under the provisions herein described. When necessary, the consent of the nominee's employer, if any, will be requested and recorded. [rev. 7-10]

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

5. The appointment of adjunct faculty members to graduate students' supervisory committees requires approval by the dean of the College of Graduate Studies. [rev. 7-10]

G. TEMPORARY FACULTY: Temporary faculty have access to the library and other UI facilities. Reimbursement for travel or for services to UI is at the unit's discretion. They are not eligible for sabbatical leave. [add. 1-10]

G-1. LECTURER. A teaching title that may be used at any level, i.e., it carries no specific connotation of rank among the professorial titles. This title is conferred on one who has special capabilities or a special instructional role. Lecturers are neither tenurable nor expected to progress through the professorial ranks. A lecturer qualifies for faculty status with vote during any semester in which he or she (a) is on an appointment greater than half-time and (b) has been on such appointment for at least four semesters. When a lecturer qualifies for faculty status they shall be reviewed at a minimum of every 5 years thereafter as determined by the unit's bylaws. The review committee defined by the unit's bylaws shall include tenure-track faculty within the unit. [rev. 7-01, rev. 7-14]

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

G-3. ACTING. Persons who are judged competent to perform particular duties may be appointed for temporary service as acting members of the faculty. An acting appointment may also be used to establish a probationary period for an initial appointment of a person who, while being considered for a regular position on the faculty, is

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completing the required credentials for a permanent appointment. Persons on acting status are not voting members of the university faculty or of constituent faculties.

G-4. ASSOCIATE. A title for a nonstudent with limited credentials who is assigned to a specialized teaching, research, or outreach position. Associates are exempt staff and are not members of the university faculty or of constituent faculties. *[ed. 1-10]*

H. NON-FACULTY: Those within this category are not members of the faculty. *[ed. 1-10]*

H-1. POSTDOCTORAL FELLOW. Postdoctoral fellows are persons who hold the doctoral degree or its equivalent at the time of their appointment and are continuing their career preparation by engaging in research or scholarly activity. Postdoctoral fellows are special exempt employees in the category of “temporary or special” (FSH 3080 D-2 a) employees recognized by the regents. [See also 3710 B-1.b.] *[ed. 1-10]*

H-2. GRADUATE STUDENT APPOINTEES: The general nature of the following graduate assistantships is defined as an apprenticeship experience that consists of a work obligation partnered with educational and developmental activities, all of which are integrated with the graduate degree program of the student. All graduate assistants must be individually mentored by a faculty advisor and may receive additional mentoring from other faculty and/or staff on or off campus. All graduate assistant positions (H-2. a, b, c) are limited to twenty hours per week of work. All graduate student appointees must be academically qualified and registered. [See also 3080 D-2-a.] *[rev. 7-13, 7-18]*

a. Graduate Teaching Assistant. Graduate Teaching Assistants perform duties related to the instructional efforts of the unit in which they are employed under the supervision of a member of the university faculty, associated faculty, or temporary faculty (see FSH 1565 D, F, and G). These duties, which must be associated with academic credit instruction and constitute at least 50 percent of a Graduate Teaching Assistant’s effort, may include, but not be limited to: primary teaching responsibilities; grading assignments; assisting with the delivery of instruction through technology; and providing other assistance related to instruction. *[ed. 1-10, 7-18, rev. 7-13]*

b. Graduate Research Assistant. Graduate Research Assistants develop competence in performing professional-level work in support of research, scholarship, or creative activity. These positions can only have duties within the scope of work permitted by the funding source. *[ed. 1-10, 7-18, rev. 7-13]*

c. Graduate Support Assistant. Graduate Support Assistants perform a wide range of duties and can have varying responsibilities in academic and non-academic campus departments and programs. The specific duties depend on the needs of the office or project and on the qualifications and experiences of the Graduate Support Assistant. Graduate Support Assistants may provide academic and/or non-academic instruction, and/or assist with research, or provide other support functions. The duties must be directly related to the Graduate Support Assistant’s program of study. The College of Graduate Studies shall periodically publish standards governing the permissible scope of Graduate Support Assistant appointments on its website. *[add. 7-18]*

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



POLICY COVER SHEET

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

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

Faculty Staff Handbook (FSH)

Addition X Revision* Deletion* Emergency Minor Amendment

Policy Number & Title: **FSH 3160 ACADEMIC FREEDOM, RIGHTS, AND RESPONSIBILITIES**
(New Policy Number & Title **FSH 4000 ACADEMIC FREEDOM AND RESPONSIBILITIES**)

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 and Compliance Coordinator

Policy Sponsor, if different from Originator: Jim Craig, General Counsel

Reviewed by General Counsel XYes ___No Name & Date: Jim Craig, 2/25/22

1. **Policy/Procedure Statement:** Briefly explain the reason for the proposed addition, revision, and/or deletion.
This revision is made to align institutional academic freedom policy with the newly adopted SBOE Policy III.B. Academic Freedom and Responsibilities. The institutional policy has historically addressed only academic freedom of faculty and therefore was placed in Chapter 3 Employment Information. The new Board policy addresses academic freedom of both faculty and students so this revision moves the UI policy to Chapter 4 General Academic Policies.

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.

3170 University Ethics
1565 Academic Ranks and Responsibilities
3500 Promotion and Tenure

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 THREE:
EMPLOYMENT INFORMATION CONCERNING FACULTY AND STAFF

31604000

ACADEMIC FREEDOM, RIGHTS AND RESPONSIBILITY

OWNER

Vice Provost for Faculty
Diane Kelly-Reilly
dkr@uidaho.edu

LAST REVISION: 2006 (editorial)

A. POLICY. It is the policy of the University of Idaho to protect the academic freedom and promote the academic responsibilities of faculty, students, and the institution as set forth in Board of Regents Policy III.B. Academic Freedom and Academic Responsibility. RGP III.B. The Board of Regents has affirmed its beliefs that academic freedom is essential for the protection of the rights of faculty members in teaching and of students in learning; that freedom in research and teaching is fundamental to the advancement of truth; that, therefore, academic freedom should not be abridged or abused; and that academic freedom carries with it responsibilities correlative with rights. (RGP III.B.)

B. RESEARCH AND TEACHING RIGHTS AND RESPONSIBILITIES.

B-1. Research. Teachers are entitled to full freedom in research and in the publication of the results, subject to the adequate performance of their other duties, but research and consulting for pecuniary return should be based on and consistent with the established written policies of the institution.

B-2. Teaching. Teachers are entitled to freedom in the classroom in discussing their subjects, but they should be careful not to introduce into their teaching controversial matter that is unrelated to their subjects.

B-3. Responsibilities.

a. Membership in the academic community imposes on teachers, administrators, other institutional employees, and students an obligation to respect the dignity of others, to acknowledge the right of others to express differing opinions, and to foster and defend intellectual honesty, freedom of inquiry and instruction, and freedom of expression on and off campus of the institution.

b. Teachers are citizens, members of learned professions, and representatives of their institutions. When they speak or write as citizens, they should be free from institutional censorship or discipline. However, as members of the academic community and as representatives of their institutions, they should at all times be accurate, exercise appropriate restraint, show respect for the opinions of others, and make every effort to indicate that they do not officially speak for the institution.

c. Faculty members must refrain from using institutional resources for the furtherance of their interests or activities which are not a part of their assigned responsibilities to the institution.

Version History

Commented [WD(1)]: This policy has historically addressed only academic freedom of faculty and therefore was placed in Chapter 3 Employment Information. The new Board policy addresses academic freedom of both faculty and students so our policy would be better placed in Chapter 4 General Academic Policies.

Commented [WD(2)]: Aligning with title of Board policy.

Amended December 2006. Editorial changes.

Amended July 2000. Editorial changes.

Amended July 1997. Editorial changes.

Amended July 1996. Added section B-3-c.

Amended June 1989. Added section B-3a/b.

Adopted 1979.

2021 – 2022 Faculty Senate

Approved at Mtg 24 03.22.22

Meeting # 23

Tuesday, March 8, 2022, 3:30 pm – 5:00 pm

Zoom only

Present: Bridges, Chapman, Fairley, Gauthier, Hickman, Hoffmann, Kindall, Torrey Lawrence (w/o vote), Lee-Painter, McIntosh, Meeuf (Chair), Mittelstaedt, Ogborn, Paul, Quinnett, Rashed, Rinker, Roberson, Rose, Sammarruca (w/o vote), Schiele, A. Smith, R. Smith, Schwarzlaender, Tenuto, Thorne, Wargo

Absent: Ahmadzadeh (excused), Becker (excused), Dahlquist

Also present: Matt Powell (alternate for Ahmadzadeh)

Guests: Rachel Halverson, Chantal Vella

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

Approval of Minutes (vote):

- Minutes of the 2021-22 Meeting #22 – Attach. #2.
The minutes of the 2021-22 Meeting #22 were approved as distributed.

Chair's Report:

- Thanks to everyone for a good discussion last week with our Senate Subcommittee on Paid Parental Leave. The subcommittee is working with Faculty Senate Leadership and Staff Council Leadership to develop a short preference survey covering our different options for moving forward on this important benefit for gender equity on campus. Stay tuned for more details after the break.
- Another reminder that March 15 is the deadline for requesting extension of the P&T timeline (e.g. for COVID disruptions) and to request early consideration. Please visit <https://www.uidaho.edu/provost/faculty/tenure>.
- Many thanks to the Senators who were able to attend yesterday's session with the first of two finalists for the Vice Provost for Academic Initiatives position. The second session will be this Thursday at 2:15 pm in the Brink Lounge or over Zoom.
- Midterm grades are due on Monday, March 14. They are an essential part of our efforts to support students and make sure they receive timely feedback.

There were no questions for the Chair.

Provost's Report:

- March 31 is the deadline for sabbatical applications. Note that colleges often have internal deadlines.
- Three administrative searches are going on: Dean of the College of Engineering; Dean of the College of Education, Health and Human Science; and Vice Provost for Academic Initiatives. Finalist information can be accessed through <https://www.uidaho.edu/provost/administrative-searches>. Everyone is invited to participate in the open events and give feedback.
- One more reminder of the March 15 deadline to request extension or early consideration for P&T.
- COVID update: numbers are good and similar to last week's – one student in isolation and none in quarantine. Some of the metrics are back to their level from last June, prior to Delta and

Omicron. At this time we are not expecting any changes to our current protocols, but we will keep everyone updated should any change become necessary. 4,917 students have submitted vaccine information, and that's closing out as we go into spring break.

Discussion:

With regard to CEC, a Senator shared that a group of his constituents favor the “across the board” model over a merit-based model, because judging merit during a pandemic can be problematic. Provost Lawrence said it is not yet decided whether those funds (if we do get the 5% increase that JFAC approved) will be distributed across the board, based on market, or based on merit, and how these three components will be weighted.

A Senator conveyed a message of gratitude and enthusiasm from a constituent who has a young family for the important work of the Paid Parental Leave Subcommittee. The conversation shifted to wages and the growing cost of living in our community. Searches have failed in some units due to the current housing market in Moscow. The university is trying to help and support employees with temporary housing arrangements.

There were no more questions or comments for the Provost.

Committee Reports:

- UCC 38 Martin School of Global Studies name change – Rachel Halverson, Attach. #2
The unit would like to change the name of the school to the School of Global Studies. This change will eliminate the existing confusion between the Martin Institute and the Martin School of Global Studies. The new name (School of Global Studies) is also more inclusive and better represents all of the programs housed within the school (ALCP, Modern Languages and Cultures, and IS).

There was a brief question on the identity of Martin. The Provost placed this link in the chat:

<https://www.uidaho.edu/class/martin-institute/about/history>

Vote: 21/22 in favor; 1/22 against. Motion passes.

- FSH 4170 Maintaining Instructional Order – Chantal Vella, Attach. #3
This policy is to clarify an instructor’s authority to manage the classroom and outline the procedure for temporary or permanent dismissal of a student from a class. The policy is back to Senate after an earlier discussion. Chantal Vella detailed the revisions made by FAC since her previous visit to Senate.

Discussion:

In response to a question, the process following the disruption incident and the student’s right to appeal were clarified.

A Senator inquired about the university’s contractual obligation to provide education to the student during the time when they are dismissed from the class because of allegedly disruptive behavior. Do we have such an obligation even if the student’s behavior was outrageous? Dean of Students Blaine Eckles noted that alleged violations of the Student Code of Conduct are a different issue than the one being discussed and involve a different process. FSH 4170 is designed to be a tiered process, starting with a temporary removal from one or two class periods. The longer-term removal is the next step, after the short-term process is exhausted. Dean Eckles reviewed the steps set forth in the proposed FSH 4170 E-F. If the instructor wishes to pursue the route of permanent dismissal, it’s not going to be a surprise to the student because they will have been warned that the next step might be removal from the class.

On a different note, a Senator asked whether the university has the obligation to provide alternative options if a student wishes to drop a class because of the instructor. Dean Eckles responded that in such cases the student is encouraged to engage in the process before coming to that conclusion, but dropping the class within the deadline is always an option.

Vote: 23/23 in favor. Motion passes.

Other Announcements and Communications:

- Admission Discussion

A few weeks earlier, Chair Meeuf shared with Senators data tables showing retention rates by bins of HS GPA. He briefly explained the data. We are not admitting a large number of students at the lower end of the GPA scale (in this last cycle, we registered 82 incoming freshmen in the 2.6-2.79 GPA range, and 53 incoming freshmen in the 2.00-2.59 range, compared to 1,489 students at 2.8 or above). The retention rates for these students at the lower end of the scale, while it varies over time, is about the same for everyone under a 2.8, and that rate tends to be around 50% (although it has been higher than that at times, but during the last cycle it was around 44%). We're losing half of all students we bring in under 2.8. (Note, though, that everyone above 2.8 is aggregated into a single group, so it's hard to compare how those between 2.6 and 2.8 compare to those between 2.8 and 3.0.)

Chair Meeuf would like to have a Senate recommendation on a temporary extension of our admission standards for this cycle. He suggested two main options: 1. Keep what we have. Automatic admission for those at 2.6 and above, no standardized test requirement. Automatic Gateway admission for those between 2.3 and 2.59; or 2. Automatic admission for those 2.8 and above, no standardized test requirement. Automatic Gateway admission for those between 2.6 and 2.79.

Discussion:

Provost Lawrence informed Senate of an upcoming meeting on the 14th with the State Board for a statewide discussion, attended by individuals from U of I admissions. Thus, there may be further developments to be aware of. The Provost also noted that it would be helpful to further separate groups; for instance, to look at the 2.8 – 3.0 group by itself. Chair Meeuf will request that information.

Referring to the retention rate of about 50% for students on the lower end of the GPA scale, some Senators expressed concern that we may be admitting students who are going to leave anyway – with student loans to repay. Community colleges are much better equipped to serve the best interest of these students.

While in general agreement with the previous comment, others observed that retention rates seem quite stable from year to year, including through COVID. Thus, the current (COVID-motivated) lower standards are not the primary reason why we lose a large fraction of the less prepared students. We might as well keep the current standards for another cycle. Also, it would be useful to have more data from the Gateway program.

No strong opinions were expressed on either side. Senate is comfortable with FSL coming up with a recommendation for the next admission cycle. Other suggestions are welcome.

New Business:

No new business was raised. The Secretary took the opportunity to ask how things are going in the classroom with the recent shift in COVID protocols. No one experienced any particular problem – Senators (and constituents they heard from) who opted to mandate mask wearing in their classroom reported full and smooth compliance. Provost Lawrence and Faculty Senate Leadership were not aware of problems or complaints.

Chair Meeuf inquired about the recent university-wide Town Hall: Was there any feedback? Will there be an outcome? Provost Lawrence said he was happy about the good attendance. People were engaged both in the room and in the virtual rooms. It will be insightful to see the compiled responses to the questions posed at the meeting.

Adjournment:

The agenda being completed, Chair Meeuf adjourned the meeting at 4:23pm.

Respectfully Submitted,

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

University of Idaho
2021 – 2022 Faculty Senate Agenda

Meeting # 23

Tuesday, March 08, 2022, at 3:30 pm
Zoom Only

- I. Call to Order
- II. Approval of Minutes (Vote)
 - Minutes of the 2021-22 Faculty Senate Meeting #22 (March 01, 2022) **Attach. #1**
- III. Consent Agenda (Vote)
- IV. Chair’s Report
- V. Provost’s Report
- VI. Committee Reports (Vote)
 - UCC 38 Martin School of Global Studies name change – Rachel Halverson **Attach. #2**
 - FSH 4170 Maintaining Instructional Order - Chantal Vella **Attach. #3**
- VII. Other Announcements and Communications
 - Admissions Discussion
- VIII. Special Orders
- IX. New Business
- X. Adjournment

Attachments:

- **Attach. #1:** Mtg #22 Minutes
- **Attach. #2:** UCC 38
- **Attach. #3:** FSH 4170

* Changes to the Administrative Procedures Manual (APM): Please forward any questions or comments directly to both the policy coordinator at ui-policy@uidaho.edu and to the policy originator (listed on the cover sheet) within five working days of the senate meeting at which the APM item is presented.

2021 – 2022 Faculty Senate – Pending Approval

Meeting # 22

Tuesday, March 1, 2022, 3:30 pm – 5:00 pm

Zoom only

Present: Bridges, Chapman, Dahlquist, Fairley, Gauthier, Hickman, Hoffmann, Kindall, Torrey Lawrence (w/o vote), Lee-Painter, McIntosh, Meeuf (Chair), Mittelstaedt, Paul, Quinnett, Rashed, Rinker, Roberson, Sammarruca (w/o vote), Schiele, A. Smith, R. Smith, Schwarzlaender, Tenuto, Thorne, Wargo

Absent: Ahmadzadeh (excused), Becker (excused), Ogborn (excused), Rose

Also present: Matt Powell (alternate for Ahmadzadeh)

Guests: Aaron Johnson, Rebecca Scofield

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

Approval of Minutes (vote):

- Minutes of the 2021-22 Meeting #21 – Attach. #1.
The minutes of the 2021-22 Meeting #21 were approved with a minor correction.

Chair’s Report:

- Before we delve into our routine business for the day, I wanted to reflect on global events that are unfolding around us. Like most people around the world, I have been personally horrified by the violence and inhumanity at the heart of the Russian invasion of Ukraine that started last week. As an educator, it is my duty to denounce the brutality, suffering, and loss of life in all wars and military conflicts, including this attack on the sovereign nation of Ukraine. One of our core learning outcomes at the university of Idaho is to “practice citizenship,” which means to “Apply principles of ethical leadership, collaborative engagement, socially responsible behavior, respect for diversity in an interdependent world, and a service-oriented commitment to advance and sustain local and global communities.” Inherent in this call toward ethical citizenship is a vital mission to promote peace and prosperity for our community and for communities around the world; to shine a light on brutality and injustice so that such atrocities can be brought to an end; to not just *understand* the complexities of our world but to use our expertise and our privileges to make our world a better place. We are not simply training workers here at the University of Idaho--we are preparing the next generation of citizens to enter a world fraught with danger and division. And we prepare them for that world by insisting that the beacons of justice, of peace, and of democracy will guide them through dark times. I would therefore ask all of you, all of us here at the University, to continue our work cultivating ethical citizenship with renewed energy and urgency. Even beyond the border of Ukraine, our fragile world is being sorely tested, by violence and authoritarianism, by inequalities and injustices, and by the current and future disruptions of a changing climate. As educators, let’s keep renewed focus on preparing our students for these challenges with a clear sense of how to truly “practice citizenship.” Let’s keep this context in mind as we conduct our business as educators.
- The University’s accreditation site visit with the Northwest Commission on Colleges & Universities is coming up in early April. After the break, we’ll invite Dean Panttaja to Senate to speak about what this visit will entail. In the meantime, all regular faculty who are NOT in a supervisory role are invited to attend a virtual forum as part of this process where our peer

evaluators can ask us questions about the institution. The faculty open forum will be **Monday April 4, from 2:30 – 3:20 PM**. Senate will send out an outlook invitation with a zoom link, just as we do for the UFM, to help encourage robust faculty attendance.

- On a related note, Senate Leadership is considering cancelling the April 5 Senate Meeting so that Senate Leadership can more fully engage with the accreditation team. That said, we are keeping the meeting on the calendar for now and will assess as we get a bit closer--if any pressing business comes up that we need to address and get onto the May UFM, we will still hold the meeting.
- Just a reminder about the “Vandals Reflecting and Rebuilding Together” this Thursday from 2:30 - 4:00. Torrey may speak about this too, so I’ll just encourage folks to attend (and remember that you need to RSVP in advance).
- Also, next week the University will be hosting finalists for the Vice Provost of Academic Affairs position. Senators are invited to meet with each of the two finalists next week, one on Monday, March 7 from 2:15-3:00 pm, and another on Thursday, March 10 from 2:15-3:00 pm. Candidates will be on campus, so these meetings will be in the Brink Lounge with, I think, the option to Zoom in. We will send Outlook invitations shortly.

Discussion:

A Senator conveyed a message from one of his constituents: they appreciate Senate leadership and others for the efforts – joint with SBOE – to get ahead of the attacks on education anticipated to come from the legislature. It is so much better to be prepared than to react. That this work was done after massive budget cuts and during a pandemic makes it all the more laudable.

Provost’s Report:

- The Provost addressed the removal of the mask mandate in Moscow and CDA as communicated in the Monday memo by the President and the Provost. Boise and Idaho Falls are in different situations than Moscow and CDA. Leaving to instructors the authority to mandate mask wearing in their classroom should facilitate a smooth transition. For any questions or concerns concerning the classroom, instructors should reach out to the Provost or to Vice Provost Diane Kelly-Riley. Numbers are going down rapidly in the state. Currently we have four students in isolation and none in quarantine. Of course, things could change (either way) and we remain vigilant.

Discussion:

A Senator conveyed concerns from some of her constituents that students will be angry at the instructor for the decision they make regarding their classrooms – faculty are placed in the position of having to receive complaints and backlash. On the other hand, other faculty appreciate having that discretion. In Boise, students are very upset that the mask mandate still applies to them and have written directly to the president. Provost Lawrence observed that, while Moscow and CDA are “green” and “orange,” respectively, Boise is still “red,” which is why the mask mandate is still in place. Idaho Falls is also in the green zone, but we work in ISU buildings, which complicates the Idaho Falls case. Note that the color code refers to a completely new set of ratings released by CDC last Friday. Given the current trend, it is likely that things will improve quickly in Boise as well. Faculty have been given the authority to make decisions for their classes because situations can be very different for different classes, and to facilitate a smoother transition. If faculty feel uncomfortable about requiring masks in the classroom, they should not require it. If faculty as whole wish to request a mask mandate for classrooms coming from the leadership, the request would certainly be considered.

Another Senator reported that his constituents felt the change was “too sudden too soon.” The Provost noted that circumstances are changing quickly – a week ago, before university officials met with Gritman, there was still uncertainty about which direction they would take.

Others were happy to have discretion in their classroom. There is a lot we don’t know about COVID-19 and its variants, particularly possible long-term effects. Vaccinated parents don’t want to risk transmitting the virus to their young unvaccinated children. The Provost reiterated that employees who chose to continue wearing a mask should feel fully supported. The main point is to be respectful – hopefully this will not become a divisive issue.

Some Senators found that over 70% of their surveyed students support a mask mandate in the classroom – perhaps this decision should be reevaluated? Indeed – Provost Lawrence replied – circumstances can change and protocols are reevaluated accordingly. While we move into a phase of individual choices, we continue to be watchful and ready to shift if necessary.

The discussion moved on to whether employees may require masks in, for instance, their office or office space. The Provost reiterated that there are different options while being respectful of other people’s choices. For instance, office visitors who do not wear a mask upon request can be accommodated through Zoom meetings. Office managers are not allowed to impose mandates to their staff. In response to a final question, the Provost said that there are multiple options for staff as well. Essentially, the exception is only for classes in this transition period, knowing the complexity of the classroom situation, but it is about personal choices.

Back to the rest of the Provost’s report:

- Dean searches, College of Education and CEHHS: candidates will start coming next week and continue through spring break and the week after. Watch for announcements with finalist information which will go out soon. There will be public events for everyone to participate and give feedback.
- Join us for Vandals Reflecting Town Hall, March 3, 2:30-4 pm, in the Vandal Ballroom, Bruce Pitman Center (as space permits) and online. [RSVP is required](#) for participation both in person and online. Over 200 people have registered so far.
- March 15 is the deadline for requesting extension of the P&T timeline (e.g. for COVID disruptions) and to request early consideration is. Please visit <https://www.uidaho.edu/provost/faculty/tenure> and go to “Forms.”
- Thanks to Russ for his remarks about the Ukraine situation, with which the Provost agrees fully. The university has reached out to employees and students who may be directly impacted and offered assistance.

There were no more questions or comments for the Provost.

Committee Reports:

- FSH 1565 Teaching Committee – Aaron Johnson, Attach. #2
The primary purpose of the proposed changes to FSH 1565 is to provide a stronger/clearer signal to faculty with teaching responsibilities about the variety of ways that they may demonstrate their teaching effectiveness. For example, mid-term formative evaluation of instruction (FSH 2700 B-6) is effectively hidden in policy. FSH 1565 currently includes a paragraph about validating/evaluating teaching, with no mention of mid-term evaluations, and with an incomplete list of additional methods for evaluating teaching. We concluded that the

proposed language strengthens that paragraph, thereby signaling to faculty about the variety of means by which they could evaluating their teaching effectiveness.

Discussion:

Vice Chair Smith recalled that the Senate Task Force working on FSH 2700 is bringing the language more in line with what the State Board actually expects. He appreciates the language shift towards student *feedback on* rather than *evaluation of teaching*. Vice Chair Smith suggested to entertain a friendly amendment to change *evaluation* into *feedback* to make it consistent with the earlier change. Aaron Johnson agreed.

A discussion followed about including “*..scholarship in teaching and learning..*” as evidence of teaching effectiveness. The University Teaching Committee aimed at being as broad as possible about the optional material the candidate may wish to include in the area of teaching. It is important to promote this message with junior faculty. Scholarship in pedagogy tends to be overlooked by some units because it is not part of the candidate’s creative scholarly work in their discipline – the proposed language is a way to make those contributions more visible. On the opposite side, some people thought that the proposed language is actually not beneficial to the candidate – the committee may not give proper credit to the scholarship because it appears as a measure of teaching effectiveness. It is best to leave scholarship in the scholarship category. Evidence that scholarship in teaching and learning helped the faculty become a better teacher would be appropriate for this category.

Motion (Meeuf/Smith, A.) to amend FSH 1565 C-1 by removing the debated clause.

Vote: 13/19 in favor 6/19 against. Motion passes.

Vote on the amended motion, including the earlier friendly amendment:

20/20 in favor. Motion passes.

- FSH 3160 Academic Freedom – Russ Meeuf, Attach. #3

This revision is made to align institutional academic freedom policy with the newly adopted SBOE Policy III.B. Academic Freedom and Responsibilities. The institutional policy has historically addressed only academic freedom of faculty and therefore was placed in Chapter Employment Information. The new Board policy addresses academic freedom of both faculty and students so this revision moves the UI policy to Chapter 4 General Academic Policies.

Moved (Lee-Painter/Chapman) to accept revised FSH 3160.

Vote: 20/20 yes.

Other Announcements and Communications:

- Parental Leave – Erin Chapman, Rebecca Scofield

The joint Athena Faculty Senate subcommittee on paid parental leave has been working with fiscal operations at HR and the provost office to find a fiscally and structurally viable policy. They will give an update and present the recommendation they hope to take forward to the President in the coming weeks. They are seeking Senate endorsement of their recommendation. What the group refers to as the “WSU plan” is a policy in alignment with WSU because they are our closest competitors for staff and faculty positions. This program would allow 12 weeks of paid parental leave and up to 90% of people's pay with a cap at \$1,206 per week. Eligibility requires 12 months of prior employment, as with FML. If two partners work at U of I, they both are eligible for leave, which must be split between partners, also consistent with FML. The fiscal team is looking into whether people could use their sick leave to get to 100% of their salary. The plan would eliminate extended FML leave and non-FML parenting leave. The committee would like to thank everyone who helped find a pathway to paid parental leave.

Discussion:

In response to an inquiry from Chair Meeuf, Rebecca presented the alternative plan, which they call the “BSU plan” – eight weeks with 100% pay. The committee favors the WSU plan because it maximizes the time while still paying a substantial part of the salary, and also because it promotes more equity between faculty and staff. The WSU plan is also preferred by the many constituents they talked to. They have not yet met with Staff Council.

A Senator inquired about the financial burden on the unit from covering the extra workload and whether there is a plan as to where the money may come from. Rebecca replied that the team is trying to find productive ways to compensate departments. Provost Lawrence joined the conversation and provided some rough numbers: in the original plan, the costs were estimated at about \$1.3M-\$1.4M, whereas the current proposal would cost \$639,000 (approximately \$500,000 for the BSU plan). These figures do not include any kind of coverage and so a significant expense must be absorbed by departments and colleges. Many details need to be worked out, but coverage for units and colleges is a major addition which will easily bring us back into the million dollar range. Something else will have to be cut. Rebecca acknowledged that it is an expensive program, but they do hope for a path forward, possibly with the help of future revenue coming into the university. Current policies are confusing and insufficient.

Chair Meeuf argued that parental leave has always been an issue with which departments and colleges have to struggle to find some case-to-case solution. Paid parental leave costs money, but so does losing valuable staff and faculty to nearby institutions with more competitive benefit packages. Chair Meeuf hopes that, as the plan rolls out, we will get a better sense of the true costs, which could be less than the original estimates. If so, there may be some flexibility to discuss how we help departments manage these costs. In response to a question, Rebecca clarified that the fiscal operations team met with the President. Based on that conversation, they are hopeful that this plan will be within an acceptable range – about \$630,000 – to get the President’s approval.

Provost Lawrence commended the committee for having done amazing work. This is a very complicated issue and many details need to be ironed out before a proposal goes to the President. President Green is aware of the initial conversation and, originally, was asking for a cost-neutral (or nearly cost-neutral) plan. But President Green soon recognized that this is a major issue for recruiting and retaining faculty and staff. Once he saw the BSU and WSU costs to be competitive, he was convinced that paid parental leave is important but a significant investment. But we need to figure out how to balance it financially.

There were no more questions. Senate will vote on whether or not to endorse the committee’s recommendation: 12 weeks leave at 90% of the employee’s salary.

Votes: 21/21 in favor.

Adjournment:

The agenda not being completed, Chair Meeuf called for a motion to adjourn. So moved (Fairley/Lee-Painter). Meeting adjourned at 5:00pm.

Respectfully Submitted,

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

38: CHANGE MARTIN SCHOOL OF GLOBAL STUDIES TO SCHOOL OF GLOBAL STUDIES

In Workflow

1. Registrar's Office (none)
2. Ready for UCC (disable)
3. UCC (none)
4. Post-UCC Registrar (none)
5. GCR Circulation (none)
6. Catalog Update (sstubbs@uidaho.edu)
7. Faculty Senate Chair (mstout@uidaho.edu; jvalkovic@uidaho.edu)
8. UFM (mstout@uidaho.edu; jvalkovic@uidaho.edu)
9. President's Office (brendah@uidaho.edu; mstout@uidaho.edu; jvalkovic@uidaho.edu; lindalundgren@uidaho.edu)
10. State Approval (mstout@uidaho.edu; jvalkovic@uidaho.edu; lindalundgren@uidaho.edu)
11. NWCCU (sara@uidaho.edu; mstout@uidaho.edu)
12. Steve Stubbs (sstubbs@uidaho.edu)

Approval Path

1. Thu, 30 Sep 2021 21:20:00 GMT
Steve Stubbs (sstubbs): Approved for Registrar's Office
2. Tue, 05 Oct 2021 19:44:44 GMT
Steve Stubbs (sstubbs): Approved for Ready for UCC
3. Tue, 12 Oct 2021 16:58:02 GMT
Steve Stubbs (sstubbs): Approved for UCC
4. Thu, 14 Oct 2021 22:57:10 GMT
Steve Stubbs (sstubbs): Approved for Post-UCC Registrar
5. Fri, 11 Feb 2022 16:57:04 GMT
David Barnes (dabarnes): Approved for GCR Circulation
6. Mon, 28 Feb 2022 20:53:16 GMT
David Barnes (dabarnes): Approved for Catalog Update

New Proposal

Date Submitted: Wed, 29 Sep 2021 17:50:03 GMT

Viewing: Change Martin School of Global Studies to School of Global Studies

Last edit: Wed, 29 Sep 2021 17:50:02 GMT

Changes proposed by: Rachel Halverson

Faculty Contact

Faculty Name	Faculty Email
Rachel J. Halverson	rhalverson@uidaho.edu

Request Type

Change the name of an administrative unit

Effective Catalog Year

2022-2023

Title

Change Martin School of Global Studies to School of Global Studies

Request Details

The unit would like to change the name of the school to the School of Global Studies. This change will eliminate the existing confusion between the Martin Institute and the Martin School of Global Studies. The new name (School of Global Studies) is also more inclusive and better represents all of the programs housed within the school (ALCP, Modern Languages and Cultures, and IS).

Key: 38



POLICY COVER SHEET

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

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

Faculty Staff Handbook (FSH)

Addition Revision* Deletion* Emergency Minor Amendment

Policy Number & Title: **FSH 4170 MAINTAINING INSTRUCTIONAL ORDER**

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: Chantal Vella, FAC Chair

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

Reviewed by General Counsel x Yes ___No Name & Date: Jim Craig, 1/3/22

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

To clarify an instructor’s authority to manage the classroom and outline the procedure for temporary or permanent dismissal from a class.

- 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.

FSH 4170

Maintaining Instructional Order

A. Scope. This policy applies to all instructors and students at the University of Idaho.

B. Purpose. The University seeks to promote a productive and respectful learning environment. Disruptive behavior by students in the academic setting hinders the educational process. Instructors have the responsibility and authority to effectively manage their instructional environments and may determine the time and manner for student participation in the instructional setting. This policy is not intended to discourage appropriate expression, discussion, or disagreement, but to promote a productive and respectful learning environment.

C. Definitions

C-1. College dean, unit administrator, and Dean of Students. A reference to any of these positions means the position or designee.

C-2. Disruptive behavior. Disruptive behavior is behavior that interferes with the teaching or learning process in the classroom or educational setting and continues after an instructor's request to cease. Examples of disruptive behavior may include but are not limited to comments or behaviors that a reasonable person would find to be inappropriate; persistently interrupting other speakers or speaking without being recognized; and harassing behavior or personal insults. Disagreement with the instructor or other students on controversial subjects is not in itself disruptive, and, per RGP III.B.2.a., "students have the right to express personal opinions about concepts and theories presented in their courses and to disagree with opinions expressed by faculty and fellow students."

C-3. Educational setting. Educational setting is any environment in which an educational activity takes place. Examples include classrooms, field trips, labs, activities conducted via electronic meeting technology, and conferences.

D. Policy. A student may be dismissed, temporarily or permanently, from participating in an educational activity when the student exhibits disruptive behavior. Acts or threats of violence by students must be reported immediately to campus security and the Dean of Students Office.

E. Procedure

E-1. Advisor. A student may have an advisor of their choice present with them for all meetings conducted under this policy. The advisor may provide support and advice to the student but may not speak on behalf of the student.

E-2. Temporary Dismissal

a. The instructor must attempt to meet with the student, in person or by remote meeting technology, as soon as possible after the first incident of disruptive behavior to identify the behavior, review the course rules and this policy, and instruct the student on the behavior that is required in the future. If desired by either the instructor or student, the unit administrator or dean of the college may participate in this meeting.

b. Either immediately or subsequent to the communication described in E-2.a, as appropriate, the instructor may dismiss a student from an educational activity for up to two class periods or equivalent. If a student is instructed to leave an educational activity while instruction is ongoing, the student must immediately comply. No later than one business day after the dismissal, the instructor must report the dismissal to the unit administrator, the college dean, and the Dean of Students, and must notify the student that they may choose to meet with the Dean of Students to discuss the dismissal and their options.

c. The instructor shall provide alternative arrangements for any missed work during the period of temporary dismissal.

F. Permanent Dismissal. An instructor may request the dismissal of a student from an educational activity for the remainder of the semester through the following procedure:

F-1. The instructor must prepare a written request for permanent dismissal. The request must include:

- a. The name of the student being dismissed;
- b. The factual details of the incident(s) prompting the request for dismissal, including, to the extent possible, dates, times and places; and
- c. The names of any witnesses.

F-2. The instructor shall submit the request to the unit administrator, who shall meet with both the student and instructor, either separately or together, as appropriate, to discuss the matter and possible solutions. If appropriate, the unit administrator may forward recommendation for permanent dismissal to the college dean. Prior to issuing a final decision the college dean shall consult with the Dean of Students. The college dean shall communicate their decision to the instructor and the student within three business days of receiving the recommendation.

F-3. The student may request review by the provost. The provost shall uphold or overturn the dismissal within two business days.

F-4. During the pendency of the decision making process outlined in F-2 and F-3, the student shall not attend the educational activity; however, the instructor

shall, to the extent reasonable under the circumstances, provide alternative arrangements to ensure continuity in the student's education.

F-5. If the student is permanently dismissed from the educational activity, the college dean shall identify an appropriate alternative education solution for the student, which may include completing the class online, an independent study, changing into another course section, or other arrangement.

F-6. If the permanent dismissal is denied, the college dean or associate dean will work with the instructor and student to reintegrate the student into the educational activity.

G. Behavior triggering use of this policy may also be subject to discipline under FSH 2400.

H. All timeframes designated in this policy are subject to reasonable adjustment by the Dean of Students, with due consideration to any negative impact that a delay may cause to the student's educational experience.

2021 – 2022 Faculty Senate**Meeting # 24**

Tuesday, March 22, 2022, 3:30 pm – 5:00 pm

Zoom only

Approved at Mtg 25 03.29.22

Present: Bridges, Chapman, Fairley, Gauthier, Hickman, Hoffmann, Torrey Lawrence (w/o vote), Lee-Painter, McIntosh, Meeuf (Chair), Mittelstaedt, Ogborn, Paul, Quinnett, Rashed, Rinker, Roberson, Sammarruca (w/o vote), Schiele, A. Smith, R. Smith, Schwarzlaender, Tenuto, Thorne, Wargo

Absent: Ahmadzadeh (excused), Becker (excused), Dahlquist, Rose, Kindall

Also present: Matt Powell (alternate for Ahmadzadeh)

Guests: Elizabeth Scott, Yun Chung, Dean Panttaja

Call to Order: Chair Meeuf called the meeting to order at 3:31 pm.

Approval of Minutes (vote):

- Minutes of the 2021-22 Meeting #23 – Attach. #1
The minutes of the 2021-22 Meeting #23 were approved as distributed.

Chair's Report:

- [The Idaho GradWell Statewide Graduate Student Wellness Event will be held virtually \(on Zoom\) Friday, April 1 from 2:00-4:00pm \(PST\).](#) This event focuses on ways to support graduate students and graduate student wellbeing as they navigate their studies. The main event will involve a student panel discussion to learn firsthand from graduate students about how they manage stress and how their universities/departments influence their overall wellness and promote balance in their academic pursuits, and there will be additional discussions and roundtables. We'll post a [registration link](#) in our talking points. If you have questions, please contact Seth Rose, our GPSA president, who I believe will be participating in the panel.
- A reminder that Honorary Degree Nominations are due April 15.

There were no questions for the Chair.

A Senator placed in the chat the link for the upcoming conference *2022 Student Success*:

<https://www.webpages.uidaho.edu/cetl/student-success.asp>

Provost's Report postponed until after Committee Reports.**Committee Reports:**

- UCC 171 BS Landscape Architecture Changes – Elizabeth Scott, Attach. #2
The name of the Bachelor of Science in Landscape Architecture program is being changed to Bachelor of Science with a major in Environmental Design to comply with new 2021 Landscape Architectural Accreditation Board standards. The CIP code for the degree will change. The proposed changes reduce the total number of required credits from 127 to 121. The Learning outcomes also change, now oriented toward a non-professional degree program, emphasizing knowledge areas and technical skill acquisition applicable to a broad range of environmental design career opportunities.

There were no questions or comments.

Vote: 22/22 in favor. Motion passes.

- UCC 177 Management and Human Resources online – Yun Chung, Attach. #3
We are complying with the Idaho State Board of Education (SBOE) and the Northwest Commission on Colleges and Universities (NWCCU) requirement to declare when 50% or more of the curricular requirements of a program may be completed via distance education. All MHR-prefix courses are now offered via virtual meeting and in-person formats, and these formats will continue being offered indefinitely. The in-person sections have excess capacity, so teaching a virtual meeting section concurrently with an in-person section requires no additional faculty resources. In addition, each of the College of Business and Economics main courses now have virtual meetings and in-person sections during the regular school year, and online formats during the summer session; and in all instances when a student must choose from a list of electives, online or virtual meeting options are available.

Discussion

Addressing a question, Yun Chung confirmed that the proposal does not entail any changes in the requirements for the major. It allows for the option to complete the degree online. Courses which are offered face-to-face can be taken synchronously by off-campus students, as opposed to classes offered online asynchronously. Chair Meeuf clarified that changing a course delivery mode does not require Senate approval, but Senate and faculty approvals are needed to list a degree as an online degree – these are Group B items in the catalog. Furthermore – Provost Lawrence added – the State Board (SB) also has to sign off on these changes, which have accreditation and financial impacts. We must be sure to comply with all SB requirements.

The conversation moved to website publishing for online programs and whether web coordinators for each college should direct people to a centralized area. Vice Provost Ken Udas said that the university is moving forward with a more centralized approach with the help of Communication and Marketing. More information will come over the next few weeks. In response to another question concerning different modes to deliver online education, Vice Provost Udas emphasized the importance of transparency when offering different online options – students must be made fully aware of what they are registering for.

Vote: 22/22 in favor. Motion passes.

Provost's Report:

- Update on the administrative searches. For the position of Dean of the College of Engineering, we have one finalist this week and two next week. For the position of Dean of the College of Education, Health and Human Science, we'll host two finalists this week and one next week. To provide feedback, go to <https://www.uidaho.edu/provost/administrative-searches>. Next we'll meet the finalists for the Coeur d'Alene CEO position, probably in April. Two finalists for the position of Vice Provost for Academic Initiatives came to campus just before spring break. The deadline for providing feedback on those candidates is tomorrow, March 23, 5:00 p.m.
- COVID update. Nothing significant to report, and no changes to our current protocols are anticipated. We continue to be watchful.
- Next "Talks with Torrey" is Thursday, March 24, 11:30 a.m. to 12:30 p.m. [online](#).
- The first "UIdaho Bound" event is Saturday, March 26. It will be held at the new ICCU Arena. 1,300+ visitors are expected on campus. Help is welcome.
- Our NWCCU accreditation visit is two weeks from now. Dean Panttaja will talk about that shortly. The American Bar Association (ABA) accreditation visit for the College of Law accreditation takes place simultaneously.

Discussion:

A Senator asked what benefits university employees can expect now that the proposed budget has passed the legislature. The Provost clarified that some of the funds are flexible while others must be used for specific purposes. We received a 5% increase towards CEC, which is great news. It is likely that everyone who met expectations in their performance evaluation could get a raise of some amount, but it will not be 5% for everyone. Details about compensation determination are underway. There are many different part of this process including P&T increases, TA rates, raising the UI minimum wage to \$15/hour, market based compensation adjustments, merit/performance increases, and cost of living adjustments.

There was a question about the best way to prepare for meetings with the accreditors and what to expect in terms of format: Straight Q&A? A presentation? Interim Provost Panttaja replied that, typically, the accreditation team sets the format of the discussions.

Other Announcements and Communications:

- Accreditation Discussion – Dean Panttaja
Interim Vice Provost Panttaja presented slides with key points to keep in mind when preparing for the accreditation visit. The most important points can be summarized as:
 - Know what mission fulfillment means to you
 - Know the U of I strategic initiatives
 - Know how you engage in mission fulfillment
 - Know how your assessment work aligns with the mission of the institution

Discussion:

Chair Meeuf inquired about the format for open forums with the accreditors. Dean Panttaja responded that the members of the accreditation team will introduce themselves. Then, the event typically proceeds as an informal chat. On the other hand, specific groups may get more pointed questions.

Chair Meeuf reminded Senators that the April 5 Senate meeting may be canceled, in view of the accreditation visit.

New Business:

- **Continuation of Provost Report:**
 - Fund raising update: as of March 17, more than \$52M has been raised (above goal of \$50-55M).
 - Brave.Bold. Capital Campaign: the target is \$500M by roughly 2025. We have raised \$321M already!
 - Finance status for the year: we continue to build reserves to meet SB requirements. The prospects look good.
 - Enrollment: up 0.7% from last year (9,733 students). We now shift focus to yielding new students and hope that Uldaho Bound events will help us in that effort.

Discussion:

In response to a question about the source of these large donations, Provost Lawrence said they come from a number of sources, such as the industry support, greater number of individual donors, and some large gifts. Most of this money will go to toward student support.

A Senator wondered whether the negative attention U of I (and higher education) recently received from interest groups in the state might have prompted the increase in donations. The

Provost said that those comments are likely to have raised more awareness of the value of higher education for Idaho.

Adjournment:

The agenda being completed, Chair Meeuf adjourned the meeting at 4:21pm.

Respectfully Submitted,

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



University
of Idaho

PREPARING FOR THE ACCREDITATION VISIT



THE BASIC FRAMEWORK

- I What is *Mission Fulfilment*?
- I Our Primary *Strategic Initiative's*
- I How Do *You* Engage in Mission Fulfilment?
- I Can You Define Your *Culture of Assessment*?



MISSION FULFILMENT

WHAT ARE THE OVERARCHING CONCERNS FOR NWCCU?

□ Student Success & Achievement

- Institutional & Ongoing
 - (retention, persistence, scholarships, recognitions & awards)
- Post Graduation
 - (internships, externships, job placements, graduate school placements & post-docs)
- Additional Efforts
 - (DEI initiatives & closing equity gaps)

□ Institutional Effectiveness

- Resource allocations based on data driven reflection

□ Continual Improvement Through Informed Data

- Utilization of on-going assessment & analysis to strengthen programs, curriculum & student success.



PRIMARY STRATEGIC INITIATIVES

WHAT WAS THE SEVEN - YEAR REPORT CENTERED ON?

- I Supporting Student Success
- I Prioritizing Research
- I Telling The Story of Our Institution
- I Improving Our Financial Strength

HOW DO YOU ENGAGE IN MISSION FULFILMENT?

- ❑ **What are your current initiatives as a unit to reach your mission fulfillment?**
 - Have two primary examples handy
- ❑ **What data did you use to reach those initiatives?**
 - Know where you get your data from
- ❑ **Did that data drive change or improvement?**
 - Connect that data to your primary examples
- ❑ **What future initiatives, planning, or programs are underway from your most recent analysis of the data?**
 - Where is this new data leading you?

WHAT IS A CULTURE OF ASSESSMENT?

- ❑ **How does your department / unit engage in a culture of assessment?**
 - What is your process for assessment?
 - How do you document the decision-making from that process?
- ❑ **Who in your department / unit use assessment data?**
 - Singular / Multiple / or Situational?
- ❑ **How are improvements or change decided upon?**
 - Is the Process: Inclusive / Exclusive / or Hybrid?



SUMMARY

WHAT TO KEEP IN MIND:

- I Know what Mission Fulfillment means to You**
- I Know our 4 Strategic Initiatives**
- I Know how you engage in improving your impact in those areas**
- I Know how your work in assessment aligns with institutional mission.**



QUESTIONS?

THANK YOU FOR ALL YOU DO!

University of Idaho
2021 – 2022 Faculty Senate Agenda

Meeting # 24

Tuesday, March 22, 2022, at 3:30 pm
Zoom Only

- I. Call to Order
- II. Approval of Minutes (Vote)
 - Minutes of the 2021-22 Faculty Senate Meeting #23 (March 08, 2022) **Attach. #1**
- III. Consent Agenda (Vote)
- IV. Chair’s Report
- V. Provost’s Report
- VI. Committee Reports (Vote)
 - UCC 171 – BS Landscape Architecture Changes – Elizabeth Scott **Attach. #2**
 - UCC 177 – Management and Human Resources online – Yun Chung **Attach. #3**
- VII. Other Announcements and Communications
 - ASUI Timely Grading – Nathan Kindall and Kallyn Mai
 - Accreditation Discussion – Dean Panttaja
- VIII. Special Orders
- IX. New Business
- X. Adjournment

Attachments:

- **Attach. #1:** Mtg #23 Minutes
- **Attach. #2:** UCC 171
- **Attach. #3:** UCC 177

* Changes to the Administrative Procedures Manual (APM): Please forward any questions or comments directly to both the policy coordinator at ui-policy@uidaho.edu and to the policy originator (listed on the cover sheet) within five working days of the senate meeting at which the APM item is presented.

2021 – 2022 Faculty Senate – Pending Approval

Meeting # 23

Tuesday, March 8, 2022, 3:30 pm – 5:00 pm

Zoom only

Present: Bridges, Chapman, Fairley, Gauthier, Hickman, Hoffmann, Kindall, Torrey Lawrence (w/o vote), Lee-Painter, McIntosh, Meeuf (Chair), Mittelstaedt, Ogborn, Paul, Quinnett, Rashed, Rinker, Roberson, Rose, Sammarruca (w/o vote), Schiele, A. Smith, R. Smith, Schwarzlaender, Tenuto, Thorne, Wargo

Absent: Ahmadzadeh (excused), Becker (excused), Dahlquist

Also present: Matt Powell (alternate for Ahmadzadeh)

Guests: Rachel Halverson, Chantal Vella

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

Approval of Minutes (vote):

- Minutes of the 2021-22 Meeting #22 – Attach. #2.
The minutes of the 2021-22 Meeting #22 were approved as distributed.

Chair's Report:

- Thanks to everyone for a good discussion last week with our Senate Subcommittee on Paid Parental Leave. The subcommittee is working with Faculty Senate Leadership and Staff Council Leadership to develop a short preference survey covering our different options for moving forward on this important benefit for gender equity on campus. Stay tuned for more details after the break.
- Another reminder that March 15 is the deadline for requesting extension of the P&T timeline (e.g. for COVID disruptions) and to request early consideration. Please visit <https://www.uidaho.edu/provost/faculty/tenure>.
- Many thanks to the Senators who were able to attend yesterday's session with the first of two finalists for the Vice Provost for Academic Initiatives position. The second session will be this Thursday at 2:15 pm in the Brink Lounge or over Zoom.
- Midterm grades are due on Monday, March 14. They are an essential part of our efforts to support students and make sure they receive timely feedback.

There were no questions for the Chair.

Provost's Report:

- March 31 is the deadline for sabbatical applications. Note that colleges often have internal deadlines.
- Three administrative searches are going on: Dean of the College of Engineering; Dean of the College of Education, Health and Human Science; and Vice Provost for Academic Initiatives. Finalist information can be accessed through <https://www.uidaho.edu/provost/administrative-searches>. Everyone is invited to participate in the open events and give feedback.
- One more reminder of the March 15 deadline to request extension or early consideration for P&T.
- COVID update: numbers are good and similar to last week's – one student in isolation and none in quarantine. Some of the metrics are back to their level from last June, prior to Delta and

Omicron. At this time we are not expecting any changes to our current protocols, but we will keep everyone updated should any change become necessary. 4,917 students have submitted vaccine information, and that's closing out as we go into spring break.

Discussion:

With regard to CEC, a Senator shared that a group of his constituents favor the “across the board” model over a merit-based model, because judging merit during a pandemic can be problematic. Provost Lawrence said it is not yet decided whether those funds (if we do get the 5% increase that JFAC approved) will be distributed across the board, based on market, or based on merit, and how these three components will be weighted.

A Senator conveyed a message of gratitude and enthusiasm from a constituent who has a young family for the important work of the Paid Parental Leave Subcommittee. The conversation shifted to wages and the growing cost of living in our community. Searches have failed in some units due to the current housing market in Moscow. The university is trying to help and support employees with temporary housing arrangements.

There were no more questions or comments for the Provost.

Committee Reports:

- UCC 38 Martin School of Global Studies name change – Rachel Halverson, Attach. #2
The unit would like to change the name of the school to the School of Global Studies. This change will eliminate the existing confusion between the Martin Institute and the Martin School of Global Studies. The new name (School of Global Studies) is also more inclusive and better represents all of the programs housed within the school (ALCP, Modern Languages and Cultures, and IS).

There was a brief question on the identity of Martin. The Provost placed this link in the chat:

<https://www.uidaho.edu/class/martin-institute/about/history>

Vote: 21/22 in favor; 1/22 against. Motion passes.

- FSH 4170 Maintaining Instructional Order – Chantal Vella, Attach. #3
This policy is to clarify an instructor’s authority to manage the classroom and outline the procedure for temporary or permanent dismissal of a student from a class. The policy is back to Senate after an earlier discussion. Chantal Vella detailed the revisions made by FAC since her previous visit to Senate.

Discussion:

In response to a question, the process following the disruption incident and the student’s right to appeal were clarified.

A Senator inquired about the university’s contractual obligation to provide education to the student during the time when they are dismissed from the class because of allegedly disruptive behavior. Do we have such an obligation even if the student’s behavior was outrageous? Dean of Students Blaine Eckles noted that alleged violations of the Student Code of Conduct are a different issue than the one being discussed and involve a different process. FSH 4170 is designed to be a tiered process, starting with a temporary removal from one or two class periods. The longer-term removal is the next step, after the short-term process is exhausted. Dean Eckles reviewed the steps set forth in the proposed FSH 4170 E-F. If the instructor wishes to pursue the route of permanent dismissal, it’s not going to be a surprise to the student because they will have been warned that the next step might be removal from the class.

On a different note, a Senator asked whether the university has the obligation to provide alternative options if a student wishes to drop a class because of the instructor. Dean Eckles responded that in such cases the student is encouraged to engage in the process before coming to that conclusion, but dropping the class within the deadline is always an option.

Vote: 23/23 in favor. Motion passes.

Other Announcements and Communications:

- Admission Discussion

A few weeks earlier, Chair Meeuf shared with Senators data tables showing retention rates by bins of HS GPA. He briefly explained the data. We are not admitting a large number of students at the lower end of the GPA scale (in this last cycle, we registered 82 incoming freshmen in the 2.6-2.79 GPA range, and 53 incoming freshmen in the 2.00-2.59 range, compared to 1,489 students at 2.8 or above). The retention rates for these students at the lower end of the scale, while it varies over time, is about the same for everyone under a 2.8, and that rate tends to be around 50% (although it has been higher than that at times, but during the last cycle it was around 44%). We're losing half of all students we bring in under 2.8. (Note, though, that everyone above 2.8 is aggregated into a single group, so it's hard to compare how those between 2.6 and 2.8 compare to those between 2.8 and 3.0.)

Chair Meeuf would like to have a Senate recommendation on a temporary extension of our admission standards for this cycle. He suggested two main options: 1. Keep what we have. Automatic admission for those at 2.6 and above, no standardized test requirement. Automatic Gateway admission for those between 2.3 and 2.59; or 2. Automatic admission for those 2.8 and above, no standardized test requirement. Automatic Gateway admission for those between 2.6 and 2.79.

Discussion:

Provost Lawrence informed Senate of an upcoming meeting on the 14th with the State Board for a statewide discussion, attended by individuals from U of I admissions. Thus, there may be further developments to be aware of. The Provost also noted that it would be helpful to further separate groups; for instance, to look at the 2.8 – 3.0 group by itself. Chair Meeuf will request that information.

Referring to the retention rate of about 50% for students on the lower end of the GPA scale, some Senators expressed concern that we may be admitting students who are going to leave anyway – with student loans to repay. Community colleges are much better equipped to serve the best interest of these students.

While in general agreement with the previous comment, others observed that retention rates seem quite stable from year to year, including through COVID. Thus, the current (COVID-motivated) lower standards are not the primary reason why we lose a large fraction of the less prepared students. We might as well keep the current standards for another cycle. Also, it would be useful to have more data from the Gateway program.

No strong opinions were expressed on either side. Senate is comfortable with FSL coming up with a recommendation for the next admission cycle. Other suggestions are welcome.

New Business:

No new business was raised. The Secretary took the opportunity to ask how things are going in the classroom with the recent shift in COVID protocols. No one experienced any particular problem – Senators (and constituents they heard from) who opted to mandate mask wearing in their classroom reported full and smooth compliance. Provost Lawrence and Faculty Senate Leadership were not aware of problems or complaints.

Chair Meeuf inquired about the recent university-wide Town Hall: Was there any feedback? Will there be an outcome? Provost Lawrence said he was happy about the good attendance. People were engaged both in the room and in the virtual rooms. It will be insightful to see the compiled responses to the questions posed at the meeting.

Adjournment:

The agenda being completed, Chair Meeuf adjourned the meeting at 4:23pm.

Respectfully Submitted,

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

171: LANDSCAPE ARCHITECTURE (BSLA)

Export to PDF Export to Word

In Workflow

1. 235 Chair (rulaa@uidaho.edu; bscott@uidaho.edu; rteal@uidaho.edu; gtrahman@uidaho.edu)
2. 09 Curriculum Committee Chair (gtrahman@uidaho.edu)
3. 09 Dean (scorry@uidaho.edu)
4. Provost's Office (panttaja@uidaho.edu; kudas@uidaho.edu; mstout@uidaho.edu; jvalkovic@uidaho.edu)
5. Assessment (sara@uidaho.edu)
6. Curriculum Review (sstubbs@uidaho.edu)
7. Degree Audit Review (rfrost@uidaho.edu)
8. Registrar's Office (none)
9. Ready for UCC (disable)
10. UCC (none)
11. Post-UCC Registrar (none)
12. Faculty Senate Chair (mstout@uidaho.edu; jvalkovic@uidaho.edu)
13. UFM (mstout@uidaho.edu; jvalkovic@uidaho.edu)
14. President's Office (brendah@uidaho.edu; mstout@uidaho.edu; jvalkovic@uidaho.edu; lindalundgren@uidaho.edu)
15. State Approval (mstout@uidaho.edu; jvalkovic@uidaho.edu; lindalundgren@uidaho.edu)
16. NWCCU (sara@uidaho.edu; mstout@uidaho.edu)

Approval Path

1. Sat, 05 Feb 2022 01:12:30 GMT
Gregory Turner-Rahman (gtrahman): Approved for 235 Chair
2. Fri, 11 Feb 2022 19:14:18 GMT
Gregory Turner-Rahman (gtrahman): Approved for 09 Curriculum Committee Chair
3. Fri, 11 Feb 2022 19:19:55 GMT
Shauna Corry (scorry): Approved for 09 Dean
4. Fri, 11 Feb 2022 20:15:33 GMT
Dean Panttaja (panttaja): Approved for Provost's Office
5. Wed, 16 Feb 2022 19:59:11 GMT
Sara Mahuron (sara): Approved for Assessment
6. Wed, 23 Feb 2022 17:33:03 GMT
Steve Stubbs (sstubbs): Approved for Curriculum Review
7. Wed, 23 Feb 2022 18:02:52 GMT
Rebecca Frost (rfrost): Approved for Degree Audit Review
8. Wed, 23 Feb 2022 23:59:06 GMT
Steve Stubbs (sstubbs): Approved for Registrar's Office
9. Fri, 25 Feb 2022 18:37:50 GMT
David Barnes (dabarnes): Approved for Ready for UCC
10. Wed, 02 Mar 2022 17:54:19 GMT
David Barnes (dabarnes): Approved for UCC
11. Tue, 08 Mar 2022 17:04:29 GMT
David Barnes (dabarnes): Approved for Post-UCC Registrar

History

1. Jun 15, 2021 by Amy Kingston (amykingston)

Date Submitted: Sun, 30 Jan 2022 22:53:00 GMT

Viewing: 171 : Landscape Architecture (BSLA)

Last approved: Tue, 15 Jun 2021 21:17:41 GMT

Last edit: Tue, 01 Mar 2022 17:05:47 GMT

Changes proposed by: Elizabeth Scott

Final Catalog

2022-2023

What will be the last semester of the teach-out period?

What is the teach-out plan?

Rationale for Inactivation

%deletejustification.eshtml%

Attach State Form

Faculty Contact

Faculty Name	Faculty Email
Elizabeth Scott	bscott@uidaho.edu

Change Type (Choose all that apply)

Change curriculum requirements

Change the name of a degree, major, option, emphasis, minor, certificate, concentration or specialization

Create an option, emphasis, concentration, specialization

CIP code change

Add/Edit Learning Outcomes

Description of Change

Change the name of the Bachelor of Science in Landscape Architecture program to Bachelor of Science with a major in Environmental Design to comply with changes to 2021 Landscape Architectural Accreditation Board standards. The CIP code for the degree will change. Curriculum changes reduce the total number of required credits from 127 to 121. The Learning outcomes change, now oriented toward a non-professional degree program, emphasizing knowledge areas and technical skill acquisition applicable to a broad range of environmental design career opportunities.

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

No

Academic Level

Undergraduate

College

Art & Architecture

Department/Unit:

Art and Architecture

Effective Catalog Year

2022-2023

Program Title

Landscape Architecture (BSLA)

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

121

Attach Program Change

CIP Code

04.0401 - Environmental Design/Architecture.

Emphasis/Option CIP Code(s)

Code(s)
04.0601

Will the program be Self-Support?

Will the program have a Professional Fee?

Will the program have an Online Program Fee?

Will this program lead to licensure in any state?

Will the program be a statewide responsibility?

Financial Information

What is the financial impact of the request?

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

Describe the financial impact

Curriculum:

Students are typically accepted into the B.S. Environmental Design as freshman or as transfer students. All students in the program must maintain at least a 2.5 cumulative GPA in landscape architecture courses. Failure to do so will require the student to meet with their advisor and repeat the landscape architecture courses that impact this overall GPA before advancing in the program. 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 B.S. Environmental Design students are required to have their own laptop computer and appropriate software for use in their courses.

Required course work includes the University General Education requirements (see regulation J-3 (<https://catalog.uidaho.edu/general-requirements-academic-procedures/j-general-requirements-baccalaureate-degrees/>)) and:

Code	Title	Hours
ARCH 151	Introduction to the Built Environment	3
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
ENVS 420	Introduction to Bioregional Planning	3
or ENVS 475	Local and Regional Environmental Planning	
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 340	Grading, Drainage, and Stormwater Management	4
LARC 341	Construction Materials, Detailing, and Documentation	4
LARC 353	Landscape Architecture Studio 1	3
LARC 355	Landscape Architecture Studio 2	3
LARC 358	Professional Practice	2
LARC 363	Course LARC 363 Not Found	
LARC 365	Course LARC 365 Not Found	
LARC 389	History of Landscape Architecture	3
LARC 395	GIS Applications for Landscape Planning	4
LARC 480	The Resilient Landscape	3
FOR 221	Principles of Ecology	3
or NR 321	Ecology	
MATH 143	College Algebra	3
Plus 12 credits of electives from LARC ¹		12
Plus 6 credits from LARC, ARCH, IAD, VTD, ENVS, or NR ¹		6

1 - Credits earned in completion of an academic minor may be substituted.

Total Hours **92**

Courses to total 121 credits for this degree

Note: The following courses contribute to satisfying General Education Requirements:

- ARCH 151 (J-3-e)
- BIOL 102/102L, GEOL 101/101L (J-3-c)
- LARC 480 (J-3-g)
- MATH 143 (J-3-d)

Degree Maps:

Fall Term 1		Hours
ARCH 151	Introduction to the Built Environment	3
ART 110	Integrated Art and Design Communication	2
ART 121	Integrated Design Process	2
ENGL 101	Writing and Rhetoric I	3
MATH 143	College Algebra	3
Social and Behavioral Ways of Knowing Course		3
Hours		16
Spring Term 1		
ENGL 102	Writing and Rhetoric II	3
GEOL 101	Physical Geology	3
GEOL 101L	Physical Geology Lab	1
LARC 150	Landscape, Culture and the Environment	3
Humanistic and Artistic Ways of Knowing Course		3
Oral Communications course		3
Hours		16
Fall Term 2		
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 288	Plant Materials & Design 1	3
Hours		15
Spring Term 2		
LARC 253	Landscape Architecture Design Process Studio	6
LARC 389	History of Landscape Architecture	3
BIOL 102	Biology and Society	3
BIOL 102L	Biology and Society Lab	1
FOR 221 or NR 321	Principles of Ecology or Ecology	3
Hours		16
Fall Term 3		
LARC 340	Grading, Drainage, and Stormwater Management	4
LARC 353	Landscape Architecture Studio 1	3
LARC 355	Landscape Architecture Studio 2	3
LARC 358	Professional Practice	2
Social & Behavioral Ways of Knowing Course		3
Hours		15
Spring Term 3		
LARC 341	Construction Materials, Detailing, and Documentation	4
LARC 363	Course LARC 363 Not Found	3
LARC 365	Course LARC 365 Not Found	3
LARC 395	GIS Applications for Landscape Planning	4
Hours		8
Fall Term 4		
ENVS 420 or ENVS 475	Introduction to Bioregional Planning or Local and Regional Environmental Planning	3
LARC elective		3
LARC elective		3
LARC/ARCH/IAD/VTD/ENVS/NR Elective		3
American Diversity Course		3
Hours		15
Spring Term 4		
LARC 480	The Resilient Landscape	3
LARC elective		3

LARC elective		3
LARC/ARCH/IAD/VTD/ENVS/NR Elective		3
International Course		3
	Hours	15
	Total Hours	116

The degree map is a guide for the timely completion of your curricular requirements. Your academic advisor or department may be contacted for assistance in interpreting this map. This map is not reflective of your academic history or transcript and it is not official notification of completion of degree or certificate requirements. Please contact the Registrar's Office regarding your official degree/certificate completion status.

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

If Yes, can 100% of the curricular requirements of this program be completed via distance education?

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

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

Moscow

Where?

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.

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

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

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

When will assessment activities occur and at what frequency?

Student Learning Outcomes

Have learning outcomes changed?

Yes

Learning Objectives

- SLO1: Landscape Architectural Design Principles: Understand how design of the built environment contributes to more sustainable cities and regions; demonstrate fundamental ability to identify appropriate methods to address social, cultural and ecological problems in the built environment; critically evaluate proposed solutions within the context of socio-cultural, ecological, aesthetic and technological parameters.
- SLO2: Resilience and Sustainability Principles in Environmental Design: Understand principles of resilience in community and regional planning and design; demonstrate ability to apply principles of resilience through appropriate choice of sustainable planning and design methods to promote more sustainable futures and reduce negative ecological and social impacts.

- SLO3: Design Communication: Ability to use a variety of analog, digital, verbal, and written means to think critically, organize information creatively, conceptualize, represent, and clearly communicate critical and complex planning and design proposals.
- SLO4: Problem Solving and Applied Design Research: Understand and engage in research using methods common to the disciplines of Environmental Design and Landscape Architecture to develop environmental design solutions that are responsive to place, addressing diverse technological, social, cultural, and environmental concerns.
- SLO5: Theory in Environmental Design: Apply theoretical influences of environmental design to create design proposals that promote resilient, regenerative and sustainable natural and cultural environments.
- SLO6: 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.

Rationale for the proposed change. Include an explanation of how the department will manage the added workload, if any.

The 2021 Landscape Architecture Accreditation Board standards have revised the requirements that must be met for accredited Landscape Architecture programs. The new standards no longer allow a program to be called Bachelor of Landscape Architecture or Bachelor of Science in Landscape Architecture unless the program is a stand-alone, accredited program. UI's Bachelor of Science in Landscape Architecture is not a LAAB-accredited program. Our accredited program is the Master of Landscape Architecture. Therefore the undergraduate degree must be renamed. The program faculty, College curriculum committee and College administration agree that the appropriate new name for the undergraduate program is Bachelor of Science with a major in Environmental Design.

The proposed curriculum changes create a non-professional bachelor's degree, the BS with a major in Environmental Design. The degree follows much of the BSLA curriculum requirements, providing a pathway for advanced standing in the MLA program (as our current BSLA does). It also provides an opportunity for potential expansion and development of emphasis options in the College of Art and Architecture.

Supporting Documents

Requires TECC Review

No

Department Voting Results

College Voting Results

Reviewer Comments

Sara Mahuron (sara) (Wed, 16 Feb 2022 19:59:06 GMT): reviewed new SLOs and made note to follow up on 7/1/2022 to update these outcomes in Anthology

Rebecca Frost (rfrost) (Wed, 23 Feb 2022 18:00:55 GMT): Updated degree plan to reflect Oral Comm credit change as well as to allow for "Or" options in two cases. Also changed descriptions to meet catalog standards for general education courses. LARC 363 and LARC 365 were discontinued with their 400-level crosslistings of LARC 454 and LARC 462 respectively. Department needs to re-activate these courses if they intended to continue to offer these courses and would like them included in this curriculum.

Key: 171

Choose Proposals to Bundle

Select any proposals you would like to bundle together for approval. Only proposals you have saved are available to bundle.

Bundle Title:

Course:
Proposal A

Program:
Proposal B

Submit Cancel

177: MANAGEMENT AND HUMAN RESOURCES (BSBUS)

Export to PDF Export to Word

In Workflow

1. 079 Chair (metlen@uidaho.edu)
2. 13 Curriculum Committee Chair (shenghan@uidaho.edu)
3. Registrar's Office (none)
4. Registrar's Office (none)
5. Ready for UCC (disable)
6. UCC (none)
7. Post-UCC Registrar (none)
8. GCR Circulation (none)
9. Faculty Senate Chair (mstout@uidaho.edu; jvalkovic@uidaho.edu)
10. Provost's Office (panttaja@uidaho.edu; kudas@uidaho.edu; mstout@uidaho.edu; jvalkovic@uidaho.edu)
11. UFM (mstout@uidaho.edu; jvalkovic@uidaho.edu)
12. President's Office (brendah@uidaho.edu; mstout@uidaho.edu; jvalkovic@uidaho.edu; lindalundgren@uidaho.edu)
13. State Approval (mstout@uidaho.edu; jvalkovic@uidaho.edu; lindalundgren@uidaho.edu)
14. NWCCU (sara@uidaho.edu; mstout@uidaho.edu)
15. Steve Stubbs (sstubbs@uidaho.edu)

Approval Path

1. Thu, 09 Sep 2021 15:10:54 GMT
Scott Metlen (metlen): Approved for 079 Chair
2. Fri, 24 Sep 2021 00:14:20 GMT
Shenghan Xu (shenghan): Approved for 13 Curriculum Committee Chair
3. Thu, 30 Sep 2021 22:26:28 GMT
Steve Stubbs (sstubbs): Approved for Registrar's Office
4. Thu, 30 Sep 2021 22:27:25 GMT
Steve Stubbs (sstubbs): Approved for Registrar's Office
5. Tue, 05 Oct 2021 19:39:56 GMT
Steve Stubbs (sstubbs): Approved for Ready for UCC
6. Tue, 12 Oct 2021 16:56:37 GMT
Steve Stubbs (sstubbs): Approved for UCC
7. Thu, 14 Oct 2021 22:53:40 GMT
Steve Stubbs (sstubbs): Approved for Post-UCC Registrar
8. Thu, 03 Mar 2022 19:13:36 GMT
David Barnes (dabarnes): Approved for GCR Circulation

History

1. May 2, 2021 by Amy Kingston (amykingston)
2. Jun 15, 2021 by Rebecca Frost (rfrost)

Date Submitted: Thu, 02 Sep 2021 03:42:25 GMT

Viewing: 177 : Management and Human Resources (BSBUS)

Last approved: Tue, 15 Jun 2021 21:23:54 GMT

Last edit: Mon, 07 Mar 2022 17:51:31 GMT

Changes proposed by: Daniel Eveleth

Final Catalog

2022-2023

What will be the last semester of the teach-out period?

What is the teach-out plan?

Rationale for Inactivation

%deletejustification.eshtml%

Attach State Form

Faculty Contact

Faculty Name	Faculty Email
Daniel Eveleth	eveleth@uidaho.edu

Change Type (Choose all that apply)

Change existing program (major) from face to face to on-line delivery (including program components if applicable)

Description of Change

We are complying with the Idaho State Board of Education (SBOE) and the Northwest Commission on Colleges and Universities (NWCCU) requirement to declare when 50% or more of the curricular requirements of a program may be completed via distance education.

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

Academic Level

Undergraduate

College

Business & Economics

Department/Unit:

Business

Effective Catalog Year

2022-2023

Program Title

Management and Human Resources (BSBUS)

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

CIP Code

52.0201 - Business Administration and Management, General.

Emphasis/Option CIP Code(s)

Code(s)
52.1001

Will the program be Self-Support?

Will the program have a Professional Fee?

Will the program have an Online Program Fee?

Will this program lead to licensure in any state?

Will the program be a statewide responsibility?

Financial Information

What is the financial impact of the request?

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

Describe the financial impact

Curriculum:

Required course work includes the university requirements (see regulation J-3 (<https://catalog.uidaho.edu/general-requirements-academic-procedures/j-general-requirements-baccalaureate-degrees/>)), the college requirements, and:

Code	Title	Hours
	College of Business Requirements (https://catalog.uidaho.edu/colleges-related-units/business-economics/#generalgraduationrequirements)	54-57
Major Requirements		12-27
Total Hours		66-84

Major Requirements

Code	Title	Hours
Emphases		
Select one of the following emphases:		21-27
	Management (https://catalog.uidaho.edu/colleges-related-units/business-economics/business/management-human-resources-bsbus/#management)	
	Human Resources Management (https://catalog.uidaho.edu/colleges-related-units/business-economics/business/management-human-resources-bsbus/#humanresourcesmanagement)	
	PGA Golf Management (https://catalog.uidaho.edu/colleges-related-units/business-economics/business/management-human-resources-bsbus/#pgagolfmanagement)	
	Entrepreneurship and Small Business Management (https://catalog.uidaho.edu/colleges-related-units/business-economics/business/management-human-resources-bsbus/#entrepreneurshipandsmallbusinessmanagement)	
Total Hours		21-27

A. Management Emphasis

Code	Title	Hours
Management Elective		
MHR 411	Acquiring Human Capital	3
MHR 416	Managing Reward Systems	3
MHR 417	Deploying and Developing Human Capital	3
MHR 418	Managing Organization Design and Leading Changes	3
MHR 441	Maintaining Employee and Labor Relations	3
Cross-Functional Management Electives		9
Select THREE 300- or 400-level CBE courses from at least three different functional areas (e.g., ACCT, ECON, ENTR, FIN, MIS, MKTG, OM., PGA)		
Total Hours		24

Courses to total 120 credits for this degree

B. Human Resources Management Emphasis

Code	Title	Hours
MHR 411	Acquiring Human Capital	3
MHR 416	Managing Reward Systems	3
MHR 417	Deploying and Developing Human Capital	3
MHR 418	Managing Organization Design and Leading Changes	3
MHR 441	Maintaining Employee and Labor Relations	3
HR Decision-Making Elective		
Select one course from the following:		3-4
ACCT 385	Cost and Management Accounting	
ACCT 482	Enterprise Accounting	
ECON 453	Econometrics	
GEOG 385	Foundations of GIS	
MIS 353	Application Development	
MIS 355	Systems Analysis & Administration	
MIS 453	Database Design	
MIS 455	Data Management for Big Data	

MKTG 421	Marketing Research & Analysis	
OM 439	Systems and Simulation	
ORGS 444	Methods and Analysis in Organizational Science	
PSYC 218	Introduction to Research in the Behavioral Sciences	
PSYC 416	Industrial/Organizational Psychology	
PSYC 430	Tests and Measurements	
Specialized Electives		
Select one course from the following:		3-4
AOLL 560	Career Development in Organizations	
COMM 347	Persuasion	
COMM 410	Conflict Management	
COMM 355	Organizational Communication	
CTE 472	Teaching and Learning in Organizations	
ECON 441	Labor Economics	
EDCI 301	Learning, Development, and Assessment	
INDT 362	Behavior Based Safety	
INTR 316	Explore Mentoring & Leadership	
JAMM 350	Public Relations Writing and Production	
MHR 398	Internship	
MIS 454	Issues in Information Systems	
ORGS 305	Nonprofit Organizations	
PGA 251	PGA Golf Management II	
PGA 385	PGA Golf Management III	
POLS 451	Public Administration	
PSYC 390	Psychology of Learning	
PSYC 440	Psychology of Judgement and Decision Making	
PSYC 541	Human Relations in the Workplace	
SOC 201	Introduction to Inequity and Justice	

Total Hours 21-23

Courses to total 120 credits for this degree

C. Entrepreneurship and Small-Business Management Emphasis²

Code	Title	Hours
MHR 311	Introduction to Management	3
Choose three courses from the following:		9
MHR 411	Acquiring Human Capital	
MHR 416	Managing Reward Systems	
MHR 417	Deploying and Developing Human Capital	
MHR 418	Managing Organization Design and Leading Changes	
MHR 441	Maintaining Employee and Labor Relations	
Complete the requirements for the following: ¹		12
Entrepreneurship Undergraduate Academic Certificate (https://catalog.uidaho.edu/colleges-related-units/business-economics/business/entrepreneurship-undergraduate-academic-certificate/)		

Total Hours 24

1

In addition to fulfilling the College of Business and Economics core requirement, for this emphasis BUS 490 may be used to fulfill the Technical elective in the Entrepreneurship Undergraduate Academic Certificate (<https://catalog.uidaho.edu/colleges-related-units/business-economics/business/entrepreneurship-undergraduate-academic-certificate/>) requirements.

2

Completing the requirements for this emphasis will also fulfill the requirements for the Small Business Management Undergraduate Academic Certificate (<https://catalog.uidaho.edu/colleges-related-units/business-economics/business/small-business-management-undergraduate-academic-certificate/>).

Courses to total 120 credits for this degree

D. PGA Golf Management Option²

Required course work includes all Management and Human Resources requirements, one of the Management and Human Resources emphases, and:

Code	Title	Hours
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	4
PGA 385	PGA Golf Management III	3
PGA 398	Internship	6
RSTM 105	Teaching Golf I	2
RSTM 205	Teaching Golf II	2
RSTM 305	Teaching Golf III	2
Total Hours		27

1

PGA 251 and PGA 385, together, can be used to meet the requirement for the Specialized Elective or the Marketing & Entrepreneurship Elective.

2

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

Degree Maps:

Management Emphasis

Fall Term 1		Hours
BUS 190	Integrated Business and Value Creation	3
COMM 101	Fundamentals of Oral Communication	2
ENGL 101	Writing and Rhetoric I	3
MATH 143	College Algebra	3
Scientific Ways of Knowing Course		4
Hours		15
Spring Term 1		Hours
ENGL 102	Writing and Rhetoric II	3
Humanistic and Artistic Ways of Knowing Course		3
Scientific Ways of Knowing Course		4
American Diversity Course		3
Elective Course		2
Hours		15
Fall Term 2		Hours
ACCT 201	Introduction to Financial Accounting	3
BLAW 265	Legal Environment of Business	3
ECON 201	Principles of Macroeconomics	3
PHIL 208	Business Ethics	3
STAT 251	Statistical Methods	3
Hours		15
Spring Term 2		Hours
ACCT 202	Introduction to Managerial Accounting	3
BUS 354	Business Analytics	3
ECON 202	Principles of Microeconomics	3
MHR 310	Leading Organizations and People	3
ENGL 207 OR ENGL 208 OR ENGL 313 OR ENGL 317 OR PHIL 201		3
Hours		15
Fall Term 3		Hours
FIN 301	Financial Resources Management	3
MKTG 321	Marketing	3
MIS 350	Managing Information	3
OM 370	Process Management	3
Social and Behavioral Ways of Knowing Course		3
Hours		15

Spring Term 3

MHR 411	Acquiring Human Capital	3
MHR 417	Deploying and Developing Human Capital	3
UPDV Economics, Major Elective Course		3
Elective Course		3
MHR 416 OR MHR 418 OR MHR 441		3

Hours **15**

Fall Term 4

Elective Course		3
Elective Course		3
INDT 362 OR OM 378 OR OM 439 OR OM 456 OR OM 470 OR OM 472 OR PGA 386 OR PSYC 440		3
AGEC 333 OR ENTR 414 OR ENTR 415 OR MKTG 324 OR MKTG 420 OR MKTG 421 OR MKTG 422 OR MKTG 424 OR MKTG 425 OR MKTG 426 OR MKTG 427 OR MKTG 482 OR MKTG 495 OR PGA 251 OR PGA 385		3
ACCT 305 OR ACCT 315 OR ACCT 385 OR ACCT 440 OR ACCT 482 OR ACCT 483 OR ECON 407 OR FIN 302 OR FIN 381		3

Hours **15**

Spring Term 4

BUS 490	Strategic Management	3
International Course		3
Elective Course		3
Elective Course		3
ACCT 305 OR GEOG 385 OR MIS 353 OR MIS 355 OR MIS 452 OR MIS 453 OR MIS 454 OR MIS 455		3

Hours **15**

Total Hours **120**

Human Resources Management Emphasis**Fall Term 1**

		Hours
COMM 101	Fundamentals of Oral Communication	2
BUS 190	Integrated Business and Value Creation	3
ENGL 101	Writing and Rhetoric I	3
MATH 143	College Algebra	3
Scientific Ways of Knowing Course		4

Hours **15**

Spring Term 1

ENGL 102	Writing and Rhetoric II	3
Humanistic and Artistic Ways of Knowing Course		3
American Diversity Course		3
Scientific Ways of Knowing Course		4
Elective Course		2

Hours **15**

Fall Term 2

ACCT 201	Introduction to Financial Accounting	3
ECON 201	Principles of Macroeconomics	3
BLAW 265	Legal Environment of Business	3
STAT 251	Statistical Methods	3
PHIL 208	Business Ethics	3

Hours **15**

Spring Term 2

ACCT 202	Introduction to Managerial Accounting	3
ECON 202	Principles of Microeconomics	3
BUS 354	Business Analytics	3
MHR 310	Leading Organizations and People	3
ENGL 207 OR ENGL 208 OR ENGL 313 OR ENGL 317 OR PHIL 201		3

Hours **15**

Fall Term 3

FIN 301	Financial Resources Management	3
MKTG 321	Marketing	3
MIS 350	Managing Information	3
OM 370	Process Management	3
Social and Behavioral Ways of Knowing Course		3

Hours **15**

Spring Term 3

MHR 411	Acquiring Human Capital	3
MHR 418	Managing Organization Design and Leading Changes	3
UPDV Economics, Major Elective Course		3
Elective Course		3
Elective Course		3

Hours **15**

Fall Term 4		
MHR 417	Deploying and Developing Human Capital	3
MHR 441	Maintaining Employee and Labor Relations	3
Decision Making, Major Elective Course		3
Specialized, Major Elective Course		3
Elective Course		3
Hours		15
Spring Term 4		
BUS 490	Strategic Management	3
MHR 416	Managing Reward Systems	3
International Course		3
Elective Course		3
Elective Course		3
Hours		15
Total Hours		120

Entrepreneurship and Small-Business Management Emphasis

Fall Term 1		Hours
BUS 190	Integrated Business and Value Creation	3
COMM 101	Fundamentals of Oral Communication	2
ENGL 101	Writing and Rhetoric I	3
MATH 143	College Algebra	3
Scientific Ways of Knowing Course		4
Hours		15
Spring Term 1		
ENGL 102	Writing and Rhetoric II	3
Humanistic and Artistic Ways of Knowing Course		3
Scientific Ways of Knowing Course		4
American Diversity Course		3
Elective Course		2
Hours		15
Fall Term 2		
ACCT 201	Introduction to Financial Accounting	3
BLAW 265	Legal Environment of Business	3
ECON 201	Principles of Macroeconomics	3
STAT 251	Statistical Methods	3
PHIL 208	Business Ethics	3
Hours		15
Spring Term 2		
ACCT 202	Introduction to Managerial Accounting	3
BUS 354	Business Analytics	3
ECON 202	Principles of Microeconomics	3
MHR 310	Leading Organizations and People	3
ENGL 207 OR ENGL 208 OR ENGL 313 OR ENGL 317 OR PHIL 201		3
Hours		15
Fall Term 3		
FIN 301	Financial Resources Management	3
MKTG 321	Marketing	3
MIS 350	Managing Information	3
OM 370	Process Management	3
Social and Behavioral Ways of Knowing Course		3
Hours		15
Spring Term 3		
MHR 411	Acquiring Human Capital	3
MHR 417	Deploying and Developing Human Capital	3
MHR 418	Managing Organization Design and Leading Changes	3
UPDV ECON, Major Elective Course		3
Elective Course		3
Hours		15
Fall Term 4		
ACCT 482	Enterprise Accounting	3
ENTR 414	Entrepreneurship	3
MHR 311	Introduction to Management	3
Specialized, Major Elective Course		3
Elective Course		3
Hours		15
Spring Term 4		
ENTR 415	New Venture Creation	3

BUS 490	Strategic Management	3
Specialized, Major Elective Course		3
International Course		3
Elective Course		3
	Hours	15
	Total Hours	120

PGA Golf Management Emphasis

Fall Term 1		Hours
BUS 190	Integrated Business and Value Creation	3
COMM 101	Fundamentals of Oral Communication	2
ENGL 101	Writing and Rhetoric I	3
MATH 143	College Algebra	3
PGA 103	Introduction to PGA Golf Management	2
Scientific Ways of Knowing Course		4
	Hours	17
Spring Term 1		
ENGL 102	Writing and Rhetoric II	3
PGA 150	PGA Golf Management I	3
Scientific Ways of Knowing Course		4
Humanistic and Artistic Ways of Knowing Course		3
American Diversity Course		3
	Hours	16
Summer Term 1		
PGA 298	Internship	2
	Hours	2
Fall Term 2		
ACCT 201	Introduction to Financial Accounting	3
BLAW 265	Legal Environment of Business	3
ECON 201	Principles of Macroeconomics	3
PGA 251	PGA Golf Management II	3
STAT 251	Statistical Methods	3
	Hours	15
Spring Term 2		
ACCT 202	Introduction to Managerial Accounting	3
BUS 354	Business Analytics	3
ECON 202	Principles of Microeconomics	3
MHR 310	Leading Organizations and People	3
RSTM 105	Teaching Golf I	2
	Hours	14
Summer Term 2		
PGA 298	Internship	2
	Hours	2
Fall Term 3		
FIN 301	Financial Resources Management	3
MKTG 321	Marketing	3
MIS 350	Managing Information	3
OM 370	Process Management	3
RSTM 205	Teaching Golf II	2
	Hours	14
Spring Term 3		
MHR 411	Acquiring Human Capital	3
MHR 417	Deploying and Developing Human Capital	3
PGA 385	PGA Golf Management III	3
UPDV Economics, Major Elective Course		3
MHR 416 OR MHR 418 OR MHR 441		3
	Hours	15
Summer Term 3		
PGA 398	Internship	3
	Hours	3
Fall Term 4		
Social and Behavioral Ways of Knowing Course		3
INDT 362 OR OM 378 OR OM 439 OR OM 456 OR OM 470 OR OM 472 OR PGA 386 OR PSYC 440		3
AGEC 333 OR ENTR 414 OR ENTR 415 OR MKTG 324 OR MKTG 420 OR MKTG 421 OR MKTG 422 OR MKTG 424 OR MKTG 425 OR MKTG 426 OR MKTG 427 OR MKTG 482 OR MKTG 495 OR PGA 251 OR PGA 385		3
ACCT 305 OR ACCT 315 OR ACCT 385 OR ACCT 440 OR ACCT 482 OR ACCT 483 OR ECON 407 OR FIN 302 OR FIN 381		3
ENGL 207 OR ENGL 208 OR ENGL 313 OR ENGL 317 OR PHIL 201		3
	Hours	15

Spring Term 4

BUS 490	Strategic Management	3
PHIL 208	Business Ethics	3
RSTM 305	Teaching Golf III	2
International Course		3
ACCT 305 OR GEOG 385 OR MIS 353 OR MIS 355 OR MIS 452 OR MIS 453 OR MIS 454 OR MIS 455		3
Hours		14

Summer Term 4

PGA 398	Internship	3
Hours		3
Total Hours		130

The degree map is a guide for the timely completion of your curricular requirements. Your academic advisor or department may be contacted for assistance in interpreting this map. This map is not reflective of your academic history or transcript and it is not official notification of completion of degree or certificate requirements. Please contact the Registrar's Office regarding your official degree/certificate completion status.

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

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

Moscow

Online Only

Where?

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.

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

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

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

When will assessment activities occur and at what frequency?

Student Learning Outcomes

Have learning outcomes changed?

Learning Objectives

Entrepreneurship and Small-Business Management Emphasis

1. Students will identify recruiting best practices (MHR 411).
2. Students will identify training best practices (MHR 417).

Rationale for the proposed change. Include an explanation of how the department will manage the added workload, if any.

All MHR-prefix courses are now offered via virtual meeting and in-person formats, and these formats will continue being offered indefinitely. The in-person sections have excess capacity, so teaching a virtual meeting section concurrently with an in-person section requires no additional faculty resources. In addition, each of the College of Business and Economics "principles" courses now have virtual meeting and in-person sections during the regular school year, and online formats during the summer session; and in all instances when a student must choose from a list of electives, online or virtual meeting options are available.

Supporting Documents

Requires TECC Review

No

Department Voting Results

College Voting Results

Reviewer Comments

Key: 177

Choose Proposals to Bundle

Select any proposals you would like to bundle together for approval. Only proposals you have saved are available to bundle.

Bundle Title:

Course:

Proposal A

Program:

Proposal B

Submit Cancel

2021 – 2022 Faculty Senate**Meeting # 25**

Tuesday, March 29, 2022, 3:30 pm – 5:00 pm

Zoom only

Approved mtg 26 04.12.22

Present: Ahmadzadeh, Becker, Bridges, Chapman, Dahlquist, Fairley, Gauthier, Hickman, Hoffmann, Torrey Lawrence (w/o vote), Lee-Painter, McIntosh, Meeuf (Chair), Mittelstaedt, Ogborn, Rashed, Rinker, Roberson, Rose, Sammarruca (w/o vote), Schiele, A. Smith, R. Smith, Schwarzlaender, Tenuto

Absent: Wargo (excused), Quinnett (excused), Thorne, Kindall, Paul

Also present: Dale Graden (alternate for Quinnett)

Guests: Steve Shook, Kallyn Mai

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

Approval of Minutes (vote):

Minutes of the 2021-22 Meeting #24 – Attach. #1

Amendments:

- Second line of the Chair's Report: change *...from 3:00-5:00pm* to *...from 2:00-4:00pm (PST)*
- The wrong file was attached to the minutes for the presentation given by Dean Panttaja. The document will be replaced.

The minutes of 2021-22 Meeting #24 were approved as amended.

Chair's Report:

- Hopefully each of your colleges has started the process of electing new Senators, as needed, to fill upcoming vacancies. The first meeting of the new Senate will be on April 26 to collect nominations for next year's leadership team, so we will need the names of new Senators in advance of that meeting.
- We will not hold a Senate meeting next Tuesday, April 5, so we can focus on the upcoming accreditation visit. Faculty Senate Leadership will use part of that time to meet with the site team.
- Related to the previous point, please remind your constituents about the April 4 Faculty Forum from 2:30-3:30 pm, on Zoom. Remember that this is for all faculty but faculty in supervisory roles should not attend.

Discussion:

A Senator asked whether next year's Senate meetings will be held *via* Zoom or in person. Chair Meeuf responded that continuing with Zoom is likely, although it is a decision for the next Senate leadership. Some Senators expressed concern about the functionality of a hybrid mode. Another Senator noted, however, that investing in new microphone technology does help. Vice Chair Smith emphasized that faculty from non-Moscow locations can participate in Zoom meetings on equal footing with Moscow faculty. Also, participation at UFM's conducted *via* Zoom has been much higher than the typical in-person attendance. For those reasons, FSL would like to encourage incoming leaders to continue with the Zoom format.

Provost's Report:

- Nothing new on the COVID front. Numbers remain low, no changes in protocol at this point.

- Campus visits with the finalists for the position of dean of EHHS are completed. For the COE dean position, we have one candidate today and tomorrow and the last one later this week. The search for the Coeur d'Alene Center Director is next. Interviews will probably start in April.
- The accreditation visit is next week on Monday, Tuesday, and Wednesday.
- HR is finalizing changes to hiring practices to increase U of I competitiveness as an employer.
- We are preparing a statement about the impact the legislature has on decisions about the university.
- As for CEC, we are considering a number of different possibilities and we will have an update in the next few weeks.

There were no questions for the Provost.

Committee Reports:

- UCC 115 Fisheries Science Minor name change – Steve Shook, Attach. #2
The name of the minor is being changed from Fisheries Resources to Fisheries Science, which is consistent with the name of the degree and the name of the department. The other change is to add an ecology course.

Vote: 22/22 in favor. Motion passes.

- FSH 5300, 5400, 1640.56 Committee on Committees – Alistair Smith, Attach. #3
This proposal is to remove redundancy between FSH 1640.56 and FSH 5300, both of which establish a committee to handle IP and copyright infringement situations. The function of 1640.56 was *“to consider, investigate, and make recommendations toward resolution of disputes concerning (1) ownership of mask works and copyrightable and patentable materials, and (2) allegations of unauthorized use of copyright infringement of UI sponsored materials.”* As part of the proposed revision to FSH 5300 we are altering the structure of the provost appointed committee to ensure that half of the faculty members will be selected from Research Council to preserve the intent of shared governance that was achieved with FSH 1640.56. In addition, the forms contained in FSH 5400 will now be attachments to FSH 5300. This change is being made because the forms themselves are not policy but rather implement the policy contained in 5300.

Discussion:

In response to a question about how the membership is going to be decided under the revised policy, Vice Chair Smith clarified that the provost will convene this committee, with the majority of members from Research Council. The chair of Research Council and the Senate chair will work with the provost to identify appropriate faculty. Three of the five faculty are members of Research Council, because of their expertise. In this way, we keep shared governance in place. A Senator asked under which committee patents fall. Vice Chair Smith responded that patents were not under the purview of (current) FSH 1640.56, but with the proposed changes, they would fall under FSH 5300.

Vote: 22/22 in favor. Motion passes.

- FSH 3715 Graduate Student Parenting Leave – Seth Rose, Attach. #4
This policy, presented by the Graduate & Professional Students Association (GPSA), will provide full-time graduate students (GS) four weeks of parenting leave after the birth, adoption, or foster placement of a child. A student taking parenting leave will maintain current status as a

degree-seeking student, applicable tuition waivers, appointment without pay, and be shielded from discrimination or retaliation in response to the parenting leave. The policy has been presented to Graduate Council and approved with unanimous vote. It has also been vetted through various offices and departments across campus, including Financial Aid, IPO, and the Veteran Center. Seth Rose is now working with COGS Dean Jerry McMurtry to get the application forms ready – in addition to the Leave of Absence form that's on the COGS website. Graduate students complete the form and then contact their departments, major professors, and classroom instructors to develop an academic plan for those four weeks. They need to get the form approved and signed before the leave begins.

Discussion:

In response to a question about the leave being limited to four weeks, Seth Rose said that the option of proposing four to six weeks is open for discussion. At this time, there is nothing formally in place in the Faculty & Staff Handbook to shield GS from discrimination (Title IX issues), and to protect tuition waivers and their degree-seeking status. This protection is especially important for international students and their ability to keep their visas. Presently, GS talk to their supervisors, PIs, and instructors to make necessary arrangements on a case-by-case basis.

Vice Chair Smith noted that paid parental leave for GS is a matter of equity and should be considered in the future. Graduate students are also employees. Seth Rose reported that a GPSA subcommittee is working on paid parental leave – it's a complex issue, mostly because GS do not qualify for FML. It will be useful to look at how other schools, such as Oregon State and Boise State, have been able to generate the necessary resources. As a starting point, GPSA simply hopes to have some protection in place.

A Senator suggested to check very carefully with IPO that international students will not be impacted negatively due to unforeseen problems with Homeland Security.

Provost Lawrence noted that not all of our employees have the same benefits. Graduate students who are employees are not full-time employees, which is a major difference. Also, we should have a broader discussion, involving HR, about diverse extenuating circumstances that may warrant a longer leave.

There was some discussion about possible amendments to the GPSA proposal to extend the leave in exceptional cases. The consensus was that more research and thinking are needed. For instance, who will make the decision of exceptional cases? It is best to move this forward without delays. Both GPSA and Senate would like to work towards paid parenting leave for GS, but they do not want to delay this policy from moving forward, because GS do not have any kind of protected parental leave at this time. For the time being, amendments are taken off the table to make sure this policy goes to next UFM.

Vote: 21/22 in favor; 1/22 against. Motion passes.

Other Announcements and Communications:

- ASUI Timely Grading – Nathan Kindall and Kallyn Mai
ASUI leaders presented updates on their project regarding timely feedback to students about their progress in a course. The presentation is attached to these minutes.

Discussion:

Chair Meeuf suggested that students think of timely feedback as a broader issue than just early warning and midterm grades. They are concerned, for instance, about timely turnaround of assignments by instructors, how quickly graded assignments get uploaded into their grade book, and whether, at any time, they are informed of their class standing. As we address timely feedback, we also need to be talking about increased teaching load and how we can support faculty so they have the necessary resources to deliver timely grades. Perhaps we should have a broader conversation, involving CETL, around what timely feedback is. The ASUI leaders reported that they had some conversations with Brian at CETL on how his department can support faculty members as well as a more-structured way to think of midterms and early warning grades. The ASUI leaders also suggested that students would appreciate hearing from instructors who are a few days behind that grades will be coming soon.

System integration was an important part of the conversation. A number of Senators experienced problems when working with different platforms. Some found that removing holds in Banner was easier, while changes in the interface have made things more complex. These are expected to be key questions as we move towards system integration. It is important to have clarity about what data on Canvas is just a communication between instructor and student and what data is available to the larger university systems. Some Senators think there is a disconnect between the administration and the people who use the learning management tools.

Chair Meeuf will place this item on future Senate agendas and continue to forward faculty concerns to the people who are working on these systems. Another point of discussion is Vandal Star functionality – faculty are not enthusiastic about it nor have they seen a significant amount of evidence that Vandal Star improves retention rates.

- Admissions Discussion Follow Up – Russ Meeuf
Empowered by Senate’s consensus to make a recommendation under FSH 6990, FSL is strongly leaning towards the recommendation to continue with the existing emergency admission standards for the next cycle, when we have more data from Gateway and a better sense of what's happening in secondary education after COVID. We can talk more about it at a future meeting if Senators wish to do so. Many thanks to Lindsey Brown and the people at Institutional Research for getting us more detailed information.

New Business:

No new business was raised.

Adjournment:

The agenda being completed, Chair Meeuf adjourned the meeting at 5:00pm.

Respectfully Submitted,

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

University of Idaho
2021 – 2022 Faculty Senate Agenda

Meeting # 25

Tuesday, March 29, 2022, at 3:30 pm
Zoom Only

- I. Call to Order
- II. Approval of Minutes (Vote)
 - Minutes of the 2021-22 Faculty Senate Meeting #24 (March 22, 2022) **Attach. #1**
- III. Consent Agenda (Vote)
- IV. Chair’s Report
- V. Provost’s Report
- VI. Committee Reports (Vote)
 - UCC 115 Fisheries Science Major name change – Lisette Waits **Attach. #2**
 - FSH 5300, 5400, 1640.56 Committee on Committees – Alistair Smith **Attach. #3**
 - FSH 3715 Graduate student parenting leave – Seth Rose **Attach. #4**
- VII. Other Announcements and Communications
 - ASUI Timely Grading – Nathan Kindall and Kallyn Mai
 - Admissions Discussion Follow Up – Russ Meeuf
- VIII. Special Orders
- IX. New Business
- X. Adjournment

Attachments:

- **Attach. #1:** Mtg #24 Minutes
- **Attach. #2:** UCC 115
- **Attach. #3:** FSH 5300, 5400, 1640.56
- **Attach. #4:** FSH 3715

* Changes to the Administrative Procedures Manual (APM): Please forward any questions or comments directly to both the policy coordinator at ui-policy@uidaho.edu and to the policy originator (listed on the cover sheet) within five working days of the senate meeting at which the APM item is presented.

2021 – 2022 Faculty Senate – Pending Approval

Meeting # 24

Tuesday, March 22, 2022, 3:30 pm – 5:00 pm

Zoom only

Present: Bridges, Chapman, Fairley, Gauthier, Hickman, Hoffmann, Torrey Lawrence (w/o vote), Lee- Painter, McIntosh, Meeuf (Chair), Mittelstaedt, Ogborn, Paul, Quinnett, Rashed, Rinker, Roberson, Sammarruca (w/o vote), Schiele, A. Smith, R. Smith, Schwarzlaender, Tenuto, Thorne, Wargo

Absent: Ahmadzadeh (excused), Becker (excused), Dahlquist, Rose, Kindall

Also present: Matt Powell (alternate for Ahmadzadeh)

Guests: Elizabeth Scott, Yun Chung, Dean Panttaja

Call to Order: Chair Meeuf called the meeting to order at 3:31 pm.

Approval of Minutes (vote):

- Minutes of the 2021-22 Meeting #23 – Attach. #1
The minutes of the 2021-22 Meeting #23 were approved as distributed.

Chair's Report:

- [The Idaho GradWell Statewide Graduate Student Wellness Event will be held virtually \(on Zoom\) Friday, April 1 from 3:00-5:00pm.](#) This event focuses on ways to support graduate students and graduate student wellbeing as they navigate their studies. The main event will involve a student panel discussion to learn firsthand from graduate students about how they manage stress and how their universities/departments influence their overall wellness and promote balance in their academic pursuits, and there will be additional discussions and roundtables. We'll post a [registration link](#) in our talking points. If you have questions, please contact Seth Rose, our GPSA president, who I believe will be participating in the panel.
- A reminder that Honorary Degree Nominations are due April 15.

There were no questions for the Chair.

A Senator placed in the chat the link for the upcoming conference *2022 Student Success*:

<https://www.webpages.uidaho.edu/cetl/student-success.asp>

Provost's Report postponed until after Committee Reports.

Committee Reports:

- UCC 171 BS Landscape Architecture Changes – Elizabeth Scott, Attach. #2
The name of the Bachelor of Science in Landscape Architecture program is being changed to Bachelor of Science with a major in Environmental Design to comply with new 2021 Landscape Architectural Accreditation Board standards. The CIP code for the degree will change. The proposed changes reduce the total number of required credits from 127 to 121. The Learning outcomes also change, now oriented toward a non-professional degree program, emphasizing knowledge areas and technical skill acquisition applicable to a broad range of environmental design career opportunities.

There were no questions or comments.

Vote: 22/22 in favor. Motion passes.

- UCC 177 Management and Human Resources online – Yun Chung, Attach. #3
We are complying with the Idaho State Board of Education (SBOE) and the Northwest Commission on Colleges and Universities (NWCCU) requirement to declare when 50% or more of the curricular requirements of a program may be completed via distance education. All MHR-prefix courses are now offered via virtual meeting and in-person formats, and these formats will continue being offered indefinitely. The in-person sections have excess capacity, so teaching a virtual meeting section concurrently with an in-person section requires no additional faculty resources. In addition, each of the College of Business and Economics main courses now have virtual meetings and in-person sections during the regular school year, and online formats during the summer session; and in all instances when a student must choose from a list of electives, online or virtual meeting options are available.

Discussion

Addressing a question, Yun Chung confirmed that the proposal does not entail any changes in the requirements for the major. It allows for the option to complete the degree online. Courses which are offered face-to-face can be taken synchronously by off-campus students, as opposed to classes offered online asynchronously. Chair Meeuf clarified that changing a course delivery mode does not require Senate approval, but Senate and faculty approvals are needed to list a degree as an online degree – these are Group B items in the catalog. Furthermore – Provost Lawrence added – the State Board (SB) also has to sign off on these changes, which have accreditation and financial impacts. We must be sure to comply with all SB requirements.

The conversation moved to website publishing for online programs and whether web coordinators for each college should direct people to a centralized area. Vice Provost Ken Udas said that the university is moving forward with a more centralized approach with the help of Communication and Marketing. More information will come over the next few weeks. In response to another question concerning different modes to deliver online education, Vice Provost Udas emphasized the importance of transparency when offering different online options – students must be made fully aware of what they are registering for.

Vote: 22/22 in favor. Motion passes.

Provost's Report:

- Update on the administrative searches. For the position of Dean of the College of Engineering, we have one finalist this week and two next week. For the position of Dean of the College of Education, Health and Human Science, we'll host two finalists this week and one next week. To provide feedback, go to <https://www.uidaho.edu/provost/administrative-searches>. Next we'll meet the finalists for the Coeur d'Alene CEO position, probably in April. Two finalists for the position of Vice Provost for Academic Initiatives came to campus just before spring break. The deadline for providing feedback on those candidates is tomorrow, March 23, 5:00 p.m.
- COVID update. Nothing significant to report, and no changes to our current protocols are anticipated. We continue to be watchful.
- Next "Talks with Torrey" is Thursday, March 24, 11:30 a.m. to 12:30 p.m. [online](#).
- The first "UIdaho Bound" event is Saturday, March 26. It will be held at the new ICCU Arena. 1,300+ visitors are expected on campus. Help is welcome.
- Our NWCCU accreditation visit is two weeks from now. Dean Panttaja will talk about that shortly. The American Bar Association (ABA) accreditation visit for the College of Law accreditation takes place simultaneously.

Discussion:

A Senator asked what benefits university employees can expect now that the proposed budget has passed the legislature. The Provost clarified that some of the funds are flexible while others must be used for specific purposes. We received a 5% increase towards CEC, which is great news. It is likely that everyone who met expectations in their performance evaluation could get a raise of some amount, but it will not be 5% for everyone. Details about compensation determination are underway. There are many different part of this process including P&T increases, TA rates, raising the UI minimum wage to \$15/hour, market based compensation adjustments, merit/performance increases, and cost of living adjustments.

There was a question about the best way to prepare for meetings with the accreditors and what to expect in terms of format: Straight Q&A? A presentation? Interim Provost Panttaja replied that, typically, the accreditation team sets the format of the discussions.

Other Announcements and Communications:

- Accreditation Discussion – Dean Panttaja
Interim Vice Provost Panttaja presented slides with key points to keep in mind when preparing for the accreditation visit. The most important points can be summarized as:
 - Know what mission fulfillment means to you
 - Know the U of I strategic initiatives
 - Know how you engage in mission fulfillment
 - Know how your assessment work aligns with the mission of the institution

Discussion:

Chair Meeuf inquired about the format for open forums with the accreditors. Dean Panttaja responded that the members of the accreditation team will introduce themselves. Then, the event typically proceeds as an informal chat. On the other hand, specific groups may get more pointed questions.

Chair Meeuf reminded Senators that the April 5 Senate meeting may be canceled, in view of the accreditation visit.

New Business:

- **Continuation of Provost Report:**
 - Fund raising update: as of March 17, more than \$52M has been raised (above goal of \$50-55M).
 - Brave.Bold. Capital Campaign: the target is \$500M by roughly 2025. We have raised \$321M already!
 - Finance status for the year: we continue to build reserves to meet SB requirements. The prospects look good.
 - Enrollment: up 0.7% from last year (9,733 students). We now shift focus to yielding new students and hope that Uldaho Bound events will help us in that effort.

Discussion:

In response to a question about the source of these large donations, Provost Lawrence said they come from a number of sources, such as the industry support, greater number of individual donors, and some large gifts. Most of this money will go to toward student support.

A Senator wondered whether the negative attention U of I (and higher education) recently received from interest groups in the state might have prompted the increase in donations. The

Provost said that those comments are likely to have raised more awareness of the value of higher education for Idaho.

Adjournment:

The agenda being completed, Chair Meeuf adjourned the meeting at 4:21pm.

Respectfully Submitted,

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



University
of Idaho

POLICY DEVELOPMENT AND CHANGE

THE ROLE OF POLICY IN MISSION FULFILMENT

ACCREDITATION VISIT, APRIL 2022



FACULTY SENATE AND THE FACULTY HAVE BROAD POWER OVER POLICY-MAKING

I Shared governance structure

□ Faculty senate

- Function
- Structure
- Senate subcommittees
 - Populating subcommittees; ensuring broad representation across the university

I The process of developing/changing/communicating policy

□ Who initiates the process?

- Examples of recent policy ideas born under various circumstances

□ Step-by-step procedures

- Examples of recent policy journeys from initial idea to president's approval

□ The Faculty Secretary promptly reports presidential actions on policy to the university



PRIMARY STRATEGIC INITIATIVES

- I Supporting Student Success
- I Prioritizing Research
- I Telling The Story of Our Institution
- I Improving Our Financial Strength

HOW SENATE SUPPORTS THE PRIMARY STRATEGIC INITIATIVES



I Supporting Student Success

- Oversees admission standards and curricular changes; works with ASUI to raise awareness of student concerns (timely grading, mental health..)

I Prioritizing Research

- The Faculty Secretary represents FSL at SLC and is the faculty voice in discussions of strategic initiatives, such as R1 (and others)

I Telling The Story of Our Institution

- Through FSL/Senate, faculty has input on key communication initiatives

I Improving Our Financial Strength

- Senate works with faculty and administration on critical issues, including emergency situations, as they may arise (prioritization, furlough.....)

OVERARCHING:

FSL meets by-weekly with the Provost and the Vice Provost for Faculty Affairs to discuss faculty concerns and propose solutions that support our mission.



I The Role of Policy Making in Mission Fulfilment

I How Policy Makers Engage in Mission Fulfilment

I Policy Making in a Culture of Assessment



MISSION FULFILMENT

- ❑ **Student Success & Achievement**
- ❑ **Institutional Effectiveness**
- ❑ **Continual Improvement through Informed Data**

Effective shared governance supports all three aspects of our mission. It requires a robust set of policies and procedures that are clear, easily accessible, and applied in a fair and equitable manner across the university community.

ENGAGEMENT

- ❑ FSL, the provost office and the policy coordinator work together and with senate sub-committees towards our mission (see previous slide)
 - Have two primary examples handy (easy!)
- ❑ Solid data/evidence must drive and guide policy changes.
 - Know where you get your data from (surveys, IR, other institutions...)
- ❑ Did that data drive change or improvement?
 - Yes. Recent analyses prompted major revisions of policies, to improve fairness, clarity, etc...
- ❑ Current and future initiatives
 - Comprehensive revision of all unit and college bylaws (policy coordinator); development of new parental leave policies,

POLICY MAKING IN A CULTURE OF ASSESSMENT

- How does our group engage in a culture of assessment?
 - Regular policy reviews to reevaluate/update our policies and procedures
 - Seeking ways to improve/streamline our processes
 - Being active, not reactive
 - Listening to our constituencies and bring forward concerns about the process and/or specific policies.

- How are policy improvements or change decided?
 - Inclusive. Involves governance bodies (senate, staff council..) Seeks broad input from interested groups. Final decision is with the president.

115: FISHERIES SCIENCE MINOR

Export to PDF Export to Word

In Workflow

1. 150 Chair (lwaits@uidaho.edu)
2. 11 Curriculum Committee Chair (evas@uidaho.edu)
3. Degree Map Review (rfrost@uidaho.edu)
4. Registrar's Office (none)
5. UCC (none)
6. Post-UCC Registrar (none)
7. GCR Circulation (none)
8. Faculty Senate Chair (mstout@uidaho.edu; jvalkovic@uidaho.edu)
9. UFM (mstout@uidaho.edu; jvalkovic@uidaho.edu)
10. President's Office (brendah@uidaho.edu; mstout@uidaho.edu; jvalkovic@uidaho.edu; lindalundgren@uidaho.edu)
11. State Approval (mstout@uidaho.edu; jvalkovic@uidaho.edu; lindalundgren@uidaho.edu)
12. NWCCU (sara@uidaho.edu; mstout@uidaho.edu)
13. Steve Stubbs (sstubbs@uidaho.edu)

Approval Path

1. Fri, 17 Sep 2021 14:30:36 GMT
Lisette Waits (lwaits): Approved for 150 Chair
2. Wed, 29 Sep 2021 16:29:20 GMT
Eva Strand (evas): Approved for 11 Curriculum Committee Chair
3. Wed, 29 Sep 2021 16:30:59 GMT
Rebecca Frost (rfrost): Approved for Degree Map Review
4. Wed, 29 Sep 2021 23:20:51 GMT
Steve Stubbs (sstubbs): Approved for Registrar's Office
5. Tue, 05 Oct 2021 16:37:24 GMT
Steve Stubbs (sstubbs): Approved for UCC
6. Thu, 14 Oct 2021 22:52:54 GMT
Steve Stubbs (sstubbs): Approved for Post-UCC Registrar
7. Thu, 17 Mar 2022 19:28:48 GMT
David Barnes (dabarnes): Approved for GCR Circulation

Date Submitted: Fri, 17 Sep 2021 14:23:17 GMT

Viewing: 115 : Fisheries Science Minor

Last edit: Fri, 17 Sep 2021 14:23:16 GMT

Changes proposed by: Lisette Waits

Final Catalog

2022-2023

What will be the last semester of the teach-out period?

What is the teach-out plan?

Rationale for Inactivation

%deletejustification.eshtml%

Attach State Form

Faculty Contact

Faculty Name	Faculty Email
Lisette Waits	lwaits@uidaho.edu

Change Type (Choose all that apply)

Change curriculum requirements

Change academic component name (degree, major, option, emphasis, minor, concentration, or specialization)

Description of Change

update course list

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

Academic Level

Undergraduate

College

Natural Resources

Department/Unit:

Fish & Wildlife Sciences

Effective Catalog Year

2022-2023

Program Title

Fisheries Science 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

03.0301 - Fishing and Fisheries Sciences and Management.

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 this program lead to licensure in any state?

Will the program be a statewide responsibility?

Financial Information

What is the financial impact of the request?

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

Describe the financial impact

Curriculum:

Code	Title	Hours
BIOL 314	Ecology and Population Biology	3
or FOR 221	Principles of Ecology	
or WLF 220	Principles of Ecology	
FISH 314	Fish Ecology	3
FISH 315	Fish Ecology Field Techniques and Methods	2
FISH 495	Fisheries Seminar	1

Select three courses from the following:

11-12

FISH 415	Limnology
FISH 418	Fisheries Management
FISH 422	Concepts in Aquaculture
FISH 424	Fish Health Management
FISH 430	Riparian and River Ecology
FISH 481	Ichthyology

Total Hours

20-22

Courses to total 20 credits for this minor

Degree Maps:

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

If Yes, can 100% of the curricular requirements of this program be completed via distance education?

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

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

Moscow

Where?

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.

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

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

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

When will assessment activities occur and at what frequency?

Student Learning Outcomes

Have learning outcomes changed?

NoChange

Learning Objectives

Rationale for the proposed change. Include an explanation of how the department will manage the added workload, if any.

updating with new course, no workload change

Supporting Documents

Requires TECC Review

No

Department Voting Results

College Voting Results

Reviewer Comments

Key: 115

Choose Proposals to Bundle

Select any proposals you would like to bundle together for approval. Only proposals you have saved are available to bundle.

Bundle Title:

Course:

Proposal A

Program:

Proposal B

Submit Cancel



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 5300 COPYRIGHTS, PROTECTABLE DISCOVERIES AND OTHER INTELLECTUAL PROPERTY RIGHTS (revision)

- FSH 5400 EMPLOYMENT AGREEMENT CONCERNING INTELLECTUAL PROPERTY (deletion)

- FSH 1640.56 INTELLECTUAL PROPERTY COMMITTEE (deletion)

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 (Alistair Smith), Vanessa Sielert, and Jeremy Tamsen

Policy Sponsor, if different from Originator:

Reviewed by General Counsel Yes ___ No Name & Date: Manisha Wilson, 2/24/22

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

This change proposes to remove redundancy between FSH 1640.56 and FSH 5300 in which each establishes a committee to handle IP and copyright infringement situations. The function of 1640.56 was "to consider, investigate, and make recommendations toward resolution of disputes concerning (1) ownership of mask works and copyrightable and patentable materials, and (2) allegations of unauthorized use of copyright infringement of UI sponsored materials."

As part of the proposed revision to FSH 5300 we are altering the structure of the provost appointed committee to ensure that half of the faculty members will be selected from Research Council to preserve the intent of shared governance that was achieved with FSH 1640.56.

In addition, the forms contained in FSH 5400 will now be attachments to FSH 5300. This change is being made because the forms themselves are not policy but rather implement the policy contained in 5300.

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

Reduced effort. Currently the committee on committees is tasked with filling a standing committee. The revision allows this committee to only be created on an ad hoc basis. The changes also remove redundancy of two redundant committees.

- 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.

July 1

COPYRIGHTS, PROTECTABLE DISCOVERIES AND OTHER INTELLECTUAL PROPERTY RIGHTS

PREMABLE: This section outlines UI policy concerning copyrights, as they arise from university research. Particularly this section discusses the assignment of ownership to such copyrights. This section was part of the 1979 Handbook but was revised in a significant way 1) in July of 1992 to reflect changes in applicable federal law, 2) in January of 1995 by the addition of subsection C-5 to reflect the change in the Regents' intellectual property and conflict of interest rule (former IDAPA 08.01.09.101.03e), and 3) in 2007 to update terminology and add clarity to the rights and obligations of the University and of its employees and students in dealing with intellectual property, and in 2008 edited to reflect the restructuring of technology transfer functions from Idaho Research Foundation to the Office of Technology Transfer. In 2009 revisions were made to B-2 to comply with federal law. This policy was revised in November 2015 for consistency with the revised intellectual property policy of the Board of Regents of the University of Idaho. Unless otherwise noted, the text is as of July 1996. For more information, contact the Research Office (208-885-6651). [ed. 7-98, rev. 2-07, 4-08, 7-09, 7-16]

CONTENTS:

- A. Introduction
- B. Copyrights
- C. Protectable Discoveries
- D. Dispute Resolution
- E. Special Arrangements for Federal, State, and Private Grants
- F. Record-Keeping
- G. Present Assignment of Rights in Intellectual Property

A. INTRODUCTION. The UI encourages the creation of scholarly works as an integral part of its mission. UI participation in the development, marketing, and dissemination of educational materials has as its aim the improvement of the quality, effectiveness, and efficiency of student learning and of faculty and staff development. The UI recognizes its obligation to transfer technology and useful discoveries to society. With respect to all types of intellectual property, the rights and obligations of UI, its employees and students and other third parties shall be governed by this policy. To the extent permitted by this policy, individuals may enter into contracts with UI to address intellectual property, in which case the contract terms shall control, provided that the contract was entered into in a manner consistent with this policy.

A-1. DEFINITIONS. For purposes of this Section 5300 ~~and Section 5400~~, the following terms shall have the following meanings:

- a. "electronic" shall mean relating to technology having electrical, digital, magnetic, wireless, optical, electromagnetic, or similar capabilities.
- b. "written" or "in writing" shall include information created, generated, sent, communicated, received, or stored by electronic means, including without limitation email, telecopy, and facsimile transmissions.
- c. "natural person or persons" means natural person or persons involved in the creation or development of intellectual property.
- d. "designated agent" means the person or entity acting on behalf of the UI, within the scope of and under authorization through a written agreement between the person or entity and UI, to protect, commercialize, otherwise transfer rights in intellectual property subject to this policy and to, as authorized by the UI, to enforce rights in such intellectual property. A designated agent of the University may include, by way of example and not limitation, a UI-affiliated foundation approved by the Regents of the University of Idaho and acting under an operating agreement between UI and the foundation. *[add. 7-16]*

UI FACULTY-STAFF HANDBOOK

Chapter 5: RESEARCH POLICIES

Section 5650: Financial Conflicts of Interest in Public Health Service Research

B. COPYRIGHTS. UI participation in the development of copyrightable works raises questions concerning the ownership and use of materials in which UI has become an active and intentional partner through substantial investment of resources. This policy is established to clarify the rights of the natural person or persons and the UI regarding ownership and use of copyrightable materials in the absence of a valid written agreement between the natural person or persons and UI. The UI acknowledges the right of faculty and staff members and students to prepare and publish certain materials that are copyrightable in the name of the natural person or persons and that may generate royalty income for the natural person or persons. [\[rev. 7-16\]](#)

B-1. Coverage. The types of materials to which this policy applies include:

- a. Study guides, tests, syllabi, bibliographies, texts, books, and articles.
- b. Films, filmstrips, photographs, slides, charts, transparencies, illustrations, and other visual aids.
- c. Programmed instructional materials.
- d. Audio and video recordings.
- e. Simultaneously recorded live audio and video broadcasts.
- f. Dramatic, choreographic, and musical compositions.
- g. Pictorial, graphic, and sculptural works.
- h. Computer software, including computer programs, procedural design documents, program documents, and databases as defined below: [\[ed. 7-00\]](#)
 - (1) "Computer program" means a set of instructions that direct a computer to perform a sequence of tasks.
 - (2) "Procedural design document" refers to material that describes the procedural steps involved in the creation of a computer program.
 - (3) "Program document" refers to material created for the purpose of aiding the use, maintenance, or other interaction with a computer program.
 - (4) "Data base" means a collection of data elements grouped together in an accessible format.
- i. Other copyrightable materials, including materials generated in the production of any of the above works.

B-2. Assignment of Ownership. UI employees and students retain all rights in the copyrightable materials they create except in the cases of "UI-Sponsored Materials" as defined in Subsection B-2.-b below, materials subject to grant of a non-exclusive license to UI for public access as described in Subsection B-2.-c below, materials covered by a Grant or Contract as discussed in Subsection E below, and materials covered by a valid written agreement between the natural person or persons and the UI as discussed in Subsection B-5 below. Faculty members, staff members, and students shall, consistent with Subsection G, assign rights in copyrightable materials claimed by UI under the above-identified exceptions and shall co-operate with reasonable requests from UI for the creation of any documents and records needed to vest and memorialize UI's rights, if any. [\[rev. 7-09, 7-16\]](#)

a. Retention of Rights by Faculty. Except as otherwise provided in Subsection B-2 above, the natural person or persons retain the rights to: (1) copyrightable works produced while on sabbatical leave; (2) course materials, study guides, and similar works prepared by faculty in the furtherance of their instructional responsibilities at UI. [\[—See FSH 1565 D-G\]](#); and (3) works prepared by faculty as part of the general

UI FACULTY-STAFF HANDBOOK

Chapter 5: RESEARCH POLICIES

Section 5650: Financial Conflicts of Interest in Public Health Service Research

obligation to produce scholarly or other creative works, such as, but not limited to, articles, books, musical compositions, and works of art. See FSH 1565 C-2.~~{rev. 7-09, 7-16}~~

b. UI-Sponsored Materials. Materials are “UI-Sponsored Materials” within the meaning of this policy and shall be and are assigned to UI consistent with Subsection G, if the natural person or persons: (1) prepared the work as part of ~~his or her~~~~their~~ employment duties at UI; (2) was specially ordered or commissioned in writing by UI or one of its distinct units to develop the work; (3) received extra pay from UI to prepare the specific materials pursuant to a valid written agreement providing that the extra pay is consideration for the preparation of the specific materials; (4) received release time from regular duties to produce the specific materials; or (5) made “substantial use” of UI resources in the creation or development of the specific materials, provided however that the use of UI resources openly available to the public shall not be considered “substantial use” of UI resources. Works identified in Section B-2.-a of this policy shall not be considered, even if they otherwise fall within the definition of UI-Sponsored Materials, unless there is a valid written agreement between the University and the Faculty member providing for University ownership of specific work(s) or such disposition is contrary to the requirements of a sponsored program award. See Section E., below. ~~{rev. 7-16}~~

c. University Non-exclusive License for Public Access. In order to permit UI to comply with public access mandates established by federal law or federal agency or university policy (e.g. the National Institutes of Health Public Access Policy, Division G, Title II, Section 218 of PL 110-161 [Consolidated Appropriations Act, 2008]) and related terms and conditions of research agreements, UI employees and students accepting research grants or contracts from, and conducting research from United States federal agencies do hereby grant UI an irrevocable, non-exclusive, non-transferable, non-commercial, royalty-free license in copyrightable materials produced as a result of such research, such license to be used solely to comply with public access mandates. This grant of non-exclusive license is deemed by UI to be a special arrangement for federal grants and contracts, per Subsection E below, and is not subject to the disposition of rights described in B-2.-b or to negotiation under Section B-5 below. ~~{add. 7-09, ed. 7-16}~~

B-3. UI Administration of UI Sponsored Materials. Absent a valid written agreement otherwise, UI Sponsored Materials are to be registered in the name of the Regents of the University of Idaho or its assignee. UI, through the provost or ~~his or her~~~~their~~ designee, has the right to file registrations of UI Sponsored copyrightable works. Additionally, UI, through the provost or the provost’s designee, may market, protect, transfer, convey, license, or otherwise derive income from University-Sponsored Materials. The provost, or designee, shall undertake evaluation, protection, transfer, and commercialization of UI Sponsored Materials consistent with this policy and the policies of the Board of Regents of the University of Idaho, including but not limited to Idaho State Board of Education Policy Section V. Financial Affairs, Subsection M. Intellectual Property and the related Idaho State Board of Education Institution Technology Licensing Guidelines. In light of the university’s educational mission and its role in the creation of the copyrightable materials, when entering into agreements to transfer, convey, or license the copyrightable works, the university may retain an irrevocable, non-exclusive, non-transferable, royalty-free license in University-Sponsored Materials. ~~{rev. 7-16}~~

B-4. Royalties and Income.

a. Out of the gross receipts from royalties and other income from sale or licensing of UI Sponsored Materials, the UI, college, department, other unit, or UI’s designated agent may recover reasonable expenses that it incurred in the development, marketing, or dissemination of the materials. ~~{rev. 7-16}~~

b. Absent a valid written agreement to the contrary, the net proceeds are distributed as follows: 40 percent to the natural person or persons, 40 percent to UI or its designated agent, and 20 percent to the college or service unit of the natural person or persons. In the event that any UI Sponsored Material is a jointly authored work, the portion of the net proceeds allocated to the natural person or persons, 40 percent, shall be divided among the original authors of the UI Sponsored Material and the portion of the net proceeds allocated to the college or service unit of the natural person or persons, 20 percent, shall be divided among the appropriate colleges and/or service units. At least half of the share allocated to the college or other unit is

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Section 5300: Copyrights, Protectable Discoveries and Other Intellectual Property Rights

given to the department of the natural person or persons for use in furtherance of its goals. *[rev. 7-16]*

c. Allocation and distribution of any royalties or other income from a jointly authored work constituting UI Sponsored Material and to which ownership vests in UI and another third party shall be made in accordance with a written agreement between UI and the third party. UI's portion of royalties or other income distributed to UI pursuant to such an agreement shall be distributed within UI following the schedule set forth in Section B-4.(b), unless subject to a prior agreement between UI and the UI original author(s) of such works. *[rev. 7-16]*

B-5. Written Agreements.

a. The provost, or designee, represents UI in negotiating agreements with the natural person or persons pursuant to this policy. The natural person or persons who authored the copyrightable material may negotiate with the provost and arrive at a mutually agreeable contract. The provost consults with the dean or departmental administrator of the department of the natural person or persons in drafting these agreements. (For purposes of this policy, "dean" includes persons with equivalent administrative capacities.) *[ed. 7-16]*

b. Valid written agreements concerning copyright ownership, use of copyrighted materials, and distribution of royalties and income from copyrightable works which are entered into by one or more natural person or persons and the provost, or designee, supersede the provisions of this Section 5300. To be valid, such agreements must (1) comply with the terms of any relevant Grants or Contracts as discussed in Subsection E below, (2) comply with the policies of the UI Board of Regents, and 3) comply with Idaho state and federal law. *[rev. 4-08, ed. 7-16]*

c. The provost, or designee, represents UI in negotiating and exercising agreements with third parties with respect to the transfer and/or commercialization of UI Sponsored Materials. *[add. 7-16]*

B-6. Use of UI-Sponsored Materials. Use of UI Sponsored Materials under this policy is subject to the following conditions:

a. For as long as any natural person or persons involved in the creation or development of UI Sponsored Materials remains a UI employee or student, such natural person or persons may, in a professionally appropriate manner, propose revisions of the material. *[rev. 7-16]*

B-7. Protection.

a. Allegations of unauthorized use or copyright infringement of UI Sponsored Materials should be made to the Intellectual Property Committee for investigation. The committee will recommend appropriate action to the provost.

b. If such action is initiated by UI alone or in concert with the natural person or persons, the costs are borne by UI or UI's agent. Proceeds from the action in excess of costs are shared as provided in Subsection B-4.-b.

c. If the natural person or persons involved in the creation or development of the allegedly infringed intellectual property desires to institute a suit and UI decides not to act, UI will co-operate either by assigning to the natural person or persons such rights as are necessary for the natural person or persons to pursue redress or by some other reasonable method acceptable to UI. The costs of the suit will be born by the natural person or persons desiring to sue, who will also obtain any monetary relief obtained from the alleged infringer due to the prosecution of the suit.

B-8. Liability. Defense of claims against UI employees arising from creation, development or use will be governed by the Idaho Tort Claims Act. *[rev. 7-16]*

B-9. Waiver. Any person involved in the development of copyrightable materials governed by Section 5300 B

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waives any claim that otherwise legal use of the material by UI, its agents, employees, or distinct units, creates legal liability by UI, its agents, employees, or distinct units on any theory of indirect liability for allegedly infringing actions of third parties. [\[ed. 4-08\]](#)

C. PROTECTABLE DISCOVERIES. “Protectable Discoveries,” for purposes of this Section 5300 is defined to include anything which might be protected by utility patent, plant patent, design patent, plant variety protection certificate, maskwork, or trade secret. All Protectable Discoveries made by UI employees or students at any of its facilities in the course of programs carried on by UI or made by persons in the course of working on such programs or projects under contracts or agreements with UI belong to UI. The natural person or persons involved in the creation or development of such Protectable Discoveries shall and do(es) hereby assign to UI, as required by Subsection G., all such (1) Protectable Discoveries, (2) applications for legal protection of such Protectable Discoveries, and (3) utility patents, plant patents, design patents, and plant variety protection certificates resulting from such Protectable Discoveries. Absent a valid written agreement to the contrary, any Protectable Discoveries made by UI employees, students, or such other natural person or persons identified above with the use of facilities (other than those resources openly available to the public) owned by UI or made available to it for project or research purposes are deemed to have been made in the course of working on a research program or project of UI. [\[rev. 7-16\]](#)

C-1. Ownership by Other Than UI. A Protectable Discovery conceived and reduced to practice by a natural person or persons wholly on [his or her](#) own time outside of [his or her](#) duties at UI and without the use of UI facilities (other than those resources openly available to the public) belongs to that natural person or persons, even though it falls within the field of competence relating to the person’s UI position. This provision also allows any Protectable Discovery made by a natural person or persons in the course of private consulting services carried out by the person in conformance with the UI’s policy on professional consulting and additional workload [see 3260] to be assigned to the consulting sponsor. [\[rev. 7-16\]](#)

C-2. UI Processes. All Protectable Discoveries made by a natural person or persons in the course of working on a UI research program or project must be submitted to the Office of Technology Transfer (OTT). If a Protectable Discovery is accepted by OTT for development, management, marketing, licensing, or assignment in any manner for the purposes of this policy, OTT must ensure that such property is conveyed, assigned, or transferred to UI. OTT shall have full power to manage such rights and to enter into contracts and licenses concerning such rights, including the right to join in agreements with other nonprofit intellectual property-management entities. At its discretion, UI shall, through OTT, initiate and control the prosecution of patents on or otherwise secure the legal protection of Protectable Discoveries subject to assignment to UI under this policy. OTT shall be responsible for financing associated with such Protectable Discoveries, including but not limited to the payment of legal fees associated with the prosecution and/or protection of such Protectable Discoveries. In those circumstances in which OTT decides to seek legal protection for Protectable Discoveries, OTT shall provide direction to and shall be responsible for payment of legal counsel engaged by UI. OTT may, however, enter into alternate arrangements for legal protection of Protectable Discoveries by third parties, through written agreement with such third parties. OTT shall undertake protection and commercialization of Protectable Discoveries consistent with this policy and the policies of the Board of Regents of the University of Idaho, including but not limited to Idaho State Board of Education Policy Section V. Financial Affairs, Subsection M. Intellectual Property and the related Idaho State Board of Education Institution Technology Licensing Guidelines. [\[rev. 7-97, 7-06, 4-08, 7-16\]](#)

a. Upon submission of intellectual property to OTT, OTT must make a formal written decision to pursue commercialization for that property within three months. If OTT does not file for protection of the intellectual property within eighteen months of the date the disclosure was submitted, the rights shall be evaluated for return to the inventors. If OTT submits a provisional patent application for intellectual property protection, a “full” and non-provisional patent application must be submitted within nine months of the date of the submission of the provisional patent. [\[add. 7-97; ed. 7-98, rev. 4-08\]](#)

b. The OTT shall submit semi-annual reports, as long as UI owns the property, to both the inventor/natural

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person or persons of and to the college or center where the inventor(s) are located. The report will include on 1) the status of the application until such time that protection is granted, 2) the marketing activities for the property being serviced, and 3) an accounting for funds received from the property. In the event that OTT has been unsuccessful in transferring a property or filing a patent application within three years after its first acceptance, OTT must notify the college or center and inventor(s) in writing. ~~add. 7-97, rev. 7-06, 4-08~~

c. If OTT determines not to pursue commercialization of a Protectable Discovery, the University may elect, subject to controlling federal law, including but not limited to 37 CFR 401 ("Bayh-Dole"), to reconvey, assign and transfer the Protectable Discovery to the natural person or persons (inventors) involved in the creation of the intellectual property. ~~rev. 4-08~~

d. OTT may, in furtherance of the dissemination, use, or commercialization of UI Protectable Discoveries, engage in a range of activities including but not limited to: granting exclusive or non-exclusive licenses; assigning rights in Protectable Discoveries; entering into contracts with third parties to provide controlled access to information concerning Protectable Discoveries, materials closely related to Protectable Discoveries, or Protectable Discoveries; negotiating for acceptance of an equity interest by the Idaho Research Foundation in a company licensing a Protectable Discovery; offering guidance with respect to business planning; or making University facilities available for further development of licensed UI Protectable Discoveries or business incubation, subject to contract. ~~add. 7-16~~

C-3. Proceeds. OTT will make provision to share the net proceeds, management, and licensing of any Protectable Discovery as follows: ~~ed. 4-08~~

a. Legal and development expenses incurred by OTT will be reimbursed first out of the net proceeds, prior to any distributions. ~~rev. 4-08~~

b. Absent a valid written agreement to the contrary, the net proceeds in excess of legal and development expenses shall be distributed as follows: 40 percent to the natural person or persons; 40 percent to OTT; and 20 percent to the college or service unit of the natural person or persons. At least half of the share allocated to the college or other unit is given to the department of the natural person or persons for use in furthering its goals. ~~rev. 4-08~~

C-4. Ownership Questions. Questions as to the ownership of a Protectable Discovery or division of proceeds between persons involved in development of such discoveries and departments are referred in the first instance to the Intellectual Property Dispute Committee. The disputes will be decided in accordance with Section 5300 (D). ~~ed. 7-16~~

D. DISPUTE RESOLUTION. From time to time, disputes will inevitably occur concerning ownership of the intellectual property (copyrights and ~~p~~Protectable ~~d~~Discoveries) contemplated in this Section 5300. Resolution of such disputes shall be achieved by the following procedure:

D-1. Intellectual Property Dispute Committee (IPD Committee). The Intellectual Property Dispute Committee (~~HPD Committee~~) shall be an ~~Ad-ad Hoc Committee-committee~~ formed when necessary ~~to consider, investigate, and make recommendations toward resolution of disputes concerning (1) ownership of mask works and copyrightable and patentable materials, and (2) allegations of unauthorized use or copyright infringement of UI-sponsored materials.~~ ~~by appointments made by t~~ The Provost~~provost~~, in consultation with the ~~Chair-chair~~ of Faculty Senate, ~~the C~~chair of Research Council, and the ~~President-president~~ of the Graduate and Professional Student Association (GPSA), ~~shall appoint its members.~~ Normally the IPD Committee shall be composed of five faculty members, ~~a majority of which shall be members of Research Council,~~ and two graduate students, ~~where a majority of the faculty members shall be members of Research Council. The Provost shall appoint the chair from among the faculty members.~~ In the event the GPSA shall fail to appoint one or more student members, the IPD Committee may nonetheless be formed by the Provost and conduct business without the GPSA student representatives. ~~The provost shall appoint the chair from among the faculty members.~~ ~~ed. 1-10~~

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Section 5300: Copyrights, Protectable Discoveries and Other Intellectual Property Rights

~~a. **Function of Intellectual Property Dispute Committee.** To consider, investigate, and make recommendations toward resolution of disputes concerning (1) ownership of mask works and copyrightable and patentable materials, and (2) allegations of unauthorized use of copyright infringement of UI sponsored materials.~~

~~**D-2. Recommendation by the Intellectual Property Dispute Committee.** The IPD Committee considers, investigates, and makes recommendations toward resolution of disputes concerning (1) ownership of copyrightable materials and Protectable Discoveries, and (2) allegations or unauthorized use or copyright infringement of UI Sponsored Materials. ~~It~~ The IPD reviews all relevant evidence submitted to it before making its recommendation to the provost. The IPD Committee's recommendation is to be made shall make its recommendation no later than 60 days after receiving the matter for consideration. The IPD Committee's recommendation is determined by a majority of all its members voting by secret ballot at a meeting at which over one-half its appointed members are present. No member may participate in any matter in which his or her~~their~~ ownership rights are being determined.~~

~~**D-3. Decision by the Provost.** After receiving the recommendation of the IPD Committee, the provost makes a decision concerning ownership or infringement. The provost's decision is made no later than 30 days after receiving the IPD Committee's recommendation. That decision is transmitted in writing to the natural person or persons and to his or her~~their~~ departmental administrator and dean.~~

~~**D-4. Appeal of the Decision of the Provost.** The decision of the ~~Provost~~ provost may be appealed to the ~~President~~ president of the University. Further appeals shall be made as from any other decision of an administrative body under the laws of the State of Idaho in effect from time to time.~~

E. SPECIAL ARRANGEMENTS. Nothing in this policy shall prevent UI from accepting research grants from, and conducting research for, agencies of the United States upon terms and conditions under applicable provisions of federal law or regulations that require a different disposition of rights in any form of intellectual property. Moreover, nothing herein shall prevent cooperative arrangements with other agencies of the state of Idaho for research. Where receipt of a grant in support of research from any nonprofit agency or group may be dependent upon acceptance of terms and conditions of the established intellectual property policy of the grantor that differ from those stated herein, UI may specifically authorize acceptance of such grant upon such terms and conditions. UI may also specifically authorize contractual arrangements with an industrial sponsor for different disposition of rights in any form of intellectual property resulting from its sponsored research. UI may assign and license intellectual property rights to any third party, regardless of whether that third party is a research sponsor. ~~{rev. 7-16}~~

F. RECORD-KEEPING. See Section 5500 for record-keeping procedures that are recommended in order to safeguard the property rights of UI or the faculty member in research and potentially patentable results.

G. PRESENT ASSIGNMENT OF RIGHTS IN INTELLECTUAL PROPERTY. All intellectual property to which UI claims ownership by this policy shall belong to UI, and UI employees, students, and other persons subject to this policy do hereby assign to UI all rights, including future rights, in intellectual property to which UI claims ownership by this policy or as otherwise required by policy of the UI Board of Regents, and in any related application for legal protection of such intellectual property. Any person assigning intellectual property to UI subject to this Section G. shall cooperate fully with UI in preserving, perfecting, and protecting legal rights associated with such assigned intellectual property. Such cooperation may include, but is not limited to the execution, of confirmatory assignment to the University of particular intellectual property. ~~{add. 7-16}~~

H. FORMS. ~~The following forms are to be used in implementing this policy and may not be altered without following the procedures in FSH 1460.~~

~~H-1. [Employment Agreement Concerning Intellectual Property](#)~~

~~H-2. [Memorandum of Understanding Regarding Research Participation and University Intellectual Property Rights](#)~~

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Section 5300: Copyrights, Protectable Discoveries and Other Intellectual Property Rights

[H-3. Disclosure of Invention Work in Progress](#)

[H-4. Disclosure of Prior Contracts](#)

[For form of employment agreement concerning patents, see 5400.]

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Version History:

[Amended July 2022.](#) Consolidated information about the Intellectual Property Dispute Committee into this policy and deleted FSH 1640.56; attached Employment Agreement Concerning Intellectual Property and related forms to this policy and deleted FSH 5400.

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[Amended July 2015.](#) Added subsection A-1.d. Major revisions to subsections B and C to update policy and clarify language. Added subsection G.

[Amended 2009.](#) Revisions made to subsection B-2 to reflect changes in federal law.

[Amended 2008.](#) Edited to reflect the restructuring of technology transfer from the Idaho Research Foundation to the Office of Technology Transfer.

[Amended 2007.](#) Updated terminology and clarified rights and obligations of the University and its employees and students regarding intellectual property.

[Amended July 2006.](#) Added subsection A-1. Substantial edits to most of the sections to clarify language and add policy. Changed subsection C's title from "patents" to "protectable discoveries."

[Amended January 1995.](#) Added subsection C-5.

[Amended July 1992.](#) Updated to reflect changes in applicable federal law.

[Adopted 1979.](#)

EMPLOYMENT AGREEMENT CONCERNING INTELLECTUAL PROPERTY

PREAMBLE: UI uses the following form of employment agreement concerning patents and copyrights. This section was added to the Handbook in June of 1988 and revised in July of 1992, given a substantial but temporary revision in April 2003, it was given a second temporary revision in April 2005 and a final version in 2007. For further information, contact the Technology Transfer Office (208-885-4630) or the Office of the Faculty Secretary (208-885-6151).

ADDITIONAL NOTICE: The UI uses the Memorandum of Understanding form of agreement concerning patents and copyrights with non-employee students and visitors participating in university research activities. This allows the non-employee student to participate in the university's patent/copyright income distribution program (FSH 5300) while protecting the interests of the faculty, staff, student, and university. This section was added to the Handbook in May 2003. For further information, contact the Research Office (208-885-6651).

Employment Agreement Regarding Intellectual Property Between The University of Idaho and _____

As an employee of the University of Idaho (the university), I acknowledge that I am subject to the policies and rules of the Regents of the University of Idaho (Regents) published at the Idaho State Board of Education's website <https://boardofed.idaho.gov/board-policies-rules/board-policies/> (Section V. Financial Affairs) and to the policies and procedures of the university as published in the university's *Faculty-Staff Handbook* and *Administrative Procedures Manual*. [ed. 7-18]

Pursuant to those policies, I hereby agree to the following:

A. With regard to protectable discoveries (which include discoveries potentially protectable as a utility patent, plant patent, design patent, plant variety protection certificate, maskwork, and trade secret):

A-1. I understand that under UI policy FSH 5300, the university owns all protectable discoveries made by UI employees at any of its facilities in the course of projects or research programs carried on by UI or made by persons in the course of working on such programs or projects under contracts or agreements with UI. I will exercise my best effort in notifying the university's Research Office of potentially protectable discoveries conceived or first reduced to practice in whole or in part in the course of my university responsibilities. If in doubt about the protectability of a discovery, I will confer with the university's Research Office.

A-2. I will exercise my best effort in notifying the university's Research Office of potentially protectable discoveries conceived or first reduced to practice in whole or in part through the use of university resources when that use is more than incidental (FSH 5300). Again, if in doubt as to what is incidental use I will confer with the university's Research Office.

A-3. I agree to collaborate with the university in the assignment of rights, title and interests in such protectable discoveries, as required by the policies of the Regents and the university.

A-4. I will exercise my best efforts in providing relevant documentation and participate in actions to complete the assignment of rights, title and interests in such protectable discoveries.

A-5. I will refrain from actions which jeopardize the university's potential rights, including any action which might create a statutory bar preventing grant of patent on an otherwise patentable invention. I recognize that publication, public use, sale or offering for sale of such protectable discovery may create a statutory bar. When in doubt, I will consult with the university's Research Office.

B. I acknowledge that some of the copyrightable materials that I create may be the property of the university as explained in FSH 5300 B. I acknowledge that I have read these provisions and agree to them. I will cooperate with reasonable requirements of the university to promptly assign or confirm in writing any possible right I might otherwise have in any copyrightable work when such right belongs to the university according to FSH

5300 B.

C. I agree to inform all students and visiting scholars wishing to participate in my university research programs, about the university “Memorandum of Understanding Regarding Research Participation and the University Intellectual Property Rights” available from the Technology Transfer Office and about the FSH 2300 - Article II.2 Student Code of Conduct. I will not allow any student or visiting scholar to participate in my university research program who has not signed a copy of the “Memorandum of Understanding Regarding Research Participation and the University Intellectual Property Rights” or an alternative document negotiated between the university’s Research Office and the individual.

D. Attached to this agreement are 1. a Disclosure of Invention Work in Progress, and 2. a Disclosure of Prior Contracts (together the “Disclosures”). The Disclosures set forth inventions and/or work with prior employers or firms with which I currently consult that may be protectable discoveries. The work referenced in the Disclosures is excluded specifically from the university’s ownership claims so long as no university facilities (other than library resources, normal office use, incidental use of the university’s internet network consistent with university’s internet use policy, and other facilities for which the person has paid use fees) are used in further development of the works referenced in the Disclosures

E. I acknowledge that I am under no consulting or other obligation to any third person, organization or corporation that is in conflict with this Intellectual Property Agreement with respect to rights to protectable discoveries or copyrightable materials. **[NOTE - Any individual who believes that s/he cannot comply with this provision must contact the University Research Office and Idaho Research Foundation]**

Signature

Title

Printed Name

Date

**Memorandum of Understanding
Regarding Research Participation
And
University Intellectual Property Rights**

This memorandum of understanding is entered into by _____, a student at the University of Idaho (“participant”), _____, a professor/researcher at University of Idaho (“faculty”), and the Regents of the University of Idaho (“Regents”).

The participant is involved in research activities or enrolled in _____, which may involve working on research or design projects. These activities or projects may or may not result in the development of intellectual property in which the University of Idaho (“UI”) and/or a sponsor may have a proprietary interest.

Therefore, it is important that the participant, faculty, and the UI have a full understanding of the participant’s rights and obligations regarding these proprietary interests, and intellectual property. This memorandum sets forth the understanding of the parties.

- a. The participant acknowledges receipt of copies of the relevant intellectual property policies of the Regents and the UI.
- b. The participant agrees to promptly disclose any discoveries he/she makes that may be protectable under any intellectual property theory, including patent and copyright.
- c. The participant has the right to submit any thesis, dissertation, or other academic product based upon or resulting from his/her work as part of the fulfillment of the requirements for obtaining an undergraduate, masters, or doctoral degree from the UI resulting from collaboration with the UI provided that such submission is done in a manner that does not create a statutory bar to the later grant of patent rights in an otherwise protectable discovery.
- d. In exchange for the opportunity to participate in these projects and the right to receive royalties, the participant agrees to assign his/her right, title, and interest in any research or other project outcome, including intellectual property rights, derived from the participant’s work in this class or research activities to the UI. This assignment vests rights in the UI as provided for in the UI’s intellectual property policies and is subject to the participant’s right to share in royalties in the same manner as employees of the UI.

Participant _____ Date _____

Supervising Faculty _____ Date _____

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EMPLOYMENT AGREEMENT CONCERNING INTELLECTUAL PROPERTY

PREAMBLE: UI uses the following form of employment agreement concerning patents and copyrights. This section was added to the Handbook in June of 1988 and revised in July of 1992, given a substantial but temporary revision in April 2003, it was given a second temporary revision in April 2005 and a final version in 2007. For further information, contact the Technology Transfer Office (208-885-4630) or the Office of the Faculty Secretary (208-885-6151).

ADDITIONAL NOTICE: The UI uses the Memorandum of Understanding form of agreement concerning patents and copyrights with non-employee students and visitors participating in university research activities. This allows the non-employee student to participate in the university's patent/copyright income distribution program (FSH 5300) while protecting the interests of the faculty, staff, student, and university. This section was added to the Handbook in May 2003. For further information, contact the Research Office (208-885-6651).

**Employment Agreement Regarding Intellectual Property
Between
The University of Idaho and _____**

As an employee of the University of Idaho (the university), I acknowledge that I am subject to the policies and rules of the Regents of the University of Idaho (Regents) published at the Idaho State Board of Education's website <https://boardofed.idaho.gov/board-policies-rules/board-policies/> (Section V. Financial Affairs) and to the policies and procedures of the university as published in the university's *Faculty Staff Handbook* and *Administrative Procedures Manual, Fed. 7-18*.

Pursuant to those policies, I hereby agree to the following:

A. With regard to protectable discoveries (which include discoveries potentially protectable as a utility patent, plant patent, design patent, plant variety protection certificate, maskwork, and trade secret):

A-1. I understand that under UI policy FSH 5300, the university owns all protectable discoveries made by UI employees at any of its facilities in the course of projects or research programs carried on by UI or made by persons in the course of working on such programs or projects under contracts or agreements with UI. I will exercise my best effort in notifying the university's Research Office of potentially protectable discoveries conceived or first reduced to practice in whole or in part in the course of my university responsibilities. If in doubt about the protectability of a discovery, I will confer with the university's Research Office.

A-2. I will exercise my best effort in notifying the university's Research Office of potentially protectable discoveries conceived or first reduced to practice in whole or in part through the use of university resources when that use is more than incidental (FSH 5300). Again, if in doubt as to what is incidental use I will confer with the university's Research Office.

A-3. I agree to collaborate with the university in the assignment of rights, title and interests in such protectable discoveries, as required by the policies of the Regents and the university.

A-4. I will exercise my best efforts in providing relevant documentation and participate in actions to complete the assignment of rights, title and interests in such protectable discoveries.

A-5. I will refrain from actions which jeopardize the university's potential rights, including any action which might create a statutory bar preventing grant of patent on an otherwise patentable invention. I recognize that publication, public use, sale or offering for sale of such protectable discovery may create a statutory bar. When in doubt, I will consult with the university's Research Office.

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Chapter V: RESEARCH POLICIES

Section 5400: Patent and Copyright Agreement for University of Idaho Employees

February 2007

~~B. I acknowledge that some of the copyrightable materials that I create may be the property of the university as explained in FSH 5300 B. I acknowledge that I have read these provisions and agree to them. I will cooperate with reasonable requirements of the university to promptly assign or confirm in writing any possible right I might otherwise have in any copyrightable work when such right belongs to the university according to FSH 5300 B.~~

~~C. I agree to inform all students and visiting scholars wishing to participate in my university research programs, about the university "Memorandum of Understanding Regarding Research Participation and the University Intellectual Property Rights" available from the Technology Transfer Office and about the FSH 2300 Article II.2 Student Code of Conduct. I will not allow any student or visiting scholar to participate in my university research program who has not signed a copy of the "Memorandum of Understanding Regarding Research Participation and the University Intellectual Property Rights" or an alternative document negotiated between the university's Research Office and the individual.~~

~~D. Attached to this agreement are 1. a Disclosure of Invention Work in Progress, and 2. a Disclosure of Prior Contracts (together the "Disclosures"). The Disclosures set forth inventions and/or work with prior employers or firms with which I currently consult that may be protectable discoveries. The work referenced in the Disclosures is excluded specifically from the university's ownership claims so long as no university facilities (other than library resources, normal office use, incidental use of the university's internet network consistent with university's internet use policy, and other facilities for which the person has paid use fees) are used in further development of the works referenced in the Disclosures~~

~~E. I acknowledge that I am under no consulting or other obligation to any third person, organization or corporation that is in conflict with this Intellectual Property Agreement with respect to rights to protectable discoveries or copyrightable materials. [NOTE — Any individual who believes that s/he cannot comply with this provision must contact the University Research Office and Idaho Research Foundation]~~

Signature

Title

Printed Name

Date

UI FACULTY-STAFF HANDBOOK

Chapter V: RESEARCH POLICIES

Section 5400: Patent and Copyright Agreement for University of Idaho Employees

February 2007

**Memorandum of Understanding
Regarding Research Participation
And
University Intellectual Property Rights**

This memorandum of understanding is entered into by _____, a student at the University of Idaho (“participant”), _____, a professor/researcher at University of Idaho (“faculty”), and the Regents of the University of Idaho (“Regents”).

The participant is involved in research activities or enrolled in _____, which may involve working on research or design projects. These activities or projects may or may not result in the development of intellectual property in which the University of Idaho (“UI”) and/or a sponsor may have a proprietary interest.

Therefore, it is important that the participant, faculty, and the UI have a full understanding of the participant’s rights and obligations regarding these proprietary interests, and intellectual property. This memorandum sets forth the understanding of the parties:

- a. The participant acknowledges receipt of copies of the relevant intellectual property policies of the Regents and the UI.
- b. The participant agrees to promptly disclose any discoveries he/she makes that may be protectable under any intellectual property theory, including patent and copyright.
- c. The participant has the right to submit any thesis, dissertation, or other academic product based upon or resulting from his/her work as part of the fulfillment of the requirements for obtaining an undergraduate, masters, or doctoral degree from the UI resulting from collaboration with the UI provided that such submission is done in a manner that does not create a statutory bar to the later grant of patent rights in an otherwise protectable discovery.
- d. In exchange for the opportunity to participate in these projects and the right to receive royalties, the participant agrees to assign his/her right, title, and interest in any research or other project outcome, including intellectual property rights, derived from the participant’s work in this class or research activities to the UI. This assignment vests rights in the UI as provided for in the UI’s intellectual property policies and is subject to the participant’s right to share in royalties in the same manner as employees of the UI.

Participant _____ Date _____

Supervising Faculty _____ Date _____

UI FACULTY-STAFF HANDBOOK

Chapter V: RESEARCH POLICIES

Section 5400: Patent and Copyright Agreement for University of Idaho Employees

February 2007

DISCLOSURE OF INVENTION WORK IN PROGRESS

This disclosure is made this ____ day of _____, 20 __, as part of that Employment Agreement Regarding Intellectual Property between The University of Idaho (UI) and _____, a student or employee of UI (the "Inventor"), dated this ____ day of _____, 20 __. This Disclosure lists all inventions and developments of the Inventor made prior to employment by, or matriculation as a student at, UI. Subject to UI legal review and verification by UI's Technology Transfer Officer, the UI acknowledges that the inventions and developments listed below constitute the property of the Inventor or the party with whom the Inventor has contracted. A brief description of each invention is provided.

INVENTION _____ DATES OF WORK _____ RIGHTS OWNED BY _____

DISCLOSURE OF PRIOR CONTRACTS

This disclosure is made this ____ day of _____, 20 __, as part of that Employment Agreement Regarding Intellectual Property between The University of Idaho (UI) and _____, a student or employee of UI (the "Inventor"), dated this ____ day of _____, 20 __. This Disclosure lists all contractual obligations of the Inventor entered into prior to employment by, or matriculation at, UI. Subject to UI legal review and verification by UI's Technology Transfer Officer, the UI acknowledges that prior contracts that remain in effect may be honored by the Inventor. A brief description of each contract is provided below. The types of contracts listed below include, but are not limited to, employment, non-disclosure, non-compete, and fiduciary obligations.

COMPANY OR PERSON _____ TYPE OF CONTRACT _____ RELEVANT TERMS _____

INTELLECTUAL PROPERTY COMMITTEE

A. FUNCTION.

~~A-1. To consider, investigate, and make recommendations toward resolution of disputes concerning (1) ownership of maskworks and copyrightable and patentable materials, and (2) allegations of unauthorized use of copyright infringement of UI sponsored materials.~~

~~A-2. To present annually to the Faculty Senate and the president a report on any problems regarding intellectual property at UI and to make recommendations.~~

~~**B. STRUCTURE AND MEMBERSHIP.** The committee consists of five faculty members, one of whom is a departmental administrator, and at least a majority of whom are from disciplines which historically have given rise to substantial numbers of copyrights, maskworks, and patents. In addition, two faculty members are appointed as alternates from a list of those who have previously served on the committee, to serve, as appropriate, when a principal member is deemed to have a conflict of interest and the director of technology transfer, or designee (w/o vote). The chair of the committee is chosen by the Committee on Committees.~~



POLICY COVER SHEET

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

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

Faculty Staff Handbook (FSH)

X Addition Revision* Deletion* Emergency Minor Amendment

Policy Number & Title: **FSH 3715 GRADUATE STUDENT PARENTING LEAVE**

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: Seth Rose, President GPSA

Policy Sponsor, if different from Originator: Jerry McMurtry, COGS

Reviewed by General Counsel X Yes ___ No Name & Date: Erin Tomlin, 3/22/22

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

This policy will provide full-time graduate students four weeks of parenting leave after the birth, adoption, or foster placement of a child. A student taking parenting leave will maintain current status as a degree-seeking student, applicable tuition waivers, appointment without pay, and be shielded from discrimination or retaliation in response to the parenting leave.

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.

FSH 3715 Graduate Student Parenting Leave

A. Purpose. The purpose of the Graduate Student Parenting Leave Policy is to enable graduate students, including international students, to maintain status in their degree program while taking leave from that program to bond with a new child.

B. Scope. This policy applies to all graduate students at the University of Idaho.

C. Definitions

C-1. Graduate student. A student admitted to the College of Graduate Studies or the College of Law.

C-2. Graduate student appointee. A graduate research, teaching, or support assistant as defined by FSH 1565 H-2.

C-3. Child. A biological, adopted, or foster child; a stepchild; a legal ward; or a child of a person standing in loco parentis, who is either under age 18, or age 18 or older and incapable of self-care because of a mental or physical disability.

C-4. Parenting. The period of bonding that occurs following the birth, adoption, or foster placement of the child in the family.

C-5. Parenting leave. Leave taken by a graduate or professional student pursuant to the terms of this policy for the purposes of parenting.

D. Policy

D-1. Eligibility and duration

- a. Graduate students enrolled full time at the University of Idaho are eligible for parenting leave on or after 180 days from their matriculation date.
- b. Eligible graduate students are entitled to four weeks of parenting leave within the first twelve months following the birth, adoption, or foster placement of a child.
- c. If both parents are graduate students at the University of Idaho, each is afforded a parenting leave period of four weeks. There can be no transfer of time of leave from one parent to another in order to extend one parent's parenting leave period to longer than four weeks.
- d. Students should apply for an official leave of absence from their studies if they anticipate being absent for more than four weeks.
- e. Parenting leave is not intended to provide leave for medical problems or complications due to childbirth. Graduate programs may choose to provide additional unpaid time off beyond the parenting leave period based on the student's documented needs, but such leave is not the subject of this policy.
- f. Parenting leave may not be used for both foster care and adoption consecutively if foster placement leads to the adoption of the child.

D-2. Protections

- a. A student taking parenting leave will:
 - i. Maintain current status as degree-seeking student,
 - ii. Maintain applicable tuition waivers,
 - iii. If a graduate student appointee, maintain their appointment during the period of parenting leave, which shall be without pay, and
 - iv. Be shielded from discrimination or retaliation in response to parenting leave both before and after the parenting leave period.
- b. After the end of the parenting leave period, students are expected to resume the full duties of their graduate student appointments and graduate studies in accordance with the Parenting Leave Academic Plan described in E-2.d.

E. Procedure.

E-1. Prior to applying

a. Students receiving federal financial aid. A student receiving federal financial aid of any kind must meet with the Financial Aid Office prior to submitting the application to discuss the potential consequences of the leave of absence on the student's financial aid, including the effects that the student's failure to return from a leave of absence may have on the student's loan repayment terms. The student's application must have the signature of a financial aid staff member indicating that the student met with that office.

b. International students. A student in the US on a visa must comply with US Immigration regulations to maintain legal status including full-time enrollment for the duration of their academic program and must meet with the International Programs Office to discuss potential consequences prior to applying for leave under this policy. The student's application must have the signature of an International Programs Office staff member indicating that the student met with that office.

c. Students receiving benefits from the Department of Veteran Affairs. A student receiving educational benefits from the Department of Veteran Affairs must meet with the Military and Veteran Services Office to discuss potential consequences prior to applying for leave under this policy. The student's application must have the signature of a Military and Veteran Services Office staff member indicating that the student met with that office.

d. All students. A student applying for parenting leave must work with their mentors, course instructors, and major advisor, as appropriate, to make appropriate alternative arrangements during the parenting leave period in the form of a written Parenting Leave Academic Plan approved by the student's course instructors, if applicable, and the major advisor.

E-2. Application

a. A student must apply for parenting leave by submitting the Request for Graduate Student Parenting Leave form as well as an approved Parenting Leave Academic Plan to the College of Graduate Studies or College of Law, as appropriate. The application must be signed and dated by the student and contain the reason for the request for leave.

b. When the need for parenting leave is foreseeable, the student must submit the application prior to the start of the leave. It is recommended that the application be submitted at least ten weeks in advance of the need for leave. When the need for parenting leave is not foreseeable, the student must submit the application as soon as possible.

2021 – 2022 Faculty Senate

Meeting # 26

Tuesday, April 12, 2022, 3:30 pm – 5:00 pm

Zoom only

Approved at Mtg 27 04.19.22

Present: Becker, Bridges, Chapman, Dahlquist, Fairley, Gauthier, Hickman, Hoffmann, Torrey Lawrence (w/o vote), Lee-Painter, McIntosh, Meeuf (Chair), Mittelstaedt, Ogborn, Paul, Rashed, Rinker, Sammarruca (w/o vote), Schiele, A. Smith, R. Smith, Tenuto, Thorne, Wargo

Absent: Ahmadzadeh (excused), Quinnett (excused), Schwarzlaender (excused), Kindall, Roberson, Rose

Also present: Dale Graden (alternate for Quinnett), Matt Powell (alternate for Ahmadzadeh)

Guests: Yimin Chen, Brandi Terwilliger

Call to Order: Chair Meeuf called the meeting to order at 3:31 pm.

Approval of Minutes (vote):

Minutes of the 2021-22 Meeting #25 – Attach. #1

The minutes of 2021-22 Meeting #25 were approved as distributed.

Chair's Report:

- Thanks to everyone who participated in the accreditation visit.
- Many thanks to you all for distributing my message from the chair last week concerning the Paid Parental Leave preference survey. Faculty Senate, Staff Council, and the Provost's Office have been in contact with HR about hosting a Town Hall meeting this coming Monday in order to give folks an opportunity to ask questions about the proposed changes to the parental leave policy. Stay tuned for more details about this meeting in the coming days.
- Additionally, Senate recently passed the Graduate Student Parental Leave policy, which provides unpaid but protected leave options for graduate students. At the request of Senate, GPSA has been in touch with the International Programs Office and Human Resources to ensure that the policy will be enacted and supported.
- Another reminder that will we need to know the names of new Senators before the April 26 Faculty Senate meeting, so please make sure that your colleges and other bodies are working on (ideally wrapping up) the election of new Senators.
- Please hold May 4 at 2:30 p.m. for the final University Faculty Meeting of the term!

Provost's Report:

- Vandal Giving Day 2022, April 5-6, was a great success. During the 1,889-minute celebration, more than \$732K were raised. The majority of these funds will be used for scholarships.
- NWCCU visit. Today we received a draft of the report from the accreditation team to review and return to NWCCU. The final version is expected to come in the summer. We received positive comments about the commitment and passion of our people for the institution, and the large turnouts at the group meetings – the largest they have ever seen. The accreditors felt good about the leadership, recent changes, increased transparency, and our focus on student success. Recommendations include to continue assessment and look at policies dealing with workload, which we were expecting. Dean Panttaja agreed the it was a very positive visit. Thanks to all

who participated, and special thanks to Dean Panttaja for his hard work to prepare U of I for the event.

- Robots on campus. They are operated by food vendors. Apparently, the delivery fee they charge offsets most of the operating costs. The university contributes no money to the robot operation.

Discussion

There was a question about the status of the search for the Vice Provost for Academic Initiatives. The Provost did not have any news to report about the three searches for which finalists were on campus. At this time, the search for the CDA Center Executive is moving forward.

In response to a Senator asking whether a list of faculty who received tenure and promotion this year is going to be published, as done in the past, Provost Lawrence responded that the list will be made public on April 25.

Committee Reports:

- UCC 435 Nutritional Sciences M.S. – Yimin Chen, Attach. #2
The Margaret Ritchie School of Family and Consumer Sciences (FCS) currently offers a single Master of Science degree in Family and Consumer Sciences with a focus in either child development, family studies, nutrition, or apparel, textile and design. Currently it is difficult for prospective students interested in graduate studies in any of the areas to locate the degree via a simple search. Furthermore, some students may feel a M.S. degree in FCS does not truly reflect what they studied in graduate school and thus may affect future job prospects. The purpose of creating a M.S. degree in Nutritional Sciences is to specifically delineate a specialization in Nutritional Sciences as a graduate degree, while maintaining the rigor of the current program. We are aware that the non-thesis option requires more credits than many other non-thesis options at the University of Idaho. Our intent was that non-thesis students would take an additional 3 credits per semester of the program (12 credits total) to make up for the absence of thesis work. We are able to offer a broad variety of research areas to make it a rich experience for graduate students who want to expand their opportunities and future careers.
Vote: 21/21 in favor. Motion passes.
- FSH 3080 Classification and appointment of university positions– Brandi Terwilliger, Attach. #3
These minimal changes are to revise policy to remove redundancy of offer letter and salary agreement. Offers letters will serve as salary agreements for the remainder of the agreement period. Regular annual salary agreements will remain as part of the process. These changes bring the process in line with the current process for faculty.
Vote: 20/20 in favor. Motion passes.
- FSH 2700 Student Feedback on Teaching – Alistair Smith
Brief introduction by Chair Meeuf: Vice Chair Smith has been chairing a senate Subcommittee on student evaluation of teaching and will report on their proposal to gather feedback and suggestions. No vote will be taken today. Our target date for implementation is January 1, 2023, largely because we don't want to disrupt the evaluation cycle by making radical changes in the middle of the semester, and because there is more work to do.
Vice Chair Smith presented the revisions to FSH 2700, starting with the new terminology – student feedback on teaching effectiveness instead of student evaluation of teaching – already introduced in FSH 1565. Exceptions for the College of Law and WWAMI are addressed in **D-1** and **D-2**. Mid-term formative assessment has been an active requirement for the university

since 2008 but has never been implemented. Section **D-3** provides an easy way to implement it. End of semester feedback will continue to take place during the last three weeks of the term. An important change is that all the feedback will go back to the instructor except in the case that the course has only one student and the feedback would obviously not be anonymous. While the data from the end of semester feedback is kept in a database maintained by the provost office, mid-term formative feedback is only used for the instructors, but we're going to suggest a way to store it temporarily and discard it at a proper time. Section **D-7** is unchanged because it's the university teaching committee role to review student feedback every few years. To address the concerns of bias and discrimination communicated by faculty to the subcommittee, the policy grants the faculty member the right to appeal the inclusion of any comment that violates university policy (including age, gender, race discrimination etc...) by following the usual university appeal processes. The faculty would appeal to their unit chair and, if they didn't get satisfaction, to the Vice Provost for Faculty. This was supported by ASUI as well as CETL. Section **D-9** is about helping faculty improve their teaching, while **D-10** removes a long-standing problem with the existing system, that is: a ranking of "neutral" does actually factor as a numerical score in the faculty's records. Therefore, we are putting into policy that a selection of "N/A" does not get a numerical value and will not be used in any part of the data.

Discussion:

The main points raised/debated during the discussion include:

- Requiring mid-term formative feedback may be problematic, given that it is challenging to get good response rates at the end of the semester.
- The determination by the unit chair that the faculty does not meet unit expectations triggers the decision to refer the faculty to CETL.
- In the new policy, instructors are allowed to see the mid-term feedback two weeks after mid-term grades are turned in. Asked about the rationale for not making the feedback accessible to the instructor right away, Vice Chair Smith said that this particular choice was made in consultation with ASUI and the University Teaching Committee.
- Will students receive any training or guidance about how the Student Code of Conduct enters in the process? The Dean of Students suggested that communication with the students about the kind of feedback that would be helpful is the best way to proceed.
- The ability to delete inappropriate comments from the records at the faculty's request is a critical issue. Concerns were expressed about unit chairs potentially removing selected feedback forms. Could the chair's denial of the faculty's request be the administrative decision to be appealed under FSH 3840?
- Annual evaluations must also be included in this discussion.
- Response rates are generally low (as low as 10-20%). Can we make filling the feedback forms mandatory? Some instructors give extra credits as an incentive, others are strongly against this action. A hold on registration could be considered – but we don't want to create barriers for students who want to register. Another idea: students could be denied access to, say, a feature in Canvas unless they to fill the form.

Different ideas were tossed around. The general consensus was that more thinking and research will be helpful.

Vice Chair Smith moved to the new forms being proposed. The standard (currently used) form is essentially gone. Two forms are proposed: one replaces the standard form (in Anthology), the other is for the mid-semester feedback. A crucial feature of the first form is that the "N/A" option appears first and no numerical value is assigned to it. Then the standard scale follows. There are five categories: Teaching Delivery, Course Content, Syllabus and Course Expectations,

Accessibility and Inclusion, and (for the first time) Student Experience (recommended by ASUI). Each category has pointed questions with no room for inappropriate responses, and a narrative box for constructive feedback. The second form is for mid-term feedback and has a separate set of questions which the subcommittee thought more appropriate for this formative feedback.

Additional points raised/debated:

- Perhaps the requested narrative could be more concrete, such as *Give at least two examples of what worked (didn't work) for you in the course*
- Unit chairs should be able to exercise some discretion in the interpretation of the feedback. A single ranking of 0 may not be significant or meaningful.
- There were some questions regarding technical aspects of the new forms, which are presently in Anthology. In the current system, instructors can include additional questions of their choice. It should be possible to do that in the new system, although it's not entirely clear at this time.

Major questions remain to be answered, but first we must pin down what we want the evaluations to look like from faculty and student perspectives. The next two steps are going to be implementation and how to increase student participation. A major effort (for the next Senate leadership) will be to figure out how the new system feeds into annual evaluation, promotion and tenure. Next year, a new committee will continue the work with the Faculty Affairs Committee. To conclude, special thanks to the ASUI President Kallyn Mai, who attended every single meeting of the task force and provided invaluable input.

Chair Meeuf thanked all members of the Subcommittee for their hard work on this project throughout this year, with the help of crucial feedback they received from students and other groups. The members of this committee have done a tremendous amount of work to get us to this point, and they really deserve a round of applause for rethinking this process for us as an institution.

Other Announcements and Communications:

- *APM 20.23 payment card processing Attach. #4
- *APM 30.02 Admin system applications Attach. #5
- *APM 30.03 ITS Security Access Attach. #6
- *APM 65.05 Transferring records Attach. #7
- *APM 90.36 Disposal of vandal ID cards Attach. #8
- *APM 90.37 Vandal card staff requirements Attach. #9

New Business:

No new business was raised.

Adjournment:

The agenda being completed, Chair Meeuf adjourned the meeting at 4:40pm.

Respectfully Submitted,

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

University of Idaho
2021 – 2022 Faculty Senate Agenda

Meeting # 26

Tuesday, April 12, 2022, at 3:30 pm
Zoom Only

- I. Call to Order
- II. Approval of Minutes (Vote)
 - Minutes of the 2021-22 Faculty Senate Meeting #25 (March 29, 2022) **Attach. #1**
- III. Consent Agenda (Vote)
- IV. Chair's Report
- V. Provost's Report
- VI. Committee Reports (Vote)
 - UCC 435 Nutritional Sciences M.S (Yimin Chen) **Attach. #2**
 - FSH 3080 Classification and appointment of university positions (Brandi Terwilliger) **Attach. #3**
 - FSH 2700 Student Feedback on Teaching (Alistair Smith)
- VII. Other Announcements and Communications
 - *APM 20.23 payment card processing **Attach. #4**
 - *APM 30.02 Admin system applications **Attach. #5**
 - *APM 30.03 ITS Security Access **Attach. #6**
 - *APM 65.05 Transferring records **Attach. #7**
 - *APM 90.36 Disposal of vandal ID cards **Attach. #8**
 - *APM 90.37 Vandal card staff requirements **Attach. #9**
- VIII. Special Orders
- IX. New Business
- X. Adjournment

Attachments:

- **Attach. #1:** Mtg #25 Minutes
- **Attach. #2:** UCC 435
- **Attach. #3:** FSH 3080
- **Attach. #4:** APM 20.23
- **Attach. #5:** APM 30.02
- **Attach. #6:** APM 30.03
- **Attach. #7:** APM 65.05
- **Attach. #8:** APM 90.36
- **Attach. #9:** APM 90.37

* Changes to the Administrative Procedures Manual (APM): Please forward any questions or comments directly to both the policy coordinator at ui-policy@uidaho.edu and to the policy originator (listed on the cover sheet) within five working days of the senate meeting at which the APM item is presented.

2021 – 2022 Faculty Senate – Pending Approval

Meeting # 25

Tuesday, March 29, 2022, 3:30 pm – 5:00 pm

Zoom only

Present: Ahmadzadeh, Becker, Bridges, Chapman, Dahlquist, Fairley, Gauthier, Hickman, Hoffmann, Torrey Lawrence (w/o vote), Lee-Painter, McIntosh, Meeuf (Chair), Mittelstaedt, Ogborn, Rashed, Rinker, Roberson, Rose, Sammarruca (w/o vote), Schiele, A. Smith, R. Smith, Schwarzlaender, Tenuto

Absent: Wargo (excused), Quinnett (excused), Thorne, Kindall, Paul

Also present: Dale Graden (alternate for Quinnett)

Guests: Steve Shook, Kallyn Mai

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

Approval of Minutes (vote):

Minutes of the 2021-22 Meeting #24 – Attach. #1

Amendments:

- Second line of the Chair’s Report: change *...from 3:00-5:00pm* to *“...from 2:00-4:00pm (PST)”*
- The wrong file was attached to the minutes for the presentation given by Dean Panttaja. The document will be replaced.

The minutes of 2021-22 Meeting #24 were approved as amended.

Chair’s Report:

- Hopefully each of your colleges has started the process of electing new Senators, as needed, to fill upcoming vacancies. The first meeting of the new Senate will be on April 26 to collect nominations for next year’s leadership team, so we will need the names of new Senators in advance of that meeting.
- We will not hold a Senate meeting next Tuesday, April 5, so we can focus on the upcoming accreditation visit. Faculty Senate Leadership will use part of that time to meet with the site team.
- Related to the previous point, please remind your constituents about the April 4 Faculty Forum from 2:30-3:30 pm, on Zoom. Remember that this is for all faculty but faculty in supervisory roles should not attend.

Discussion:

A Senator asked whether next year’s Senate meetings will be held *via* Zoom or in person. Chair Meeuf responded that continuing with Zoom is likely, although it is a decision for the next Senate leadership. Some Senators expressed concern about the functionality of a hybrid mode. Another Senator noted, however, that investing in new microphone technology does help. Vice Chair Smith emphasized that faculty from non-Moscow locations can participate in Zoom meetings on equal footing with Moscow faculty. Also, participation at UFM’s conducted *via* Zoom has been much higher than the typical in-person attendance. For those reasons, FSL would like to encourage incoming leaders to continue with the Zoom format.

Provost’s Report:

- Nothing new on the COVID front. Numbers remain low, no changes in protocol at this point.

- Campus visits with the finalists for the position of dean of EHHS are completed. For the COE dean position, we have one candidate today and tomorrow and the last one later this week. The search for the Coeur d'Alene Center Director is next. Interviews will probably start in April.
- The accreditation visit is next week on Monday, Tuesday, and Wednesday.
- HR is finalizing changes to hiring practices to increase U of I competitiveness as an employer.
- We are preparing a statement about the impact the legislature has on decisions about the university.
- As for CEC, we are considering a number of different possibilities and we will have an update in the next few weeks.

There were no questions for the Provost.

Committee Reports:

- UCC 115 Fisheries Science Minor name change – Steve Shook, Attach. #2
The name of the minor is being changed from Fisheries Resources to Fisheries Science, which is consistent with the name of the degree and the name of the department. The other change is to add an ecology course.

Vote: 22/22 in favor. Motion passes.

- FSH 5300, 5400, 1640.56 Committee on Committees – Alistair Smith, Attach. #3
This proposal is to remove redundancy between FSH 1640.56 and FSH 5300, both of which establish a committee to handle IP and copyright infringement situations. The function of 1640.56 was *“to consider, investigate, and make recommendations toward resolution of disputes concerning (1) ownership of mask works and copyrightable and patentable materials, and (2) allegations of unauthorized use of copyright infringement of UI sponsored materials.”* As part of the proposed revision to FSH 5300 we are altering the structure of the provost appointed committee to ensure that half of the faculty members will be selected from Research Council to preserve the intent of shared governance that was achieved with FSH 1640.56. In addition, the forms contained in FSH 5400 will now be attachments to FSH 5300. This change is being made because the forms themselves are not policy but rather implement the policy contained in 5300.

Discussion:

In response to a question about how the membership is going to be decided under the revised policy, Vice Chair Smith clarified that the provost will convene this committee, with the majority of members from Research Council. The chair of Research Council and the Senate chair will work with the provost to identify appropriate faculty. Three of the five faculty are members of Research Council, because of their expertise. In this way, we keep shared governance in place. A Senator asked under which committee patents fall. Vice Chair Smith responded that patents were not under the purview of (current) FSH 1640.56, but with the proposed changes, they would fall under FSH 5300.

Vote: 22/22 in favor. Motion passes.

- FSH 3715 Graduate Student Parenting Leave – Seth Rose, Attach. #4
This policy, presented by the Graduate & Professional Students Association (GPSA), will provide full-time graduate students (GS) four weeks of parenting leave after the birth, adoption, or foster placement of a child. A student taking parenting leave will maintain current status as a

degree-seeking student, applicable tuition waivers, appointment without pay, and be shielded from discrimination or retaliation in response to the parenting leave. The policy has been presented to Graduate Council and approved with unanimous vote. It has also been vetted through various offices and departments across campus, including Financial Aid, IPO, and the Veteran Center. Seth Rose is now working with COGS Dean Jerry McMurtry to get the application forms ready – in addition to the Leave of Absence form that's on the COGS website. Graduate students complete the form and then contact their departments, major professors, and classroom instructors to develop an academic plan for those four weeks. They need to get the form approved and signed before the leave begins.

Discussion:

In response to a question about the leave being limited to four weeks, Seth Rose said that the option of proposing four to six weeks is open for discussion. At this time, there is nothing formally in place in the Faculty & Staff Handbook to shield GS from discrimination (Title IX issues), and to protect tuition waivers and their degree-seeking status. This protection is especially important for international students and their ability to keep their visas. Presently, GS talk to their supervisors, PIs, and instructors to make necessary arrangements on a case-by-case basis.

Vice Chair Smith noted that paid parental leave for GS is a matter of equity and should be considered in the future. Graduate students are also employees. Seth Rose reported that a GPSA subcommittee is working on paid parental leave – it's a complex issue, mostly because GS do not qualify for FML. It will be useful to look at how other schools, such as Oregon State and Boise State, have been able to generate the necessary resources. As a starting point, GPSA simply hopes to have some protection in place.

A Senator suggested to check very carefully with IPO that international students will not be impacted negatively due to unforeseen problems with Homeland Security.

Provost Lawrence noted that not all of our employees have the same benefits. Graduate students who are employees are not full-time employees, which is a major difference. Also, we should have a broader discussion, involving HR, about diverse extenuating circumstances that may warrant a longer leave.

There was some discussion about possible amendments to the GPSA proposal to extend the leave in exceptional cases. The consensus was that more research and thinking are needed. For instance, who will make the decision of exceptional cases? It is best to move this forward without delays. Both GPSA and Senate would like to work towards paid parenting leave for GS, but they do not want to delay this policy from moving forward, because GS do not have any kind of protected parental leave at this time. For the time being, amendments are taken off the table to make sure this policy goes to next UFM.

Vote: 21/22 in favor; 1/22 against. Motion passes.

Other Announcements and Communications:

- ASUI Timely Grading – Nathan Kindall and Kallyn Mai
ASUI leaders presented updates on their project regarding timely feedback to students about their progress in a course. The presentation is attached to these minutes.

Discussion:

Chair Meeuf suggested that students think of timely feedback as a broader issue than just early warning and midterm grades. They are concerned, for instance, about timely turnaround of assignments by instructors, how quickly graded assignments get uploaded into their grade book, and whether, at any time, they are informed of their class standing. As we address timely feedback, we also need to be talking about increased teaching load and how we can support faculty so they have the necessary resources to deliver timely grades. Perhaps we should have a broader conversation, involving CETL, around what timely feedback is. The ASUI leaders reported that they had some conversations with Brian at CETL on how his department can support faculty members as well as a more-structured way to think of midterms and early warning grades. The ASUI leaders also suggested that students would appreciate hearing from instructors who are a few days behind that grades will be coming soon.

System integration was an important part of the conversation. A number of Senators experienced problems when working with different platforms. Some found that removing holds in Banner was easier, while changes in the interface have made things more complex. These are expected to be key questions as we move towards system integration. It is important to have clarity about what data on Canvas is just a communication between instructor and student and what data is available to the larger university systems. Some Senators think there is a disconnect between the administration and the people who use the learning management tools.

Chair Meeuf will place this item on future Senate agendas and continue to forward faculty concerns to the people who are working on these systems. Another point of discussion is Vandal Star functionality – faculty are not enthusiastic about it nor have they seen a significant amount of evidence that Vandal Star improves retention rates.

- Admissions Discussion Follow Up – Russ Meeuf
Empowered by Senate’s consensus to make a recommendation under FSH 6990, FSL is strongly leaning towards the recommendation to continue with the existing emergency admission standards for the next cycle, when we have more data from Gateway and a better sense of what's happening in secondary education after COVID. We can talk more about it at a future meeting if Senators wish to do so. Many thanks to Lindsey Brown and the people at Institutional Research for getting us more detailed information.

New Business:

No new business was raised.

Adjournment:

The agenda being completed, Chair Meeuf adjourned the meeting at 5:00pm.

Respectfully Submitted,

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

435: NUTRITIONAL SCIENCES (M.S.)

Export to PDF Export to Word

In Workflow

1. Trevor White (trevorw@uidaho.edu)
2. 063 Chair (smcguire@uidaho.edu)
3. CALS Review (bschroeder@uidaho.edu)
4. 07 Curriculum Committee Chair (bschroeder@uidaho.edu)
5. 07 Dean (mdoumit@uidaho.edu)
6. Provost's Office (panttaja@uidaho.edu; kudas@uidaho.edu; mstout@uidaho.edu; jvalkovic@uidaho.edu)
7. Assessment (sara@uidaho.edu)
8. Curriculum Review (sstubbs@uidaho.edu)
9. Degree Audit Review (rfrost@uidaho.edu)
10. Graduate Council Chair (slthomas@uidaho.edu)
11. Registrar's Office (none)
12. UCC (none)
13. Faculty Senate Chair (mstout@uidaho.edu; jvalkovic@uidaho.edu)
14. UFM (mstout@uidaho.edu; jvalkovic@uidaho.edu)
15. President's Office (brendah@uidaho.edu; mstout@uidaho.edu; jvalkovic@uidaho.edu; lindalundgren@uidaho.edu)
16. State Approval (mstout@uidaho.edu; jvalkovic@uidaho.edu; lindalundgren@uidaho.edu)
17. NWCCU (sara@uidaho.edu; mstout@uidaho.edu)
18. Steve Stubbs (sstubbs@uidaho.edu)

Approval Path

1. Thu, 05 Nov 2020 21:35:16 GMT
Joana Espinoza (joanae): Approved for 063 Chair
2. Thu, 05 Nov 2020 21:35:29 GMT
Joana Espinoza (joanae): Approved for 07 Curriculum Committee Chair
3. Thu, 05 Nov 2020 21:35:36 GMT
Joana Espinoza (joanae): Approved for 07 Dean
4. Thu, 05 Nov 2020 21:39:09 GMT
Joana Espinoza (joanae): Approved for Provost's Office
5. Mon, 16 Nov 2020 19:17:06 GMT
Rebecca Frost (rfrost): Approved for Curriculum Review
6. Fri, 15 Jan 2021 23:59:46 GMT
Lauren Perkinson (V00763280): Rollback to 063 Chair for Graduate Council Chair
7. Thu, 21 Jan 2021 17:13:29 GMT
Michelle McGuire (smcguire): Approved for 063 Chair
8. Wed, 03 Feb 2021 17:00:58 GMT
Joana Espinoza (joanae): Approved for 07 Curriculum Committee Chair
9. Wed, 03 Feb 2021 17:06:17 GMT
Joana Espinoza (joanae): Approved for 07 Dean
10. Wed, 03 Feb 2021 17:10:45 GMT
Joana Espinoza (joanae): Approved for Provost's Office
11. Wed, 10 Feb 2021 23:44:46 GMT
Sara Mahuron (sara): Rollback to 063 Chair for Assessment
12. Thu, 24 Jun 2021 17:41:37 GMT
Michelle McGuire (smcguire): Approved for 063 Chair
13. Tue, 31 Aug 2021 22:44:50 GMT
Brenda Schroeder (bschroeder): Rollback to 063 Chair for 07 Curriculum Committee Chair
14. Sat, 11 Sep 2021 05:36:29 GMT
Trevor White (trevorw): Approved for V00489170
15. Sat, 11 Sep 2021 05:36:30 GMT
Michelle McGuire (smcguire): Approved for 063 Chair
16. Sat, 11 Sep 2021 05:37:11 GMT
Brenda Schroeder (bschroeder): Rollback to V00489170 for CALS Review
17. Mon, 13 Sep 2021 21:11:08 GMT
Trevor White (trevorw): Approved for V00489170
18. Mon, 13 Sep 2021 21:35:36 GMT

- Michelle McGuire (smcguire): Approved for 063 Chair
- 19. Mon, 13 Sep 2021 22:39:07 GMT
Brenda Schroeder (bschroeder): Approved for CALS Review
- 20. Mon, 13 Sep 2021 22:41:50 GMT
Brenda Schroeder (bschroeder): Approved for 07 Curriculum Committee Chair
- 21. Tue, 14 Sep 2021 19:46:14 GMT
Matthew Doumit (mdoumit): Rollback to 07 Curriculum Committee Chair for 07 Dean
- 22. Tue, 14 Sep 2021 21:03:25 GMT
Brenda Schroeder (bschroeder): Approved for 07 Curriculum Committee Chair
- 23. Mon, 25 Oct 2021 22:35:20 GMT
Matthew Doumit (mdoumit): Approved for 07 Dean
- 24. Wed, 27 Oct 2021 17:11:55 GMT
Dean Panttaja (panttaja): Approved for Provost's Office
- 25. Sat, 04 Dec 2021 00:17:33 GMT
Sara Mahuron (sara): Approved for Assessment
- 26. Tue, 07 Dec 2021 19:01:08 GMT
Steve Stubbs (sstubbs): Approved for Curriculum Review
- 27. Tue, 07 Dec 2021 22:22:19 GMT
Rebecca Frost (rfrost): Approved for Degree Audit Review
- 28. Wed, 16 Mar 2022 23:35:31 GMT
Stephanie Thomas (slthomas): Approved for Graduate Council Chair
- 29. Tue, 22 Mar 2022 20:21:16 GMT
Steve Stubbs (sstubbs): Approved for Registrar's Office
- 30. Wed, 30 Mar 2022 20:06:21 GMT
David Barnes (dabarnes): Approved for UCC

New Program Proposal

Date Submitted: Thu, 05 Nov 2020 19:42:26 GMT

Viewing: 435 : Nutritional Sciences (M.S.)

Last edit: Mon, 28 Mar 2022 23:04:38 GMT

Changes proposed by: Joana Espinoza

Final Catalog

2023-2024

What will be the last semester of the teach-out period?

What is the teach-out plan?

Rationale for Inactivation

%deletejustification.eshtml%

Attach State Form

Faculty Contact

Faculty Name	Faculty Email
Yimin Chen	yiminc@uidaho.edu

Change Type (Choose all that apply)

Description of Change

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

No

Academic Level

Graduate

College

Agricultural & Life Sciences

Department/Unit:

Family and Consumer Sciences

Effective Catalog Year
2023-2024

Program Title
Nutritional Sciences (M.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
30

Attach Program Change
MS_NutritionalSciences2020 FINAL 9_13.doc

CIP Code
30.1901 - Nutrition Sciences.

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 this program lead to licensure in any state?
No

Will the program be a statewide responsibility?
No

Financial Information

What is the financial impact of the request?

Less than \$250,000 per FY

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

Describe the financial impact

The Margaret Ritchie School of Family and Consumer sciences has all classroom, instructional, and administrative resources needed to implement this program. Our Carmelita Spencer Foods Laboratory, Samantha Ramsay Research Unit, Piglet Intervention Center (PlnC), and individual faculty laboratories are key to this, as they provide the needed laboratory space for nutrition courses needing these sorts of facilities.

We anticipate needing to hire two graduate faculty members as described above.

Curriculum:

Thesis Option:

Code	Title	Hours
FCS 501	Seminar	2
FCS 502	Directed Study	4
400- or 500-level Statistics course		3
400- or 500-level Research Methods course		3
Select 6 credits of 500-level or above FCS courses		6

FCS 500 credits can not be counted in this total		
Select 12 credits of 500-level or above courses		12
Up to 10 credits of FCS 500 can be counted in this total		
Total Hours		30
Non-thesis Option:		
Code	Title	Hours
FCS 501	Seminar	2
FCS 502	Directed Study	4
400- or 500-Level Statistics course		3
400- or 500-Level Research Methods course		3
Select 6 credits of 500-level or above FCS courses		6
FCS 599 credits can not be counted in this total		
Select 24 credits of 500-level or above courses		24
Up to 5 credits of FCS 599 can be counted in this total		
Total Hours		42

Courses to total 30 credits for thesis option and 42 credits for non-thesis option for this degree.

Degree Maps:

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

If Yes, can 100% of the curricular requirements of this program be completed via distance education?

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

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

Moscow

Where?

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.

- Gain in-depth fundamental principles of nutritional sciences.
- Analyze, interpret, and critique the literature pertaining to nutritional sciences.
- Understand appropriate and optimal research design, statistical analyses, and conducts.
- Develop strong written and oral communication skills.

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

The students will be assessed based on course pass rate, as well as satisfactory completion and defense of the thesis project (or non-thesis exit requirement).

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

The graduate faculty of the Margaret Ritchie School of Family and Consumer Sciences will meet annually before the start of each fall semester to review selected metrics from each course (e.g., average grade, pass rate, grades on selected assignments) and candidly discuss findings, trends, and expectations. Graduate faculty work collaboratively to improve both individual courses and programs during these meetings and throughout the year.

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

During the students' oral proposal and defense of thesis (or non-thesis exit requirement), all graduate faculty will ask high-level research and application questions related and unrelated to the thesis project to comprehensively assess the students' knowledge, critical thinking skills, integrative skills, perspective, and communication skills. Additionally, graduate students will be evaluated after the first year during their annual evaluation meeting. The indirect, formative measure includes routine meetings with mentor professors, during which, mentor professor will monitor and assess students' progress.

- Gain in-depth fundamental principles of nutritional sciences
- Use FN 510 GI Physiology & Immunology Assignments to show assessment of this
- Analyze, interpret, and critique the literature pertaining to nutritional sciences.
- Use FCS 501 Graduate Seminar to show assessment of this, as well as the Review of Literature portion of their thesis proposal and defense
- Understand appropriate and optimal research design, statistical analyses, and conducts.
- Use Methodology section of defense for this
- Develop strong written and oral communication skills.
- Use thesis defense presentation for this

When will assessment activities occur and at what frequency?

Meetings with mentors will happen routinely, final class grades will be reviewed at the end of every semester, the annual evaluation will take place by the end of their first year, the thesis defense will happen at the end of students' programs of study.

Student Learning Outcomes

Have learning outcomes changed?

Learning Objectives

- Gain in-depth fundamental principles of nutritional sciences.
- Analyze, interpret, and critique the literature pertaining to nutritional sciences.
- Understand appropriate and optimal research design, statistical analyses, and conducts.
- Develop strong written and oral communication skills.

Rationale for the proposed change. Include an explanation of how the department will manage the added workload, if any.

The Margaret Ritchie School of Family and Consumer Sciences (FCS) currently offers a single Master of Science degree in Family and Consumer Sciences that includes a focus in either child development, family studies, nutrition, or apparel textile and design. As it currently exists, it is difficult for prospective students interested in graduate studies in any of the areas to locate the degree via a simple search. Furthermore, some students may feel a M.S. degree in FCS does not truly reflect what they studied in graduate school, especially on one's

resume/curriculum vitae, thus may affect future job prospects. The purpose of creating a M.S. degree in Nutritional Sciences is to specifically delineate a specialization in Nutritional Sciences as a graduate degree, while maintaining the rigor of the current program.

We are aware that the non-thesis option requires more credits than many other non-thesis options at the University of Idaho. Our intent was that non-thesis students would take an additional 3 credits per semester of the program (12 credits total) to make up for the absence of thesis work.

Note: Each individual student curriculum will differ based on the research focus for that student. Below is a list of courses to represent select potential courses (not comprehensive):

AVS 511 Ruminant Nutrition
 AVS 517 Macronutrient Metabolism
 AVS 531 Practical Methods in Analyzing Animal Science Experiments
 AVS 550 Critical Evaluation of Scientific Research
 AVS 563 Growth and Lactation
 AVS 567 Advanced Physiology
 BIOL 508 Topics in Neuroscience
 BIOL 549 Computer Skills for Biologists
 BIOL 554 Biochemistry II
 BIOL 565 Neurobiology
 BIOL 573 Developmental Biology
 BIOL 582 Protein Structure and Function
 BIOL 587 Eukaryotic Molecular Genetics

FCS 501 Graduate Seminar
 FCS 565 Nutrition Therapy and Disease
 FS 510 Functional Foods and Health
 FS 511 Foods Lipids
 FS 512 Protein Structure and Function
 FS 513 Food Carbohydrates
 FS 514 Starch Chemistry
 FS 532 Advanced Food Microbiology

Supporting Documents

Requires TECC Review

No

Department Voting Results

College Voting Results

Reviewer Comments

Lauren Perkinson (V00763280) (Fri, 15 Jan 2021 23:59:46 GMT): Rollback: Graduate Council is requesting more information about program specifics. Members suggested that it would be helpful to see the variation of courses and more descriptive curriculum. There was also a suggestion that having the same name as the proposed Ph.D. program may create confusion, as there are clear differences between the degrees. Please contact Jerry McMurtry or Lauren Perkinson with questions.

Joana Espinoza (joanae) (Wed, 03 Feb 2021 17:00:49 GMT): Dept. submitted new state form but not sure if changes were made to CIM form. Please review to determine whether requested changes have been made. New state form is attached and it include the Learning Outcomes. If the CIM form needs to be updated, please return to the dept. to make updates.

Sara Mahuron (sara) (Wed, 10 Feb 2021 23:44:46 GMT): Rollback: Both the MS and PHD are being rolled back on behalf of Dean Panttaja, Interim VPAL, for revision of the learning outcomes. We need learning outcomes that are differentiated and/or specific at the degree level. Currently, the MS and PHD appear identical in material nature. For help revising these, please reach out to assessment@uidaho.edu or sara@uidaho.edu. These degrees should differ in breadth and depth, possibly through differentiated Bloom's taxonomy verbs or content. See example: Students will: Bachelor's level: Differentiate and evaluate theories and approaches to selected complex problems within (field of study). Master's level: Disaggregate, reformulate, and adapt principal ideas, techniques or methods at the forefront of (field of study) in carrying out an essay or project. Doctoral level: Design principal ideas, models, techniques or methods in (field of study) in carrying out a dissertation or publication.

Amy Kingston (amykingston) (Tue, 31 Aug 2021 19:25:55 GMT): Added Non-Thesis option to curriculum per department's request, so it matches SBOE paperwork.

Amy Kingston (amykingston) (Tue, 31 Aug 2021 19:37:48 GMT): Updated learning outcomes in lower box to match the ones in the upper box and on the state form, per conversation with Trevor White from the department.

Brenda Schroeder (bschroeder) (Tue, 31 Aug 2021 22:44:50 GMT): Rollback: SLO's in CIM and hardcopy do not agree the non-thesis curriculum was not entered in CIM why is the Dean listed as the faculty contact? Not sure you can do anything about this but: The APACC committee had about the lack of coursework listed in CIM relative to the information included in the hard copy. The committee is concerned that the lack of information included in CIM will result in a lot of work for COGS as they try and determine if students have met their course requirements. (I sent Amy Kingston this comment as well). Is there space to include this?

Brenda Schroeder (bschroeder) (Sun, 12 Sep 2021 20:23:51 GMT): Rollback: Friendly edits: 1. Add learning objectives to hard copy document please. 2. Add a specific number to the sunset clause 3. Seminars - please address as we discussed. 4. 4 Year program? APACC was of the consensus: 4 years is a long program that could negatively impact your reputation and ability to recruit students. Please consider moving to 3 and using language like what is found on the Cornell website.

Matthew Doumit (mdoumit) (Tue, 14 Sep 2021 19:46:14 GMT): Rollback: Mistakenly approved by APACC

Sara Mahuron (sara) (Fri, 05 Nov 2021 20:20:07 GMT): Emailed Yimin re: review the measures for the learning outcomes. Course grades are not considered direct measures of the overall program outcome statements. Please explain how each of the learning outcomes (whether thesis or not thesis) will be assessed. Currently, there is only one direct measure listed (faculty asking questions during the defense). How will student's written communication be evaluated (the fourth outcome), and the specified aspects of the literature review, etc. Students should be evaluated on each item independently, meaning it should be clear how well students did each of these statements rather than a single score or assessment of all 4 combined. Please let me know if I can help -- sara@uidaho.edu or Dean Panttaja (panttaja@uidaho.edu), or if you think I missed something about the measures. Additionally, is it assumed that students do not already have strong written and communication skills upon entering the program? If so, it would be helpful to revise this statement to specify what students learn at the graduate level in this skill area to be "strong," that they didn't already learn as an undergraduate student. Or, your direct measure can be a pre/post test situation, where you measure how well students do on these items when they join the program, and then again at the end of the program, so you can demonstrate "growth" or "development" in general.

Sara Mahuron (sara) (Sat, 04 Dec 2021 00:17:26 GMT): adding the direct measures per email dated 12/3 Yimin Chen

David Barnes (dabarnes) (Mon, 28 Mar 2022 23:04:38 GMT): Admin save to update effective catalog year to 2023-2024

Key: 435

Choose Proposals to Bundle

Select any proposals you would like to bundle together for approval. Only proposals you have saved are available to bundle.

Bundle Title:

Course:
Proposal A
Program:
Proposal B

Submit Cancel

Idaho State Board of Education

Proposal for Undergraduate/Graduate Degree Program

(Fill out if you are proposing a new program, certificate over 30 credits or expansion.)

Date of Proposal Submission:	September 16, 2020
Institution Submitting Proposal:	University of Idaho
Name of College, School, or Division:	College of Agricultural and Life Sciences
Name of Department(s) or Area(s):	Margaret Ritchie School of Family and Consumer Sciences

Program Identification for Proposed New or Modified Program:

Program Title:	Master of Science in Nutritional Sciences					
Degree:		Degree Designation		Undergraduate	X	Graduate
Indicate if Online Program:		Yes		X		No
CIP code:	30.1901					
Proposed Starting Date:	Summer 2021					
Geographical Delivery:	Location(s)	Moscow, ID		Region(s)		
Indicate (X) if the program is/has:		Self-Support		Professional Fee		Online Program Fee
Indicate (X) if the program is:		Regional Responsibility		Statewide Responsibility		

Indicate whether this request is either of the following:

- | | |
|---|---|
| <input type="checkbox"/> New Graduate Certificate (30 credits or more) | <input type="checkbox"/> Expansion of Existing Program |
| <input type="checkbox"/> New Undergraduate Certificate (30 credits or more) | <input type="checkbox"/> Consolidation of Existing Program |
| <input checked="" type="checkbox"/> New Graduate Program | <input type="checkbox"/> New Off-Campus Instructional Program |
| <input type="checkbox"/> New Undergraduate Program | <input type="checkbox"/> Other (i.e., Contract Program/Collaborative; transitioning an existing program online, etc.) |

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.

The Margaret Ritchie School of Family and Consumer Sciences (FCS) currently offers a single Master of Science degree in Family and Consumer Sciences that includes a focus in either child development, family studies, nutrition, or apparel textile and design. As it currently exists, it is difficult for prospective students interested in graduate studies in any of the areas to locate the degree via a simple search. Furthermore, some students may feel a M.S. degree in FCS does not truly reflect what they studied in graduate school, especially on one's resume/curriculum vitae, thus may affect future job prospects. The purpose of creating a M.S. degree in Nutritional Sciences is to specifically delineate a specialization in Nutritional Sciences as a graduate degree, while maintaining the rigor of the current program.

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

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

List the job titles for which this degree is relevant:

There are a variety of potential job titles and examples can be seen within the links below. For example, biochemist, research specialist, health and wellness coach, and epidemiologist.

	State DOL data	Federal DOL data	Other data source: (describe)
Local (Service Area)			
State	https://www.bls.gov/oes/current/oes_id.htm#29-0000 https://www.bls.gov/oes/current/oes_id.htm#19-0000		https://projectionscentral.com/Projections/LongTerm

Nation		https://www.bls.gov/ooh/life-physical-and-social-science/home.htm Examples of potential jobs are biochemists and epidemiologists: 2018-2028 Job Outlook is 5-6% (as fast as average) and Employment change is 1,900.	
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Provide (as appropriate) additional narrative as to the workforce needs that will be met by the proposed program.

The workforce needs for individuals with a M.S. in Nutritional Sciences span a wide range. Nutrition professionals with advanced degrees work in healthcare, research and development in private and public sectors, as well as governmental programs at the local, state, and federal level. Therefore, there are ample employment opportunities for graduates with a M.S. in Nutritional Sciences.

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

The most likely source of students who will be interested in the M.S. in Nutritional Sciences will be those who are currently enrolled in the BS FCS Major in Foods and Nutrition and other pre-health majors both on campus and on other university campuses interested in pursuing a career in health-related research and development. Many students interested in nutrition do not wish to go on to pursue the credential to become a Registered Dietitian Nutritionist (RDN). In addition, pre-health students might initially hope to attend medical school, dental school, etc, but find their passion in nutritional sciences toward the conclusion of their undergraduate degree. The M.S. in Nutritional Sciences option provides a strong research science curriculum that can attract prospective students nationwide. The possibility of pursuing many advanced healthcare and academic degrees, as well as job potentials make this an attractive major. We anticipate that most students enrolled in this program will be full-time students.

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

Students with a M.S. in Nutritional Sciences will likely pursue health-related careers, enter additional graduate training, or apply for specialize degrees such as a medical or dental degree. We anticipate that offering a M.S. in Nutritional Sciences will attract a larger number of students who are eventually drawn to research related to the intersection of nutrition, health, and foods (particularly Idaho commodities, such as dairy, potatoes, and beef). Increased research around this topic will likely improve the public

perception of these health-promoting foods and ultimately increase their sales – again, benefiting the state’s economy.

All of these careers provide mid- to high-range salaries and can support individuals and families well above the poverty level. As such, these individuals will support local and state taxes and value-added activities to local communities and the state. In addition, poor nutrition (e.g., obesity and its sequelae) across the lifespan is a proven economic drain on communities, leading to increased medical costs, decreased work capacity, and disability. A more nutritionally-savvy Idaho will help abate these growing health trends and therefore lower the related fiscal burden of health risks such as type 2 diabetes and hypertension.

Area	Title	Base	Projected	Change	% Change	Avg. Anl Openings
US	Social Science Research Assistants	34,000	35,500	1,500	4.4	4,100
US	Epidemiologists	6,100	6,600	500	8.2	600
US	Exercise Physiologists	15,100	17,100	2,000	13.2	1,100
US	Family and General Practitioners	134,800	154,100	19,300	14.3	5,600
US	Agricultural and Food Science Technicians	27,500	29,200	1,700	6.2	3,000
US	Biological Scientists, All Other	38,700	41,800	3,100	8.0	3,700
US	Biological Technicians	82,100	90,400	8,300	10.1	8,900
US	Community Health Workers	57,500	67,800	10,300	17.9	8,500

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

Experts agree that poor nutrition is a fundamental risk factor underlying today’s most pressing health problems, including obesity, cancer, and type 2 diabetes. Furthermore, there is growing evidence that nutritional deficiencies and imbalances during the ‘first 1000’ days of life (pregnancy through 2 years of age) can not only influence early-life health but also program a child to life-long poor health and wellbeing. As such, research information gained by University of Idaho students pursuing a M.S. in Nutritional Sciences will positively contribute to reversing many of today’s most serious health problems.

e. If Associate’s degree, transferability: N/A

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

Similar Programs offered <u>by Idaho public institutions</u> (list the proposed program as well)		
Institution Name	Degree name and Level	Program Name and brief description if warranted
University of Idaho	M.S. Nutritional Sciences	This program will optimally prepare graduate students to enter a variety of nutrition-related fields, including medicine, public health, research, industry, and academia. This is the only in-person M.S. Nutritional Sciences (non-dietetics) program in Idaho .
Idaho State University	M.S. Nutrition	From their website: This online program designed primarily for practicing RDNs interested in the overlap of nutrition and one of three emphasis areas: public health, marketing, or management.

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	M.S. Nutrition and Exercise Physiology	From their website: Offers students of all undergraduate disciplines a pathway into nutrition and exercise physiology education and research, preparing them for careers in healthcare, academia, and public health.
University of Washington	M.S. Nutritional Sciences	From their website: provides students with advanced understanding of human nutrition through a curriculum that includes skills with application in both research and community settings.
Montana State University	M.S. Exercise and Nutrition Sciences	From their website: The program allows students to focus on understanding the determinants of physical activity and energy expenditure, adaptations to exercise that impact human work performance and disease risk, and exercise metabolism and nutrition.
Brigham Young University	M.S. Nutritional Sciences	From their website: The program develops informed and productive nutritional scientists who personally and professionally utilize scientifically proven nutrition principles to make meaningful contributions to the discipline, to families, communities, and nations.

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.

Idaho State University offers an online M.S. Nutrition program that is designed for individuals who practice as Registered Dietitians Nutritionists. The types of science and research training designed for a clinical practitioner is vastly different from the rigor of a M.S. in Nutritional Sciences program. Our M.S. in Nutritional Sciences will focus on in-depth research designs, methods, statistics, and analytical techniques allowing the graduates to either pursue a Ph.D. in different disciplines and entry into academia, or other advanced medical careers.

To our knowledge, we will be offering the only in-person M.S. in Nutritional Sciences program in the state of Idaho. The M.S. programs offered by Washington State University and Montana State University focus on nutrition geared towards exercise fields. We will only be competing with University of Washington with high cost of living, and Brigham Young University. We believe Idaho students deserve to have a high-quality M.S. program in Nutritional Sciences in the state in which they live.

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

Goal	Objective	M.S. in Nutritional Sciences
Scholarly and creative products of the highest quality and scope, resulting in significant positive impact for the region and the world.	<p>Build a culture of collaboration that increases scholarly and creative productivity through interdisciplinary, regional, national and global partnerships</p> <p>Create, validate and apply knowledge through the coproduction of scholarly and creative works by students, staff, faculty and diverse external partners</p>	<p>M.S. in Nutritional Sciences is an integrated program including elements of foods, nutrition, biological sciences, physiology, behavior, and health. Students will be presented with concepts through the viewpoints of these disciplines and will graduate with increased ability to tackle interdisciplinary problems related to foods, nutrition, and wellbeing. Students will be expected to conduct research in the faculty laboratories and produce scholarly works. The culture of the Margaret Ritchie School of Family and Consumer Sciences is to employ graduate students in the laboratories and other facilities. This provides hands-on training and experience and excites students to conduct independent research.</p>
Increase our educational impact	Provide greater access to educational opportunities to meet the evolving needs of society	<p>This proposal will simply shift a portion of a current (and popular) component of the M.S. Family and Consumer Sciences major to a separate M.S. degree in Nutritional Sciences to help students find this program and meet their career goals. This proposal will rejuvenate a rigorous nutritional sciences inter-disciplinary curriculum. The M.S. in Nutritional Sciences will attract students who would have previously gone to another university or come to the University of Idaho in another program. Faculty responsible for</p>

		M.S. in Nutritional Sciences courses will continually assess, revise and improve our courses and overall program to ensure innovation and evolution.
	Foster educational excellence via curricular innovation and evolution	All graduate students in the M.S. Nutritional Sciences program will be expected to fulfill graduate hours in teaching experience to prepare students in achieving educational excellence in their future career.
	Create and inclusive learning environment that encourages students to take an active role in their student experience	The proposed M.S. in Nutritional Sciences program emphasizes the importance of inclusive education in the classroom and learner agency. Graduate faculties are committed to creating an inclusive and equitable environment that welcomes intellectual discourse.
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	M.S. in Nutritional Sciences faculty recognize the importance of an inclusive, diverse community that welcomes multicultural and international perspectives. This is particularly important in the realm of nutrition and foods. We believe that this more visible degree option will better encourage international and multicultural students into the degree, thus helping foster an even more inclusive and diverse community of students.

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.

Quality will be assessed annually via a meeting of all faculty teaching in the program. Syllabi, learning objectives, required reading materials, selected quizzes/exams/assignments will be assessed via blind review by program and external faculty. Student evaluations will be carefully reviewed for negative and constructive comments, and concerns will be discussed with involved faculty. Pass rates in all classes and cohorts are expected to exceed 80%, with 3-yr graduate rates expected to exceed 80%.

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

N/A

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

Will this program lead to certification?

Yes _____ No X

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

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

Yes 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.	12
Credit hours in required courses offered by other departments:	6
Credit hours in institutional general education curriculum	N/A
Credit hours in free electives	12
Total credit hours required for degree program:	≥30

b. Curriculum. Provide the curriculum for the program, including a listing of course titles and credits in each.

Thesis Option Curriculum

Course	Title	Credits
--------	-------	---------

FCS 501	Graduate Seminar	1 X 2 = 2
FCS 502	Graduate Teaching Seminar	2 X 2 = 4
400- or 500-level	Statistics Course	3
400- or 500-level	Research Methods	3
Select 6 credits of 500-level FCS courses		6
Select 12 credits of 500-level courses		12
Course to total 30 credits for this degree		30

Non-thesis Option Curriculum

Course	Title	Credits
FCS 501	Graduate Seminar	1 X 2 = 2
FCS 502	Graduate Teaching Seminar	2 X 2 = 4
400- or 500-level	Statistics Course	3
400- or 500-level	Research Methods	3
Select 6 credits of 500-level FCS courses		6
Select 24 credits of 500-level courses		24
Course to total 42 credits for this degree		42

Each individual student curriculum will differ based on the research focus for that student. Below is a list of courses to represent select potential courses (not comprehensive):

AVS 511 Ruminant Nutrition

AVS 517 Macronutrient Metabolism

AVS 531 Practical Methods in Analyzing Animal Science Experiments

AVS 550 Critical Evaluation of Scientific Research

AVS 563 Growth and Lactation

AVS 567 Advanced Physiology

BIOL 508 Topics in Neuroscience

BIOL 549 Computer Skills for Biologists

BIOL 554 Biochemistry II

BIOL 565 Neurobiology

BIOL 573 Developmental Biology

BIOL 582 Protein Structure and Function

BIOL 587 Eukaryotic Molecular Genetics
FCS 501 Graduate Seminar
FCS 565 Nutrition Therapy and Disease
FS 510 Functional Foods and Health
FS 511 Foods Lipids
FS 512 Protein Structure and Function
FS 513 Food Carbohydrates
FS 514 Starch Chemistry
FS 532 Advanced Food Microbiology

- 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.

Graduate students are expected to complete a thesis in the thesis-option. If the student chooses the non-thesis option, the student will need to complete 12 extra 500-level course credits plus an exit requirement as decided by the graduate faculty and major advisor (an examination, presentation, portfolio, project, or any research requirement other than a thesis).

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 learning outcomes of the M.S. Nutritional Sciences program will be assessed as follows.

- Gain in-depth fundamental principles of nutritional sciences.
- Analyze, interpret, and critique the literature pertaining to nutritional sciences.
- Understand appropriate and optimal research design, statistical analyses, and conducts.
- Develop strong written and oral communication skills.

12. Assessment plans

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

The students will be assessed based on course pass rate, as well as satisfactory completion and defense of the thesis project (or non-thesis exit requirement).

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

The graduate faculty of the Margaret Ritchie School of Family and Consumer Sciences will meet annually before the start of each fall semester to review selected metrics from each course (e.g., average grade, pass rate, grades on selected assignments) and candidly discuss findings, trends, and expectations. Graduate faculty work

collaboratively to improve both individual courses and programs during these meetings and throughout the year.

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

During the students' oral proposal and defense of thesis (or non-thesis exit requirement), all graduate faculty will ask high-level research and application questions related and unrelated to the thesis project to comprehensively assess the students' knowledge, critical thinking skills, integrative skills, perspective, and communication skills. Additionally, graduate students will be evaluated after the first year during their annual evaluation meeting. The indirect, formative measure includes routine meetings with mentor professors, during which, mentor professor will monitor and assess students' progress.

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

Meetings with mentors will happen routinely, final class grades will be reviewed at the end of every semester, the annual evaluation will take place by the end of their first year, the thesis defense will happen at the end of students' programs of study.

Enrollments and Graduates

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

Existing Similar Programs: Historical enrollments and graduate numbers								
Institution and Program Name	Fall Headcount Enrollment in Program				Number of Graduates From Program (Summer, Fall, Spring)			
	FY16-17	FY17-18	FY18-19	FY19-20 (most recent)	FY16-17	FY17-18	FY18-19	FY19-20 (most recent)
BSU	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
ISU	N/A	N/A	N/A	4	N/A	N/A	N/A	N/A
UI	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
LCSC	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
CEI	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
CSI	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
CWI	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
NIC	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

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

Proposed Program: Projected Enrollments and Graduates First Five Years											
Program Name: M.S. in Nutritional Sciences											
Projected Fall Term Headcount Enrollment in Program						Projected Annual Number of Graduates From Program					
FY 21 (first year)	FY 22	FY 23	FY 24	FY 25	FY 26	FY 21 (first year)	FY 22	FY 23	FY 24	FY 25	FY 26
4	5	6	8	10	10	0	4	4	5	6	8

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?

Initial headcount for the M.S. in Nutritional Sciences is based on 2020 enrollment in M.S. FCS (with concentration in nutrition). We anticipate 20% increase each year due to increased visibility of the program. The increase in enrollment then caps at 10 to account for number of graduate faculty and number of graduate students that can be adequately supported by the faculty. The projected number of graduates from the program is based on 100% expected graduation rate from the program starting with current 2020 enrollment to complete this 2-year program.

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?

We do not anticipate this will be a problem given the fact that current enrollment for students entering the current and historic M.S. FCS degree with concentration in nutrition represent the majority of enrollment.

- 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?

Student enrollments will be monitored closely. If they begin to drop, we will do everything in our power to determine the reason and make course corrections as required to increase them back to their historical levels. We do not anticipate ever having to implement a sunset clause, but if this should happen, we will work with other units on campus who teach nutrition-related courses (e.g., AVS, MVST) to make sure all matriculated students can finish their course of study.

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 Niccolls Building has all necessary equipment, classrooms, and foods labs needed to support successful implementation of the program. Majority of graduate faculty for M.S. in Nutritional Sciences also have their own dedicated specialized laboratories to conduct research specific to their specialties. What we do not have in-house, we can utilize in other locations on campus as we are doing now.

- 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?

We do not anticipate any impact on existing programs other than the positive aspect of increased inter-disciplinary research collaboration and productivity with other programs, which will enhance learning for all involved programs.

- 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.

There are no additional resources needed.

18. Library resources

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

There are no additional resources needed.

- 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.

There are no additional resources needed.

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?

Aside from needing to replace Dr. Katie Brown and Dr. SeAnne Safaii (special search), who resigned and left the university during the summer of 2019, no additional personnel resources will be needed. We have an additional 5 faculty members with expertise in nutrition to help support this program.

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

The Margaret Ritchie School of Family and Consumer sciences has all classroom, instructional, and administrative resources needed to implement this program. Our Carmelita Spencer Foods Laboratory, Samantha Ramsey Research Unit, Piglet Intervention Center (PInC), and individual faculty laboratories are key to this, as they provide the needed laboratory space for nutrition courses needing these sorts of facilities.

- 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?

We anticipate no negative impact on existing programs in terms of needing additional personnel (aside from filling Katie Brown and SeAnne Safaii's positions, see above) and other resources.

- 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.

We anticipate needing to hire two graduate faculty members as described above.

20. Revenue Sources

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

No reallocation of funds will be needed.

- 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.

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

- d) **Student Fees:**

- i. If the proposed program is intended to levy any institutional local fees, explain how doing so meets the requirements of Board Policy V.R., 3.b.
- ii. Provide estimated cost to students and total revenue for self-support programs and

for professional fees and other fees anticipated to be requested under Board Policy V.R., if applicable.

N/A

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).

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] <input type="checkbox"/> Addition <input checked="" type="checkbox"/> Revision* <input type="checkbox"/> Deletion* <input type="checkbox"/> Emergency Minor Amendment <input type="checkbox"/>

Chapter & Title: FSH3080 CLASSIFICATION AND APPOINTMENT OF UNIVERSITY POSITIONS

Administrative Procedures Manual [APM] <input type="checkbox"/> Addition <input type="checkbox"/> Revision* <input type="checkbox"/> Deletion* <input type="checkbox"/> Emergency Minor Amendment <input type="checkbox"/>
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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
 Name _____ Date _____
 885-7590 brianfoisy@uidaho.edu

Reviewed by General Counsel Yes No Name & Date: Kim Rytter on September 23, 2021.

- 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.
 Revising policy to remove redundancy of offer letter and salary agreement. Offer letter serves as salary agreement for the remainder of that agreement period. Regular annual salary agreements will remain as part of the process. This change mirrors the faculty process currently in place.
- II. **Fiscal Impact:** What fiscal impact, if any, will this addition, revision, or deletion have?
 None
- III. **Related Policies/Procedures:** Describe other policies or procedures existing that are related or similar to this proposed change.
- IV. **Effective Date:** This policy shall be effective on July 1, or January 1, whichever arrives first after final approval (see FSH 1460 D) unless otherwise specified in the policy.
 Request effective as soon as possible

If not a minor amendment forward to: _____

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

FSH Appr. _____ FC _____ GFM _____ Pres./Prov. _____ [Office Use Only]
--

Track # _____ Date Rec.: _____ Posted: t-sheet _____ h/c _____ web _____ Register: _____ (Office Use Only)
--

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

CLASSIFICATION AND APPOINTMENT OF UNIVERSITY POSITIONS

LAST REVISION: January 2008

CONTENTS:

- A. Positions Classified on the Basis of Duration
- B. Employee Classifications
- C. Appointing Authority and Legal Compliance
- D. Terms of Appointment
- E. Instruments of Appointment

A. POSITIONS CLASSIFIED ON THE BASIS OF DURATION.

A-1. Permanent Positions. A permanent position is one that is established with the intention that it will continue indefinitely. Once established, it continues to exist, whether filled or vacant, until abolished. In summary, a position is designated as "permanent" solely on the basis of intent as to its duration, irrespective of the duties, the appointment, the funding source, or any other consideration.

- a. A permanent position may be a faculty (teaching, research, extension, or service) position or a staff (exempt or classified) position.
- b. A permanent position may be part time (50% or greater) or full time and it may be filled by an appointment that is temporary, probationary, fixed-term, continuing, or at the pleasure of the president or the regents. It is the position, not the appointment, that is permanent.
- c. A permanent position may be supported by appropriated or nonappropriated funds.

A-2. Authorization of Permanent Positions. Any permanent new position, regardless of funding source, requires Board approval prior to any form or manner of recruitment of applicants. [RGP II.B.3]

A-3. Temporary Positions. A temporary position is one that is established for a definite period: typically, the duration corresponds to the period of a grant, contract, or duration of work or project. Temporary hourly positions are governed by FSH 3090.

A-4. Authorization of Temporary Positions. Temporary positions may be established by the president or designee. There can be no commitment to continue a temporary position beyond the length of time specified when it is established; in particular, there can be no commitment to continue on appropriated funds a position initially established with nonappropriated funding.

B. EMPLOYEE CLASSIFICATIONS. Every UI employee, belongs to one of two categories--classified or exempt--that are defined as follows:

B-1. Classified Employees. "Classified employees at the University of Idaho are subject to the policies and procedures of the University of Idaho for its classified employees. Such policies and procedures require approval by the Board, and should be, in so much as practical, parallel to the provisions provided for state of Idaho classified employees in Chapter 53, Title 67, Idaho Code." [RGP II.D.1.]

B-2. Exempt Employees. Exempt means any person appointed to or holding a position at an institution, agency, or school designated by the Board as non-classified and thus is not subject to the provisions of Chapter 53, Title 67, Idaho Code or the policies and procedures of the University of Idaho for its classified employees.

UI FACULTY-STAFF HANDBOOK

Chapter III: EMPLOYMENT INFORMATION CONCERNING FACULTY AND STAFF

Section 3080: Classification and Appointment of University Positions

January 2008

The Board's designation of a position or employee as non-classified constitutes any designation necessary under Idaho law to designate such position or employee as an officer. [RGP II.D.2, see also FSH 3460 A-3.] Faculty employees comprise a large and unique subset of the Board's exempt employees. Thus, faculty employees are addressed specifically throughout these policies and procedures. [RGP II.D.2.]

C. APPOINTING AUTHORITY AND LEGAL COMPLIANCE. In the case of all appointments, compliance with UI's affirmative action and equal employment opportunity policy (see FSH 3065) and with the requirements of all applicable immigration and naturalization laws (see FSH 3070) is required. These procedures must be followed to ensure legal compliance.

C-1. Regents policy provides: "The Board [Regents] delegates all authority for personnel management not specifically retained to the executive director [of the State Board of Education] and the chief executive officers consistent with the personnel policies and procedures adopted by the Board. In fulfilling this responsibility, the executive director and chief executive officers, or their designees, may exercise their authority consistent with these policies and procedures provided, however, that the Board retains the authority for taking final action on any matter so identified anywhere in these policies and procedures." [RGP II.B.2.]

C-2. The Regents specifically retain the authority to make the initial appointment of all employees to any type of position at a salary that is equal to or higher than 75% of president's annual salary (RGP II.B.3.). In addition, the Regents specifically retain the authority to approve, for longer than one year, the employment agreement of any head coach or athletic director and all amendments thereto. [RGP II.B.3.]

D. TERMS OF APPOINTMENT.

D-1. Classified Employees. UI classified employees are appointed subject to the policies of the University and the Regents. (RGP II.D.1.) Initial appointment procedures are included in FSH 3065.

D-2. Exempt Employees. All salaried employees of UI, except faculty members with tenure, and the category described in D-2.b below, have fixed terms of employment. A contract for a fixed term of employment may not exceed one year without prior approval by the Regents. Employment beyond the contract period cannot legally be presumed. Reappointment to an additional fixed-term contract is at the discretion of the president and where applicable of the Regents. (RGP II.F.1.) Policies and procedures covering reappointment or nonreappointment of these employees are included in FSH 3900.

a. A category of exempt employees, referred to as "temporary or special project nonclassified employees," is recognized by the Regents. (RGP II.D.2.) This category includes (1) employees who are appointed to positions that are either temporary or for special projects [see A-3 above], and who generally meet specific position requirements for (a) grants or contracts of specified duration, or (b) part-time teaching or other responsibilities, and (2) employees who are appointed to fulfill the responsibilities of continuing positions on an emergency or temporary basis. [RGP II.D.2. These employees have no expectation of continuing employment beyond an existing contract period, and their service in no way qualifies them for consideration for tenure in that position. In no case are such employees legally entitled to advance notice of or reasons for a decision not to enter into another contract of employment for another period and such decision is not grievable or appealable in any way.

b. The UI president serves as such at the pleasure of the Board of Regents and may be dismissed from that position at any time with or without cause or written notice. [See also FSH 1420 A-1.]

E. INSTRUMENTS OF APPOINTMENT.

UI FACULTY-STAFF HANDBOOK

Chapter III: EMPLOYMENT INFORMATION CONCERNING FACULTY AND STAFF

Section 3080: Classification and Appointment of University Positions

January 2008

E-1. Classified Employees. Each classified employee receives on appointment a letter from the department that defines his or hertheir appointment and specifies the terms of employment (offer letter). Approved offer letter templates are available on the HR webpage.

E-2. Exempt Employees. Each salaried exempt employee serves pursuant to a letter of appointment (offer letter) that includes (1) the specific annual salary, (2) anticipated date of entry on duty, and (3) any special conditions of employment applying to the position. Approved offer letter templates are available on the HR webpage and a salary agreement. The employee acknowledges receipt and acceptance of the terms of the letter by signing and returning a copy to the administrator who initiated the offer of appointment. Failure or refusal of the employee to sign and return a copy of the letter. The employee acknowledges receipt and acceptance of the terms of the letter and salary agreement by signing and returning a copy of each to the administrator who initiated the offer of appointment. Failure or refusal of the employee to sign and return a copy of the letter and salary agreement within the specified time is deemed rejection of the offer of employment unless the parties have mutually agreed to extend the time. If the employee does not sign and return the initial offer within the specified time UI may, at its discretion, extend another offer to the employee. Any alteration by the employee of the offer is deemed a counteroffer requiring an affirmative act of acceptance by the president or the president's designee.

E-3. Faculty Members. Offers of academic employment are made by academic colleges. Every faculty hire is approved by the dean to ensure consistent and diligent hiring practices have been followed. The letter offering the position should indicate: (1) that the offer is made on recommendation of the appropriate department faculty and with the approval of the president and Regents, (2) the specific salary, (3) the term of service and date of entry on duty, and (4) any special conditions of employment applying to this appointment. In addition, in the case of joint academic appointments, the letter of appointment will specify a single tenure-granting department. The letter may also specify such other matters as are desirable in order to define the primary elements of the contract of employment. In the case of joint academic appointments, the letter of appointment will specify a single tenure-granting department for the faculty member to advance in rank. The department administrator of the tenure-granting department will be responsible for coordinating the annual performance evaluation and other performance reviews with the other department(s) participating in the joint appointment.

Version History

Amended January 2008. Revised A-1, A-3, A-4, B, B-1, B-2, C, C-2, D-2, and E-3. Editorial changes were made to A-1, C-1, and D-1.

Amended January 2006. Editorial changes.

Amended July 2002. Many sections of the handbook, including this one, underwent comprehensive review and substantial revision to bring them in line with revised SBOE/Regents policy.

Amended July 2000. Editorial changes.

Amended July 1997. Revised E-3. Editorial changes.

Amended 1996.

Amended 1988.

Amended 1983.

Adopted 1979.

UI FACULTY-STAFF HANDBOOK
Chapter III: EMPLOYMENT INFORMATION CONCERNING FACULTY AND STAFF
Section 3080: Classification and Appointment of University Positions
January 2008

(Form on next page.)

UI FACULTY-STAFF HANDBOOK
Chapter III: EMPLOYMENT INFORMATION CONCERNING FACULTY AND STAFF
Section 3080: Classification and Appointment of University Positions
January 2008

UNIVERSITY OF IDAHO
SALARY AGREEMENT FOR FACULTY AND EXEMPT PERSONNEL

()

Date:
()

(Name, Department, Title, and Rank)

TERM OF APPOINTMENT*: _____ Base Salary: _____

*Enter dates if for period shorter than fiscal or academic year:

_____ FROM: _____ TO: _____

This agreement confirms the concurrence of the University and the employee regarding the compensation to be provided to the employee for services rendered during the period indicated. The employee is subject to, and responsible for compliance with, the Idaho State Board of Education and Regents of the University of Idaho Governing Policies and Procedures Manual and Rule Manual, as well as the University of Idaho Faculty Staff Handbook, as all may be amended from time to time without notice. The employee specifically recognizes and agrees to abide by the terms set forth in Faculty Staff Handbook Section 5400, Employment Agreement concerning Patents and Copyrights, as all may be amended from time to time without notice.

Academic year appointees are committed to fulfill duties and assignments for 1,560 hours (19.5 bi-weeks or 39 weeks — nine month appointments). The majority of the faculty will fulfill this assignment during the fall and spring semesters, beginning on August _____ and ending on May _____. Payroll dates for academic year employees are June _____ through June _____.

It is further agreed that any academic year appointee who ceases to work for the University during the term of employment provided herein and has received more than a pro-rata portion of the salary to which that person is entitled must repay the University the excess payment within 30 days after the termination of his or her service. This provision is applicable to persons who resign, are discharged for cause, or are granted leave of absence without pay.

All fiscal year employees are subject to regular assignment throughout the year. Appointment and payroll dates for fiscal year employees are June _____ through June _____.

Salary will be paid in bi-weekly installments on the usual paydays of the University.

This agreement constitutes the entire agreement of the parties, and there are no oral or other written agreements existing relative to the employment relationship of the parties unless specifically incorporated under "Other Conditions" below. This agreement may be modified only in writing when signed by all parties and approved by the Regents of the University of Idaho.

This agreement is subject to final approval by The Regents of the University of Idaho and must be signed by the employee and returned to your college/unit administrator by _____, to make the appointment effective.

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UI FACULTY-STAFF HANDBOOK
Chapter III: EMPLOYMENT INFORMATION CONCERNING FACULTY AND STAFF
Section 3080: Classification and Appointment of University Positions
January 2008

OTHER CONDITIONS:

ACCEPTED: _____

Employee Date For the University Date

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POLICY COVER SHEET

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

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

Faculty Staff Handbook (FSH)

Addition Revision* Deletion* 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: Ron Town

Policy Sponsor, if different from Originator:

Reviewed by General Counsel Yes No Name & Date: Jim Craig 3/30/22

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

Yearly review and update to policy to incorporate requirements to meet PCI compliance as required by PCI-DSS standards.

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.

Departments taking cards under APL 20.07 must also be aware of this policy.

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, 2022

APM 20.23 - Payment Card Processing

July 2020/February 2022

Preamble: The University of Idaho (UI) is committed to providing a secure credit and debit card processing environment for our customers to protect against loss and fraud. To protect customers and limit University liability, we must comply with Payment Card Industry (PCI) requirements for securely processing, transmitting, and disposing of cardholder data. This policy will be effective immediately upon final approval. Pursuant to delegation from the President, the Vice President for Finance and Administration approved on March 21, 2019. [rev. 3/17, 7-20]

Commented [WD(1): Moved this information to section A. Purpose.

Contents:

A. Purpose

B. Scope

Definitions

B. Policy Definitions

C. Scope Policy

D. Process, pProcedure and gGuidelines

E. Exceptions

E.F. Contact iinformation

AC. Purpose. The University of Idaho is committed to providing a secure credit and debit card processing environment for our customers to protect against loss and fraud. To protect customers and limit University liability, employees must comply with Payment Card Industry (PCI) requirements for securely processing, transmitting, and disposing of cardholder data.

B. Scope. This policy applies to all employees engaged in credit card processing activities at the University of Idaho. ~~entities processing credit cards directly or on behalf of the University of Idaho.~~

Commented [WD(2): This language broadened to cover all activities addressed in this policy.

CA. Definitions.

CA-1. Owner. The senior employee with direct responsibility for all credit card payment processing activities for their unit. [ed. 3-17]

CA-2. Contact. The ~~documented~~ employee on file responsible for maintenance and coordination of payment card systems for their unit. [ed. 3-17]

CA-3. Operator. Any employee tasked with processing card payments for their unit.

CA-4. Cardholder Data. Any payment card information that is processed on behalf of the University of Idaho. This includes card numbers, expiration dates, security codes (CVC/CVV/CID code located on the back of credit cards) and cardholder personal data. [ed. 3-17]

CA-5. PCI-DSS. Payment Card Industry – Data Security Standards.

CA-6. PA-DSS. Payment Application – Data Security Standards.

CA-7. SAQ. Self-Assessment Questionnaire.

CA-8. Merchant. Any University unit that accepts debit or credit cards as part of its business process.

CA-9. Units. ~~refers to p~~primary management units within the University of Idaho (University), including recognized colleges, departments, administrative units, and recognized University Centers located remotely ~~locations remote~~ from the main Moscow campus. [add. 3-17]

CA-10. Vendor. Any person or company contracted by the University to facilitate payment card transactions. [ren. 3-17]

CA-11. Critical Technology. Any technology device used within, or to connect to or from, the payment card processing environment network or equipment. [ren. 3-17]

DB. Policy. All University of Idaho owners, contacts, and operators of any point-of-sale systems, credit payment terminals, or credit processing ~~applications or~~ systems must maintain compliance with current PCI-DSS.

D-1. General PCI-DSS compliance responsibilities. [rev. 3-17, 7-20]

a. The PCI Security Standards Council publishes and regularly updates the Payment Card Industry Data Security Standard (PCI-DSS) at https://www.pcisecuritystandards.org/document_library. The unit Contact must review updates to the PCI-DSS for changes needed and implement them by the stated effective date.

b. Prior to operation of any payment card processing system, and on an annual basis, each unit must complete a PCI-DSS Self-Assessment Questionnaire (SAQ) for each Merchant.

c. Each unit must provide an Attestation of PCI Compliance within 30 days' notice from the Controller's Office.

d. Documentation necessary for PCI DSS evidence and PCI certifications must be provided annually upon request by the Controller's Office.

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Commented [WD(3): Please review for accuracy. This edit consolidates this section with B-9 Standards.

Commented [TR(4R3): I'm OK with this

DB-21. Contracting requirements~~Pre-approval.~~ [rev. 7-20]

a. Only Merchants and Vendors preapproved by the Controller's Office are authorized to handle University credit card processing.

~~b.~~ A list of known service providers and a description of the service provided will be maintained centrally by each merchant and reviewed annually for accuracy by the Merchant.

c. Effective with the issuance of this policy and for all newly signed or renewed agreements, all contracts and agreements with service providers must include provisions or acknowledgement that the service provider is responsible for the security of cardholder data they either possess or otherwise store, process, or transmit on behalf of UI, or to the extent that the service provider could impact the security of UI's cardholder data environment.

~~d.~~ Additional provisions for documentation necessary for PCI-DSS evidence, Attestation of Compliance and PCI certifications must be provided annually upon request for the preparation of the UI compliance reporting.

ed. At a minimum, members of the ITS Security Office and Controller's Office staff must be involved to adequately assess and vet ~~the~~ providers before contracting.

fe. Third-party Vendors or service providers contracted by a UI Merchant must supply a contract addendum or other certification assuring their compliance with the current PCI-DSS and/or PA-DSS as appropriate prior to contract ~~completion~~ execution.

Commented [WD(5): Moved to General PCI-DSS Compliance Responsibilities

Commented [WD(6): The term "completion" is ambiguous--it seems that this is intended to refer to contract execution and not performance. Please confirm.

Commented [TR(7R6): Agree

f. Any storage of Cardholder Data after the transaction has been authorized must have prior approval of the Controller's Office and must meet current PCI-DSS. An inventory of any storage locations for cardholder data must be kept current with the Controller's Office. [ed. 3-17]

g. Any storage of Cardholder Data after the transaction has been authorized must have prior approval of the Controller's Office and must meet current PCI-DSS. An inventory of any storage locations for cardholder data must be kept current with the Controller's Office. [ed. 3-17]

B-2. Responsibility. [rev. 3-17, 7-20]

a. The unit Contact must become familiar with the most current version of PCI-DSS available at https://www.pcisecuritystandards.org/document_library. New versions are published annually and must be reviewed for changes needed by the stated effective date.

b. Prior to operation of any payment card processing system, and on an annual basis, each unit must complete a PCI-DSS Self Assessment Questionnaire (SAQ) for each Merchant, along with a corresponding Attestation of PCI Compliance within 30 days' notice from the Controller's Office.

DB-3. Documentation, training, and background check requirements for personnel engaged in credit card processing activities.

a. All units that accept credit card payments will annually submit a written list of Operators within their Unit to the Controller's Office and ITS. The list shall also include a description of procedures the unit follows to ensure that only the listed Operators have access to the unit's credit card processing software and systems. [add. 3-17]

b. At the onset of employment, and annually thereafter, all owners, contacts and operators directly involved with acceptance or processing of payment card data for the University must complete a comprehensive PCI-DSS compliance and security awareness training as required by the Controller's Office. Annual training must include a review of this policy and any standards set by management to ensure PCI compliance. Any unit specific processes or procedures must also be reviewed annually with each operator and internally documented by the unit for the SAQ. [ed. & ren. 3-17]

c. All employees handling cardholder data are considered security sensitive under APM 50.16 and must have completed a criminal background check prior to employment. [ren. 3-17]

DB-4. Documentation of procedures. Any unit operating payment card systems must maintain documentation of all procedures for handling payment card data and systems consistent with PCI-DSS. This documentation must be reviewed and updated annually to meet PCI-DSS requirements, and, when required, be attached as evidence to the unit's annual SAQ. Documentation required by PCI-DSS and this policy must be readily available during business hours upon the request of the Controller's Office or the UI Computer Security Incident Response Team. [ed. 3-17, rev. 7-20]

DB-5. Inventory. Any unit operating payment card systems must maintain a list of current devices used to process credit cards or used in the cardholder environment and be aware of attempted tampering or replacement of devices. Each device must be appropriately labeled. This list must be supplied to the Controller's Office annually. [ed. 3-17]

a. The inventory list must include for each device: [rev. 3-17]

1. Make and model of device
2. Physical location of device
3. Device serial number or asset tag
4. List of employees with explicit permission to use the device

b. The Controller's Office must be notified immediately when [add. 3-17]

1. New devices are placed into service

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Commented [WD(8)]: Please review for accuracy. This edit consolidates this section with B-9 Standards.

Commented [TR(9R8)]: OK

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- 2. Old devices are removed from service
- 3. A device's physical location is permanently changed

DB-6. Usage policies for critical technologies. [rev. 7-20]

- a. All critical technology used within the payment processing environment must be explicitly approved by the Controller's Office and ITS Security Office and inventoried prior to operation.
- b. Only employees trained in Merchant processes and this policy are permitted to use critical technology, and only if required by their job function.
- c. All employees using critical technology must be authenticated with a unique user ID and password (or other authentication item or token).

~~1. Change user passwords/passphrases at least once every 90 days.~~

- d. All vendor employees requesting direct access to critical technology must be verified and approved prior to granting access for setup, troubleshooting, maintenance or repair services.

e. Critical technology must only be used for designated business purposes and not for general administrative use which might increase risk to the payment processing environment (e.g., no email, web surfing, instant messaging, etc.).

- 1. Devices must be regularly inspected, at least monthly, for tampering or substitution and documented on the UI PCI DSS Checklist. Inspections must validate [add. 3-17]

- a. Location of device has not changed
- b. Manufacturer's name, model and serial number to inventory
- c. Color and general description has not changed
- d. No additional wires, attachments, overlays are attached
- e. Number of connections into and out of the device has not changed

- 2. Documentation of inspection must be reviewed by a second employee and filed for future review. [add. 3-17]

~~3. Ensure that all anti-virus mechanisms are kept current and perform periodic scans.~~

~~4. Ensure that all system components and software are protected from known vulnerabilities by installing applicable vendor-supplied security patches. Install critical security patches within one month of release.~~

f. Critical technology may only be used on networks approved and designated for payment card processing, analog phone line or approved third party service provider. Please contact ITS Security Office for review and approval. [rev. 3-17]

~~1.~~ Critical technology equipment removed from approved networks supporting the payment card processes must have all cardholder data securely wiped from the device prior to removal to ensure secure information is not transported unprotected. [add. 3-17]

g. Remote access to critical technologies must:

- 1. Be limited to only uniquely identified employees or Vendors with a business need;
- 2. Be configured to automatically disconnect when inactive. [ed. 3-17]

~~a.~~ Restrict Vendor access accounts to active monitoring, with immediate deactivation after use; [ed. 3-17]

h. Copying, moving or storing cardholder data on local hard drives or removable electronic media is prohibited.

i. Immediately revoke access for any terminated users.

BD-7. Security of and aAccess to cCardholder iInformation. [add. 3/17, rev. 7-20]

a. Cardholder data ~~cannot-must not~~ be stored, shared or transmitted in any electronic format including, but not limited to, disc, network storage, email, portable hard drive, thumb-drive, and text message.

b. Under no circumstance will the CVC/CVV/CID code be stored digitally or on paper.

c. Credit card information ~~cannot-must not~~ be requested or accepted by email or any other digital messaging technology. If an email is received containing cardholder data it ~~should-must~~ be immediately deleted and removed from trash folders.

d. Define access needs for each role, including:

- 1. System components and data resources that each role needs to access for their job function.

Commented [PM(10): Actual password length is part of the /standard/ and should not be in the policy. Additionally, we don't have any critical technology environments that this would apply to.

Commented [PM(11): AV and Patching are already UI-wide standards and don't need to be duplicated here. Those standards were written with PCI in mind.

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2. Level of privilege required for accessing resources.
- d. Access to stored cardholder data ~~will~~ shall be restricted to board appointed employees on a need to know/use basis only.
 - ~~4-~~ Temporary or student employees must not be granted access to sensitive cardholder information.
 - e. All UI forms that contain a section for cardholder data must be designed so that cardholder data can be immediately removed from the form and shredded or placed into UI provided and locked shred boxes once processed.
 - 1. All forms containing cardholder data must be processed as soon as possible to reduce the duration of time information is stored.
 - 2. If hard-copy cardholder data must be stored it will ~~shall~~ be stored in securely locked storage for processing as soon as possible.
 - f. Cardholder data temporarily stored on paper must be immediately disposed of when entered by
 - 1. Cross-cut shredding the information
 - 2. Placing information into an approved Vendor supplied lockbox subsequently destroyed by the Vendor.

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- g. Use appropriate facility entry controls to limit and monitor physical access to systems.
- ~~1-~~ Use either video cameras or access control mechanisms (or both) to monitor individual ~~physical access to sensitive areas. Store for at least three months~~ See APM 95.13 for policy covering use of security cameras.

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Commented [PM(12)]: This is in conflict with existing UI policy on video surveillance, and the specific detail, particularly retention, is a standard that should not be in the policy since it may be subject to change.

BD-8. Reporting incidents. In the event of a suspected incident, event, or tampering potentially involving the exposure of cardholder data, immediate notification of the incident must be sent to the following groups: [ren. 3-17]

- ITS Security Office (security@uidaho.edu or 208-885-25221060)
- Controller's Office (pci-compliance@uidaho.edu or 208-885-27497105)
- The owner for the Merchant ID

After the incident has been reported, it shall be investigated and escalated in accordance with the Technology Security Incident Response Plan and current PCI requirements.

~~9. Standards: Technical standards are required by PCI-DSS and published regularly on the PCI Security Standards website. Complying with the published standards are required in order to complete annual SAQ successfully and remain compliant. https://www.pcisecuritystandards.org/ [ren. 3-17]~~

Commented [WD(13)]: Our policy already requires compliance with PCI-DSS: "All University of Idaho owners, contacts, and operators of any point-of-sale systems, credit payment terminals, or credit processing applications or systems must maintain compliance with current PCI-DSS." Suggest deleting this section. Also, we are not saying anything with "Complying with the published standards [is] required in order to . . . remain compliant." And this section seems redundant to the below requirement for staying apprised of changes to PCI-DSS and completing the annual SAQ:

D-2. General PCI-DSS Compliance Responsibilities. [rev. 3-17, 7-20]

- a. The unit Contact must become familiar with the most current version of PCI-DSS available at https://www.pcisecuritystandards.org/document_library. New versions are published annually and must be reviewed for changes needed by the stated effective date.
- b. Prior to operation of any payment card processing system, and on an annual basis, each unit must complete a PCI-DSS Self-Assessment Questionnaire (SAQ) for each Merchant, along with a corresponding Attestation of PCI Compliance within 30 days' notice from the Controller's Office.

BD-910. Consequences Noncompliance. Failure to remain in compliance with the terms of this policy may result in the loss of the ability to process credit cards and the required payment of assessed fines/fees/penalties until PCI compliance has been regained to the satisfaction of the Controller's Office and the ITS Security Office. [ren. 3-17]

~~C. Scope: This policy applies to all entities processing credit cards directly or on behalf of the University of Idaho.~~

DE. Process, pProcedure, and gGuidelines. Additional guidelines, processes, and procedures may be distributed or published by the Controller's Office and ITS in support of this policy and current PCI standards. Please see their websites for current information:
<https://support.uidaho.edu/TDClient/KB/?CategoryID=10>
<http://www.uidaho.edu/finance/controller> [ed. 3-17, 7-20]

~~E. Exceptions: Requests for exceptions in all or part of this policy may be submitted in writing to the University Controller or his or her designee, for review and possible approval. Any exceptions must be renewed annually.~~

EFF. Contact information. The Controller's Office can assist with questions regarding this policy and PCI compliance. Phone: (208) 885-2749-7105 or pci-compliance@uidaho.edu. [ed. 3-17]

Commented [TR(14R13)]: I am fine with this.



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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 30.02 ADMINISTRATIVE SYSTEMS AND APPLICATIONS**

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

Originator: Teresa Amos

Policy Sponsor, if different from Originator: Dan Ewart

Reviewed by General Counsel Yes No Name & Date:

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

The policy is no longer needed.

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.

~~30.02 — Administrative Systems and Applications~~

~~January 11, 2010 (rewrite)~~

~~A. **General.** ITS MIS (Information Technology Services and Management Information Systems), in partnership with the Functional Systems Support Group (FSSG), administers and maintains enterprise level administrative systems. These systems support a wide range of activities and users across campus. For more information on specific supported applications please go to the following home page: Management Information Services.~~

~~B. **Process**~~

~~B-1. **New Administrative Applications.** Prior to initiating any action to implement a new administrative system, contact the MIS Manager for details on how to proceed~~

~~B-2. **Modifying an Existing Production Program.** Contact the appropriate module leader for the application or application module. A list of module leaders for support applications can be obtained from the Management Information Services home page. This individual is responsible for determining the modification requirements and coordinating the development of those changes. ITS MIS is responsible for implementing any changes to the production system.~~

~~B-3. **Error Resolution.** The primary contact for issues related to supported administrative systems is the appropriate module leader. Contact the MIS Manager (mis@uidaho.edu) if problems persist after reasonable attempts have been made at resolution.~~



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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 90.36 INFORMATION TECHNOLOGY SERVICES SECURITY ACCESS**

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

Originator: Teresa Amos

Policy Sponsor, if different from Originator: Dan Ewart

Reviewed by General Counsel Yes No Name & Date:

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

The policy is no longer needed.

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.

30.03 — Information Technology Services (ITS) Security Access
September 13, 2011

A. **General.** All computer system access is tied to training and proper authorization. Contact the Administrative Hot Line for the module in question, or talk to the ITS security analyst at (208) 885-2522. *[ed. 1-10]*

B. **Workstation Security Policy.** All university computers that access Oracle resources on the UI network that have the ability to lock their machine by use of a password protected screen saver shall make use of this option. The following table outlines the time limit of inactivity before the option comes on to restrict access to the machine.

Access Privileges	Maximum Time
Developers Access: Including access to directories that contain administrative programs, access to production database data through tools such as SQL Plus, users that have the capability to make production data and/or production programs, users with direct access to the command prompt on production machines.	5 min
Maintenance Access: Those users that have privileges to update production data in any of the administrative applications.	10 min
All Other Access: Including those that have privileges to view and query from any of the administrative applications, users that have access to run applications from any of the administrative servers and users that store data files and documents on network space.	15 min

C. **Automatic Logoff Policy.** In order to better manage limited resources and enhance the security of our administrative systems, any Oracle session attached to the production, pre-production or training databases will be automatically logged out after 120 minutes of inactivity. *[rev. 9-11]*

C-1. **UNIX Sessions.** In addition, any UNIX session on one of the production computers remaining inactive for 120 minutes will be automatically logged out. [Exemptions to this policy may be granted to individuals with a valid need to perform job duties outside this constraint via extraordinary application and approval of the functional leaders. Questions should be posted to the Banner director's group. Contact names can be provided by the MIS manager.] *[ed. 1-10, rev. 9-11]*



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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 65.05 TRANSFERRING RECORDS TO THE RECORDS CENTER**

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

Originator: Teresa Amos

Policy Sponsor, if different from Originator: Dan Ewart

Reviewed by General Counsel Yes No Name & Date:

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

The policy is no longer needed.

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.

65.05 — Transferring Records to the Records Center

~~Last updated June 22, 2011~~

~~A. **General.** The Records Center serves the campus by providing low cost, secure, centralized records storage services by employing modern and scientific records management practices. The Records Center is available to store inactive, semi-active and permanent records from all administrative and academic units (“Units”) of the University of Idaho (“University”). Records which are retrieved frequently, records of the current fiscal year or calendar year, and non-record materials (e.g., external publications, junk mail, etc.) should not be transferred to the Records Center. Refer to FSH 1470 for documents with potential historic interest. [rev. 6-11]~~

~~A-1. **Ownership.** No change of ownership is implied by transferring records to the Records Center. Records are and remain the responsibility of the originating Unit for the life of the record (see APM 65.02 A-3 and FSH 1470). A transfer of ownership may be indicated as part of the record disposal process (see APM 65.05 C-5-1 and 65.02 C-6 a.3). Records of historic value should be transferred to the University archivist after their value as records is past (see APM 65.05 C-5-1 and FSH 1470). [add. 6-11]~~

~~B. **Process.** Before sending any records to the Records Center, Units must provide the records Center with a completed Access Authorization Form. Units should ensure that this Access Authorization Form is current and should update it as needed. Units should identify records series and appropriate retention periods prior to sending records to the Records Center. Records Center staff will help with this task. See APM 65.02 C-2 for guidance in this regard, or contact Records Management at records@uidaho.edu, or (208) 885-2580, for more information. Units should box records by record series or retention period prior to bringing them to the Records Center for storage. When records are transferred to the Records Center, the Unit should contact Records Center staff, in advance, to arrange storage. All records transfers must have a completed Records Transfer Form with each box. Records must be inventoried by the Unit for the Unit’s future reference. An electronic version of the inventory of the contents of each box should be sent to Records@uidaho.edu. The Records Center accepts records without regard to physical format (e.g., paper, microforms, magnetic tape, CD, audio tapes, or video tapes). [rev. 6-11]~~

~~C. **Procedure:**~~

~~C-1. **Records Containers.** All records transferred to the Records Center will be contained in a standard banker box supplied by the Records Center at no charge. [ed. 6-11]~~

~~C-2. **Box Contents.** The Unit should inventory the contents of each box to facilitate finding their information for legal searches and Unit business. [rev. 6-11]~~

~~C-3. **Records Center Processing.** Boxes will be processed into the Records Center and assigned an accession number for tracking each box. A copy of the transfer form will be returned to the Unit upon request. [ed. 6-11]~~

~~C-4. **References and Withdrawals.** Refer to APM 65.04 for information regarding referencing or withdrawing records stored in the Records Center. [rev. 6-11]~~

~~C-5. **Final Disposition.** The Records Center staff will notify Units when records stored in the Records Center have exceeded their retention period, and request permission to dispose of the records in the manner appropriate for the record series (See APM 65.02 C-6). The Unit records coordinator or the Unit administrator must sign the Disposition Authorization Form before the Records Center disposes of records on behalf of the Unit that owns them. [add. 6-11]~~

~~C-5-1. **Transfer of ownership to dispose of records after retention period is exceeded.** In the case of records series with historic value, a transfer of ownership to the University Archives is called for as part of the disposal process (see APM 65.02 C-6 a.3). The Records Center will prepare the paperwork for such a transfer for the Unit's signature. [add. 6-11]~~

~~C-5-2. **No Unauthorized Disposal.** The Records Center does not dispose of records without the permission of the Unit that owns them. If such permission cannot be obtained after one (1) year, the Records Center may return records to the Unit that owns them. [add. 6-11]~~

~~D. **Information.** Additional information may be obtained from the Records Center at (208) 885-2580, records@uidaho.edu, or <http://www.uidaho.edu/records-management>. [ed. 6-11]~~



POLICY COVER SHEET

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

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

Faculty Staff Handbook (FSH)

Addition Revision* Deletion* Emergency Minor Amendment

Policy Number & Title:

Administrative Procedures Manual (APM)

Addition Revision* Deletion* Emergency Minor Amendment

Policy Number & Title: **APM 90.36 DISPOSAL OF VANDAL IDENTIFICATION CARDS**

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

Originator: Teresa Amos

Policy Sponsor, if different from Originator: Dan Ewart

Reviewed by General Counsel Yes No Name & Date:

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

The policy is no longer needed.

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.

90.36 -- Disposal of Vandal Identification Cards and Related Card Production Materials

August 26, 2005 (formerly 80.36)

~~A. **General.** Certain information printed on the face of UI Vandal Identification Cards is considered private non-public information. As such, UI manages private non-public information in accordance with all applicable state and federal guidelines relating to the use, disclosure, retention, and disposal of such information. Specific examples of federal guidelines include the Family Educational Rights and Privacy Act (FERPA) and the Graham-Leach-Bliley Act (GLB).~~

~~B. **Safeguarding and Disposal of Vandal Identification Cards.** Given the sensitivity of the information found on the Vandal Card, every precaution must be taken to ensure these cards are protected and secure from unauthorized use and/or access. The following guidelines are recommended for protection of Vandal Card information:~~

- ~~• Lost or stolen Vandal Cards should be reported immediately to the Vandal Card Office, (208) 885-7522.~~
- ~~• Blank card stock should be secured in locked cabinets.~~
- ~~• Vandal Cards are not transferable. Vandal cards may not be lent or used by anyone other than the person whose name and photograph appears on the card.~~
- ~~• Disposal or destruction of Vandal cards should comply with standards established for destruction of confidential records [See 65.07]. Specifically,~~

~~B-1. **Disposal of Vandal Identification Cards and Related Card Production Materials.** Disposal of terminated and/or deactivated Vandal Cards should comply with standards established for destruction of confidential records. Specifically, units should utilize the services of the UI's shredding and records disposal service contract. Vandal cards can be deposited into the secured containers for collecting and transporting confidential records. [Note: Do not discard into regular garbage cans for disposal.] In addition, the printer ribbons used to produce the Vandal cards should also be disposed of through the secured containers. [Note: Unit records managers have keys for container door access, if needed, because of ribbon size restrictions.]~~

~~C. **Information.** Additional information regarding destruction of confidential records may be obtained from the Records Officer, (208) 885-2580, or records@uidaho.edu~~



POLICY COVER SHEET

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

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

Faculty Staff Handbook (FSH)

Addition Revision* Deletion* Emergency Minor Amendment

Policy Number & Title:

Administrative Procedures Manual (APM)

Addition Revision* Deletion* Emergency Minor Amendment

Policy Number & Title: **APM 90.37 VANDAL CARD STAFF REQUIREMENTS**

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

Originator: Teresa Amos

Policy Sponsor, if different from Originator: Dan Ewart

Reviewed by General Counsel Yes No Name & Date:

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

The policy is no longer needed.

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.

90.37 -- Vandal Card Staff Requirements

February 1, 2006 (formerly 80.37)

A. General. The Vandal Card system controls door access to a number of sensitive locations, including student dormitories and research laboratories where grant-related research is conducted. The grants frequently require that individuals with access or who can gain access to those laboratories undergo certain background checks.

B. Background Checks. In order to ensure student safety and that no grant is compromised, and to provide a system in which faculty, staff, and students can have confidence, all Vandal Card staff with the authority to manage door access will undergo background checks by a trusted 3rd party, usually the Federal Bureau of Investigation (FBI).

C. Escalated Background Check. Individuals with full access to the system must undergo a background check sufficient to allow them access to the most restricted locations managed by the system, in addition to the specified minimum background check. As of January 2006 this is the FBI "Bioterrorism Preparedness and Response Act Fingerprint Program".

D. Managing Unit. Background checks will be initiated and managed by the University Research Office. Please contact 885-4989 or email vpresearch@uidaho.edu for more information.

2021 – 2022 Faculty Senate**Meeting # 27**

Tuesday, April 19, 2022, 3:30 pm – 5:00 pm

Zoom only

Approved at mtg 28 04.26.22

Present: Becker, Bridges, Chapman, Dahlquist, Gauthier, Hickman, Hoffmann, Lee-Painter, McIntosh, Meeuf (Chair), Mittelstaedt, Ogborn, Paul, Rashed, Rinker, Sammarruca (w/o vote), Schiele, R. Smith, Schwarzlaender, Tenuto, Thorne, Wargo

Absent: Ahmadzadeh (excused), Quinnett (excused), Fairley (excused), A. Smith (excused), Dalquist, Roberson, Rose, Kindall

Also present: Dale Graden (alternate for Quinnett), Matt Powell (alternate for Ahmadzadeh)

Guests: Diane Whitney

Vice Provost for Faculty Diane Kelly-Riley attending for Provost Lawrence.

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

Approval of Minutes (vote):

Minutes of the 2021-22 Meeting #26 – Attach. #1

The minutes of 2021-22 Meeting #26 were approved with a friendly amendment.

Chair's Report:

- One last reminder that after next week's Senate meeting on April 26, the 2022-23 Faculty Senate will meet to collect nominations for leadership positions. If you haven't done so already, please let us know who will be filling any vacant Senate positions ASAP so we can invite them to next week's meeting.
- Tickets are now on sale for the Theatre Department's production of [Into the Woods](#), which opens on April 29 and runs through May 8.
- On April 29 you can also attend this year's [KINO Short Film Festival](#) from 6:30 p.m. to 9:30 p.m. at the Kenworthy in downtown Moscow, featuring short films from University of Idaho and regional filmmakers.
- Please mark your calendar for the final University Faculty Meeting of the year, May 4 at 2:30 p.m. We need a quorum!
- Hopefully you saw the email from Vice President Foisy concerning forthcoming surveys to the University community about on-campus housing. A survey for faculty input should get to your inboxes later this week, so please take the time to complete the survey and encourage your constituents to do so as well.

Provost's Report – delivered by Vice Provost for Faculty Diane Kelly-Riley:

- The State Board meets tomorrow (Wednesday) and Thursday on our campus, starting tomorrow at 9 a.m. at the Pitman Center. Their meetings are open to the public and are also streamed live. The agenda can be found at <https://boardofed.idaho.gov/meetings/board/archive/2022/0420-2122/00AGENDA.pdf>
- Vice Provost Kelly-Riley reviewed the memo from President Green concerning salary raises for eligible employees. For more information on the policy regarding merit increases, visit <https://www.uidaho.edu/governance/policy/policies/fsh/3/3420>
- On April 12, the President sent a memo with an overview of legislative actions.

- Brandi Terwilliger sent all employees a survey regarding their preferences for our paid parental leave programs. A town hall was held yesterday hosted by Human Resources together with Faculty Senate and Staff Council leadership and the members of the subcommittee who have been working on this project. They have gathered a lot of questions from the town hall, the answers to which will be compiled and posted on a website. Also, people have the option to revisit the survey and change their responses if they wish to.
- Join us for the Awards Ceremony on April 25, 3:30 p.m., at the ICCU Arena, followed by an employee appreciation barbeque, from 4:30-7 p.m.
- Graduation: there will be two commencement ceremonies on the Moscow campus on May 14. Coeur d'Alene is joining us in Moscow. Graduation ceremonies for Boise and Idaho Falls will be on May 17 and May 18, respectively. Everyone is strongly encouraged to attend!
<https://www.uidaho.edu/events/commencement/spring>

There were no questions for the Vice Provost.

Committee Reports:

- FSH 6990 Communicable Disease Emergency Response – Diane Whitney, Attach. #2
These revisions are needed to bring FSH 6990 into alignment with recent revisions to SBOE policy I.E.5. Section D-3 regarding termination of temporary policies and procedures has been revised and Section D-4 requiring Infectious Disease Response Protocol has been added.

After some minor clarification, Senators were ready to vote.

Vote: 18/18 in favor. Motion passes.

- FSH 1460 University-Wide Policy Process – Russ Meeuf, Attach. #3
This revision is part of a reorganization of FSH 1420, 1460, 1520, 1540, and 4120, the goal of which is to consolidate all university faculty meeting procedures into FSH 1540 Standing Rules of the University Faculty, all catalog change procedures into FSH 4120 Catalog Change Procedures, and all university-wide policy change procedures into FSH 1460 University-wide Policy Process. The main changes to FSH 1460 are as follows: The policy has been reorganized and rewritten to place the steps in the policy change process in chronological order, to reflect actual practices in policy development, to eliminate numerous redundancies, and to clarify responsibilities. Section F incorporates information about the president's role in policy approval removed from FSH 1420. Section G creates a new and more flexible option for interim policies. Throughout, the revisions describe the role of policy owners in policy development and in board-required regularly scheduled policy review.

Discussion:

A Senator noted that the timeline referred to in **G. Interim Policies** was vague. After a short discussion, it was moved and seconded (Mittelsteadt/R. Smith) to amend as follows: "*A timeline for completing the standard review and approval of the interim policy **as soon as reasonably practicable** must be included in the request to the president.*" Motion to amend passes unanimously.

Vote on the amended policy: 18/19 in favor; 1/19 against. Motion passes.

- FSH 3320 Annual Performance Evaluations of Faculty/Academic Administrators – Chantal Vella, Attach. #4

Language has been clarified throughout and conflicting information has been resolved. New provisions allow bylaws to require regular review of administrators that follow the same process as faculty-initiated review. This is to avoid disparities in the review process across units. The review committee has been reconfigured. There were no questions.

Vote: 18/18 in favor. Motion passes.

- FSH 1540 Standing Rules of University Faculty Attach. #5
This revision is part of the reorganization of FSH 1420, 1460, 1520, 1540, and 4120 described under FSH 1460. The main changes to this policy are as follows:
 1. Removes material on catalog change procedure to FSH 4120
 2. Incorporates material on UFM procedure removed from FSH 1520
 3. In order to conserve limited administrative resources, removes restriction on voting items for the first UFM of the fall semester and removes the requirement of introducing new faculty and academic and administrative officers at that meeting.There were no questions.

Vote: 18/18 in favor. Motion passes.

- FSH 1520 Constitution of University Faculty Attach. #6
This revision is part of the reorganization of FSH 1420, 1460, 1520, 1540, and 4120 described under FSH 1460. The main changes to this policy are as follows:
 1. Removes information about UFM procedure from Article III to FSH 1420 Standing Rules of the University Faculty.
 2. Removes outdated information about remote participation in Faculty Senate meetings from Article V.

Discussion:

In response to a question, it was clarified that Faculty Senate or a group of faculty can request a university faculty meeting. This provision is now in FSH 1540 A: *“Meetings of the university faculty must be called with due notice by the president on the request of the Faculty Senate or on the written petition of 25 members of the university faculty...”*

Vote: 18/18 in favor. Motion passes.

- FSH 4500 Inquiries from Prospective Students Attach. #7
Policy is being deleted because it’s not needed. There were no questions or comments.

Vote: 18/18 in favor. Motion passes.

Chair Meeuf reminded Senators that next week’s senate meeting will be shorter than usual and will be followed by the first meeting of the 2022-23 Senate. Part of next week’s agenda is to consider and vote on revised FSH 4120, which is where the curricular change processes are located. This is actually a substantive policy change, which entails amending and streamlining the workflow on our curricular approval process. Thus, it is important that Senators take a close look at the next binder.

New Business:

No new business was raised.

Adjournment:

The agenda being completed, Chair Meeuf adjourned the meeting at 4:20pm.

Respectfully Submitted,

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

University of Idaho
2021 – 2022 Faculty Senate Agenda

Meeting # 27

Tuesday, April 19, 2022, at 3:30 pm
Zoom Only

- I. Call to Order
- II. Approval of Minutes (Vote)
 - Minutes of the 2021-22 Faculty Senate Meeting #26 (April 12, 2022) **Attach. #1**
- III. Consent Agenda (Vote)
- IV. Chair’s Report
- V. Provost’s Report
- VI. Committee Reports (Vote)
 - FSH 6990 Communicable Disease Emergency Response **Attach. #2**
 - FSH 1460 University-Wide Policy Process **Attach. #3**
 - FSH 3320 Annual Performance Evaluations of Faculty/Academic Admin **Attach. #4**
 - FSH 1540 Standing Rules of University Faculty **Attach. #5**
 - FSH 1520 Constitution of University Faculty **Attach. #6**
 - FSH 4500 Inquiries from Prospective Students **Attach. #7**
- VII. Other Announcements and Communications
- VIII. Special Orders
- IX. New Business
- X. Adjournment

Attachments:

- **Attach. #1:** Mtg #26 Minutes
- **Attach. #2:** FSH 6990
- **Attach. #3:** FSH 1460
- **Attach. #4:** FSH 3320
- **Attach. #5:** FSH 1540
- **Attach. #6:** FSH 1520
- **Attach. #7:** FSH 4500

* Changes to the Administrative Procedures Manual (APM): Please forward any questions or comments directly to both the policy coordinator at ui-policy@uidaho.edu and to the policy originator (listed on the cover sheet) within five working days of the senate meeting at which the APM item is presented.

2021 – 2022 Faculty Senate – Pending Approval

Meeting # 26

Tuesday, April 12, 2022, 3:30 pm – 5:00 pm

Zoom only

Present: Becker, Bridges, Chapman, Dahlquist, Fairley, Gauthier, Hickman, Hoffmann, Torrey Lawrence (w/o vote), Lee-Painter, McIntosh, Meeuf (Chair), Mittelstaedt, Ogborn, Paul, Rashed, Rinker, Sammarruca (w/o vote), Schiele, A. Smith, R. Smith, Tenuto, Thorne, Wargo

Absent: Ahmadzadeh (excused), Quinnett (excused), Schwarzlaender (excused), Kindall, Roberson, Rose

Also present: Dale Graden (alternate for Quinnett), Matt Powell (alternate for Ahmadzadeh)

Guests: Yimin Chen, Brandi Terwilliger

Call to Order: Chair Meeuf called the meeting to order at 3:31 pm.

Approval of Minutes (vote):

Minutes of the 2021-22 Meeting #25 – Attach. #1

The minutes of 2021-22 Meeting #25 were approved as amended.

Chair's Report:

- Thanks to everyone who participated in the accreditation visit.
- Many thanks to you all for distributing my message from the chair last week concerning the Paid Parental Leave preference survey. Faculty Senate, Staff Council, and the Provost's Office have been in contact with HR about hosting a Town Hall meeting this coming Monday in order to give folks an opportunity to ask questions about the proposed changes to the parental leave policy. Stay tuned for more details about this meeting in the coming days.
- Additionally, Senate recently passed the Graduate Student Parental Leave policy, which provides unpaid but protected leave options for graduate students. At the request of Senate, GPSA has been in touch with the International Programs Office and Human Resources to ensure that the policy will be enacted and supported.
- Another reminder that will we need to know the names of new Senators before the April 26 Faculty Senate meeting, so please make sure that your colleges and other bodies are working on (ideally wrapping up) the election of new Senators.
- Please hold May 4 at 2:30 p.m. for the final University Faculty Meeting of the term!

Provost's Report:

- Vandal Giving Day 2022, April 5-6, was a great success. During the 1,889-minute celebration, more than \$732K were raised. The majority of these funds will be used for scholarships.
- NWCCU visit. Today we received a draft of the report from the accreditation team to review and return to NWCCU. The final version is expected to come in the summer. We received positive comments about the commitment and passion of our people for the institution, and the large turnouts at the group meetings – the largest they have ever seen. The accreditors felt good about the leadership, recent changes, increased transparency, and our focus on student success. Recommendations include to continue assessment and look at policies dealing with workload, which we were expecting. Dean Panttaja agreed the it was a very positive visit. Thanks to all

who participated, and special thanks to Dean Panttaja for his hard work to prepare U of I for the event.

- Robots on campus. They are operated by food vendors. Apparently, the delivery fee they charge offsets most of the operating costs. The university contributes no money to the robot operation.

Discussion

There was a question about the status of the search for the Vice Provost for Academic Initiatives. The Provost did not have any news to report about the three searches for which finalists were on campus. At this time, the search for the CDA Center Executive is moving forward.

In response to a Senator asking whether a list of faculty who received tenure and promotion this year is going to be published, as done in the past, Provost Lawrence responded that the list will be made public on April 25.

Committee Reports:

- UCC 435 Nutritional Sciences M.S. – Yimin Chen, Attach. #2
The Margaret Ritchie School of Family and Consumer Sciences (FCS) currently offers a single Master of Science degree in Family and Consumer Sciences with a focus in either child development, family studies, nutrition, or apparel, textile and design. Currently it is difficult for prospective students interested in graduate studies in any of the areas to locate the degree via a simple search. Furthermore, some students may feel a M.S. degree in FCS does not truly reflect what they studied in graduate school and thus may affect future job prospects. The purpose of creating a M.S. degree in Nutritional Sciences is to specifically delineate a specialization in Nutritional Sciences as a graduate degree, while maintaining the rigor of the current program. We are aware that the non-thesis option requires more credits than many other non-thesis options at the University of Idaho. Our intent was that non-thesis students would take an additional 3 credits per semester of the program (12 credits total) to make up for the absence of thesis work. We are able to offer a broad variety of research areas to make it a rich experience for graduate students who want to expand their opportunities and future careers.
Vote: 21/21 in favor. Motion passes.
- FSH 3080 Classification and appointment of university positions– Brandi Terwilliger, Attach. #3
These minimal changes are to revise policy to remove redundancy of offer letter and salary agreement. Offers letters will serve as salary agreements for the remainder of the agreement period. Regular annual salary agreements will remain as part of the process. These changes bring the process in line with the current process for faculty.
Vote: 20/20 in favor. Motion passes.
- FSH 2700 Student Feedback on Teaching – Alistair Smith
Brief introduction by Chair Meeuf: Vice Chair Smith has been chairing a senate Subcommittee on student evaluation of teaching and will report on their proposal to gather feedback and suggestions. No vote will be taken today. Our target date for implementation is January 1, 2023, largely because we don't want to disrupt the evaluation cycle by making radical changes in the middle of the semester, and because there is more work to do.
Vice Chair Smith presented the revisions to FSH 2700, starting with the new terminology – student feedback on teaching effectiveness instead of student evaluation of teaching – already introduced in FSH 1565. Exceptions for the College of Law and WWAMI are addressed in **D-1** and **D-2**. Mid-term formative assessment has been an active requirement for the university

since 2008 but has never been implemented. Section **D-3** provides an easy way to implement it. End of semester feedback will continue to take place during the last three weeks of the term. An important change is that all the feedback will go back to the instructor except in the case that the course has only one student and the feedback would obviously not be anonymous. While the data from the end of semester feedback is kept in a database maintained by the provost office, mid-term formative feedback is only used for the instructors, but we're going to suggest a way to store it temporarily and discard it at a proper time. Section **D-7** is unchanged because it's the university teaching committee role to review student feedback every few years. To address the concerns of bias and discrimination communicated by faculty to the subcommittee, the policy grants the faculty member the right to appeal the inclusion of any comment that violates university policy (including age, gender, race discrimination etc...) by following the usual university appeal processes. The faculty would appeal to their unit chair and, if they didn't get satisfaction, to the Vice Provost for Faculty. This was supported by ASUI as well as CETL. Section **D-9** is about helping faculty improve their teaching, while **D-10** removes a long-standing problem with the existing system, that is: a ranking of "neutral" does actually factor as a numerical score in the faculty's records. Therefore, we are putting into policy that a selection of "N/A" does not get a numerical value and will not be used in any part of the data.

Discussion:

The main points raised/debated during the discussion include:

- Requiring mid-term formative feedback may be problematic, given that it is challenging to get good response rates at the end of the semester.
- The determination by the unit chair that the faculty does not meet unit expectations triggers the decision to refer the faculty to CETL.
- In the new policy, instructors are allowed to see the mid-term feedback two weeks after mid-term grades are turned in. Asked about the rationale for not making the feedback accessible to the instructor right away, Vice Chair Smith said that this particular choice was made in consultation with ASUI and the University Teaching Committee.
- Will students receive any training or guidance about how the Student Code of Conduct enters in the process? The Dean of Students suggested that communication with the students about the kind of feedback that would be helpful is the best way to proceed.
- The ability to delete inappropriate comments from the records at the faculty's request is a critical issue. Concerns were expressed about unit chairs potentially removing selected feedback forms. Could the chair's denial of the faculty's request be the administrative decision to be appealed under FSH 3840?
- Annual evaluations must also be included in this discussion.
- Response rates are generally low (as low as 10-20%). Can we make filling the feedback forms mandatory? Some instructors give extra credits as an incentive, others are strongly against this action. A hold on registration could be considered – but we don't want to create barriers for students who want to register. Another idea: students could be denied access to, say, a feature in Canvas unless they fill the form.

Different ideas were tossed around. The general consensus was that more thinking and research will be helpful.

Vice Chair Smith moved to the new forms being proposed. The standard (currently used) form is essentially gone. Two forms are proposed: one replaces the standard form (in Anthology), the other is for the mid-semester feedback. A crucial feature of the first form is that the "N/A" option appears first and no numerical value is assigned to it. Then the standard scale follows. There are five categories: Teaching Delivery, Course Content, Syllabus and Course Expectations,

Accessibility and Inclusion, and (for the first time) Student Experience (recommended by ASUI). Each category has pointed questions with no room for inappropriate responses, and a narrative box for constructive feedback. The second form is for mid-term feedback and has a separate set of questions which the subcommittee thought more appropriate for this formative feedback.

Additional points raised/debated:

- Perhaps the requested narrative could be more concrete, such as *Give at least two examples of what worked (didn't work) for you in the course*
- Unit chairs should be able to exercise some discretion in the interpretation of the feedback. A single ranking of 0 may not be significant or meaningful.
- There were some questions regarding technical aspects of the new forms, which are presently in Anthology. In the current system, instructors can include additional questions of their choice. It should be possible to do that in the new system, although it's not entirely clear at this time.

Major questions remain to be answered, but first we must pin down what we want the evaluations to look like from faculty and student perspectives. The next two steps are going to be implementation and how to increase student participation. A major effort (for the next Senate leadership) will be to figure out how the new system feeds into annual evaluation, promotion and tenure. Next year, a new committee will continue the work with the Faculty Affairs Committee. To conclude, special thanks to the ASUI President Kallyn Mai, who attended every single meeting of the task force and provided invaluable input.

Chair Meeuf thanked all members of the Subcommittee for their hard work on this project throughout this year, with the help of crucial feedback they received from students and other groups. The members of this committee have done a tremendous amount of work to get us to this point, and they really deserve a round of applause for rethinking this process for us as an institution.

Other Announcements and Communications:

- *APM 20.23 payment card processing Attach. #4
- *APM 30.02 Admin system applications Attach. #5
- *APM 30.03 ITS Security Access Attach. #6
- *APM 65.05 Transferring records Attach. #7
- *APM 90.36 Disposal of vandal ID cards Attach. #8
- *APM 90.37 Vandal card staff requirements Attach. #9

New Business:

No new business was raised.

Adjournment:

The agenda being completed, Chair Meeuf adjourned the meeting at 4:40pm.

Respectfully Submitted,

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



POLICY COVER SHEET

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

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

Faculty Staff Handbook (FSH)

Addition Revision* Deletion* 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: Jim Craig, General Counsel

Policy Sponsor, if different from Originator:

Reviewed by General Counsel Yes No Name & Date: Jim Craig, 1/7/22

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

- 1. To bring FSH 6990 into alignment with recent revisions to SBOE policy I.E.5.
- 2. To revise section D-3 regarding termination of temporary policies and procedures.
- 2. To add section D-4 requiring Infectious Disease Response Protocol.

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.

FSH 6990

~~Communicable~~ ~~Contagious or Infectious~~ Disease Emergency Response

Commented [WD(1)]: Language change to align with board policy

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~~ ~~contagious or infectious~~ ~~contagious or infectious~~ disease outbreak.

C. Definitions

C-1. ~~Communicable~~ ~~Contagious or infectious~~ 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.

C-2. Outbreak: An unusual rise in the incidence of a disease. An outbreak may consist of a single case.

C-3. Public health emergency: For the purposes of this policy, a ~~communicable~~ ~~contagious or infectious~~ disease outbreak is determined to be a public health emergency by local, state, or federal health authorities or other appropriate governmental authority.

D. Policy

D-1. Applicability. In the event of a ~~communicable~~ ~~contagious or infectious~~ disease outbreak, the president will consult with local, state, or federal health authorities as appropriate. If the outbreak is determined by the appropriate public health governmental 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, Faculty Senate leadership and Staff Council leadership, take action under the provisions of D-2.

D-2. Emergency aActions

a. Temporary closures. Pursuant to RGP I.E.5, the president may submit a request to the Executive Director of the State Board of Education to seek approval to close the University as a whole or any of its buildings or campuses.

b. Temporary limitations or cancellations. Pursuant to RGP I.E.5, the president may implement measures required to prevent the spread of contagious or infectious disease, including limiting programs or activities.

c. 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~~ ~~contagious or infectious~~ 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.

D-3. Termination. If there is a declaration of public health emergency by local, state, or federal authorities, temporary policies and procedures enacted ~~actions~~ under D-2.b.c. of this policy will remain in effect only for so long as the declaration of public health emergency remains in effect, unless the president determines that it is necessary for the health and safety of the University community for the temporary policies and procedures to remain in effect, in which case the actions will remain in effect for up to 180 days. ~~In the absence of a declaration of public health emergency,~~ Actions taken under this policy in the absence of a declaration of public health emergency will remain in effect for up to 180 days.

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

b. Actions taken under ~~this policy~~D-2.c 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, Staff Council, and public health authorities.

D-4. Infectious Disease Response Protocol. The Infectious Disease Response Team shall draft and publish an Infectious Disease Response Protocol to develop and implement specific strategies for response to and prevention of communicable infectious diseases in the University of Idaho community. This protocol shall be reviewed by the team on an annual basis and updated as necessary.

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



POLICY COVER SHEET

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Faculty Staff Handbook (FSH)

Addition Revision* Deletion* Emergency Minor Amendment

Policy Number & Title: **FSH 1460 UNIVERSITY-WIDE POLICY PROCESS**

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, Executive Vice President

Reviewed by General Counsel Yes No Name & Date: Jim Craig, 4/12/22

- Policy/Procedure Statement:** Briefly explain the reason for the proposed addition, revision, and/or deletion.
This revision is part of a reorganization of FSH 1420, 1460, 1520, 1540, and 4120, the goal of which is to consolidate all university faculty meeting procedure into FSH 1540 Standing Rules of the University Faculty, all catalog change procedure into FSH 4120 Catalog Change Procedures, and all university-wide policy change procedure into FSH 1460 University-wide Policy Process.

The main changes to this policy are as follows:

- The policy has been reorganized and rewritten to put the steps in the policy change process in chronological order, to reflect actual practice in policy development, to eliminate numerous redundancies, and to clarify responsibilities.
- Section F incorporates information about the president’s role in policy approval removed from FSH 1420.
- Section G creates a new, more flexible option for interim policies.
- Throughout, the revision describes the role of policy owners in policy development and in board-required regularly scheduled policy review.

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

No direct impact.

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

FSH 1420

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

1460

UNIVERSITY-WIDE POLICY DEVELOPMENT STATEMENT AND PROCESS

OWNER:

Scott Green

President

president@uidaho.edu

LAST REVISION: July 2019

A. General Purpose. The combined participation of students, faculty, and staff is essential in the formulation of policies for the University of Idaho to properly discharge its responsibilities to society; and only through deliberation in the democratic tradition can the best policy decisions be made. The constitution of the university faculty (FSH 1520) provides for a democratic form of governance, including essential means of communication among students, faculty, and staff for making policy changes. This section policy contains the process applicable to the adoption of new or amended university-wide policies and procedures. The university ~~anticipates~~ expects that the development and amendment of unit level policies will follow similar review processes for notice and coordination, as appropriate in each case.

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

C. Definitions.

C-1. Minor amendment. Any change to an existing policy that is limited to making the policy consistent with controlling legal authority, including Board policy, or that is a clerical or grammatical change or correction that does not change the intent, scope, application or meaning of the policy.

C-2. Policy. A governing principle that embraces general goals and mandates or constrains actions. All proposed policies should include any general procedures necessary for implementation.

C-3. Policy coordinator. The individual designated by the administration with responsibility for coordinating the development, review, and approval of all policies. The policy coordinator works closely with the office of Faculty Secretary.

C-4. Policy originator. A person or group of persons proposing a new or amended policy.

C-5. Policy owner. A person responsible for the operational administration of policies and their related procedures. Depending on the scope of the subject matter, a policy may have more than one owner. The policy owner is identified by the appropriate senior leader.

C-6. Procedure. Specific actions to be taken to implement established policies.

A. C-7. University-wide policy. A policy that has application across the institution.

D. Hierarchy of authority. All university policies fall within a hierarchy of laws, statutes and regulations. University policies are subject to compliance with laws and regulations instituted by higher governing authorities in the following order of hierarchy:

1. Federal laws and regulations
2. State laws and regulations
3. Board of Regents/State Board of Education policies and procedures
4. University-wide policies and procedures
5. College policies and procedures (including centers/institutes)
6. Unit policies and procedures

E. A-1. Adopting Policies: Policy

E-1. In general. University policies shall be appropriately reviewed and approved prior to implementation, be effectively communicated and easily accessible, and comply with applicable legal standards. All employees, students, and visitors to University locations are expected to comply with University policies. All university-wide policies are adopted in a common format and in the manner described below, in order to promote consistency amongst university wide policies. This process also ensures that there is general knowledge within

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Chapter I: HISTORY, MISSION, GENERAL ORGANIZATION, AND GOVERNANCE
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~~the campus community of how to adopt a concept into policy and how to access the policy-making and policy-amending process.~~

~~**A-2. Context of University Policies:** All university policies fall within a hierarchy of laws, statutes and regulations. University policies are subject to compliance with laws and regulations instituted by higher governing authorities in the following order of hierarchy:~~

- ~~1. Federal laws and regulations~~
- ~~2. State laws and regulations~~
- ~~3. Board of Regents/State Board of Education policies and procedures~~
- ~~4. University-wide policies and procedures~~
- ~~5. College policies and procedures (including centers/institutes)~~
- ~~6. Unit policies and procedures~~

~~**E-2. Criteria.** University policies must 1) advance the University's mission or 2) be necessary to achieve compliance with higher governing authority, and meet one or more of the following criteria:~~

~~1. Reduce institutional risk~~**B. Definitions:**

- ~~2. Promote operational efficiency~~
- ~~3. Have a significant impact on the University~~

~~**B-1. Draft policy format:** the form in which all proposed new and amended university policies shall be submitted for review and approval. The draft format is set out at the end of this chapter.~~

~~**B-2. Minor amendment:** any change to an existing policy that is limited to making the policy or policies consistent with controlling legal authority, including Board policy, or that is a clerical or grammatical change or correction that does not change the intent, scope, application or meaning of the policy.~~

~~**B-3. Originator:** a person(s) or group of person(s) with a proposed new or amended policy.~~

~~**B-4. Policy:** a governing principle that embraces general goals and mandates or constrains actions. All proposed policies should include any general procedures necessary for implementation.~~

~~**B-5. Policy Coordinator:** the individual designated by the administration with responsibility for coordinating, assisting with, and tracking all university-wide policies. The policy coordinator shall work closely with the office of faculty secretary~~

~~**B-6. Policy Sponsor:** the responsible unit administrator having responsibility with the subject area of a proposed new or amended policy.~~

~~**B-7. Procedure:** a statement(s) that prescribes specific actions to be taken to implement established policies.~~

~~**B-8. Responsible unit:** an office within the university with primary responsibility for a specific area of focus. An example of a responsible unit is the office of Human Resources, which has primary responsibility for employment, benefits, and training and development issues, except in relation to faculty promotion and tenure processes which resides in the provost office.~~

~~**B-9. Reviewing Body:** typically a university standing committee or ad hoc task force created to review a proposed new or amended policy.~~

~~**B-10. University-wide Policy:** a policy that has application across the institution.~~

~~**CF. Procedure for cCreation or Amendment change of uUniversity-wide pPolicy**~~

Commented [WD(1)]: This section reorganized and rewritten to put the steps in chronological order, to reflect actual practice in policy development, to eliminate numerous redundancies, and to clarify responsibilities

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CF-1. Initial Policy Development or Amendment/Development

a. Initial development.

i) ~~Anyone at the University of Idaho can originate a new or amended policy. The policy originator drafts the policy proposal in consultation with the policy coordinator and the unit administrator having responsibility for the subject matter of the proposed policy. A person(s) or group of persons (originator) with a new policy or policy amendment concept or proposal develops the concept into a draft policy format and discusses the policy with the responsible unit administrator, as applicable, having responsibility within the subject area of the proposed policy. This unit administrator becomes the policy sponsor/owner with responsibility to work with the originator(s) to evaluate the concept or proposal, and to facilitate appropriate and timely action. Policies must adhere to the format and style guidelines published on the University policy website.~~

ii) ~~The policy originator in coordination with the sponsor is responsible for drafting the proposed policy. The Policy Coordinator and General Counsel's offices are available at any time for advice in the initial drafting of a new policy and/or if the amendments are extensive or substantive. Upon its completion in approved format, the policy sponsor coordinates with the policy coordinator.~~

Cb. -2. Policy RReview, Comment, and Approval and comment.

~~The policy coordinator shall refer all proposed new policies and significantly revised policies to the appropriate reviewing bodies as determined in consultation with the policy originator or owner, Faculty Secretary, legal counsel, and others as appropriate. The policy coordinator shall ensure that Faculty Senate and Staff Council leadership are consulted regarding policies relating to shared governance. The policy coordinator shall provide for general notice of the proposed policy and an opportunity for those interested in the policy to comment on it.~~

i) ~~Policy Coordinator: Upon receipt of a proposed new or amended policy, the policy coordinator reviews the policy and decides whether (1) the necessary broad review has been completed, (2) the policy is in the proper format and, (3) if an amendment, the amendment is a minor amendment. As needed, the policy coordinator will confer with the faculty secretary, senate and staff council leadership, general counsel, and/or the provost to decide on appropriate review steps.~~

a) ~~All proposed new policies and amendments, other than minor amendments, are referred to the appropriate reviewing bodies as identified by the policy sponsor, policy coordinator and faculty secretary. In particular, the policy coordinator shall ensure that senate and staff council leadership are consulted regarding policies relating to shared governance. Once near final form and/or submitted to the Faculty Senate, a university policy number will be assigned by the Policy Coordinator and the proposed policy posted to the university policy website. The review status of all proposed new policies and amendments is also posted and kept current on the policy web site.~~

b) ~~All minor amendments are approved by the policy coordinator once in final form and posted on the policy web site.~~

ii) ~~At a minimum, the review process includes general notice of the policy, and an opportunity for those interested in the policy to comment on the policy. The policy sponsor seeks to inform and solicit comments from the appropriate individuals or groups/committees of the university community, including the groups and individuals most affected by the proposed policy within the faculty, staff, students and administration. A list of all changes is prepared, as needed (a minimum of once a year), published on the policy website, announced in the Daily Register and sent out by mass email as requested by the Policy Coordinator.~~

iii) ~~The policy sponsor and any designated review committee, reviews the comments, makes recommendations on the policy based on the review and the comments received, and incorporates any revisions into the draft policy.~~

F-2. Institutional approval process

a. Policies within the purview of faculty governance.

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Chapter I: HISTORY, MISSION, GENERAL ORGANIZATION, AND GOVERNANCE Section 1460: University-Wide Policy Development Statement and Process

~~i. The final revised policy is made generally available if the policy is approved, and, if within the purview of faculty governance, the policy coordinator shall submit it to the Faculty Senate for review and recommendation approval. All policies approved by Faculty Senate shall be presented for approval through the faculty to the president to the university faculty at the next university faculty meeting. Following the university faculty meeting, the policy coordinator shall forward all approved policies to the president.~~

~~All other policies shall be submitted by the policy sponsor to the president for approval and signature.~~

~~ii. The president shall approve or disapprove the policy within sixty days of the faculty's action and provide written notification of the decision to the Faculty Secretary. Any item not approved by the president within this time will be deemed to be disapproved.~~

~~iii. Once the president takes final action on any item passed at a university faculty meeting, the Faculty Secretary shall notify the faculty of the action within two weeks.~~

~~b. Policies not within the purview of faculty governance. If the policy is not within the purview of faculty governance, the policy coordinator shall submit it to the president for approval or disapproval.~~

~~F-3. Policies requiring board approval. The President's Office forwards approved policies to the Board of Regents/State Board of Education/Regents of the University of Idaho for notification and approval, as necessary.~~

~~F-4. Minor amendments. Minor amendments are exempted from the review process set forth in F-1 through F-3. The policy coordinator approves all minor amendments and posts them on the University policy website.~~

~~v) F-5. Notice and publication. Once the president takes final action on a university-wide policy or the policy coordinator takes final action on a minor amendment other than a permissible clerical or grammatical change, the results of the final action are published on the policy web site tracking sheet and The Faculty Secretary shall publish notice of approved policies and minor amendments other than permissible clerical or grammatical changes in the Daily Register and in the the Senate Senate Annual Report presented each fall to the incoming Senate Senate of policy actions taken in the previous year. The policy coordinator shall provide for publication on the policy website all policy changes prior to the date of implementation. (See FSH 1420 for time periods for presidential action on Faculty Senate items).~~

~~C-3G. — Temporary Emergency Policy Interim policies.~~

~~i) Notwithstanding subsections C-1 and C-2, The president may adopt, amend or suspend a policy approve an interim policy to address legal requirements or a significant institutional risk if there is insufficient time to complete the standard review and approval process. A timeline for completing the standard review and approval of the interim policy must be included in the request to the president. If approved, the policy will go into effect immediately. The policy owner must complete the standard policy review and approval process during this approved interim period, without prior notice and comment, or upon any abbreviated notice and comment that is practicable, if it is established that a failure to act promptly will result in serious prejudice to the interests of the university or of the parties concerned.~~

~~ii) A policy adopted, amended or suspended under this subsection is temporary and may be effective for a period of not longer than 180 days. Action under this subsection does not preclude the subsequent adoption, amendment or suspension of an identical policy under subsections C-1 and C-2.~~

Commented [WD(2): This information removed from FSH 1420 and incorporated here. Procedure providing for a referendum forcing the president to present disapproved items to the board removed because not allowed under board policy.

Commented [WD(3): Clarifying allocation of responsibilities between the policy coordinator and Faculty Secretary.

Commented [WD(4): This change proposed for the following reasons: 1) the existing 180-day limit doesn't work well with the academic calendar and often leaves us with a gap between expiration of an emergency policy and adoption of a permanent one and 2) the term "emergency" doesn't accurately reflect the otherwise compelling reasons we have for implementing a policy when we don't have time for the full review process.

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DH. Policy implementation. ~~All new and amended policies go into effect on July 1, or January 1, whichever arrives first after final approval, unless otherwise specified in the policy. The policy coordinator tracks all new and amended policies approved by the president and makes the new policy available on the web by the effective date.~~

I. Comprehensive review cycle. ~~Policy owners shall complete a comprehensive review of each of their policies on a regular schedule to be determined in consultation with the policy coordinator.~~

Commented [WD(5)]: Board policy requires us to have a system for regular review of policies.

Version History

Amended July 2019. The policy coordinator position was removed from the Faculty Secretary as a responsibility.

Amended December 2013. Editorial changes.

Amended July 2011. Text from the removal of APM 35.31 was included in A; in addition, several processes were clarified and updated throughout the policy.

Amended July 2009. Editorial changes.

Amended July 2007. Revised to provide additional definitions to assist in policy creation/amendment, and editorial changes.

Amended July 2006. Editorial changes.

Adopted 2005. To promote consistency in the development, modification, and presentation of university-wide policies, section 1460 was adopted.



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Faculty Staff Handbook (FSH)

Addition Revision* Deletion* Emergency Minor Amendment

Policy Number & Title: **FSH 3320 ANNUAL PERFORMANCE EVALUATIONS OF FACULTY MEMBERS AND PERFORMANCE EVALUATION OF ACADEMIC ADMINISTRATORS**

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: Chantal Vella, FAC Chair

Policy Sponsor, if different from Originator: Diane Kelly-Riley, Vice Provost for Faculty

Reviewed by General Counsel Yes No Name & Date: Kim Rytter 4/14/22

1. **Policy/Procedure Statement:** Briefly explain the reason for the proposed addition, revision, and/or deletion.
Language clarified throughout and conflicting information resolved. New provision introduced allowing bylaws to require regular review of administrators but requiring such review to follow the same process as faculty-initiated review, to avoid disparities in review process across units. Review committee reconfigured.

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.

UI FACULTY-STAFF HANDBOOK

CHAPTER THREE:

EMPLOYMENT INFORMATION CONCERNING FACULTY AND STAFF

July 2019

3320
ANNUAL PERFORMANCE EVALUATIONS OF FACULTY MEMBERS
AND
PERFORMANCE EVALUATION OF ACADEMIC ADMINISTRATORS

CONTENTS:

- A. Annual Performance Evaluation for Faculty Members
- B. Faculty Performance that does not Meet Expectations
- C. ~~Annual Performance Evaluation and Review of Administrators Holding Faculty Appointments Performance Evaluation of Academic Administrators~~
- D. Sequence of Evaluation of Faculty Members and Administrators.

A. ANNUAL PERFORMANCE EVALUATION FOR FACULTY MEMBERS.

A-1. PERFORMANCE EVALUATION. Annual evaluation of the performance of each member of the faculty is primarily the responsibility of the faculty member and unit administrator. The provost is responsible for preparing supplementary instructions each year, including the schedule for completion of the annual performance evaluation. Personnel on international assignment see FSH 3380 C.

a. Forms. The Annual Performance Evaluation Form is available below. The form may not be altered without following the appropriate governance process ~~set forth in~~ (see FSH 1460). The ~~unit administrators~~supervisor is responsible for ensuring that each faculty member uses the proper form together with the supplementary instructions as provided by the Provost's Office.

b. Evaluation ratings. Performance ~~expectations~~evaluation ratings are described below. The narrative in the evaluation form shall provide evidence to support the evaluation.

i. Performance that ~~Meets-meets or Exceeds-exceeds Expectations-expectations~~ is at least satisfactory performance during the review period of a faculty member relative to the position description.

ii. Performance that does not ~~Meet-meet Expectations-expectations~~ denotes-is performance during the review period that is less than expected of a faculty member relative to the position description and means improvement is necessary. An evaluation of not meeting expectations in one or more responsibility areas triggers procedures outlined in ~~FSH-3320~~section B-below.

c. Annual ~~Report-report of Efforts-efforts and A-accomplishments by Faculty-faculty Member-member.~~ Each faculty member shall provide ~~his or her~~their unit administratorsupervisor with the following materials in preparation for the annual performance evaluation:

(1)1. Current ~~Curriculum-curriculum Vitaevitae~~

(2)2. UI-Faculty-Position ~~d~~Description for Annual Performance Reviewthe time under review.

(3)3. Written ~~detailed-summary~~report of faculty activity for the period of the annual performance review that compares accomplishments to expectations in the ~~p~~Position ~~d~~Description for the review period. This report may be in the form of a self-evaluation using the annual evaluation form included in this policy.

(4)4. Other materials necessary to document efforts and accomplishments for the review period.

d. Evaluation of ~~Faculty-faculty by Unit-supervisorsAdministrators.~~ Unit administratorsSupervisors shall evaluate the faculty members in their unit. The performance of each faculty member during the review period is judged on the basis of the position description(s) in effect during that period. In the case of a faculty member holding ~~a~~ joint appointment ~~s~~ and/or involved in interdisciplinary activities; ~~as-described-in-the position-description,~~ in two or more academic or administrative units, it is the responsibility of the ~~administrator-supervisor~~ in the faculty member's primary academic discipline to solicit and consider relevant information on job performance from other administrators with responsibility for the faculty member's work. ~~{See also 3080 E-3.}~~

Whether a faculty member's performance meets expectations is determined by comparing the faculty member's performance to the position description for the review period. For each area of responsibility, the

Commented [WD1]: This edit to resolve confusing language ("detailed" vs. "summary") and because in practice we do not police the level of detail in self-evaluations.

UI FACULTY-STAFF HANDBOOK

Chapter III: EMPLOYMENT INFORMATION CONCERNING FACULTY AND STAFF

Section 3320: Annual Performance Evaluations and Salary Determination of Faculty Members and Performance Evaluation of Academic Administrators

~~unit administrators~~supervisor shall describe the basis for ~~her/his/their~~ evaluation of the faculty member's performance in the narrative on the form. ~~The supervisor shall also describe the basis for their overall evaluation of the faculty member's performance. The overall evaluation is not weighted by the percentage and rating of each responsibility area in the position description; rather, the overall evaluation is a holistic assessment of the faculty member's performance. The supervisor shall also include comments and recommendations for the faculty member's progress toward tenure, promotion, and continued satisfactory performance, as applicable, in the appropriate place on the annual evaluation form. After the unit administrators~~supervisor has completed the narrative evaluation for all faculty for the review period, the ~~unit administrators~~supervisor shall provide the following items to each reviewed individual a copy of the individual's annual evaluation form prior to the conference described in A-1.c. as they become available:

- (1) a copy of the individual's annual evaluation form
- (2) if requested, comparative information to help assess performance evaluation

~~The unit administrator shall also include comments and recommendations for the faculty member's progress toward tenure, promotion or continued satisfactory performance in the appropriate place on the annual evaluation form.~~

e. Conference. ~~It is strongly recommended that the unit administrator meet with each faculty member. The unit administrators~~supervisor shall provide each faculty member with the opportunity to meet to discuss the unit administrator's evaluation, ~~either in person or by remote meeting technology.~~ (Suitable alternate arrangements shall be made for off-campus personnel.) ~~The purpose of this meeting is to review and discuss the administrator's evaluation and the faculty member's detailed report of activities. The supervisor~~unit administrator should explain the narrative providing a formative assessment on progress towards tenure, promotion, and/or continued satisfactory performance, ~~as appropriate.~~ The faculty member and the ~~supervisor~~unit administrator should work to identify strategies and goals to help the faculty member improve performance. The evaluation may be modified as a result of the discussion.

f. Signature. At the conclusion of the review process, each faculty member shall sign the evaluation form indicating that ~~she/he has~~they have had the opportunity to read the evaluation report and to discuss it with the ~~unit administrators~~supervisor. ~~If the faculty member wishes to respond to the contents of the review, he/she shall be permitted to append a response to the unit administrator's evaluation within five days of receipt of the unit administrator's evaluation. A copy of the administrator's final evaluation shall be given to the faculty member. The supervisor shall give the faculty member a copy of the supervisor's final evaluation signed by both parties. The employee's signature does not signify agreement with the content of the evaluation; it signifies that the employee has had the opportunity to review the evaluation and to meet with the supervisor.~~

g. Opportunity for response. If the faculty member wishes to respond to the contents of the review, they shall be permitted to append a response to the supervisor's evaluation within five days of receipt of the supervisor's evaluation.

fh. College-Level Action Forwarding to dean. ~~Copies of the performance evaluation materials forwarded by~~ The ~~supervisor~~unit administrator shall forward to the appropriate dean(s) the following materials, for evaluation at the college(s) level, shall include:

- (1) ~~The~~ evaluation form with the complete narrative and the comments and recommendations on progress towards tenure, promotion, and/or continued satisfactory performance, ~~as appropriate,~~ and
2. (2) Any comments provided by interdisciplinary ~~center~~ administrators or ~~from those~~ administrators of faculty holding joint appointments provided pursuant to subsection A-1.d., above.

g. If the ~~supervisor~~ unit administrator fails to include the required narrative ~~c~~ and comments, ~~or~~ recommendations, or the signed copy of the evaluation, the college shall return the materials to the ~~supervisor~~ unit administrator.

hj. Responses to evaluation of a faculty member. If the faculty member has attached a response to the evaluation, the ~~response shall be provided~~ unit administrator shall provide the response to the

Commented [WD(2): This change to clarify that the administrator is to give an overall rating and that the overall rating is not weighted by percentage of responsibility area.

Commented [WD(3): Deleted to resolve conflict with next sentence ("strongly recommend" vs. "shall").

Commented [WD(4): This change requested by the provost's office as there have been issues with faculty not receiving a signed copy of the evaluation.

Commented [WD(5): This change to clarify significance of signature.

UI FACULTY-STAFF HANDBOOK

Chapter III: EMPLOYMENT INFORMATION CONCERNING FACULTY AND STAFF Section 3320: Annual Performance Evaluations and Salary Determination of Faculty Members and Performance Evaluation of Academic Administrators

dean with the annual evaluation form. The dean shall ~~arrange a meeting~~ meet with the unit administrator and the faculty member to attempt to resolve the relevant issues.

~~i. If the college~~ dean disagrees with the unit administrator's evaluation, the dean shall attach a narrative stating the reasons for the disagreement. A copy of the dean's narrative shall be provided to the faculty member. The faculty member may respond to the dean's evaluation ~~within five days of receipt before the evaluation is forwarded to the provost~~. The faculty member, unit administrator, and dean are encouraged to resolve the disagreement ~~before forwarding the evaluation to the provost at the college level~~. If the matter ~~remains unresolved at the college level, the provost shall be notified of the disagreement cannot be resolved, the dean shall notify the provost of the disagreement~~.

~~j. Responses to evaluation of a direct report to dean. If a direct report to a dean has attached a response to the evaluation, the dean shall meet with the direct report to attempt to resolve the relevant issues. The dean and direct report are encouraged to resolve the disagreement at the college level. If the matter cannot be resolved, the dean shall attach a narrative stating the reasons for the disagreement. A copy of the dean's narrative shall be provided to the direct report. The direct report may respond to the dean's narrative and the dean shall notify the provost of the disagreement.~~

~~jk. Signed copies of evaluation to faculty member and provost. The~~ At the conclusion of the evaluation process, the college shall forward to both the faculty member and the provost all evaluation material at the unit and college level, including the dean's narrative and faculty responses, if any, ~~with the signatures of the faculty, supervisor, and dean to the provost for permanent filing~~.

~~A-2. Relationship to pPromotion and tTenure pProcess. The faculty annual performance evaluation is an administrative review. Annual evaluations are but one component of the independent promotion and tenure proecessprocedure set forth in FSH 3500 and do not guarantee a successful promotion or tenure decision. See FSH 3520 and FSH 3560 for details on the promotion and tenure process.~~

B. FACULTY PERFORMANCE THAT DOES NOT MEET EXPECTATIONS.

~~B-1. IN GENERAL.~~ If the unit administrator determines that a faculty member is not meeting expectations, the unit administrator should consider the reasons for and explanations of the performance. ~~S(see FSH 3190)~~.

The unit administrator, in consultation with the faculty member, should address the possible causes of the problem, ~~should~~ suggest appropriate resources and encourage the employee to seek such help. Faculty members and unit administrators may obtain referral information and advice from the Ombuds, Human Resources, or the Provost's Office. ~~Additional required procedures are set forth below.~~

~~B-2. PROVOST INVOLVEMENT. In the event of an overall evaluation of "does not meet expectations" where the faculty member's performance is so far below expectations that it is not acceptable in relation to the position description, the provost may, in consultation with the dean and unit administrator, determine that further review of the faculty member's performance is required pursuant to FSH 3320 B-5 below.~~

~~B-23. FIRST OCCURRENCE.~~ In the event that a faculty member has not met expectations overall or within one or more areas of responsibility, the unit administrator shall offer to meet with the faculty member. At this meeting, the faculty member and the unit administrator shall review the faculty member's ~~pPosition dDescription~~ and examine strategies that would permit the faculty member to improve performance. A mentoring committee shall be formed upon the request of either the faculty member or the unit administrator. The committee shall be composed of two or more faculty members agreed upon by the unit administrator and faculty member.

~~B-43. TWO OCCURRENCES WITHIN THREE YEARS.~~ In the event of two annual evaluations within three years concluding that the faculty member has not met expectations overall or within one or more areas of responsibility, the unit administrator shall arrange a meeting of the faculty member, the unit administrator and the college dean.

Commented [WD(6): This information added to address situation where person being evaluated reports directly to dean, as in College of Law or where dean is evaluating chair.

Commented [WD(7): Clarifying that successful annual evaluations do not guarantee promotion or tenure.

Commented [WD(8): This change to clarify that review is immediate (as opposed to after three occurrences) but follows the same procedure as a review after three occurrences in five years.

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The ~~intent-purpose~~ of the meeting is to review:

- a. the current position description and revise it if necessary to address the issues identified during the discussion.
- b. the strategies implemented in the previous year(s) and to identify why the strategies did not result in the faculty member meeting expectations. The parties should re-examine strategies that would support improved performance by the faculty member.

B-54. THREE OCCURRENCES WITHIN FIVE YEARS. In the event of three annual evaluations of “does not meet expectations” within a five-year period, either overall or within one or more areas of responsibility, the dean shall initiate a formal peer review. ~~The purpose of the review is to assess the level of performance of the faculty member, the reasonableness of the previous evaluations, and the appropriateness of the strategies put in place to assist the faculty member. The dean shall first consult with the provost’s office to obtain guidance regarding the review process.~~

a. Composition of the Review Committee. The Review Committee shall ~~consist of at least four (4) members, comprise four members from within the unit and one member from outside of the unit. If the faculty member is tenured or tenurable, the committee shall include tenured faculty unless no tenured faculty are available, appointed as follows:~~

- (1) ~~The faculty member may submit to the unit administrator a list of the names of up to three faculty members from within the unit and up to at least one faculty member from outside of the unit. If the faculty member is tenured or on the tenure track, faculty on the committee should be tenured faculty unless no tenured faculty are available. The faculty member may also submit the names of up to two faculty members who shall be excluded from serving on the committee. The unit administrator shall appoint the committee, including, if provided, at least two names from the faculty member’s list.~~
- (2) ~~The committee members shall select a chair from their membership.~~

b. Report and Timing. ~~The committee report includes the review and possible recommendation(s), and shall be complete its review and report, as described below, within sixty–60 days of the annual evaluation submission of the evaluation to the Office of the Provost.~~

c. The Review Materials. ~~The purpose of the review is to assess the level of performance of the faculty member, the reasonableness of the previous evaluations, and the appropriateness of the strategies put in place to assist the faculty member. The review shall be based on the materials described below.~~

1. Materials submitted by faculty member. ~~The faculty member and the unit administrator shall provide the following materials for the review period to the committee:~~

- (1) ~~a. Updated Curriculum curriculum Vitae vitae of the faculty member,~~
- (2) ~~Position Descriptions,~~
- (3) ~~Annual evaluation materials submitted by the faculty member,~~
 - (4) ~~Annual Evaluations of the faculty member by the unit administrator and the dean,~~
 - (5) ~~Student and peer evaluations (if any) of teaching,~~
 - (6) ~~A summary of the strategies put in place to assist the faculty member,~~

~~b. (7) A self-assessment summary of each area of the faculty member’s responsibility and what the faculty member has learned and achieved during the review period, including contributions to the department, university, state, nation, and field. not to exceed five pages. (about 2 pages).~~

~~The faculty member may submit any additional information he or she desires, and the committee may request additional materials as it deems necessary.~~

Commented [WD(9)]: This general guidance moved up; was previously in section on materials

Commented [WD(10)]: As previously drafted, chair could make, for instance, a ten-member committee and override the faculty member’s two. Changed to five-member committee to avoid this result and also to avoid ties. Also clarified what happens if faculty member does not submit names and that committee selects chair from its membership.

Commented [WD(11)]: This section reorganized to clarify who is responsible for what.

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2. Materials submitted by unit administrator. The unit administrator shall provide the following materials to the committee:

- a. Position descriptions for the period under review.
- b. The official record, as maintained by the provost's office, of annual evaluation materials for the period under review.
- c. Student and any peer evaluations of teaching for the period under review.
- d. A summary of the strategies put in place to assist the faculty member.

3. Additional materials requested by committee. The committee may request additional materials from the faculty member or unit administrator as it deems necessary.

d. Responses to committee report. The committee chair shall submit the report to the faculty member, unit administrator, and dean. Each recipient shall have ~~fifteen~~ 15 days from the report's date to submit written responses to the review committee. The committee chair shall send the report and all responses to the provost.

e. Provost. The provost shall be responsible for determining the appropriate resolution, which may include:

1. Continuing the status quo;
2. Mentoring to address area(s) of concern;
3. Termination for cause;
4. Consideration of other recommended resolution(s).

B-5. CIRCUMSTANCES WARRANTING IMMEDIATE REVIEW BY PROVOST. In the event of an overall evaluation of "does not meet expectations" where the faculty member's performance is so far below expectations that immediate corrective action is deemed necessary to protect the interests of the university, the provost may, in consultation with the dean and unit administrator, determine that immediate further review of the faculty member's performance is required. In such a case, the review will follow the procedure set forth in B-4.a. through e.

B-6. Non-Tenured Faculty. Pursuant to Regent's policy, non-tenured faculty do not have an expectation of contract renewal beyond that stated in FSH 3900 B-2, absent a specific-written multi-year contract. The process set forth in FSH 3320 B does not require the University to renew a non-tenured faculty contract. The process set forth in FSH 3320 B shall not be required for a non-tenured faculty member who has been given notice of non-renewal.

C. ANNUAL PERFORMANCE EVALUATION AND REVIEW OF ADMINISTRATORS HOLDING FACULTY APPOINTMENTS. This policy applies to all administrators holding faculty appointments including, but not limited to, those reporting directly to the provost and deans.

C-1. Annual performance evaluation of administrators. Each administrator holding an appointment as a faculty member shall ~~complete~~ have a position description pursuant to FSH 3050, and shall ~~complete~~ undergo the annual performance evaluation process described above. The performance evaluation shall be conducted by the ~~person to whom the administrator directly reports~~ administrator's direct supervisor. ~~When the administrator holds a faculty appointment in a unit not under the supervision of the evaluator, the evaluator shall seek input from the unit administrator of the unit in which the administrator holds a faculty appointment that unit~~ regarding the evaluation of Teaching and Advising, Scholarship and Creative Activities and Outreach and Extension to the extent the administrator's position description includes expectations in these areas. The evaluator shall also review the administrator's performance in the area of University Service and Leadership. ~~The evaluation of administrators in the area of University Service and Leadership shall focus on the responsibilities set forth in FSH 1420, if applicable, the responsibilities set forth in the unit bylaws, if applicable, and the expectations set forth in the administrator's position description.~~ An administrator's annual performance evaluation shall be completed using the Faculty Annual Performance Evaluation Form or the Annual Performance Self-Evaluation Form for Direct Reports to the Provost and Executive Vice President form, as appropriate, appended to this policy. The review shall state whether the administrator met or did not meet expectations.

Commented [WD(12)]: Moved down for logical order; changed criterion for immediate review from "so far below expectations that it is not acceptable in relation to the position description" to "so far below expectations that immediate corrective action is deemed necessary to protect the interests of the university" to avoid ambiguity in which kinds of "below expectations" are acceptable and which are not.

Commented [WD(13)]: Moving this up because it belongs with the rest of the description of the evaluation itself

Commented [WD(14)]: Adding form used for 100% service/leadership positions.

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~~C-2. Faculty and staff feedback. This annual evaluation of administrators in the area of University Service and Leadership shall focus on the responsibilities set forth in FSH 1420, if applicable, the responsibilities set forth in the unit bylaws, if applicable, and the expectations set forth in the administrator's position description.~~ The evaluator shall ensure that faculty and staff interacting with the administrator have the opportunity to provide confidential feedback regarding the administrator's performance to the evaluator. All feedback will be collected by Institutional ~~Effectiveness and Accreditation (IEA)~~ Research to maintain confidentiality. Identifying information will be redacted from the feedback by ~~IEA~~ Institutional Research before the feedback is provided to the evaluator.

~~C-3. No expectation of continued service.~~ Administrators do not have an expectation of continued service in their administrative appointments. The ~~p~~President, ~~p~~Provost and/or ~~d~~Dean may determine at any time that it is not in the best interest of the university, college or unit that the administrator continue to serve in ~~his or her~~their administrative capacity.

~~C-4. Review initiated by faculty.~~ An administrator review may be initiated through a petition signed by at least 50% of the faculty members in the unit and delivered to the provost. The names and percentages of faculty signing the petition shall be maintained in confidence by the provost.

a. A review under this sub-section shall be conducted by a ~~three-~~person committee appointed by the provost or dean composed of at least one individual in ~~a similar positions~~ to the administrator as well as at least one tenured faculty member from the unit. The review shall focus on the administrator's performance of the responsibilities.

b. The committee shall consider the following information:

- ~~(1)~~1. Any report submitted by the administrator regarding their performance;
- ~~(2)~~2. Input from the administrator's supervisor regarding their performance;
- ~~(3)~~3. Input from the faculty and staff in the unit;
- ~~(4)~~4. Input from other constituencies that engage with the administrator.

c. The committee shall prepare a written report summarizing its findings and recommendations regarding the administrator's performance. This report shall be provided to the administrator. The administrator shall have the opportunity to respond to the committee report ~~within five business days~~. The committee report, and any response, shall be forwarded to administrator's supervisor and the provost.

d. The supervisor and provost may provide further feedback and performance recommendations to the administrator based on the report.

~~e. Upon completion,~~ the supervisor or provost shall notify the faculty and staff ~~in the of the relevant unit of the review that the review has been completed.~~

~~C-5. Periodic review as required by unit bylaws. Unit bylaws may require review of administrators at prescribed intervals, provided the review follows the process set forth in section C-4.a. through e.~~

D. SEQUENCE OF EVALUATION OF FACULTY MEMBERS AND ADMINISTRATORS. The provost prepares the schedule for completion of steps in the performance evaluation and salary determination process each year. The schedule will ensure that faculty members' evaluations of unit or center administrators and assistant and associate deans have been received by the dean before the administrators' recommendations on faculty salary, promotion, and tenure are made known to the faculty and, similarly, that faculty members' evaluations of deans have been received by the provost before the deans' recommendations on faculty salary, promotion, and tenure are made known to the faculty. Likewise, the summaries of faculty evaluations of unit or center administrators, assistant and associate deans, and deans will be communicated to the persons evaluated after their recommendations on faculty salary, promotion, and tenure have been transmitted to the provost.

Commented [WD(15)]: This edit to fix confusing syntax.

Commented [WD(16)]: FSH 1420 E-4 was overlooked the last time 3320 was revised. It mandates periodic review of administrators. We no longer want to mandate it across the board but we do want to allow units to require it if they choose. This provision allows them to mandate periodic review but prescribes the process so that we have uniformity across units who choose to do it. We will delete the corresponding provision from 1420 along with this revision.

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and Performance Evaluation of Academic Administrators

Version History

Amended July 2019. Section C. was completely rewritten and all faculty will now use one form.

Amended July 2018. The words “and goals” to FSH 3320 A-1. e were added to encourage a discussion.

Amended July 2018. Revised A-1 e and B-2.

Amended January 2018. An emergency revision (rewrite of the faculty section, not the administrator section) to this policy was put in place to address the new narrative evaluation process so as to be effective before the next evaluation process.

Amended January 2017. A temporary fix to this policy was put in place to allow for a pilot narrative evaluation process for 2016 and ensure that existing policy would apply.

Amended July 2014. Changes were incorporated to ensure all faculty go through a review by their peers.

Amended July 2010. B was added and FSH 1420 E-6 was incorporated into D to consolidate the evaluation process into one policy.

Amended July 2009. Revised to reflect recent changes to the faculty position description and evaluation forms to better integrate faculty interdisciplinary activities.

Amended January 2008. Form 1 was revised to include a Disclosure of Conflicts statement to comply with FSH 6240.

Amended July 2007. Form 1 underwent substantial revisions to address enforcement and accountability issues in the UI promotion and the tenure process as well to align the form with the Strategic Action Plan.

Amended January 2007. Revised A-1 j, B-1, and B-4

Amended July 2001. Revised A-1 a, e, and j. Added A-1 c. 4.

Amended July 2003. Revised A-1 and A-1 d.

Amended July 2002. Policies concerning performance evaluation were completely rewritten.

Adopted 1979.



POLICY COVER SHEET

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

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

Faculty Staff Handbook (FSH)

Addition Revision* Deletion* Emergency Minor Amendment

Policy Number & Title: **FSH 1540 STANDING RULES OF THE UNIVERSITY FACULTY**

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: Diane Kelly-Riley, Vice Provost for Faculty

Reviewed by General Counsel X Yes ___ No Name & Date: Kim Rytter 4/14/22

1. **Policy/Procedure Statement:** Briefly explain the reason for the proposed addition, revision, and/or deletion.
This revision is part of a reorganization of FSH 1420, 1460, 1520, 1540, and 4120, the goal of which is to consolidate all university faculty meeting procedure into FSH 1540 Standing Rules of the University Faculty, all catalog change procedure into FSH 4120 Catalog Change Procedures, and all university-wide policy change procedure into FSH 1460 University-wide Policy.

The main changes to this policy are as follows:

1. Removes material on catalog change procedure to FSH 4120
2. Incorporates material on UFM procedure removed from FSH 1520
3. In order to conserve limited administrative resources, removes restriction on fall UFM voting items and removes the requirement of introducing new faculty and academic and administrative officers.

2. **Fiscal Impact:** What fiscal impact, if any, will this addition, revision, or deletion have?
Will reduce administrative burden of organizing university faculty meetings.

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 4120, 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.

UI FACULTY-STAFF HANDBOOK

CHAPTER ONE:

HISTORY, MISSION, GENERAL ORGANIZATION, AND GOVERNANCE

July 2020

1540

STANDING RULES OF THE UNIVERSITY FACULTY

PREAMBLE: The university faculty have adopted for their convenience certain standing rules, given in this section. This section appeared for the first time in the 1979 edition of the Handbook and remains essentially in the form it took then. In 2009 constitutional changes giving off-campus faculty voting rights at faculty meetings necessitated adding venue determination to A. In July 2011 processes were clarified and updated to current practice and again in January 2012. In July 2012 changes were made to D in order to align with Idaho's open meeting law and clarify non-members' attendance at faculty meetings. In January 2017 changes in E were made to update processes for the fall university faculty meeting. In July 2020, A-1 was revised to allow for remote participation in university faculty meetings. For further information, consult the Office of the Faculty Secretary (208-885-6151). [ed. 7-97, rev. 7-09, 7-11, 1-12, 7-12, 1-17]

CONTENTS:

- A. Voting Privilege Calling of faculty meeting
- B. Referral of Catalog Change Proposals Agenda
- C. Circulation of Curricular and Policy Proposals Responsibilities of faculty secretary
- D. Forum
- E. Admission of Nonmembers to Faculty Meetings Attendance
- F. E. Procedures for First Fall Meeting Recognition of speakers
- G. Minutes Quorum
- H. G. Identification of Speakers Voting privilege
- I. Recording of votes
- J. Minutes

A. VOTING PRIVILEGE. Constituent faculties of colleges and other UI units must limit the voting privilege to those who are qualified under the provisions of the constitution of the university faculty. [See 1520 II-1 and II-3.] Moreover, those who are qualified cannot be deprived of their vote in meetings of constituent faculties. [See 1520 IV-8.] Emeritus and adjunct faculty, staff, students, and others may be permitted to participate in faculty meetings in an advisory capacity only, and they may serve as voting members of committees (see FSH 1520 Article II, Section 3 for affiliate voting rights). [rev. 1-12]

A-1. Eligible faculty (see 1520 II-1) who are unable to attend in person can participate fully in faculty meetings through remote meeting and voting technology. Information on how to participate and vote from remote locations is provided prior to the meeting. Participation in person, when possible, is encouraged. [add. 7-09, ed. 7-11, rev. 1-12, 7-20]

B. REFERRAL OF CATALOG CHANGE PROPOSALS. When substantive catalog changes of a curricular nature that have not been considered by the University Curriculum Committee are presented directly to the university faculty, such proposals are referred automatically to the University Curriculum Committee for study and recommendation.

C. CIRCULATION OF CURRICULAR AND POLICY PROPOSALS.

C-1. Routine Catalog Change Proposals. Additions, deletions, and changes of courses and changes in existing curricula may, after approval by the University Curriculum Committee, be circulated in a general curriculum report (GCR) to the faculty for consideration and published at an appropriate UI web site. [ed. 7-02, rev. 7-11]

C-2. Policy Change Proposals. Proposals that affect university policy see FSH 1460. General university academic requirements, e.g., those in part 3 of the catalog, or that concern the addition or expansion of instructional programs may, after approval by the Faculty Senate, be circulated in a general policy report (GPR) to the faculty for consideration. The report is also published on the Faculty Senate web site and its publication announced through electronic means to the faculty. [ed. 7-02, 7-09, rev. 7-11]

Commented [WD(1)]: We currently have two policies dealing with UFM procedure: FSH 1520 Constitution of the University Faculty (Article III Faculty Meetings) and this policy, FSH 1540. Having policy spread out in this way is confusing, even to faculty senate leadership and administrative staff who regularly work with these policies, but especially to any faculty wishing to learn about UFM procedure. Since FSH 1540 is the bylaws-like policy, it is the place most people would expect to find procedural rules for UFM. We have moved most of FSH 1520 Art. III into this policy so that all university faculty meeting procedure can be found in one place.

In addition, this policy, FSH 1540, contains procedural rules for catalog change proposals, which should reside where users would expect to find them—in the policy we already have governing catalog change, FSH 4120 Catalog Change Procedures.

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Section 1540: Standing Rules of the University Faculty

~~C-3. Actions of the University Curriculum Committee and of the Faculty Senate that are circulated in general curriculum-policy reports (C-1 and C-2) are considered to have the necessary faculty approvals unless a petition requesting further consideration of specific items is signed by five faculty members and submitted to the chair of the Faculty Senate within 14 calendar days after the date of circulation. If no petition is received within 14 days, the entire report is submitted to the president for approval and transmittal to the regents, if regents' action is required. [ed. 7-09, 7-11]~~

~~C-4. If a petition is received, the items in the report for which further consideration is requested will be referred to the Faculty Senate, and the remainder of the report will move forward. On items referred to it, the Senate may (a) affirm the action and report it to a meeting of the university faculty, (b) amend the action and report it to a meeting of the university faculty, or (c) rescind the action. [NOTE: If a petition concerns courses or curricula in the College of Letters and Science or in the College of Agriculture, and is signed by five faculty members of the respective college, those items will be returned to the college concerned for further consideration.] [ed. 7-09]~~

~~C-5. Faculty Approval. Any policy item approved by Senate and not circulated on a general policy report will be included in the agenda of the next appropriate university faculty meeting for faculty approval. Items approved at a university faculty meeting are forwarded to the president for approval and transmittal to the regents, if regents' action is required. See 1420 A-1 c. for time periods for presidential action on Faculty Senate items. [add. 7-11]~~

~~C-6. Interim Approval. If there is insufficient opportunity for the faculty to act on a routine catalog change proposal [see C-1] between the time of its approval by the University Curriculum Committee and the date that it is to be effective, it may be reported directly to the president. Upon approval by the president, the change will be considered temporarily approved for implementation. Such interim approval is valid only until the end of the succeeding semester. Actions thus approved will be reported to the faculty at the earliest possible time, either in the agenda for a faculty meeting or in a general curriculum-policy report. Continuing approval of the change is subject to ratification at a faculty meeting or by the procedures described in C-3 and C-4. (To illustrate: Late in the spring semester, the University Curriculum Committee approves a routine catalog change that is to be effective during the next fall semester. That action is reported to the president and, if approved by the president, the change can be put into effect. If it is included in a curriculum-policy report that is circulated to the resident faculty early in the fall semester, the approval of the change may, by means of the steps outlined in C-3 and C-4, become permanent or it may be terminated at the end of that semester. Alternatively, the faculty may take either of these actions in a meeting if the change is included in the agenda.) [ren. 7-11]~~

~~A. Calling of faculty meeting. The president shall call a meeting of the university faculty within the first six weeks of the fall semester for the purpose of opening the academic year, and shall call at least one meeting per semester at which voting items may be presented. Meetings of the university faculty may be called at any time, with due notice, by the president. Meetings of the university faculty must be called with due notice by the president on the request of the Faculty Senate or on the written petition of 25 members of the university faculty. The president, or a member of the university faculty designated by the president, presides at meetings of the university faculty.~~

~~B. Agenda. An agenda listing all subjects to be voted on, other than routine matters, must be issued to all members of the university faculty at least one week in advance of each meeting of the university faculty, except as provided in B-5. Faculty Senate actions that require approval by the university faculty must be published in full in the agenda.~~

~~B-1. Responsibility. The president is responsible for the agenda and it is issued under the president's direction.~~

~~B-2. Agenda items from individual members. Individual members who wish to suggest items for the agenda are to submit them to the president. No items may be considered under this clause that are presented to the president less than 12 calendar days before the meeting.~~

~~B-3. Resolutions requiring action. Ten or more members of the university faculty desiring to submit a resolution that requires action at the next meeting are to submit the signed resolution to the president at least twelve calendar days before the meeting. Such resolutions must be published in full with, and included in, the~~

Commented [WD(3)]: Moved to FSH 4120 Catalog Change Procedures and revised.

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agenda.

B-4. Proposed changes of written policies or regulations. Any proposed change in a written policy or regulation of the university to be voted on by the university faculty must be published in full in the agenda, or final action on the proposal must be delayed until the next meeting. This provision can be waived only by unanimous consent.

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B-5. Agenda for emergency meetings. If circumstances require an emergency meeting of the university faculty, the president declares the emergency and calls the meeting. In such circumstances the agenda may be limited to items approved by the president and must be published not less than three calendar days before the meeting. Policy actions taken at emergency meetings require an approving vote of two-thirds of the members of the university faculty in attendance at the meeting, a quorum being present. FSH 1520 Constitution of the University Faculty cannot be amended at an emergency meeting.

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C. Responsibilities of faculty secretary. The faculty secretary is responsible for recording and distributing the minutes, tallying and recording votes, and performing such other duties as may be assigned by the president or the university faculty.

Commented [WD(4): Carried over unchanged from FSH 1520 III.1 and 4

D. Forum. Meetings of the university faculty may be held in person, by remote meeting and voting technology, or in a hybrid forum.

Commented [WD(5): Carried over from FSH 1520 III.2 but deleted the information that the president appoints the secretary of the faculty from among the tenured members of the university, because it is redundant to FSH 1570 and because this section deals only with FS responsibilities for the UFM and not with appointment of the FS.

E. Attendance by nonmembers of faculty. Nonmembers of faculty are welcome to attend meetings of the university faculty. Nonmembers who wish to speak at such a meeting must submit a request to the faculty secretary at least two business days in advance of the meeting specifying both the topic and purpose of their comments. The faculty secretary shall notify the senate chair and the President's Office. The president and chair will decide whether to allow the guest to speak. All nonmember speakers must identify themselves at the onset of their remarks.

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Commented [WD(6): This section replaces FHS 1520 III.1.A and B. We have eliminated the outdated requirement for remote venues with an authorized delegate of the Faculty Secretary present.

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F. Recognition of speakers. Participants wishing to speak will be recognized by the presiding officer and may obtain the floor with the presiding officer's approval.

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Commented [WD(7): Unchanged from FSH 1540 .

G. Quorum. A quorum consists of one-eighth of the membership of the university faculty, as defined in FSH 1520 Article II, Section 1. If there is not a quorum at a faculty meeting, Faculty Senate actions reported in the agenda for that meeting have faculty approval and are forwarded to the president and regents.

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Commented [WD(8): Carried over from FSH 1520 III.3.B but removed language regarding "remote sites" and "presiding officer in Moscow."

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H. Voting privilege. Constituent faculties of colleges and other UI units must limit the voting privilege to those who are qualified under the provisions of the constitution of the university faculty. [See 1520 II-1 and II-3.] Moreover, those who are qualified cannot be deprived of their vote in meetings of constituent faculties. See 1520 IV-8. Emeritus and adjunct faculty, staff, students, and others may be permitted to participate in faculty meetings in an advisory capacity only, and they may serve as voting members of committees (see FSH 1520 Article II, Section 3 for affiliate voting rights).

Commented [WD(9): Carried over unchanged from FSH 1520 III.3.A.

I. Recording of votes. In determining the outcome of motions, the secretary will determine the number of votes for or against.

Commented [WD(10): Unchanged from FSH 1540 A.

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D. ADMISSION OF NONMEMBERS TO FACULTY MEETINGS. Nonmembers are welcome to attend meetings of the university faculty. Nonmembers who wish to speak at such a meeting must submit a request to the faculty secretary at least two business days in advance of the meeting specifying both the topic and purpose of their comments. The faculty secretary shall notify the senate chair and the President's Office. The president and chair will decide whether to allow the guest to speak. All nonmember speakers must identify themselves at the onset of their remarks. [ed. 7-09, rev. 7-12]

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Commented [WD(11): Carried over from FSH 1520 III.3.C but removed language regarding delegates at electronically linked sites.

E. PROCEDURES FOR FIRST FALL MEETING:

E-1. Within the first six weeks of the fall semester, the president shall convene a meeting of the University Faculty for the purpose of opening the academic year, introducing new academic and administrative officers, as

Commented [WD(12): Moved to A.

UI FACULTY-STAFF HANDBOOK

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Section 1540: Standing Rules of the University Faculty

~~well as new faculty. The president may also present brief remarks and respond to questions from faculty. [add. 1-17]~~

Commented [WD(13): Administrative staff are requesting a less resource-intensive manner of acknowledging new faculty. Preparation for the ceremony in its current form is extremely time consuming, particularly in light of reduced staffing. Removing this language would allow greater flexibility.

~~E-2. Substantive policy matters are not included in the agenda for the first fall meeting of the university faculty unless emergency action is needed on particular items. [ren. 1-17]~~

Commented [WD(14): This restriction removed in the interest of efficiency in bringing voting matters to the faculty.

~~E-3. To expedite the proceedings, each new member of the faculty attending the meeting is introduced by name and department only. Faculty members outside of Moscow are similarly introduced by video conferencing.~~

~~The person's name, degrees, past experience, new assignment, campus telephone number, and the location of his or her office are supplied by each dean or division head to the president's office by the 10th day of the fall semester.~~

~~The president's office compiles the information provided by colleges or similar units and posts it on the university's website no later than October 1 of each year. A copy will also be sent to the Department of Special Collections and Archives in the University Library. [7-02, ren. & rev. 1-17]~~

Commented [WD(15): NWCCU does have requirements regarding the listing of faculty, but a) we don't necessarily need to address them in policy and b) if we do choose to address them in policy, it should not be in a section about UFM's; in fact, the listing is not a faculty responsibility at all.

JF. MINUTES Minutes. Minutes of the meetings of the university faculty, constituent faculties, and committees are to be sent on a regular basis to the Department of Special Collections and Archives in the University Library.

~~G. IDENTIFICATION OF SPEAKERS. Those who are recognized by the chair for the purpose of speaking at meetings of the university faculty are to identify themselves by name and discipline or position.~~

Commented [WD(16): Redundant

Version History

Amended July 2020. A-1 was revised to allow for remote participation in university faculty meetings.

Amended January 2017. Changes in E were made to update processes for the fall university faculty meeting.

Amended July 2012. Changes were made to D in order to align with Idaho's open meeting law and clarify non-members' attendance at faculty meetings.

Amended January 2012. Processes were clarified and updated to current practice.

Amended July 2011. Processes were clarified and updated to current practice.

Amended July 2009. Constitutional changes giving off-campus faculty voting rights at faculty meetings necessitated adding venue determination to A.

Amended July 2002. Editorial changes.

Adopted 1979.



POLICY COVER SHEET

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

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

Faculty Staff Handbook (FSH)

Addition Revision* Deletion* Emergency Minor Amendment

Policy Number & Title: **FSH 1520 CONSTITUTION OF THE UNIVERSITY FACULTY**

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: Russ Meeuf, Faculty Senate Chair

Policy Sponsor, if different from Originator: Diane Kelly-Riley, Vice Provost for Faculty

Reviewed by General Counsel Yes No Name & Date: Kim Rytter 4/14/22

- Policy/Procedure Statement:** Briefly explain the reason for the proposed addition, revision, and/or deletion.
This revision is part of a reorganization of FSH 1420, 1460, 1520, 1540, and 4120, the goal of which is to consolidate all university faculty meeting procedure into FSH 1540 Standing Rules of the University Faculty, all catalog change procedure into FSH 4120 Catalog Change Procedures, and all university-wide policy change procedure into FSH 1460 University-wide Policy Process.

The main changes to this policy are as follows:

1. Removes information about UFM procedure from Article III to FSH 1420 Standing Rules of the University Faculty.
2. Removes outdated information about remote participation in Faculty Senate meetings from Article V.

- 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.

FSH 1420

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.

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CHAPTER ONE:

HISTORY, MISSION, GENERAL ORGANIZATION, AND GOVERNANCE

1520

CONSTITUTION OF THE UNIVERSITY FACULTY

OWNER

Faculty Secretary

Francesca Sammarucca

facsec@uidaho.edu

LAST REVISION: July 2019

CONTENTS:

Preamble

Article I. General Provisions

Article II. Faculty Classifications

Article III. Faculty Meetings

Article IV. Responsibilities of the University Faculty

Article V. Faculty Senate

Article VI. Rules of Order

Article VII. Amendments

PREAMBLE. The faculty of the University of Idaho, designated “university faculty,” as defined in article II, section 1, in acknowledgement of the responsibilities entrusted to it for the immediate government of the university by article IX, section 10, of the constitution of the state of Idaho, has adopted and declared this constitution to be the basic document under which to discharge its responsibilities.

ARTICLE I--GENERAL PROVISIONS.

Section 1. Regents. The regents are vested by article IX, section 10, of the constitution of the state of Idaho with all powers necessary or convenient to govern the university in all its aspects. The regents are the authority for actions of the university faculty, and policy actions taken by the university faculty are subject to review and approval by the president and by the regents.

Section 2. President. The president of the university is both a member of and the president of the university faculty and is also the president of the other faculties referred to in section 4, below, and in article II. The president is the representative of the regents, the institution’s chief executive officer, and the official leader and voice of the university. ~~{See also 1420 A.}~~

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

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Section 3. Faculty Senate. This senate is empowered to act for the university faculty in all matters pertaining to the immediate government of the university. The senate is responsible to and reports to the university faculty and, through the president, to the regents. The university faculty, president, and regents retain the authority to review policy actions taken by the senate. [See III-3, V, and 1420-A-1 e.]

Section 4. Constituent Faculties. The university faculty is composed of various constituent faculties, including the faculties of the several colleges and other units of the university. Faculty are entitled to speak or write freely on matters pertaining to university governance, programs and policies (see Article IV below and FSH 3160).

Clause A. College Faculties. The constituent faculty of each college or similar unit, meeting regularly and in accordance with bylaws adopted by a majority vote of the members of such faculty, is authorized to establish and to effect its own educational objectives, including matters of student admission and curriculum, and to participate in the selection of its own dean, other executive officers, and faculty members, subject only to the general rules and regulations of the university faculty and the authority of the president and the regents.

Clause B. Faculties of Subdivisions. If there are schools, intracollege divisions, departments, or separate disciplines within a college or similar unit, the constituent faculty of each such subdivision participates in decisions concerning its educational objectives, including matters of student admission and curriculum, the selection of its executive officers, and its faculty appointments, subject only to the general rules and regulations of the college faculty and the university faculty and the authority of the president and the regents.

Clause C. Interim Government. The Faculty Senate will provide for the establishment of bylaws for any college or similar unit that has not adopted its own bylaws.

Clause D. Matters of Mutual Concern. The Faculty Senate has the responsibility for resolving academic matters that concern more than one college or similar unit.

ARTICLE II—FACULTY CLASSIFICATIONS.

Section 1. University Faculty. The university faculty ~~is comprised of~~ the president, provost, vice presidents, deans, professors, associate professors, assistant professors, senior instructors, instructors (including those professors, associate professors, assistant professors, senior instructors, and instructors whose titles have distinguished, research, extension, clinical or visiting designations, e.g., “assistant research professor”, “assistant clinical professor” and “visiting associate professor”), and lecturers who have served at least four semesters on more than half-time appointment [see 1565 G-1]. Those who qualify under this section have the privilege of participation with vote in meetings of the university faculty and the appropriate constituent faculties.

Section 2. Emeriti. Faculty members emeriti have the privilege of participation without vote in meetings of the university faculty and the appropriate constituent and associated faculties. Also, they may be appointed to serve with vote on UI committees. [See also 1565 E.]

Section 3. Associated Faculties.

Clause A. The adjunct faculty [see 1565 F-1] and the affiliate faculty [see 1565 F-2] are associated faculties. Other associated faculties may be established as needed with the approval of the university faculty, president, and regents.

Clause B. Members of the adjunct faculty have the privilege of participation without vote in meetings of the university faculty. Members of the affiliate faculty may participate with vote in meetings of the university faculty if they have status as university faculty in their home unit. Both adjunct and affiliate faculty members have the privilege of participating in meetings of their respective constituencies of the university faculty, and may participate with vote if the bylaws of their constituent faculty so provide; however, if authorized to vote, they are not counted among the full-time-equivalent faculty members when determining the basis for the constituent faculty’s representation on the Faculty Senate.

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Section 4. General Faculty. “General faculty” is a collective description for the combined faculties referred to in sections 1, 2, and 3, above.

ARTICLE III—FACULTY MEETINGS. Meetings of the university faculty may be called at any time, with due notice, by the president. Procedure for meetings of the university faculty is governed by FSH 1420 Standing Rules of the University Faculty.

Section 1. Meetings. The university faculty meets at least once each semester. Meetings of the university faculty may be called at any time, with due notice, by the president. Meetings of the university faculty must be called with due notice by the president on the request of the Faculty Senate or on the written petition of 25 members of the university faculty. The president, or a member of the university faculty designated by the president, presides at meetings of the university faculty.

Clause A. Venue. University faculty may participate and vote in faculty meetings by being physically present at the designated venue on the Moscow campus, or by being physically present at another designated venue (see FSH 1540 A 1) in the state that is connected via electronic video and audio link as outlined in Clause B.

Clause B. Participation. To be eligible for meeting participation, venues remote from the Moscow campus must be linked to the Moscow venue via compressed video link or other electronic means that conveys audio and visual signals in both directions between Moscow and the remote venue. In addition, an authorized delegate of the Secretary of the Faculty must be present at each site to facilitate meeting participation and counting and reporting of votes (see Section 3, Clause C, Secretary’s delegates at remote sites).

Section 2. Secretary. The president appoints the secretary of the faculty from among the tenured members of the university faculty [see 1570]. The secretary is responsible for recording and distributing the minutes, tallying and recording of votes, and performs such other duties as may be assigned by the president or the university faculty.

Section 3.

Clause A. Quorum, Recognition of Speakers, Recording of Votes and Delegates. A quorum consists of one-eighth of the membership of the university faculty, as defined in article II, section 1. If there is not a quorum at a faculty meeting, Faculty Senate actions reported in the agenda for that meeting have faculty approval and are forwarded to the president and regents.

Clause B. Recognition of Speakers. Participants wishing to speak at the Moscow site or at remote sites will be recognized by the presiding officer in Moscow and may obtain the floor with his/her approval.

Clause C. Recording of Votes. In determining the outcome of motions, the secretary will determine the number of votes for or against. The Secretary’s delegate at each electronically linked site will convey votes for and against to the Secretary (see FSH 1540 A).

Clause D. Secretary’s Delegates. Delegates at remote sites shall be members of the University Multi-Campus Communications Committee appointed by the Committee on Committees as outlined in 1640.94.

Section 4. Agenda. An agenda listing all subjects to be voted on, other than routine matters, must be issued to all members of the university faculty at least one week in advance of each meeting of the university faculty, except as provided in clause E. Faculty Senate actions that require approval by the university faculty must be published in full in the agenda. [See also 1420 A 1 c.]

Clause A. Responsibility. The president is responsible for the agenda and it is issued under the president’s direction.

Clause B. Agenda Items from Individual Members. Individual members who wish to suggest items for the agenda are to submit them to the president. No items may be considered under this clause that are presented to the president less than 12 calendar days before the meeting.

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~~Clause C. Resolutions Requiring Action. Ten or more members of the university faculty desiring to submit a resolution that requires action at the next meeting are to submit the signed resolution to the president at least twelve calendar days before the meeting. Such resolutions must be published in full with, and included in, the agenda. [But see 1540 B.]~~

~~Clause D. Proposed Changes of Written Policies or Regulations. Any proposed change in a written policy or regulation of the university to be voted on by the university faculty must be published in full in the agenda, or final action on the proposal must be delayed until the next meeting. This provision can be waived only by unanimous consent.~~

~~Clause E. Agenda for Emergency Meetings. If circumstances require an emergency meeting of the university faculty, the president declares the emergency and calls the meeting. In such circumstances the agenda may be limited to items approved by the president and must be published not less than three calendar days before the meeting. Policy actions taken at emergency meetings require an approving vote of two-thirds of the members of the university faculty in attendance at the meeting, a quorum being present. This constitution cannot be amended at an emergency meeting.~~

Commented [WD(1): All UFM procedure will be consolidated in FSH 1420 Standing Rules of the University Faculty.

ARTICLE IV--RESPONSIBILITIES OF THE UNIVERSITY FACULTY. Subject to the authority of the president and the general supervision and ultimate authority of the regents, the university faculty accepts its responsibilities for the immediate government of the university, including, but not restricted to:

Section 1. Standards for Admission. The university faculty establishes minimum standards for admission to the university. Supplementary standards for admission to individual colleges or other units of the university that are recommended by the appropriate constituent faculties are subject to approval by the university faculty.

Section 2. Academic Standards. The university faculty establishes minimum academic standards to be maintained by all students in the university. Supplementary academic standards to be maintained by students in individual colleges or other units of the university that are recommended by the appropriate constituent faculties are subject to approval by the university faculty. [See I-4-D.]

Section 3. Courses, Curricula, Graduation Requirements, and Degrees. Courses of instruction, curricula, and degrees to be offered in, and the requirements for graduation from, the individual colleges or other units of the university, as recommended by the appropriate constituent faculties, are subject to approval by the university faculty. [See I-4-D.]

Section 4. Scholarships, Honors, Awards, and Financial Aid. The university faculty recommends general principles in accordance with which privileges such as scholarships, honors, awards, and financial aid are accepted and allocated. The university faculty may review the standards recommended by the individual constituent faculties for the acceptance and allocation of such privileges at the college or departmental levels.

Section 5. Conduct of Students. The faculty's responsibility for approving student disciplinary regulations and the rights guaranteed to students during disciplinary hearings and proceedings are as provided in the "Statement of Student Rights," the "Student Code of Conduct," and the "University Disciplinary Process for Alleged Violations of Student Code of Conduct." [See 2200, 2300, and 2400.]

Section 6. Student Participation. The university faculty provides an opportunity for students of the university to be heard in all matters pertaining to their welfare as students. To this end, the students are entrusted with their own student government organization and are represented on the Faculty Senate. If students so desire, they are represented on faculty committees that deal with matters affecting them.

Section 7. Selection of Officers. The university faculty assists the regents in the selection of the president and assists the president in the selection of the provost, vice presidents and other administrative officers of the university.

Section 8. Governance of Colleges and Subdivisions. The university faculty promulgates general standards to

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guarantee the right of faculty members to participate in the meetings of the appropriate constituent faculties and in the governance of their colleges, schools, intracollege divisions, departments, and other units of the university. [See 1540 A.]

Section 9. Faculty Welfare. The university faculty recommends general policies and procedures concerning the welfare of faculty members, including, but not limited to, appointment, reappointment, nonreappointment, academic freedom, tenure, working conditions, promotions, salaries, leaves, fringe benefits, periodic evaluations, performance reviews, reassignment, layoff, and dismissal or termination.

Section 10. The Budget. Members of the university faculty participate in budgetary deliberations, and it is expected that the president will seek faculty advice and counsel on budgetary priorities that could significantly affect existing units of the university. [See 1640.20, University Budget and Finance Committee.]

Section 11. Committee Structure. The university faculty, through the medium of its Faculty Senate, establishes and maintains all university-wide and interdivisional standing and special committees, subcommittees, councils, boards, and similar bodies necessary to the immediate government of the university and provides for the appointment or election of members of such bodies. This section does not apply to *ad hoc* advisory committees appointed by the president or committees made up primarily of administrators. [See 1620 and 1640]

Section 12. Organization of the University. The university faculty advises and assists the president and the regents in establishing, reorganizing, or discontinuing major academic and administrative units of the university, such as colleges, schools, intracollege divisions, departments, and similar functional organizations.

Section 13. Bylaws of the Faculty Senate. The bylaws under which the Faculty Senate discharges its responsibilities as the representative body of the university faculty are subject to review and approval by the university faculty. [See 1580.]

ARTICLE V--FACULTY SENATE.

Section 1. Function. The Faculty Senate functions as provided in this constitution and in accordance with its bylaws as approved by the university faculty. [See 1-3 and 1580.]

Section 2. Structure. The senate is constituted as follows:¹

Clause A. Elected Members.

(1) College Faculties. The faculty of each college, except the College of Graduate Studies, elects one senator for each 50, or major fraction thereof, full-time-equivalent faculty members in the college, provided, however, that each college faculty elects at least one senator. If, because of a reduction in the membership of a college faculty, there is to be a corresponding reduction in the college's representation in the senate, the reduction does not take place until the expiration of the term of office of an elected senator from the college.

(2) University Centers. The resident faculty of the university centers in Boise, Coeur d'Alene and Idaho Falls each elects one senator from among its number. ~~Those senators shall have the right to participate and vote in faculty senate meetings by means of available two-way video-audio technology located at the centers. If the available technology fails, telephone conferencing will be used.~~ Senators elected to represent a center have a unique role on senate, which is to provide a voice and vote from the perspective of their centers. That perspective is not intended to be college ~~and~~ or discipline specific.

(3) Faculty-at-Large. Members of the university faculty who are not affiliated with a college faculty constitute the faculty-at-large, and this constituent faculty, in accordance with procedures adopted by the faculty-at-large, elects senators to serve with vote in the senate on the same basis as provided above for college faculties.¹

¹ The constitution of the university faculty originally provided that faculty status could be conferred by presidential designation on

Commented [WD(2): Information is outdated and unnecessary (also this section is about membership, not meeting procedure).

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Section 1520: Constitution of the University Faculty

certain administrative and service officers who did not hold academic rank. When the faculty, on May 13, 1986, amended the constitution by, among other things, deleting that provision, it explicitly granted continuing membership, for the duration of their then current incumbencies, to those officers who on that date were members by virtue of presidential designation. These officers are members of the constituency known as the faculty-at-large.

(4) Dean. The academic deans elect one of their number to serve with vote in the senate.

(5) Staff. The representative body (Staff Council) of the university staff elects two employees who do not have faculty status to serve with vote in the senate.

(6) Students. Two undergraduate students, one graduate student, and one law student serve as voting members of the senate, and the senate provides regulations governing the qualifications, terms of office, and election of student members, and procedures for filling vacancies in the student membership. [See 1580 VI.]

Clause B. Members *Ex Officiis*. The president or the president's designated representative and the secretary of the faculty are members *ex officio*s of the senate, with voice but without vote.

Section 3. Officers. Each year the senate elects a chair and a vice chair from among the elected faculty members of the senate.

Section 4. Terms of Office. Elected faculty members of the senate serve for three years. The academic dean shall serve one year, the staff representatives shall serve for staggered two year terms. The terms of office for student members are as established by the senate. [See 1580 VI.] Newly elected members take office each year on September 1 or on the official opening date of the academic year, whichever is earlier. To carry out the requirement that approximately one-third of the elected faculty members are to take office each year, the senate may shorten the initial term of office of faculty senators elected to fill new positions in the senate to conform to a balanced rotation plan. When members are elected to fill a vacancy, they take office at the first meeting after the election and serve for the unexpired term of the vacancy. A faculty member elected to the senate may serve two consecutive terms. After serving two consecutive terms the faculty senate member must wait one full year before they are again eligible for election [see also FSH 1580 III-3].

Section 5. Eligibility. Every member of the university faculty is eligible to vote for members of the senate representing his or her college or other unit. Every member of the university faculty is eligible to serve as an elected member of the Faculty Senate and to hold an elective or appointive office in the senate.

Section 6. Elections. Regular elections for senators in the senate are held before April 15 of each year in which an election is to be held. All elections for members of the senate are by secret ballot. Appropriate procedures for nominations and elections are developed and approved by a majority vote of the faculty of the college or other unit.

Section 7. Vacancies.

Clause A. If it is necessary for a member of the senate to be absent temporarily (more than a month, but less than four months), the candidate who received the next highest number of votes in the most recent election in the college or unit acts as his or her alternate in the senate with full vote. If it is necessary for a member to be absent for more than four months, but less than one year, a special election is held to fill the temporary vacancy. When the senate member returns, he or she resumes the position in the senate. If it is necessary for a member to be absent for more than one year, or if the member is unable to complete the term of office for any reason, a special election is held to fill the unexpired term. [See 1580 VI for procedures covering student vacancies.]

Clause B. The chair of the Faculty Senate must declare a position vacant if a member is absent from three consecutive meetings unless the member has informed the chair of the senate in writing that he or she intends to participate fully in the activities of the senate in the future. When a position is declared vacant, the chair must notify the constituency concerned.

Section 8. Recall. The recall of a member of the senate may be initiated by a petition bearing the signatures of at least 10 percent, or five members, whichever is greater, of the membership of the particular constituency represented.

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The petition must be delivered to the chair of the senate. On the receipt of a valid petition, the chair calls a meeting of the faculty of the college or other unit and appoints a chair. Charges against the member are presented in writing and the member is given adequate opportunity for his or her defense. A two-thirds majority vote by secret ballot of the members of the college or other unit present at the meeting is necessary for recall, providing the members present constitute a quorum as defined in the bylaws of the college or other unit. In the event that the vote is to recall the senator, the member may appeal the case to the senate within 10 days. If the case is appealed and the senate affirms the recall, or if the recall stands for 10 days without appeal, the members of the college or other unit elect another senator. Regular procedures are followed in replacing the recalled person, except that the chair of the senate appoints the chair of the election committee of the college or other unit. During the interval between recall and the election of a replacement, the candidate who received the next highest number of votes in the most recent election acts as the alternate in the senate with full vote.

ARTICLE VI--RULES OF ORDER. The rules contained in *Robert's Rules of Order Newly Revised* govern all meetings of the university faculty, other faculties, the Faculty Senate, and faculty committees in all cases to which they are applicable and in which they are not in conflict with this constitution, regents' policies, or any bylaws or rules adopted by any of those bodies for the conduct of their respective meetings. An action taken by the university faculty, a constituent or associated faculty, the Faculty Senate, or a faculty committee that conflicts with a previous action by that body takes precedence and, in effect, amends, in part or in full, the previous action.

ARTICLE VII--AMENDMENTS. This constitution may be amended by a two-thirds affirmative vote of the members of the university faculty, as defined in article II, section 1, in attendance at a regular meeting, a quorum being present. Proposed amendments must have been published in full in the agenda at least one week before the meeting or presented in writing at a meeting previous to the one at which the vote is to be taken. Amendments to this constitution are subject to review and approval by the president and by the regents.

Version History

Amended July 2019. Language from FSH 1566 was moved to a footnote to Article V, Section 2, and language in Article V, Section 3 was removed to address the restructure of the Faculty Secretary position.

Amended July 2015. Faculty Senate members were allowed to serve an additional term and language was added to Article I. Section 4 that affirms academic freedom in faculty governance and university programs and policies.

Amended July 2014. Editorial changes.

Amended July 2013. The Faculty Senate's membership was increased by one member to represent the Student Bar Association.

Amended July 2012. The Faculty Senate Center Senator's role/responsibility was clarified, staff membership increased to two, and the required annual venue determination removed.

Amended July 2011. The clinical faculty rank was added and language with respect to associated faculty voting was clarified.

Amended July 2009. The Faculty Council changed its name to Faculty Senate, a more common name used in academia, off campus faculty will have voting members on Senate at Coeur d'Alene, Boise, and Idaho Falls, and off-campus faculty will now be counted in the quorum at university faculty meetings with vote through designated sites and delegates given available technology (see 1640.94 and 1540 A).

Amended July 2006. Editorial changes.

Amended July 2005. Editorial changes.

Amended July 2001. Editorial changes.

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Amended July 2000. Editorial changes

Amended July 1999. Editorial changes.

Amended July 1997. Editorial changes.

Amended 1986. Content of revision unknown.

Adopted 1968.



POLICY COVER SHEET

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Faculty Staff Handbook (FSH)

Addition Revision* Deletion* Emergency Minor Amendment

Policy Number & Title: **FSH 4500 INQUIRIES FROM PROSPECTIVE STUDENTS**

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: Dean Kahler, Vice Provost for SEM

Policy Sponsor, if different from Originator:

Reviewed by General Counsel Yes xNo Name & Date:

1. **Policy/Procedure Statement:** Briefly explain the reason for the proposed addition, revision, and/or deletion.
Policy is not needed.
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.

4500

INQUIRIES FROM PROSPECTIVE STUDENTS

PREAMBLE: Original to the 1979 Handbook; revised in July of 1996 by the addition of appropriate references to the newly created Graduate Admissions Office and in February of 2007 this section was completely revised to reflect current information. For further information, contact the Admissions Office (208 885 6326), New Student Services (208 885 6163), the Graduate Admissions Office (208 885 4001), or College of Law Office of Admissions (208 885 6423).

Members of the faculty and staff who receive inquiries from students interested in attending the University of Idaho as an undergraduate, graduate, or law student should forward them to the New Student Services office, the Graduate Admissions Office, or the Director of Admissions in the College of Law, respectively. They may, of course, acknowledge the inquiry and furnish specific program information requested. Specific questions or inquiries about undergraduate admissions policies and procedures can also be directed to the Admissions Office.

Upon receipt of a request, either directly from the student or from another office, New Student Services will send the following materials: a view book, residence hall and greek housing information, financial aid information, WUE information (if student is from a WUE participating state), a scholarship brochure, an application for admission, and any other materials specifically requested. Graduate Admissions and the Director of Law Admissions will respond to inquiries from prospective students with a letter addressing graduate/law information and procedures, and reference to websites providing additional information on graduate/law admissions and financial aid. If printed materials are specifically requested, Graduate Admissions will send students the Financial Aid Informer, an application for admission, information on application deadlines, and a list of degrees and programs. The College of Law will provide an application for admission, information on application deadlines, and other information as requested.

2021 – 2022 Faculty Senate

Approved at Mtg #3 09.06.22

Meeting # 28

Tuesday, April 26, 2022, 3:30 pm – 4:30 pm

Zoom only

Present: Becker, Bridges, Chapman, Dahlquist, Fairley, Gauthier, Hickman, Hoffmann, Torrey Lawrence (w/o vote), Lee-Painter, McIntosh, Meeuf (Chair), Mittelstaedt, Ogborn, Paul, Quinnett, Rashed, Rinker, Roberson, Rose, Sammarruca (w/o vote), Schiele, A. Smith (Vice Chair), R. Smith, Schwarzlaender, Tenuto, Thorne

Absent: Ahmadzadeh (excused), Mittelstaedt, Kindall, Wargo

Also present: Matt Powell (alternate for Ahmadzadeh)

Guests: Chantal Vella

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

Approval of Minutes (vote):

Minutes of the 2021-22 Meeting #27 – Attach. #1

The minutes of 2021-22 Meeting #27 were approved as distributed.

Chair's Report:

- Reminder that today's meeting will end by 4:30 so that the 2022-23 Senate can meet to collect leadership nominations.
- Because we are concluding our business items at today's meeting, there will be no meeting of the 2021-22 Faculty Senate next Thursday, May 3. However, the 2022-23 Senate will meet at 3:30 to vote on next year's leadership.
- Please remember to attend the May 4 University Faculty Meeting at 2:30 on Zoom.
- As this will be our final meeting of the 2021-22 Senate, I wanted to conclude by thanking you all for your tremendous service to the institution and to your colleagues. We've had great discussions on topics that matter to faculty, and we have been productive in advancing new policies and initiatives to improve the University of Idaho. In addition to our role in vetting and approving new curricular changes and providing advice to the administration, this year we tackled some serious business, much of which will head to the UFM next week.
- We continued the hard work of former chair Barb Kirchmeier and Senator Rochelle Smith in approving the new Affinity Group policy that supports university employees.
- We endorsed the new State Board of Education policy on academic rights and responsibilities and then moved to adopt this new policy as our own at the University of Idaho, establishing a far clearer and comprehensive set of standards around academic freedom in these challenging times.
- In coordination with the Provost's office and our Faculty Affairs Committee, we substantially updated and improved our promotion and tenure processes and procedures.
- Our Senate Subcommittee on Paid Parental Leave has helped move our institution to the brink of a new and more robust policy supporting employees. While this work is not yet done, the advocacy of the subcommittee and of Senate with our partners in Staff Council has been vital to this process.
- We passed new policy protecting faculty safety in the classroom, which will head to the UFM next week.

- Our Senate Subcommittee on Student Evaluation of Teaching has developed a much-improved format for how we collect meaningful and fair data around teaching. This work is not yet completed, but we are well on our way to a January 1 implementation of this new system, which will be finalized by next year's Senate.
- Perhaps most importantly, we have been the voice for faculty on campus on important matters facing our institution.
- Thank you so much for all your hard work this year. Thanks to those who, like me, are finishing our Senate terms and passing the baton to others. And thanks to those who are continuing to serve next year and will continue our important work.

Provost's Report:

- The Advancement Gala on the 14th in Boise was a great success. Our main donors are enthusiastic and supportive of what we are doing.
- A two-day meeting with SBOE on our campus – Wednesday and Thursday of last week – went very well. We provided information and gave tours. There was good vibe and a supportive atmosphere.
- The Uldaho Bound event was also a success, with 400 students and thousands of visitors.
- Our numbers for the Fall are good, for both applications and admissions. Applications are up by 34% as compared to the same time last year.
- The Undergraduate Research Symposium was inspiring. Congratulations to those who were involved.
- Yesterday's Awards Ceremony was a success. This is the first time we recognized faculty and staff together to celebrate *employees*. Congratulations to the award recipients!
- The Athena Awards event is tonight at 5 pm at the IUCC Arena. It's open to all.
- Wednesday, April 26 is Administrative Professionals' Day. Let's take the opportunity to thank the people who support our work.
- The Engineering Expo is this Friday. Thousands of students are expected to be on campus.
- Graduation: there will be two commencement ceremonies on the Moscow campus on May 14. Coeur d'Alene is joining us in Moscow. Graduation ceremonies for Boise and Idaho Falls will be on May 17 and May 18, respectively. Everyone is strongly encouraged to attend!
<https://www.uidaho.edu/events/commencement/spring>
- University Ombuds Laura Smythe is leaving the university. We are grateful for her contribution. News about a search will be communicated.
- Gwen Gorzelsky has been named Vice Provost for Academic Initiatives. She will begin July 1.
- Searches for deans of COE and EHHS, and Director of the CDA Center, are ongoing: more information to come.
- Thanks to Russ and Alistair for an impressive year of shared governance! Special thanks to Russ for his great leadership!

Discussion:

In response to a question, Provost Lawrence provided information on how the CEC funds, about \$5.5M, are being broken down (the numbers need to be confirmed). Highest priority items are: faculty promotion; bringing staff wages to a minimum of \$15 per hour; meeting federal minimum compensation for some exempt positions (a relatively small amount compared to the first two); TA stipend. The amount of funds invested in each of the first two categories is approximately the same. Of the remaining funds (about \$500K), some will be divided about equally between an automatic 2% raise for employees who have met expectations (there are also some requirements on the hiring date), and salary raises for employees who are below 80% of their market rate. About \$1M will be

used for merit raises. This is done according to FSH 3420 Faculty Salaries, last amended in 2019. The same policy is being used for staff as well.

Committee Reports:

- FSH 1420 University Administration – Chantal Vella, Attach. #2
This proposal from Faculty Affairs is part of a reorganization of FSH 1420, 1460, 1520, 1540, and 4120, the goal of which is to consolidate all university faculty meeting procedures into FSH 1540 Standing Rules of the University Faculty, all catalog change procedures into FSH 4120 Catalog Change Procedures, and all university-wide policy change procedures into FSH 1460 University-wide Policy Process.

Discussion:

In response to a question concerning practices in the College of Law, Provost Lawrence noted the reference to college bylaws on the proposed FSH 1420 A-1.a, p.4 of the attached redline.

Vote: 18/19 in favor; 1/19 against. Motion passes.

- FSH 1567 University Deletion Appointment of Administrators with Academic Rank – Chantal Vella, Attach. #3
The content of this policy will be moved to FSH 1420 to resolve a partial redundancy. There were no questions.

Vote: 20/20 in favor. Motion passes.

- FSH 4120 Catalog Change Procedure – Russ Meeuf, Attach. #4
This is part of a reorganization of FSH 1420, 1460, 1520, 1540, and 4120, the goal of which is to consolidate all university faculty meeting procedures into FSH 1540 Standing Rules of the University Faculty, all catalog change procedures into FSH 4120 Catalog Change Procedures, and all university-wide policy change procedures into FSH 1460 University-wide Policy Process. This revision moves catalog change procedures from FSH 1540 into this policy and streamlines and simplifies the curricular approval processes while maintaining appropriate levels of transparency and shared governance. These changes will reduce administrative workload and allow for more flexibility in approving curricular change and additions. Changes are minor for items in Group A, which are part of routine changes. Presently, after going through unit, college, and UCC approval pipeline, they go in a General Curriculum Report to be looked over, and potentially challenged, by the faculty. Historically, this channel has hardly ever been utilized. With the proposed changes, transparency is moved to the front of the pipeline by sending regular communications to all faculty at least 48 hours prior to the meeting about what's happening at the next UCC meeting. A petition process is still in place: if, within 7 days after UCC approval, 5 faculty sign a petition to challenge the approval, the catalog item will go before Faculty Senate. Otherwise, it moves directly to the Registrar's Office. Changes are more substantive for items in Groups B and C. The first part of the process is the same as for Group A items (including the up-front communications), up to UCC approval. These items go next to Senate and, if approved by Senate, move forward to implementation without having to wait for the next UFM unless within 7 days from Senate approval, 10 faculty sign a petition to discuss the item at the next UFM. Finally, there are "Other Catalog Changes," namely items not of curricular nature, such as admission standards. For those, the procedures remain essentially unchanged. Note the "Interim Catalog Changes," modeled on the previously approved "Interim

Policy Changes.” Those come into play if we need to implement a catalog change quickly. This change is temporary and will go through the regular channels.

Discussion:

There were no questions from the floor. The Provost commented on the benefits of the new, streamlined and time-saving, procedures. Chair Meeuf shared two questions he received from former senator Charles Tibbles. One was a clarification on the communication timeline – is it 48 hours or two business days? Chair Meeuf confirmed that it is 48 hours, which allows more flexibility. The other question concerned whether those communications should go to just faculty or also to staff who operate in an academic capacity. Chair Meeuf noted that the policy is about what must be done and does not preclude the operational practice to inform other interested individuals as appropriate.

Chair Meeuf called for a motion to approve FSH 4120 Catalog Change Procedure. So moved and seconded (Lee-Painter/A. Smith).

Vote: 20/20 in favor. Motion passes.

Other Announcements and Communications:

- APM 60.02 Purchasing Criteria – Attach. #5

New Business:

The Secretary is confident that the new senate/leadership will pick up the unfinished items, where people have invested so much time, effort, and passion.

Adjournment:

The agenda being completed, Provost Lawrence adjourned the meeting at 4:15pm.

Respectfully Submitted,

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

University of Idaho
2021 – 2022 Faculty Senate Agenda

Meeting # 28

Tuesday, April 26, 2022, at 3:30 pm to 4:00 pm
Zoom Only

- I. Call to Order
- II. Approval of Minutes (Vote)
 - Minutes of the 2021-22 Faculty Senate Meeting #27 (April 19, 2022) **Attach. #1**
- III. Consent Agenda (Vote)
- IV. Chair’s Report
- V. Provost’s Report
- VI. Committee Reports (Vote)
 - FSH 1420 University Administration – Chantal Vella **Attach. #2**
 - FSH 1567 Deletion Appointment of Administrators with Academic Rank – Chantal Vella **Attach. #3**
 - FSH 4120 Catalog Change Procedure – Russ Meeuf **Attach. #4**
- VII. Other Announcements and Communications
 - *APM 60.02 Purchasing Criteria **Attach. #5**
- VIII. Special Orders
- IX. New Business
- X. Adjournment

Attachments:

- **Attach. #1:** Mtg #27 Minutes
- **Attach. #2:** FSH 1420
- **Attach. #3:** FSH 1567
- **Attach. #4:** FSH 4120
- **Attach. #5:** APM 60.02

* Changes to the Administrative Procedures Manual (APM): Please forward any questions or comments directly to both the policy coordinator at ui-policy@uidaho.edu and to the policy originator (listed on the cover sheet) within five working days of the senate meeting at which the APM item is presented.

2021 – 2022 Faculty Senate – Pending Approval

Meeting # 27

Tuesday, April 19, 2022, 3:30 pm – 5:00 pm

Zoom only

Present: Becker, Bridges, Chapman, Dahlquist, Gauthier, Hickman, Hoffmann, Lee-Painter, McIntosh, Meeuf (Chair), Mittelstaedt, Ogborn, Paul, Rashed, Rinker, Sammarruca (w/o vote), Schiele, R. Smith, Schwarzlaender, Tenuto, Thorne, Wargo

Absent: Ahmadzadeh (excused), Quinnett (excused), Fairley (excused), A. Smith (excused), Dalquist, Roberson, Rose, Kindall

Also present: Dale Graden (alternate for Quinnett), Matt Powell (alternate for Ahmadzadeh)

Guests: Diane Whitney

Vice Provost for Faculty Diane Kelly-Riley attending for Provost Lawrence.

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

Approval of Minutes (vote):

Minutes of the 2021-22 Meeting #26 – Attach. #1

The minutes of 2021-22 Meeting #26 were approved with a friendly amendment.

Chair's Report:

- One last reminder that after next week's Senate meeting on April 26, the 2022-23 Faculty Senate will meet to collect nominations for leadership positions. If you haven't done so already, please let us know who will be filling any vacant Senate positions ASAP so we can invite them to next week's meeting.
- Tickets are now on sale for the Theatre Department's production of [Into the Woods](#), which opens on April 29 and runs through May 8.
- On April 29 you can also attend this year's [KINO Short Film Festival](#) from 6:30 p.m. to 9:30 p.m. at the Kenworthy in downtown Moscow, featuring short films from University of Idaho and regional filmmakers.
- Please mark your calendar for the final University Faculty Meeting of the year, May 4 at 2:30 p.m. We need a quorum!
- Hopefully you saw the email from Vice President Foisy concerning forthcoming surveys to the University community about on-campus housing. A survey for faculty input should get to your inboxes later this week, so please take the time to complete the survey and encourage your constituents to do so as well.

Provost's Report – delivered by Vice Provost for Faculty Diane Kelly-Riley:

- The State Board meets tomorrow (Wednesday) and Thursday on our campus, starting tomorrow at 9 a.m. at the Pitman Center. Their meetings are open to the public and are also streamed live. The agenda can be found at <https://boardofed.idaho.gov/meetings/board/archive/2022/0420-2122/00AGENDA.pdf>
- Vice Provost Kelly-Riley reviewed the memo from President Green concerning salary raises for eligible employees. For more information on the policy regarding merit increases, visit <https://www.uidaho.edu/governance/policy/policies/fsh/3/3420>
- On April 12, the President sent a memo with an overview of legislative actions.

- Brandi Terwilliger sent all employees a survey regarding their preferences for our paid parental leave programs. A town hall was held yesterday hosted by Human Resources together with Faculty Senate and Staff Council leadership and the members of the subcommittee who have been working on this project. They have gathered a lot of questions from the town hall, the answers to which will be compiled and posted on a website. Also, people have the option to revisit the survey and change their responses if they wish to.
- Join us for the Awards Ceremony on April 25, 3:30 p.m., at the ICCU Arena, followed by an employee appreciation barbeque, from 4:30-7 p.m.
- Graduation: there will be two commencement ceremonies on the Moscow campus on May 14. Coeur d'Alene is joining us in Moscow. Graduation ceremonies for Boise and Idaho Falls will be on May 17 and May 18, respectively. Everyone is strongly encouraged to attend!
<https://www.uidaho.edu/events/commencement/spring>

There were no questions for the Vice Provost.

Committee Reports:

- FSH 6990 Communicable Disease Emergency Response – Diane Whitney, Attach. #2
These revisions are needed to bring FSH 6990 into alignment with recent revisions to SBOE policy I.E.5. Section D-3 regarding termination of temporary policies and procedures has been revised and Section D-4 requiring Infectious Disease Response Protocol has been added.

After some minor clarification, Senators were ready to vote.

Vote: 18/18 in favor. Motion passes.

- FSH 1460 University-Wide Policy Process – Russ Meeuf, Attach. #3
This revision is part of a reorganization of FSH 1420, 1460, 1520, 1540, and 4120, the goal of which is to consolidate all university faculty meeting procedures into FSH 1540 Standing Rules of the University Faculty, all catalog change procedures into FSH 4120 Catalog Change Procedures, and all university-wide policy change procedures into FSH 1460 University-wide Policy Process. The main changes to FSH 1460 are as follows: The policy has been reorganized and rewritten to place the steps in the policy change process in chronological order, to reflect actual practices in policy development, to eliminate numerous redundancies, and to clarify responsibilities. Section F incorporates information about the president's role in policy approval removed from FSH 1420. Section G creates a new and more flexible option for interim policies. Throughout, the revisions describe the role of policy owners in policy development and in board-required regularly scheduled policy review.

Discussion:

A Senator noted that the timeline referred to in **G. Interim Policies** was vague. After a short discussion, it was moved and seconded (Mittelsteadt/R. Smith) to amend as follows: "*A timeline for completing the standard review and approval of the interim policy **as soon as reasonably practicable** must be included in the request to the president.*" Motion to amend passes unanimously.

Vote on the amended policy: 18/19 in favor; 1/19 against. Motion passes.

- FSH 3320 Annual Performance Evaluations of Faculty/Academic Administrators – Chantal Vella, Attach. #4

Language has been clarified throughout and conflicting information has been resolved. New provisions allow bylaws to require regular review of administrators that follow the same process as faculty-initiated review. This is to avoid disparities in the review process across units. The review committee has been reconfigured. There were no questions.

Vote: 18/18 in favor. Motion passes.

- FSH 1540 Standing Rules of University Faculty Attach. #5
This revision is part of the reorganization of FSH 1420, 1460, 1520, 1540, and 4120 described under FSH 1460. The main changes to this policy are as follows:
 1. Removes material on catalog change procedure to FSH 4120
 2. Incorporates material on UFM procedure removed from FSH 1520
 3. In order to conserve limited administrative resources, removes restriction on voting items for the first UFM of the fall semester and removes the requirement of introducing new faculty and academic and administrative officers at that meeting.There were no questions.

Vote: 18/18 in favor. Motion passes.

- FSH 1520 Constitution of University Faculty Attach. #6
This revision is part of the reorganization of FSH 1420, 1460, 1520, 1540, and 4120 described under FSH 1460. The main changes to this policy are as follows:
 1. Removes information about UFM procedure from Article III to FSH 1420 Standing Rules of the University Faculty.
 2. Removes outdated information about remote participation in Faculty Senate meetings from Article V.

Discussion:

In response to a question, it was clarified that Faculty Senate or a group of faculty can request a university faculty meeting. This provision is now in FSH 1540 A: *“Meetings of the university faculty must be called with due notice by the president on the request of the Faculty Senate or on the written petition of 25 members of the university faculty...”*

Vote: 18/18 in favor. Motion passes.

- FSH 4500 Inquiries from Prospective Students Attach. #7
Policy is being deleted because it’s not needed. There were no questions or comments.

Vote: 18/18 in favor. Motion passes.

Chair Meeuf reminded Senators that next week’s senate meeting will be shorter than usual and will be followed by the first meeting of the 2022-23 Senate. Part of next week’s agenda is to consider and vote on revised FSH 4120, which is where the curricular change processes are located. This is actually a substantive policy change, which entails amending and streamlining the workflow on our curricular approval process. Thus, it is important that Senators take a close look at the next binder.

New Business:

No new business was raised.

Adjournment:

The agenda being completed, Chair Meeuf adjourned the meeting at 4:20pm.

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://www.uidaho.edu/governance/policy>

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

Faculty Staff Handbook (FSH)

Addition Revision* Deletion* Emergency Minor Amendment
Policy Number & Title: **FSH 1420 UNIVERSITY ADMINISTRATION**

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: Chantal Vella, FAC Chair

Policy Sponsor, if different from Originator: Diane Kelly-Riley, Vice Provost for Faculty

Reviewed by General Counsel Yes No Name & Date: Kim Rytter 4/18/22

1. **Policy/Procedure Statement:** Briefly explain the reason for the proposed addition, revision, and/or deletion.
This revision is part of a reorganization of FSH 1420, 1460, 1520, 1540, and 4120, the goal of which is to consolidate all university faculty meeting procedure into FSH 1540 Standing Rules of the University Faculty, all catalog change procedure into FSH 4120 Catalog Change Procedures, and all university-wide policy change procedure into FSH 1460 University-wide Policy Process.

The main changes to this policy are as follows:

1. Descriptions of administrative roles deleted because they don't serve a policy function and appear to be left over from when the Faculty Staff Handbook was an informational employee handbook and not a policy library.
2. University faculty meeting procedure removed to FSH 1540 Standing Rules of the University Faculty.
3. Information regarding review of administrators deleted because it conflicts with FSH 3320.
4. Information regarding selection of acting, interim, and term administrators expanded and revised to provide for a more efficient and uniform university-wide process.
5. Resolved redundancy regarding appointment with rank by incorporating text of FSH 1567; FSH 1567 will be deleted.

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 1540, 1567

- 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

1420

UNIVERSITY ADMINISTRATION APPOINTMENT PROCEDURE AND RESPONSIBILITIES OF DEANS AND ACADEMIC UNIT ADMINISTRATORS; APPOINTMENT WITH RANK

OWNER:

President
Scott Green
president@uidaho.edu

LAST REVISION: July 2012

CONTENTS:

- ~~A. The President and Provost and Executive Vice President~~
- ~~B. Vice Presidents and Vice Provosts~~
- ~~C. Other Officers Reporting Directly to the President~~
- ~~DA. College Deans~~
- ~~EB. Administrators of Schools, Divisions, and Departments Unit Administrators~~
- ~~C. Selection of Acting Dean or Unit Administrator~~
- ~~D. Selection of Interim or Term Dean or Unit Administrator~~
- ~~E. Appointment with Rank of Academic Administrator or Service Officer~~

Commented [WD(1)]: These sections removed because they don't serve a policy function and appear to be left over from when the FSH was an employee handbook and not a policy library.

~~**A. THE PRESIDENT AND PROVOST AND EXECUTIVE VICE PRESIDENT.** The president is the chief executive officer of the university. The provost and executive vice president supports and assists the president in providing leadership to and coordination of the activities of the central administration and the executive functions of the university.~~

~~**A-1. The President.**~~

~~**a.** The president is appointed by the regents and serves at their pleasure. The president is the chief executive officer of the university and functions as the representative of and an adviser to the regents and as the general agent through whom representations to them by UI personnel and students are regularly made. [See also 1900.] The Idaho Constitution, statutes and university policies declare the president a member and the president of the university faculty and also as the president of the other faculties referred to in 1520 I-4 and II [See 1520 I-2.] and a professor of a branch of learning in which UI regularly offers instruction.~~

~~**b.** The president exercises the power and authority delegated by the regents by issuing and enforcing such executive orders and invoking such measures as are reasonable and necessary for the performance of the functions and the discharge of the responsibilities and duties appurtenant to the presidency. The president exercises such rights, prerogatives, and responsibilities as normally accrue to the president and chief executive officer of an institution of higher education and discharging such other responsibilities and performing such other duties as may be assigned by the regents or required by law. [The president may delegate his authority to other officers of the university as necessary.] The president serves as a member ex-officio of all councils, committees, boards, or similar bodies necessary to the operation of UI, regardless of how these bodies may have been established or appointed. [See 1620 B-3 and B-8.]~~

Commented [WD(2)]: The president's power to delegate is inherent.

~~**e.** The president receives recommendations from the faculty on policy issues.~~

Commented [WD(3)]: This information is already contained in FSH 1620 and can be deleted here.

~~**f.** When the faculty, whether in a meeting or via a general policy report, approves an item which requires the president's action, the president will approve or disapprove it within sixty days of the faculty's action. The president will provide written notification of his or her action to Faculty Senate via the faculty secretary. Any item not approved by the president within this time will be deemed to be disapproved.~~

UI FACULTY-STAFF HANDBOOK

Chapter I: HISTORY, MISSION, GENERAL ORGANIZATION, AND GOVERNANCE Section 1420: University Administration

2. Once the president takes final action on any item passed at a university faculty meeting or via a general policy report, notification of this action shall be sent to faculty within two weeks.

3. When an item has not been approved by the president:

a. The Faculty Senate may reconsider; and/or

b. A referendum may be held on the item. Such referenda will be held on the petition to the Faculty Secretary signed by fifty members of the university faculty and submitted within sixty days of the first full semester after the item has been disapproved. Such referenda will be by written ballot and conducted by the Faculty Secretary's Office. Upon two-thirds vote of the total voting membership of the university faculty, the item will be presented by the president to the regents for their consideration.

Commented [WD(4): This procedural information will be moved to FSH 1460 University-Wide Policy and FSH 4120 Catalog Change Procedures.

A-2. The Provost and Executive Vice President.

a. The Provost and Executive Vice President [hereinafter "the provost"] serves as the chief academic officer of the UI, is a member of the president's cabinet, and serves as the chief executive officer of the University of Idaho when the president is unavailable. The provost has the major responsibility for the promotion of academic freedom and tenure. The provost is the president's representative to the Faculty Senate and works closely with the vice president for finance and administration, Faculty Senate and deans in budget planning, fiscal accountability, general policy development and human resources. Acting for the president and within delegated authority and responsibility, the provost develops and requires compliance with such administrative directives and instructions as are reasonable and necessary for the discharge of assigned responsibilities and duties.

b. The provost is directly responsible for the general direction of the academic programs, endeavors, and instructional services in the several colleges, schools, departments, and other academic units on the Moscow campus and to the UI's academic efforts throughout the state. To this end, the provost coordinates the activities of the vice presidents and other members of the senior administration to support the mission of the university. The college deans report to and work closely with the provost in these responsibilities. Among the specific duties of the provost are: general direction of curricular planning, student recruitment and retention; general direction of academic support programs and services; fostering academic excellence in UI departments and divisions; appointment, training, and review of academic administrators; oversight of the faculty personnel system and the faculty development program; general direction of UI's research and outreach efforts; and coordination among the faculty, administration, and staff.

e. The provost also provides leadership to the dean of library services, the center deans in Boise, Coeur d'Alene, and Idaho Falls, the WWAMI medical education program, and institutional research and assessment.

B. THE VICE PRESIDENTS AND VICE PROVOSTS [See 1440, Administrative Organization]

B-1. Vice President for Finance and Administration.

a. The vice president for finance and administration also serves as treasurer for the regents and performs the functions of UI bursar, as specified in the Idaho Code. The vice president works to determine UI's requirements for funds, obtain such funds, and ensure their effective and proper use. The vice president develops and prepares operating and capital budgets and operating plans in concert with academic and staff departments. The vice president is the institutional officer designated by law and by the regents to execute contracts or agreements that, if made, would commit UI to any obligation to provide services or facilities, expend funds, or convey property. Acting for the president and within delegated authority and responsibility, the vice president develops and requires compliance with such administrative directives and instructions as are reasonable and necessary for the discharge of assigned responsibilities and duties. The vice president for finance and administration is a member of the president's cabinet. The vice president regularly reports to the regents through the president; even so, as provided by board policy, the vice president is authorized to report to the regents through the executive director of the Office of the State Board of Education when such direct reporting is requested by the regents or the president.

UI FACULTY-STAFF HANDBOOK

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

Section 1420: University Administration

b. The vice president oversees the division of finance and administration whose mission is to provide leadership in an environment which promotes distributed and integrated management, productivity, transparency, and accountability in implementing the university's mission and goals while ensuring stewardship of the institution's human, financial, information technology, and facility resources. The division includes all functional areas in administrative operations, auxiliary services, business systems and accounting services, capital planning and budget, facilities services, financial services, and human resources. The Idaho Constitution provides the regents of the university autonomy in its activities regarding the procurement of goods, acquiring and managing real estate holdings, capital construction and personnel management.

B-2. Vice President for University Advancement. The vice president for university advancement is responsible for developing and maintaining institutional programs for alumni relations, public relations and development, and also serves as executive director of the UI Foundation. The vice president is specifically responsible for the effective functioning of university communications and marketing, alumni relations, and the development offices including those at extended regional campuses, and specific program fundraising efforts. These departments are coordinated to support and enhance the university's missions of teaching, scholarly activity and outreach. Among specific duties are to: formulate and recommend policies relating to the development, public relations, and volunteer activities of the university; formulate a strategic plan for the organization and progression of long-range development programs; design and implement strategies for a comprehensive public relations program; and promote fundraising activities. The vice president works closely with the Alumni Association and the Vandal Booster Board in association with their executive directors. The vice president serves as a member of the president's cabinet. The vice president is expected to supervise, lead, and manage the advancement area and to participate in formulating strategic plans, directions, and policies for the institution as a whole. Acting for the president and within delegated authority and responsibility, this vice president develops and requires compliance with such administrative directives and instructions as are reasonable and necessary for the discharge of assigned responsibilities and duties.

B-3. Vice President for Research. The vice president for research is responsible for the research program of the university and the university's several research institutes as well as the Idaho Geological Survey, and is responsible for coordinating with the Idaho Research Foundation. The vice president provides vision and leadership to the research institutes and the procurement of external research support. The vice president is expected to lead, and manage the research program as well as to participate in formulating strategic plans, directions, and policies for the institution as a whole. Acting for the president and the provost and within delegated authority and responsibility, the vice president develops and requires compliance with such administrative directives and instructions as are reasonable and necessary for the discharge of assigned responsibilities and duties. The vice president is a member of the president's cabinet.

B-4. Associate Vice President for Northern Idaho. The associate vice president for Northern Idaho identifies innovative higher education programs to meet the higher education needs of the Coeur d'Alene, Post Falls, and Sandpoint regions.

B-5. Vice Provost for Student Affairs and Dean of Students. The vice provost for student affairs and dean of students is responsible for setting the tone for the quality of student life on campus, leadership in student development, and the general direction and oversight of student services. The vice provost leads UI's statewide efforts pertaining to student life, including residence living, student counseling, multicultural affairs, student benefits, health and wellness, child care, campus recreation, and the dean of students' office. The vice provost also works closely with student government and intercollegiate athletics. The vice provost serves as a member of the president's cabinet, and is expected to supervise, lead, and manage student affairs and to participate in formulating strategic plans, directions, and policies for the institution as a whole. Acting for the president and the provost and within delegated authority and responsibility, this vice provost develops and requires compliance with such administrative directives and instructions as are reasonable and necessary for the discharge of assigned responsibilities and duties.

B-6. Vice Provost for Academic Affairs and Enrollment Management. The vice provost for academic affairs and enrollment management is responsible for the following academic support areas: admissions and financial aid, new student services, tutoring and academic assistance, the Center for Academic Advising, the College Assistance

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~~Migrant Program, career and professional planning, Core honors program, international programs office, independent study, summer programs and concurrent enrollment, registrar's office, officer education programs, and the Center for Teaching Excellence, which includes general education, student retention, and faculty development. The vice provost is responsible for delegated responsibilities from the provost in general academic areas. The vice provost promotes articulation with other colleges and universities based on academic policies, and participates in formulating strategic plans, directions, and policies for the institution as a whole. Acting for the provost and within delegated authority and responsibility, the vice provost develops and requires compliance with such administrative directives and instructions as are reasonable and necessary for the discharge of assigned responsibilities and duties.~~

~~C. OTHER OFFICERS REPORTING DIRECTLY TO THE PRESIDENT.~~

~~**C-1. General Counsel.** The university's general counsel is solely responsible for all legal matters pertaining to UI, including retaining outside legal counsel. The general counsel represents the university, including advising the president and all members of the central administration, and others designated by the president or other administrators. The general counsel is an ex-officio member of the president's cabinet.~~

Commented [WD(5)]: This information to be placed in separate policy.

~~**C-2. Affirmative Action Officer.** The affirmative action officer oversees the functioning of UI's equal employment opportunity and affirmative action programs and advises the president on the full range of employment and educational practices concerning these matters within UI. [See also 1640.10, 3060, and 6010.]~~

~~**C-3. Director of Athletics.** The director of athletics supervises the intercollegiate athletic programs and ensures that they support UI's educational objectives and comply with the regulations of the National Collegiate Athletic Association and the athletic conferences with which UI is affiliated. [See also 4320 and 4325.] The director is a member of the president's cabinet.~~

~~**C-4. Ombuds.** The ombuds provides a voluntary, informal mechanism to facilitate communications between individuals in dispute, to help clarify issues involved, and to suggest avenues for dispute resolution. [See also 3820.]~~

~~**C-5. Special Assistant to the President for Governmental Relations.** The special assistant to the president for governmental relations is responsible for assisting members of the central administration in all matters involving the university's relationship with congressional and legislative entities and elected officials at the state and federal levels. Located in Boise, the special assistant is a member of the president's cabinet.~~

~~**C-6. Internal Audit.** The Department of Auditing Services, reporting directly to the president, is an independent appraisal activity established within the university as a service to university management and the Board of Regents [See Governing Policies and Procedures Manual of the State Board of Education, Section V.H.4]. The department seeks to improve the management of the university's resources and assets and provide the university's management staff and the Board of Regents with an evaluation of the institution's and various organizational unit's operational functions. The scope of the audit function encompasses the examination and evaluation of the adequacy and effectiveness of the institution's system of management controls as well as the quality of performance in carrying out assigned responsibilities.~~

~~DA. COLLEGE DEANS.~~

~~DA-1. APPOINTMENT.~~

- a. Each college is administered by a dean who is appointed by the regents on recommendation of the president ~~subsequent to following the provost's hiring decision recommendation~~. Such recommendation is formulated through procedures that (a) solicit the advice and include the active participation of faculty members and students of the college and (b) are consistent with the bylaws of the college faculty. [See 1520 IV-7.]
- b. When a vacancy in the position of dean occurs, the provost convenes a search committee to advise in the

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selection of a new dean. The provost determines the size of the committee, including the number of members from outside UI, and appoints the members. The provost also names a person to chair the committee. To ensure adequate representation and participation of the college faculty in the search and selection process [see 1520 I-4-A], the following will be observed: (a) faculty members from the college concerned comprise at least 50 percent of the membership; and (b) these faculty representatives are selected by the provost from a pool of faculty members presented to ~~him or her~~the provost through procedures established in the college bylaws that provide for the representation of the major academic disciplines in the college. The pool must contain at least ~~half again the number~~150 percent of ~~the number of~~ members needed from the college for the committee. Additionally, search procedures must provide some means for the entire college faculty to participate in the interviewing of finalists; and for individual faculty members, staff, students, and ~~or~~ external constituents to forward their comments and recommendations directly to the ~~president~~provost for their evaluation. ~~The search committee forwards a list of acceptable candidates to the provost who, in turn, forwards a recommendation from the list to the president. The provost makes the hiring decision.~~

The search committee shall be responsible to solicit a pool of candidates to be considered for the position, evaluate applicants from the pool of candidates in accordance with criteria specified in the position description, recommend finalists for further consideration by on-site interviewing, summarize the strengths and weaknesses of each finalist, that completed an interview and report on their acceptability for the position. The report of the process and recommendation is submitted to the provost.

c. The college faculty may request senate leadership (Faculty Senate Chair, Vice Chair and Faculty Secretary) to discuss the selection of a dean with the president ~~or~~ /provost.

d. The college dean serves in ~~his or her~~their administrative position at the pleasure of the provost, and the regents receive annual recommendations from the president concerning the dean's status.

~~e. The college dean may be granted tenure in an academic discipline in accordance with regular UI procedures for tenure, but may not be granted tenure as an administrator. [See 3520 F 4.]~~

Commented [WD(6): This is redundant to FSH 3500 C-3.f and should be deleted here.

DA-2. RESPONSIBILITIES.

a. The various colleges differ widely in size and organization. Consequently, this statement of responsibilities is intended to be general enough to allow for different procedures and different degrees of delegation of authority and responsibility within the colleges. These matters are dealt with specifically in the bylaws of the individual colleges. The principal variation lies in the responsibilities placed in the hands of administrators of intracollege academic units.

b. The college dean is the chair of the college faculty in the development of policies and priorities governing the academic program of the college. The dean is responsible both for the exercise of leadership in these matters and for the development of the leadership roles of other faculty members in the college decision-making process. The academic program of the college is directly affected by program planning, definitions of goals and priorities, instructional methods and standards, student advising, research policies, allocation of resources, and the development of professional standards peculiar to the branches of learning for which the college is responsible. The academic program of the college includes undergraduate and graduate instruction, research and creative activity, and extension services.

c. The college dean is the chief executive officer of the college in the implementation of policies defined by the college or university faculty and approved by appropriate authority. As such, it is the dean's responsibility to:

1. Foster academic excellence in the college and each of its units.
2. Operate a system of academic advising and counseling for students [see 4310].
3. Present to the Faculty Senate or its committees matters that have been proposed by the college faculty and require approval by the Faculty Senate.

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4. Present to the ~~Provost Council~~ Academic Leadership Council or to other bodies problems of policy implementation that need university-wide attention, including the implementation of interdisciplinary programs.
 5. Develop budget proposals.
 6. Control expenditures from approved budgets.
 7. Develop recommendations concerning appointments, promotions, tenure, salaries, layoffs, and terminations of college personnel.
 8. Assign duties to the faculty. [See also E-1 below and 3240.]
 9. Define job responsibilities, assign duties, and supervise the activities of nonfaculty personnel.
 10. Maintain contacts with the professions for which the college prepares graduates.
 11. Supervise the use, maintenance, and security of property entrusted to the college (responsibility for security is shared with Facilities Management and Campus Security). [~~See 6140.~~]
 12. Allocate space assigned to the college within limitations imposed by the Space Governance Group (see APM 40.10).
- d. College deans, individually and as members of the ~~Provost Council~~ Senior Leadership Council, advise the president on such university-wide matters as: (a) admission, registration, advising, counseling, retention, and dismissal of students, (b) personnel policies, (c) institutional goals, (d) budgetary priorities, (e) university relations, and (f) day-to-day problems of institutional operation that require the attention of the president's executive staff.
- e. The dean is encouraged to organize ~~his or her~~ their activities so as to provide time for personal involvement in teaching, research, or equivalent professional endeavors.

EB. ADMINISTRATORS OF SCHOOLS, DIVISIONS, AND DEPARTMENTS. UNIT ADMINISTRATORS

EB-1. RESPONSIBILITIES. The administrator of a school, division, or department (i.e., the first organizational unit below the college level) is responsible for interpreting university and college objectives and policies for the faculty of the unit and, through leadership, ensuring faculty participation in formulating and carrying out the unit's policies within the framework of the objectives and policies of the college and university. The role may be defined more specifically by the bylaws of each college, but it is understood that the general responsibility for leadership includes: assisting higher administration in the assignment [3240 A] and in the evaluation [3320 and 3340] of the services of each member of the unit's faculty and staff; promoting effective leadership of personnel and management of departmental resources; providing leadership in the development and implementation of unit plans; providing for open communication with faculty and staff; fostering excellence in teaching, scholarship and outreach for faculty, students, and staff in the department; effectively representing all constituents of the department; and continuing personal professional development in areas of leadership.

EB-2. TITLE.

- a. The title of the administrator of a school or division (i.e., a division that is the first organizational unit below the college level) is "director."
- b. The title of a departmental administrator may be either "department chair" or "department head," as determined by the bylaws of the individual colleges.

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~~c. The title of an administrator for a non-academic program or function or an administrator that is the second organizational unit below the college level is "program director."~~

E-3. RANK AND TENURE.

~~a. Administrators of schools, divisions, or departments must hold an academic rank in a discipline.~~

~~b. Tenure, in the academic rank only, may be granted under the usual procedures; tenure is not granted in the administrative capacity. [See 3520 F.4.]~~

EB-34. SELECTION OF PERMANENT ADMINISTRATOR.

a. The responsibility for recommending unit administrators shall be shared between the voting faculty members (as defined by Article II, Section, 1 of the UI Constitution) of the unit and the dean of the unit's college.

~~b. Administrators of schools, divisions, or departments are reviewed periodically as initiated by the dean. Each administrator is formally reviewed at least six months before the end of each appointment term, or, if there is not a fixed appointment term, at least every five years. The review will include the mechanisms of formal review as described in the approved bylaws of the individual colleges and be consistent with the procedures of E-6. The dean submits the review material and recommendations to the provost, who in turn makes a recommendation to the president regarding renewal or nonrenewal.~~

~~c. The college dean has the responsibility to initiate an earlier review at any time he or she judges such a review is needed. Likewise, the faculty of the particular unit may initiate, by majority vote, an earlier review. A summary of conclusions and recommendations resulting from the review are submitted to the dean to the provost who, in turn, makes his or her review and forwards recommendations to the president.~~

db. When a vacancy occurs, it is the responsibility of the college dean to assemble a search committee. The search committee should represent a balance of interests including diversity, unit disciplines and specializations, and faculty rank. Appointment to the search committee shall be in accordance with the bylaws of the unit and/or the unit's college, provided that the search committee shall be comprised as follows:

1. At least two-thirds of the members shall be voting faculty members of the unit who were nominated by the faculty.
2. At least one member shall be a UI faculty member from outside the college selected from three persons nominated by the faculty. (A role of this outside member is to assure compliance with the process for selecting administrators).
3. In consultation with the faculty of the unit, the dean will select the overall committee to represent a balance of interests including diversity, disciplines/specialization, and rank.

ec. As provided by the bylaws of either the unit or the college, the search committee may include student members, alumni, representatives of the unit's constituents, and/or other UI faculty from outside the unit.

fd. Faculty members of the unit who are candidates for the administrative position may not serve on the search committee nor participate in any faculty voting regarding the position.

ge. Once the search committee has been formed, the dean of the college will select the chair after consultation with the committee.

hf. In accordance with the provisions of the bylaws of the unit and/or college and with the recruitment policies and procedures of the UI, the search committee shall, in consultation with college and university administration:

1. Develop a position description.
2. Determine whether an external or internal search shall be conducted. (An external or internal search is determined by circumstances unique to each vacancy; e.g. availability of funds, departmental needs, and

Commented [WD(7)]: This is redundant to 3500 C-3.f and should be deleted here.

Commented [WD(8)]: Review of administrators is addressed in the recently revised FSH 3320.

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departmental and/or college policy, and shall be resolved in accordance with college or unit policies and procedures.)

ig. The responsibilities of the search committee shall be to:

1. Solicit a pool of candidates to be considered for the position;
2. Evaluate applicants, from the pool of candidates, in accordance with criteria specified in the position description; and
3. Recommend finalists for further consideration by the unit's faculty and administration.

jh. All voting faculty members of the unit shall have the opportunity to participate in interviewing finalists for the position.

ki. After the unit's voting faculty members have completed interviewing the finalists, the chair of the search committee shall obtain, by secret ballot, the preferences of the unit's voting faculty for the administrative position.

lj. The chair of the search committee shall forward the name(s) of one or more candidates acceptable to the majority of the unit's voting faculty and a report documenting the search process to the dean. The dean will then meet with the unit faculty members or the search committee to discuss the proposed candidates.

mk. If, after subsequent rounds of voting, no candidate obtains a majority of votes of the unit's faculty members, the chair of the search committee shall poll the voting faculty members for an appropriate course of action.

nl. If the unit's voting faculty is unable to determine a course of action for selecting a unit administrator, the matter shall be referred to the dean.

om. If the individual(s) selected by the voting faculty members are acceptable to the dean, the dean shall forward the recommendation to the provost.

pn. If the dean and a majority of the unit's faculty cannot agree on a candidate who will accept the administrative leadership, the dean prepares a written summary of the relevant issues, including the results of the faculty vote, for the provost. Faculty members are encouraged to forward their written comments to the provost. The provost shall make a reasonable attempt to achieve congruence between the dean and the majority of the faculty; and in any event, makes a recommendation to the president regarding an appointment or an alternate course of action.

qo. In the case of a recommendation to appoint an individual not currently on the faculty, the dean must also receive the recommendation of at least the majority of the full professors (and where appropriate, of the associates) in the academic department for the academic faculty appointment and rank.

C. SELECTION OF AN ACTING DEAN OR UNIT ADMINISTRATOR.

~~When an absence for up to six months occurs, a condensed appointment process is available in lieu of (interim/term):~~

~~**C-1. Absence or vacancy up to 12 weeks.** For an absence or vacancy in the position of dean or unit administrator anticipated to last up to 12 weeks, the supervisor provost shall may appointment an acting individual dean and the dean shall appoint an acting unit administrator, in consultation with the college or unit faculty to oversee the administration of the unit. No further process is required. If the absence or vacancy is anticipated to extends beyond 12 weeks, the proecess outlined procedure set forth in C-2(2) must be followed before the end of the 12th week.~~

~~**C-2. Absence or vacancy longer than 12 weeks but no longer than six months.** For an absence greater than~~

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~~12 weeks but not longer than six months, the supervisor may assemble and consult with the voting faculty members of the unit and recommend an acceptable acting administrator.~~

~~a. **Absence or vacancy in position of dean.** When an absence or vacancy in the position of a dean is anticipated to or does in fact last longer than 12 weeks but not longer than six months, the provost shall select a faculty member, acceptable to both the provost and a majority of the college's voting faculty, to serve as its acting dean for up to six months or until an interim, term, or permanent dean is selected, whichever occurs first. Preference shall be given to a member of the college; if no college member is acceptable to both the provost and the majority of the college's voting faculty, a faculty member from outside the college may be appointed following the same procedure. If no candidate is acceptable to both the provost and the majority of the college faculty then the provost shall make the final hiring decision.~~

~~b. **Absence or vacancy in position of unit administrator.** When an absence or vacancy in the position of a unit administrator is anticipated to or does in fact last longer than 12 weeks but not longer than six months, ~~t~~~~he college dean will~~ shall recommend to the provost a faculty member, acceptable to both the dean and a majority of the unit's voting faculty, to serve as its acting administrator for up to six months or until an interim, term, or permanent administrator is selected, whichever occurs first. Preference shall be given to a member of the unit; if no unit member is acceptable to both the dean and a majority of the unit's voting faculty, a faculty member from outside the unit may be appointed following the same procedure. If no candidate is acceptable to both the dean and the majority of the units faculty then the provost shall make the final hiring decision.~~

~~The faculty will recommend to the provost a faculty member, acceptable to both the provost and a majority of the college's faculty, to serve as its acting administrator for up to six months or until an interim, term, or permanent administrator is selected, whichever occurs first. Preference shall be given to a member of the college; if no college member is acceptable to both the provost and the majority of the college's faculty, a faculty member from outside the college may be appointed following the same procedure. If no candidate is acceptable to the provost and the majority of the units faculty then the provost shall make the final hiring decision.~~

~~**D. SELECTION OF INTERIM OR TERM DEAN OR UNIT ADMINISTRATOR.** When an absence or vacancy in the position of dean or unit administrator is anticipated to last longer than six months, an internal search shall be conducted according to section B above and APM 50.01.~~

~~**D-1. Interim dean or unit administrator.** When an absence or vacancy in the position of dean or unit administrator is anticipated to last at least six months but not longer than 23 months, the position shall be filled by an interim dean or unit administrator.~~

~~**D-2. Term dean or unit administrator.** When an absence or vacancy in the position of dean or unit administrator is anticipated to last a specific term of time typically not greater than 36 months, the position shall be filled by a term dean or unit administrator.~~

~~**E-5. APPOINTMENT OF AN ACTING (OR TEMPORARY) AN INTERIM OR TERM ADMINISTRATOR.**~~

~~When a vacancy occurs, and it is anticipated that the position cannot be filled the college dean shall assemble and consult with the voting faculty members of the unit and recommend to the provost and president a member of the unit's faculty, acceptable to both the dean and a majority of the unit's faculty, to serve as its acting administrator until a permanent administrator is selected. If no candidate is acceptable to the dean and the majority of the units faculty then the provost shall make the final hiring decision.~~

~~**E-6. REVIEW AND EVALUATION.** See FSH 3320 D- E. APPOINTMENT WITH RANK OF ACADEMIC~~

~~**ADMINISTRATOR OR SERVICE OFFICER.** An academic administrator or service officer may be appointed with or without academic rank, except that an administrator of an academic department must hold academic rank in a discipline. The faculty of the department in which it is proposed to grant academic rank to an administrator is asked to evaluate the person as a potential colleague.~~

Commented [WD(9)]: Entire text of FSH 1567 (slightly edited) is moved to this policy. FSH 1567 will be deleted.

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July 2010

~~[See 1440 for chart of administrative organization.]~~

Version History

Amended July 2012. The selection of a dean was clarified.

Amended July 2011. A formal process was put in place to communicate presidential action taken on university policies.

Amended July 2010. Section E-6 was moved to FSH 3320 to consolidate the evaluation process into one policy.

Amended July 2009. Editorial changes.

Amended June 2009. Editorial changes.

Amended May 2008. Editorial changes.

Amended July 2006. Major revisions in subsections A, B, and C appeared to reflect reorganizations of the senior administration, and editorial changes.

Amended July 2000. Editorial changes.

Amended July 1999. Major revisions in subsections A, B, and C appeared to reflect reorganizations of the senior administration.

Amended July 1999. Section E was substantially revised.

Amended July 1998. Substantial revisions were made to the subsections dealing with the selection and tenure of departmental administrators (E).

Amended July 1997. Editorial changes.

Amended July 1995. Material concerning the presidential veto (A-1-c) was added.

Amended July 1992. Material concerning the ombuds (C-4) was added.

Adopted 1979. This section is original to the 1979 edition of the Handbook.



POLICY COVER SHEET

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

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

Faculty Staff Handbook (FSH)

Addition Revision* Deletion* Emergency Minor Amendment

Policy Number & Title: **FSH 1567 APPOINTMENT OF ADMINISTRATORS WITH ACADEMIC RANK**

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: Chantal Vella, FAC

Policy Sponsor, if different from Originator: Diane Kelly-Riley, Vice Provost for Faculty

Reviewed by General Counsel XYes ___No Name & Date: Kim Rytter 4/18/22

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

The content of this policy will be moved to FSH 1420 to resolve a partial redundancy.

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 1420

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

1567

~~APPOINTMENT OF ADMINISTRATORS WITH ACADEMIC RANK~~

OWNER:

Vice Provost for Faculty

Diane Kelly-Reilly

dkr@uidaho.edu

LAST REVISION: June 2009

~~An administrative or service officer may be appointed with or without academic rank, except that an administrator of an academic department must hold academic rank in a discipline. The faculty of the department in which it is proposed to grant academic rank to an administrator is asked to evaluate the person as a potential colleague.~~

~~Version History~~

~~Amended June 2009.~~ Editorial changes.

~~Adopted 1979.~~



POLICY COVER SHEET

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Faculty Staff Handbook (FSH)

Addition Revision* Deletion* Emergency Minor Amendment
Policy Number & Title: **FSH 4120 CATALOG CHANGE PROCEDURE**

Administrative Procedures Manual (APM)

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

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

Originator: Lindsey Brown

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

Reviewed by General Counsel Yes No Name & Date:

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

This revision is part of a reorganization of FSH 1420, 1460, 1520, 1540, and 4120, the goal of which is to consolidate all university faculty meeting procedure into FSH 1540 Standing Rules of the University Faculty, all catalog change procedure into FSH 4120 Catalog Change Procedures, and all university-wide policy change procedure into FSH 1460 University-wide Policy Process.

This revision moves catalog change procedure from FSH 1540 into this policy and streamlines and simplifies the curricular approval processes while maintaining appropriate levels of transparency and shared governance. These changes will reduce administrative workload and allow for more flexibility in approving curricular change and additions.

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 1540

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.

4120 - Catalog Change Procedures

Owner:

- **Name:** Lindsey Brown
- **Position:** University Registrar
- **Email:** lindseybrown@uidaho.edu

Last updated: July 01, 2001

PREAMBLE: ~~This section outlines the process by which the catalog is changed. This section remains unchanged since its appearance in the 1979 Handbook. For further information, contact the Registrar's Office (208-885-6731). (ed. 7-00)~~

A. PURPOSE. ~~The purpose of this policy is to provide for appropriate faculty review of catalog changes and to provide for timely processing of those changes so that students have access to accurate catalog information regarding curricular requirements and course offerings.~~

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

C. DEFINITIONS.

C-1. Routine curricular changes. ~~Changes identified as Group A changes by the University Curriculum Committee.~~

Commented [WD(1): <https://www.uidaho.edu/registrar/ucc>

C-2. Substantive curricular changes. ~~Changes identified as Group B and C changes by the University Curriculum Committee.~~

Commented [WD(2): <https://www.uidaho.edu/registrar/ucc>

C-3. UCC. ~~University Curriculum Committee.~~

D. POLICY. ~~Catalog changes shall be processed with appropriate faculty review in a timely manner in order to provide students with accurate catalog information regarding curricular requirements and course offerings. Students have, as a matter of principle, a right to find in the catalog the courses they are taking and a current statement of their curricular requirements; departmental administrators and college deans should make every effort to ensure that proposed changes are submitted in time to be included in the catalog.~~

Commented [WD(3): UCC does not consider changes outside of the published schedule.

~~**B.** Changes that are proposed to take effect in the interval between publication of catalog issues may be considered by the University Curriculum Committee for good and substantial reasons. Because of various requirements for routing of and action on such changes, they must reach the committee no later than four months before the beginning of the academic session in which the changes are expected to be effective. (See also 1540 C and 4110.)(ed. 7-01).~~

~~**C. REFERRAL OF CATALOG CHANGE PROPOSALS.** When substantive catalog changes of a curricular nature that have not been considered by the University Curriculum Committee are~~

presented directly to the university faculty, such proposals are referred automatically to the University Curriculum Committee for study and recommendation.

Commented [WD(4)]: Deleted as unnecessary. The proper procedure is set forth below. If it's not followed, then the item can't move forward.

DE. PROCEDURE.

E-1. ROUTINE CURRICULAR CHANGES~~Routine curricular changes.~~

- a. Each routine curricular change proposal shall be submitted to the relevant unit and college for approval following all notice and approval procedure contained in unit or college bylaws.
- b. Following unit and college approval, the college shall submit the proposal for review to the UCC. The UCC Secretary will distribute a list of all proposed curricular changes to all university faculty members at least 48 hours before each meeting.
- c. If approved by the UCC, the ~~UCC Faculty~~ Secretary shall send the proposal to the ~~provost for final approval~~Office of the Registrar~~Registrar's office~~ for implementation after a waiting period of at least seven days, provided that the ~~UCC Faculty~~ Secretary has not received a valid petition signed by at least five faculty members requesting Faculty Senate review.
- d. If the ~~Faculty~~UCC Secretary timely receives a valid petition as described in E-1.c., the ~~UCC Faculty~~ Secretary shall refer the proposal to Faculty Senate for review, except that a petition concerning courses or curricula in the College of Letters, Arts, and Social Sciences signed by five members of the college faculty shall be returned to the college for further consideration rather than being sent to Faculty Senate.
- e. If approved by Faculty Senate, the proposal will be forwarded to the provost for final approval. If disapproved by Faculty Senate or the provost, the proposal will be sent back to the unit for further consideration.
- f. The Faculty Secretary shall forward all routine curricular changes approved by the provost to the Office of the Registrar for implementation.

E-2. Substantive curricular changes.~~D-1. Routine curricular changes are those defined as Group A changes by the Registrar's office (link).~~

- a. Each substantive curricular change proposal shall be submitted to the relevant unit and college for approval, following all notice and approval procedure contained in unit or college bylaws.
- b. Following unit and college approval, the college shall submit the proposal for review by all appropriate committees. Following such review, the college shall submit the proposal to the provost for approval. The provost shall submit approved proposals to the UCC and return disapproved proposals to the unit for further consideration.

- c. The UCC Secretary shall distribute a list of all substantive curricular change proposals to all university faculty at least 48 hours prior to each meeting.
- d. If approved by the UCC, the Faculty UCC Secretary shall forward the proposal to Faculty Senate for approval.
- e. If approved by the Faculty Senate, the Faculty Secretary shall send the proposal to the provost for final approval after a waiting period of at least seven days, provided that the Faculty Secretary has not received a valid petition signed by at least 10 faculty members requesting review at a meeting of the university faculty.
- f. If the Faculty Secretary timely receives a valid petition as described in E-2.e., the Faculty Secretary shall place the proposal on the agenda of the next university faculty meeting, except that a petition concerning courses or curricula in the College of Letters, Arts, and Social Sciences signed by five members of the college faculty shall be returned to the college for further consideration rather than being sent to the university faculty meeting.
- g. If approved by university faculty, the proposal will be forwarded to the provost for final approval and implementation. If disapproved by university faculty or the provost, the proposal will be sent back to the unit for further consideration.
- h. Any additional required approvals, such as approval by the Board of Regents, shall be managed by the Office of the Provost.

~~D-2. All routine curricular changes must be approved by the relevant unit and college according to the standards and processes of the unit and college bylaws before being submitted to the University Curriculum Committee (UCC). Colleges shall communicate all proposed curricular changes to all faculty in the college in advance of curriculum meetings or other approval processes.~~

E-3. Other catalog changes. Noncurricular catalog changes may be submitted directly to the most relevant standing committee of the university faculty and require approval by Faculty Senate and the university faculty before being forwarded to the provost for approval.

~~D-3. The UCC Secretary (or designee) will distribute a list of all curricular changes being considered at each University Curriculum Committee meeting to all faculty members at least 48 hours before each meeting.~~

EF-41. Interim cCatalog and Curricular cChanges. The president-ovost may approve an interim catalog change (not including curricular changes) to address legal requirements or a significant institutional risk if there is insufficient time to complete the standard review and approval process. A timeline for completing the standard review and approval of the interim catalog change as soon as reasonably practicable must be included in the request to the president-ovost. If approved, the catalog change will go into effect immediately. The policy owner must complete the standard catalog change review and approval process must be completed during this approved interim period.



POLICY COVER SHEET

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

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

Faculty Staff Handbook (FSH)

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

Administrative Procedures Manual (APM)

Addition Revision* Deletion* Emergency Minor Amendment
Policy Number & Title: **60.02 -- Purchasing Criteria**

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

Originator: Julia McIlroy

Policy Sponsor, if different from Originator: Brian Foisy

Reviewed by General Counsel Yes No Name & Date: Edith Pacillo, 4/17/22

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

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.
Effective 7/1/22

60.02 -- Purchasing General Policy and Criteria

April 25, 2014

A. General. These policies and procedures, guidelines, standards and responsibilities set forth in APM Chapter 60 are applicable to all University of Idaho purchasing activities pursuant to local, state, and federal laws and regulations.

B. Process Policy.

B-1. Compliance with Higher Governing Authority. Purchasing activities shall be administered in strict adherence with the procedures established by requirements of applicable local, state, and federal laws and regulations. [ed. 4-11]

B-24. Open and Fair Competition. Purchases shall be administered in a manner that provides maximum practicable open and free competition appropriate to the type of product goods or service to be provided. Where possible a solicitation of a minimum of three providers is required. [rev. 4-11]

B-32. Employee Ethics. All employees involved in purchasing activities must strictly adhere to the University of Idaho policy regarding ethics FSH 3170 University Ethics and FSH 3175 Financial Stewardship Responsibilities. All purchases must be made based on the best interests of the University. [rev. 4-11]

B-43. Efficiency and Effectiveness. Purchases shall support agency UI goals of cost efficiency and product/service quality of goods and services, and these objectives shall be given consideration in purchasing decisions. [ed. 4-11]

B-54. Proper Approval. No contract for the purchase of goods or services shall be made without proper supervisory and/or administrative approval as required by APM 60.20 Contracts and Agreements Approval Matrix. [See 60.20]. [ed. 4-11]

B-65. Prudent Procurement Practices. All procurement decisions must be made using sound and prudent business judgment and practices. [add. 4-11]

C. Competitive Bid Thresholds

Competitive Bid Required	Competitive Bid Not Required
Purchase orders for goods and simple maintenance agreements greater than \$105,000	Purchase orders for goods and simple maintenance agreements up to and including \$5,000 less than \$10,000 or less
Service agreements for consultants, speakers, performers, writers or artists greater than \$25,000	Service agreements for consultants, speakers, performers, writers or artists up to and including less than \$25,000 or less
	Purchasing card holders are authorized to procure goods up to the limits of their individual cards

D. Purchase Orders. Units are authorized to issue purchase orders for goods in amounts below the competitive bid threshold without competitive bidding for goods and simple maintenance agreements against funds currently on deposit in budgets under their control and direction. These purchases may or may not utilize requests for quotation procedures based solely upon the unit's discretion. Units have discretion as to whether to issue requests for quotations for these purchases, subject to the requirements of APM 60.10 Requests for Quotations. [add. 4-11]

Commented [WD(1): Since the content of B is actually policy and not procedure, and is applicable to all purchasing activity, the title of this APM is changed to Purchasing General Policy and Criteria and section A sets forth policy implemented by other items in Chapter 60. The statement about compliance with higher governing authority is redundant to B-1.

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Commented [WD(2): Adding FSH 3175

Commented [WD(3): I assume this is referring to UI as an Idaho state agency but since many are unaware that we are in fact a state agency I suggest changing this to UI.

Commented [WD(4): This edit to cover the exact amount \$10,000

Commented [WD(5): This edit to cover the exact amount \$25,000

Commented [WD(6): It appears that all RFQs are governed by 60.10 so we should reference that procedure.

