University of Idaho
2023 – 2024 Faculty Senate Agenda

Meeting #10

Tuesday, October 24, 2023 at 3:30 pm
Zoom Only

I. Call to Order

II. Approval of Minutes
   • Minutes of the 2023-24 Faculty Senate Meeting #9 October 17, 2023, Attach. #1

III. Chair’s Report

IV. Provost’s Report

V. Committee Reports (vote)
   • UCC 519: Aerospace Certificate - Vibhav Durgesh, Mechanical Engineering Attach. #2

VI. Other Voting Items
   • University of Phoenix Revised Survey – Discussion and Vote Attach. #3

VII. Announcements and Communications
   • CAPE – Ken Udas, Vice Provost for Digital Learning

VIII. New Business

Adjournment

Attachments
   • Attach. #1 Minutes of the 2023-24 Faculty Senate Meeting #9 October 17, 2023
   • Attach. #2 UCC 519
   • Attach. #3 University of Phoenix Revised Survey
2023 – 2024 Faculty Senate – Pending Approval
Meeting # 9
Tuesday, October 17, 2023, 3:30 pm – 5:00 pm
Zoom only

Present: Barannyk, Chapman, Gauthier (Chair), Haltinner (Vice Chair), Hobbs, Justwan, Kenyon, Torrey Lawrence (w/o vote), Long, McKenna, Miller, Mittelstaedt, Murphy, Ramirez, Rode, Rinker, Roberson, Rode, Sammarruca (w/o vote), Schiele, Schwarzlaender, Shook, Strickland, Tibbals
Absent: Kirchmeier (excused), Blevins, Mischel, Raney, Reynolds

Guests/Speakers: Janis Johnson, Sydney Freeman, Ben Barton, Marco Seiferle-Valencia, Blaine Eckles, Lee Espey, Crystal Callahan

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

Approval of Minutes (vote):
The minutes of the 2023-24 Meeting #8, October 10, 2023, were approved as distributed.

Chair’s Report:
• Chair Gauthier extended a warm welcome back to Policy Coordinator Diane Whitney. Her expertise was missed.
• In the spirit of the policy tracking mentioned at an earlier meeting, we plan to take a closer look at APM policies that impact faculty, and report to Senate before those policies move forward. For instance, the group of APM 45.xx policies deals with grants and research. Chair Gauthier is seeking one or two faculty who are familiar with research grant processes and are willing to read these policies and report to Senate. We look forward to working with the Policy Coordinator on this matter.
• Artificial Intelligence (AI) and Machine Learning (ML) is gathering a lot of interest! We received a large number of responses. The members of the AI/ML task force are: Bert Baumgaertner (Politics and Philosophy, Chair), Jagdish Patel (Chemical and Biological Engineering), Barrie Robison (Institute of Interdisciplinary Data Science, Director), Esteban Hernandez-Vargas (Math and Statistics), Douglas Habib, Center for Excellence in Teaching and Learning (CETL).
• UOPX survey: We acknowledge and thank Kristin and the members of the team for the great work produced in such a limited time.
• Reminders about scope of and motivation for the survey.
  o To give people the opportunity to voice their opinions.
  o We wish to honor the request for a survey voiced at the last UFM.
  o 94% of the senators voted (two weeks ago) in favor of a survey.
  o To provide constructive information to the administration and the working groups as we move forward.

Provost’s Report:
• October 15 was the official census date for fall enrollment. We have the second largest incoming class (second to last year’s), with 1,869 students. The total enrollment is at 11,849, a 3% overall increase. We are up 1.4% in retention rate, which is great news.
• There was great interest in joining the UOPX working groups – we received about 86 nominations/self-nominations, after removing duplicates. Soon we’ll announce the names.
• “Common Read” event is tonight at 7:00pm in the Pitman Center International Ballroom. Discussion:
  Senator: There will be a Board for the “43 Education” entity. How will that Board be constituted? Provost’s response: The Uof I Regents will appoint the members of “43 Education” board who will functional as the Board of Directors for UOPX. Most likely, our president and their president will be on it, and possibly a Regent. Also, independent members are required. For continuity, one or two members of the current UOPX Board of Directors may be invited.

Committee Reports (vote)
• UCC 139: International Business Minor, drop – Stefanie Ramirez, Department of Business
  Low student interest is a major reason for dropping the minor. In addition, efforts needed to truly provide a rich international business experience are beyond the available resources. Integrating international business topics and issues in existing courses, as we do, has been effective at providing exposure to the entire college student body. Supporting student-abroad opportunities by working to integrate those opportunities into degree requirements continues to provide a portion of the student body with additional international business experiences.
  There were no questions.
  Vote: 21/21 yes. Motion passes.

• UCC 149: Black Studies Minor – Janis Johnson, English Department, Sydney Freeman, Leadership & Counseling
  Changing degree name from Africana Studies Minor to Black Studies Minor. We believe this will make the degree more attractive and more accessible to more students. The term and concept "Africana" is confusing to many people. People tend to understand what "Black" means in relation to people and culture.
  There were no questions.
  Vote: 21/21 yes. Motion passes.

The next two items will be discussed and voted on as a package.
• UCC 520: Chemical Addictions: Principals and Practice Academic Certificate – Ben Barton, Department Chair, Psychology and Communication
  All courses in this proposed certificate are already in the course catalog. No new courses need to be created. The courses already exist as part of the addictions minor and regularly draw enrollments of 40-50 students. Creating this certificate will provide an academic opportunity for students who take all, or only half, of the curriculum required by the addictions minor.

• UCC 521: Professional Skills in Chemical Addictions Counseling Academic Certificate – Ben Barton, Department Chair, Psychology and Communication
  All courses in this proposed certificate are already in the course catalog. No new courses need to be created. The courses already exist as part of the addictions minor and regularly draw enrollments of 40-50 students. Creating this certificate will provide an academic opportunity for students who take all, or only half, of the curriculum required by the addictions minor.
  There were no questions.
  Vote: 20/20 yes. Motion passes.
Announcements and Communications:

- **Spread Pay Task Force** – Erin Chapman, School of Family and Consumer Sciences
  
The Spread Pay Task Force met on October 13, 2023, and will report to Senate shortly.

- **State Board’s Instructional Materials Accessibility and Affordability Policy** – Marco Seiferle-Valencia, General Library
  
The Open Campus Committee is in the process of bringing zero and very low cost course marking to the U of I. The SBOE Instructional Materials Accessibility and Affordability Policy defines “zero cost” as a total list price of $0, and “very low cost” as a total list price of $1 - $30. In view of the SBOE policy and the growing interest in cost-conscious strategies, the plan is to see our first Zero and Very Low Cost marked courses in Fall 2024. By Idaho SBOE definition, course marking is the assignment of attributes to course sections that help students quickly identify important course information at registration time.

  Research has shown that Open Textbooks (complete textbooks designed to replace traditional textbooks) are of similar quality to traditional texts and often better ranked by faculty and students. See https://openedgroup.org/review for the research. Equivalent learning performance between open and traditional textbooks, and a withdrawal rate 29% lower with open textbooks, have been reported. Marco cited many studies that demonstrate the benefits of open textbooks. Preliminary results of a Spring 2023 course material survey show high student desire for affordable course materials and faculty interest in developing OER. After bringing this new item from Library Affairs to Faculty Senate, the plan is to finalize supporting web content, tools for cost checking, etc. The communication should go out to department chairs in late October. The next steps involve: the Registrar office, departments workflow updating, process for quality control, beginning to apply cost attributes to course material for fall 2024 scheduling, and a student-facing campaign. First Zero and Very-Low Cost courses will appear at U of I in Fall 2024.

  **Discussion:**
  
  Different instructors require different material. Can the course marking be different depending on who is teaching the class? Marco responded that it’s indeed possible. Basically, it goes back to the difference between catalog and schedule. The catalog is the permanent metadata about the course but does not include an assigned instructor. On the other hand, course marking will happen at the scheduling level. So, the same class taught by different instructors can have different course markings on the schedule.

  There was a question about the origin of the Open Campus Committee and absence of teaching faculty in the membership. Marco’s response: The library is already leading all the “open” activities. After the leadership transition in the office of the Vice Provost for Academic Initiatives, Dean Ben Hunter convened this committee to revisit the SB policy and our obligations. As for the absence of teaching faculty at the committee, Marco will be happy to visit with specific senate committees interested in this. He also noted that there is some time pressure because our peer institutions in the state are further along and some are offering course marking.

  The provost added that this initiative is not a change in teaching. The group was charged with the implementation of a characterization of courses.

  Scholars pay large sums to publish in open-access journals. A senator inquired about the funding source for publishing open textbooks. Marco’s reply: There are faculty who created interactive digital textbooks at no extra compensation. If these faculty connect with the library, we offer
Open Fellowship and are able to provide some honorarium. There are also big publishers of open books, such as OpenStack, affiliated with various universities. Libraries have significant funding through university, Microsoft, or private donors. There is strong institutional support also for peer review and, in some cases, the development of course software. There are multiple options, especially for textbooks at the lower-division undergraduate level. Please contact Marco at marcosv@uidaho.edu for any questions.

- Campus Safety Concerns – Blaine Eckles, Vice President Student Affairs, Dean of Students; Lee Espey, Finance and Administration, Division Operation Officer
  Many employees are interested in training for critical situations. We have received many requests for active shooter training, which we can offer together with MPD. We can also go to people’s location on campus and teach them what to do in those crisis situations. Contact the Safety subcommittee to let them know what you would like to see offered that’s not already covered. Reach out, ask, etc. We have many resources people may not know about. Lee Espey:
  Active shooter training, etc. (with MPD): More to come on how to access those trainings.

- University of Phoenix Draft Survey – Jean-Marc Gauthier, Senate Chair, Kristin Haltinner, Senate Vice Chair.
  Please provide constructive feedback on the questions that you think need improvement. The survey is a way to breakdown the complex situation with the University of Phoenix into several categories starting with academic issues. You can use the chat for feedback. An open document will also be available for you to provide feedback. The open doc is accessible to all senators through the link posted in the chat.
  Kristin gave a brief background on the task force, followed by a brief discussion that articulated through the following points:
  The survey will be administered through Qualtrics.
  Should the respondent’s college or unit be identified (see Question #18 in the draft)?
  The draft can be shared with Staff Council.
  The purpose of the survey: To give people the opportunity to voice their opinions. To collect constructive information for the administration and the working groups as we move forward. The survey’s results will be shared with the administration.

**New Business:**
There was none.

**Adjournment:**
The agenda being completed, Chair Gauthier adjourned at 4:36pm.

Respectfully Submitted,

Francesca Sammarruca
Secretary of the University Faculty & Secretary to Faculty Senate
519: AEROSPACE CERTIFICATE

In Workflow

1. 130 Chair (ewolbrec@uidaho.edu)
2. 08 Curriculum Committee Chair (gabrielp@uidaho.edu)
3. 08 Dean (gabrielp@uidaho.edu; long@uidaho.edu)
4. Provost's Office (kudas@uidaho.edu; mstout@uidaho.edu; jvalkovic@uidaho.edu; gwen@uidaho.edu; cari@uidaho.edu; lindalundgren@uidaho.edu)
5. Curriculum Review (Curriculum Review@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; cari@uidaho.edu; csparker@uidaho.edu)
11. Provost's Office (kudas@uidaho.edu; mstout@uidaho.edu; jvalkovic@uidaho.edu; gwen@uidaho.edu; cari@uidaho.edu; lindalundgren@uidaho.edu)
12. Catalog Update (sbeal@uidaho.edu)

Approval Path

1. Fri, 01 Sep 2023 19:23:11 GMT
   Eric Wolbrecht (ewolbrec): Approved for 130 Chair
2. Sat, 16 Sep 2023 23:08:19 GMT
   Gabriel Potirniche (gabrielp): Approved for 08 Curriculum Committee Chair
3. Sun, 17 Sep 2023 00:10:25 GMT
   Suzanna Long (long): Approved for 08 Dean
4. Tue, 19 Sep 2023 15:37:23 GMT
   Gwen Gorzelsky (gwen): Approved for Provost's Office
5. Thu, 21 Sep 2023 21:20:55 GMT
   Theodore Unzicker (tunzicker): Approved for Curriculum Review
6. Tue, 03 Oct 2023 18:13:39 GMT
   Rebecca Frost (rfrost): Approved for Degree Audit Review
7. Tue, 03 Oct 2023 21:15:18 GMT
   Theodore Unzicker (tunzicker): Approved for Registrar's Office
8. Tue, 10 Oct 2023 23:12:12 GMT
   Sydney Beal (sbeal): Approved for Ready for UCC
   Sydney Beal (sbeal): Approved for UCC

New Program Proposal

Date Submitted: Mon, 28 Aug 2023 22:39:44 GMT

Viewing: 519 : Aerospace Certificate

Last edit: Tue, 10 Oct 2023 23:12:06 GMT
Changes proposed by: Vibhav Durgesh

Faculty Contact

<table>
<thead>
<tr>
<th>Faculty Name</th>
<th>Faculty Email</th>
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<tbody>
<tr>
<td>Vibhav</td>
<td>Durgesh</td>
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Will this request have a fiscal impact of $250K or greater?

No

Academic Level
Undergraduate

College
Engineering

Department/Unit:
Mechanical Engineering
Effective Catalog Year
2024-2025

Program Title
Aerospace Certificate

Degree Type
Certificate

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

Program Credits
12

CIP Code
14.1901 - Mechanical Engineering.

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
None. Classes are already in the Mechanical Engineering curriculum and are periodically taught by department faculty.

Curriculum:

Certificate Objectives:
The undergraduate aerospace certificate aims to provide students with a foundational understanding of the principles and practices of aerospace engineering with a focus on the key areas of aerodynamics, propulsion, materials, and aero-structures. The certificate program is designed to enhance students’ knowledge and skills in aerospace engineering and to prepare them for careers in the aerospace industry or for advanced studies in the field. It may also be helpful for students who are interested in pursuing related fields such as mechanical engineering, electrical engineering, or computer science. The required coursework must be completed with a grade of ‘C’ or better.

Required Coursework

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ME 417</td>
<td>Turbomachinery</td>
<td></td>
</tr>
<tr>
<td>ME 412</td>
<td>Gas Dynamics</td>
<td></td>
</tr>
<tr>
<td>ME 450</td>
<td>Fundamentals of Computational Fluid Dynamics</td>
<td></td>
</tr>
</tbody>
</table>
ME 461  Fatigue and Fracture Mechanics

Total Hours  12

Course to total 12 credits for this certificate.
Students should consult with their academic advisor regarding this certificate.

Distance Education Availability

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

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

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

Geographical Area Availability

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

Student Learning Outcomes

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

LO#1: Attain career advancement in the aerospace sciences or related fields based on knowledge and skills gained from the certificate in aerospace.

LO#2: An ability to develop and design aerospace systems or components using basic engineering principles while following real-world constraints.

LO#3: An ability to effectively communicate to clients, engineers, or the general public on topics related to engineering solutions in aerospace engineering, technologies, and/or related fields.

Overall, these learning outcomes demonstrate that students who have completed a certificate in aerospace have acquired the knowledge, skills, and abilities necessary to succeed in various fields of the aerospace industry. The students are well-prepared to pursue further education or employment in the aerospace field.

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

The assessment process for the certificate in aerospace will involve regular evaluations of the learning outcomes. This assessment process will include reporting on student assignments, exams, and projects. The summary of the evaluations will be submitted as part of the institutional assessment and accreditation process.

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

Corrective actions will be undertaken whenever students do not meet the expected criteria for learning outcomes, including emphasizing specific content and adding learning activities and resources as needed. The results of the periodic review will be shared with the aerospace faculty cohort for implementing continuous improvements.

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

Direct measures will include exams, assignments, and class projects, which will be required for all the relevant classes. These tasks will be graded on a regular basis. Indirect measures will include self-assessment by students of achievement levels for each learning outcome. An exit survey will also be used as an indirect measure to assess student learning.

When will assessment activities occur and at what frequency?

Assessments of each learning outcome will be performed each year as part of the regular course activities.

Student Learning Outcomes

Learning Objectives

1 - Attain career advancement in the aerospace sciences or related fields based on knowledge and skills gained from the certificate in aerospace.

2 - An ability to develop and design aerospace systems or components using basic engineering principles while following real-world constraints.
3 - An ability to effectively communicate to clients, engineers, or the general public on topics related to engineering solutions in aerospace engineering, technologies, and/or related fields.

A clearly stated rationale for this proposal must be included or the University Curriculum Committee will return the proposal for completion of this section. The rational should provide a detailed summary of the proposed change(s). In addition, include a statement in the rationale regarding how the department will manage the added workload, if any.

There has been a growing interest from engineering students in specializing in aerospace engineering, and thus we expect this certificate to enhance the recruitment of students into the engineering programs at the University of Idaho. Furthermore, the certificate will help meet the employment needs of our industry partners.

The certificate in aerospace is designed to provide undergraduate students with specialized knowledge and skills in the field of aerospace, which is a rapidly growing and evolving industry. This certificate program is intended to prepare students for careers in the aerospace industry or related fields, as well as future graduate studies in the field of aerospace and/or aero sciences. The department currently already offers the courses required for the aerospace certificate. All courses include aerospace-specific content.

Reviewer Comments

Linda Lundgren (lindalundgren) (Wed, 20 Sep 2023 21:37:50 GMT): Program Description received from Durgesh Vibhav on 9/20/23 (see below): The certificate will provide students with a foundational understanding of the principles and practices of aerospace engineering with a focus on the key areas of aerodynamics, propulsion, materials, and aerostructures. Designed to enhance students’ knowledge and skills in aerospace engineering and to prepare them for careers in the aerospace industry and/or for graduate studies in the field.

Rebecca Frost (rfrost) (Tue, 03 Oct 2023 18:10:28 GMT): Adjusted course listing into catalog standard.

Key: 519
In response to requests by faculty, the Faculty Senate charged a task force to assess employee perspectives regarding the upcoming affiliation with the University of Phoenix. The task force developed the following survey for the purpose of evaluating current levels of understanding with regards to the affiliation and to collect related feedback from employees. The questions are designed to gather employee perceptions and constructive suggestions, which will be informative and helpful to the Faculty Senate in our conversations with administration as we move forward.

All questions are optional.

There will be no identifying information collected in survey questions.

**Draft Survey Questions**

1. *In your opinion, how knowledgeable are you about the University of Phoenix and its programs?*
   
   Not at all knowledgeable  
   Not very knowledgeable  
   Fairly knowledgeable  
   Very knowledgeable  
   Prefer not to answer

2. *In your opinion, how knowledgeable are you about the details of the affiliation with the University of Phoenix?*
   
   Not at all knowledgeable  
   Not very knowledgeable  
   Fairly knowledgeable  
   Very knowledgeable  
   Prefer not to answer

3. *What sources of information have you used to learn about the University of Phoenix affiliation? [Choose all that Apply]*
   
   Local/state news reports (Moscow-Pullman Daily News, Lewiston Tribune, Idaho Statesman, Idaho Ed News, etc.)  
   National news reports (Chronicle of Higher Education, Inside Higher Ed, etc.)
University of Idaho colleagues
University of Idaho’s FAQ and resource website
University of Idaho’s written communications
University of Idaho’s town halls
University of Idaho’s informational sessions with University of Phoenix administrators
Provost Lawrence’s meetings with units in October
[NOTE: WE ARE WAITING ON A COMPREHENSIVE LIST FROM UCM OF ALL UI SPONSORED EVENTS PERTAINING TO AFFILIATION - INSERT DATES HERE]
Other (please specify)

4. **To what degree do you support the University of Idaho affiliation with the University of Phoenix?**

   Strongly Oppose
   Somewhat Oppose
   Neutral
   Somewhat Support
   Strongly Support
   Unsure

Please rate the degree to which you agree with the following statements

5. **Based on my understanding of the Constitution of University Faculty** ([https://www.uidaho.edu/governance/policy/policies/fsh/1/1520](https://www.uidaho.edu/governance/policy/policies/fsh/1/1520)), **APM 60.21** ([https://www.uidaho.edu/governance/policy/policies/apm/60/21](https://www.uidaho.edu/governance/policy/policies/apm/60/21)), **the role of Staff Council** ([https://www.uidaho.edu/governance/policy/policies/fsh/1/1800](https://www.uidaho.edu/governance/policy/policies/fsh/1/1800)), **and the role of shared governance at the University of Idaho** ([https://www.uidaho.edu/governance](https://www.uidaho.edu/governance)), **I believe that university employees were appropriately involved in the decision to affiliate with the University of Phoenix as determined by existing University of Idaho policies.**

   Strongly Disagree
   Somewhat Disagree
   Neutral
   Somewhat Agree
   Strongly Agree
   Unsure

[TEXT BOXES FOR ADDITIONAL COMMENT]
6. Based on my current understanding, I believe that the affiliation with the University of Phoenix will positively impact my unit.

Strongly Disagree
Somewhat Disagree
Neutral
Somewhat Agree
Strongly Agree
Unsure

[TEXT ENTRY BOX TO EXPLAIN HOW]

7. Based on my current understanding, I believe the affiliation with the University of Phoenix will negatively impact my unit.

Strongly Disagree
Somewhat Disagree
Neutral
Somewhat Agree
Strongly Agree
Unsure

[TEXT ENTRY BOX TO EXPLAIN HOW]

8. What information or explanation would be helpful to you in understanding the implications of the University of Phoenix affiliation for your unit?

9. The University of Idaho’s affiliation with the University of Phoenix will protect the University of Idaho as we approach the projected decreases in enrollment based on demographic shifts (i.e., the “enrollment cliff”).

Strongly Disagree
Somewhat Disagree
Neutral
Somewhat Agree
Strongly Agree
Unsure

[TEXT ENTRY BOX TO EXPLAIN HOW]
10. Based on my current understanding, I believe the University of Idaho’s affiliation with the University of Phoenix will have a positive impact on the University of Idaho.

Strongly Disagree
Somewhat Disagree
Neutral
Somewhat Agree
Strongly Agree
Unsure

[TEXT ENTRY BOX TO EXPLAIN HOW]

11. Based on my current understanding, I believe the University of Idaho’s affiliation with the University of Phoenix will have a negative impact on the University of Idaho.

Strongly Disagree
Somewhat Disagree
Neutral
Somewhat Agree
Strongly Agree
Unsure

[TEXT ENTRY BOX TO EXPLAIN HOW]

12. The FAQ was helpful in answering my questions about the affiliation.

Strongly Disagree
Somewhat Disagree
Neutral
Somewhat Agree
Strongly Agree
I did not read the FAQ

13. What recommendations do you have for improving the FAQ?
14. Moving forward, on which topics related to the affiliation would you like to give input?

15. I see the following as potential benefits of this affiliation (please specify if selected):
   Financial (TEXT BOX FOR ADDITIONAL COMMENTS)
   Student (TEXT BOX FOR ADDITIONAL COMMENTS)
   Faculty (TEXT BOX FOR ADDITIONAL COMMENTS)
   Staff (TEXT BOX FOR ADDITIONAL COMMENTS)
   Outreach (TEXT BOX FOR ADDITIONAL COMMENTS)
   Institutional (TEXT BOX FOR ADDITIONAL COMMENTS)
   Other (TEXT BOX FOR ADDITIONAL COMMENTS)

16. I see the following as potential concerns of this affiliation:
   Financial (TEXT BOX FOR ADDITIONAL COMMENTS)
   Student (TEXT BOX FOR ADDITIONAL COMMENTS)
   Faculty (TEXT BOX FOR ADDITIONAL COMMENTS)
   Staff (TEXT BOX FOR ADDITIONAL COMMENTS)
   Outreach (TEXT BOX FOR ADDITIONAL COMMENTS)
   Institutional (TEXT BOX FOR ADDITIONAL COMMENTS)
   Other (TEXT BOX FOR ADDITIONAL COMMENTS)

17. What else would you like to share with Faculty Senate about your thoughts regarding the University of Idaho and University of Phoenix affiliation?

18. What remaining questions do you have about the University of Phoenix affiliation?

19. What is your primary role at the University of Idaho?
   Staff
   Faculty
   Other_______
   Choose not to answer

20. What is your primary campus location?
   Moscow
Coeur d’Alene
Boise
Idaho Falls
Twin Falls
Extension center
Choose not to answer