2020 – 2021 Faculty Senate – **Approved**
Meeting # 14
Tuesday, November 17, 2020, 3:30 pm – 5:00 pm
Zoom only

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

**Absent:** McIntosh (excused), McKellar, Smith

**Guest Speakers/Presenters:** Linda Campos, Chandra Zenner Ford, Scott Green, Jerry McMurtry, Alyson Roy, Vanessa Sielert, Diane Whitney, Brian Wolf, Darryl Woolley

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

**Approval of Minutes (vote):**
- Minutes of the 2020-21 Meeting #13 – Attach. #1
  There were no corrections to the minutes of the 2020-21 Meeting #13. The minutes were approved as distributed.

**Chair’s Report:**
- Thank you to those of you who have been able to attend the Senate meetings with Provost candidates. The recordings of the open sessions will be posted after all the candidates have had their session (so, at the earliest, on Thursday afternoon). The feedback forms will be posted at the same time. They are currently scheduled to stay open until mid-day November 30.
- Nominations for University Excellence Awards are now open. Please look over the award categories for faculty and staff and consider nominating a colleague or two this year! [https://www.uidaho.edu/governance/faculty-staff/university-awards](https://www.uidaho.edu/governance/faculty-staff/university-awards)
- The survey seeking volunteers for Senate Committees went out two weeks ago. Please fill out the survey if you are interested in serving on a committee. Please also encourage your colleagues to complete the survey. The initial deadline is December 11, but we may extend it if we find it helpful. Please try to submit your survey by December 11.
- Next University Faculty Meeting: December 9, 2:30 p.m. to 4:00 p.m.
- One upcoming deadline to keep in mind:
  - Deadline to request delay for promotion and/or tenure is March 14, 2021.
    Please help us spread the word about these upcoming deadlines by sharing with your colleagues.

There were no questions or comments for the Chair.

**Provost’s Report:**
- Follow-up on a question from last week’s meeting regarding the electricity bill and the P3 contract, after consultation with Brian Foisy. The purchase of commodities – electricity, natural gas, wood chips, and others – remains outside the P3/concession agreement. That is, the university will continue to directly purchase commodities.
- COVID-19 update: slight increase over the previous week. Three Greek Chapters are back in quarantine and 27 students are in U of I isolation facilities. Concerns are growing due to what is
going on around us regionally. Last week, 1,756 people were tested – 999 the previous week. By
the end of this week, the university will have given over 22,000 tests throughout the semester.
• A reminder that after this Friday all classes must be online/remote. We are also encouraging
employees to work from home and be flexible. The plan is to keep offices open but
can have fewer with a smaller number of employees such as on a rotating schedules.
• The Honors program invites interested faculty to apply for the Faculty Fellows two-semester
Program by the December 1, 2020 deadline. A second deadline will be in March 2021, if you are
interested in the fall21-spring22 cycle. For more information, contact Sandra Reineke at
honors@uidaho.edu.

Discussion:
A Senator inquired whether moving back to Stage 2, as ordered by the Governor, will impact our
current operations. Provost Lawrence said that it will not – we already meet the new state
requirements of a modified Stage 2 announced last Friday – with the exception of events with more
than 10 participants (with some exceptions). It will also not affect our spring plans any more than it
does now, but we need to continue to be careful and be aware of the situation around us.

A Senator asked for clarification on the first point of the Provost’s report. What does “outside the
concession agreement” mean? Provost Lawrence said that we will continue to purchase
commodities as we do now – such as electricity from Avista and wood chips from a variety of places.
In the P3 deal, it is the operation that is being leased. Purchases will continue as before.

There were no more questions or comments for the Provost.

Committee Reports:
• UCC Items (vote)
  o Discontinue the emphases in History – Alyson Roy
    The department used to have three different tracks for different emphases, which made it
difficult to get students to graduate on time. Moreover, the unit lost one third of the faculty.
    Thus, they decided to have just one major and no emphases.
    There were no questions or comments.
    Vote: 95% in favor, zero against, 5% abstentions. The UCC proposal passed.
  o Discontinue the emphases in Music Business – Vanessa Sielert
    The motivation is to streamline the degree by discontinuing the emphasis in Music Business
    while offering a variety of electives for student to choose from.
    Discussion:
    There were comments about elimination of options/emphases being encouraged by
    Program Prioritization (PP), and the potential negative impact of removing emphases and
    options on marketing and student recruiting. Vanessa Sielert noted that her unit is revising
    the curriculum to make it more attractive and will approach marketing from a different side.

    Provost Lawrence explained the difference between option and emphasis – a State Board
definition related to a percentage of credits and not under our control. Also, PP does not
encourage removing emphases and options, but only those which are not populated. There
is no PP issue with emphases if they all are utilized.
    There were no more questions or comments.
Name Change for Music and discontinuation of emphases – Vanessa Sielert

The BM in Music Business previously had three emphasis areas, which are being eliminated. Instead, students will have greater flexibility in elective choices. The Music Theory and Music History emphases were underpopulated and took considerable faculty time, so they are being removed. Instead, there will be a BA and a BS degree in Applied Music. This will make it easier for students to complete another major.

There were no questions or comments.

Vote (Music Business): 91% in favor, zero against, 9% abstentions.
Vote (Name Change): 87% in favor, zero against, 13% abstentions.
Both proposals passed.

Discontinue the emphases in Sociology – Brian Wolf

The motivation for this change is to streamline the major. It also reflects students’ feedback. The emphases were underutilized – no major curricular change.

There were no questions or comments.

Name Change for the Equity and Diversity Certificate – Brian Wolf

This name change reflects how the way we talk about diversity and inclusion has evolved. It also better reflects the department focus.

There were no questions or comments.

Vote (Emphases in Sociology): 91% in favor, zero against, 9% abstentions.
Vote (Equity and Diversity): 87% in favor, zero against, 13% abstentions.
Both proposals passed.

New Minor in Film & Television – Russ Meeuf

The intent is to provide the opportunity to develop video production skills without going through the major.

There were no questions or comments.
Vote: 96% in favor, zero against, 4% abstentions.

New UG Certificate in Small Business Management – Darryl Woolley

This is a new certificate (can be pursued online or in class) to help people who want to start a new business gain management and entrepreneurship skills.

Discussion:
A Senator asked whether they had to approach some particular organization to have the Certificate accredited. No, we develop our curriculum with our advisory board. The Certificate meets their accreditation standards.
Another Senator wondered about the prerequisites. Which groups are they targeting with the Certificate? Darryl Woolley replied that essentially two groups are being targeted: university students who are working on another major and wish to acquire additional skills – they will need to take the prerequisites if they are not CBE students – and working professionals, who are likely to have satisfied the prerequisites.
There were no more questions.
Vote: 91% in favor, zero against, 9% abstentions.
Chair Kirchmeier asked if there were objections to suspending the order of the agenda and move to the first item in Other Announcements and Communications. After that, we will go back to Committee Reports.

Other Announcements and Communications:

- Online Education Working Group White Paper – President Green, Chandra Zenner Ford, Jerry McMurtry.

Chandra Zenner Ford started with thanking Jerry McMurtry for all the time and effort he spent on this project as the chair of the Working Group. Soon after they started, they realized the need to break the larger group into four subgroups – the subgroups and the leaders for each of them can be found in Appendix B of the White Paper. The Working Group will continue to update Senate and seek feedback, just as for the R1 and the Financial Model White Papers. Chandra Zenner Ford turned the floor over to Jerry McMurtry.

Jerry McMurtry said that the project they undertook was a large one. Per President Green’s charge, they needed to build something strong, immediately impactful, and capable of advancing the university. They divided the larger task into four subgroups, listed, with their leaders, in Appendix B. They studied the literature and consulted with other institutions that had successful models – Oregon State, Colorado State, Southern Florida, and WSU. Their research led them to the conclusion that they needed a central unit to move this effort forward. All efforts on the marketing, infrastructure, technology, student support, course development, and faculty side needed to move forward through a centralized unit. There wasn’t unanimous consent and some strong opinions were voiced about moving in different directions, but a large majority supported the idea of a centralized unit – present in all successful models the group looked at. The administrative position in charge of the central unit was not specifically defined but it was suggested that it reports under Academic Affairs. It is important that we do not miss the opportunity to position ourselves in the state at the right time. A year ago, we might have been skeptical about online courses. Now we have an entire catalog of online courses. We must leverage that experience that our faculty and administrators have gained and move forward. The group also looked carefully at what we have that has been successful – such as Engineering Outreach – but we need more, along with a centralized organization. With the proper investment, we can begin to return revenue to the institution. Jerry McMurtry said he welcomes questions and feedback.

Discussion:

A Senator was concerned that online education (as other new programs) may develop at the expenses of other programs or units. Where will the initial investment of $1.7M come from? How will it impact existing programs? If it takes from 2021 to 2026 for the program to get going, the White Paper projects up to $22M in revenue. The Senator would like to see a more conservative figure for the minimum amount that we can be fairly certain about. How was the projection on return calculated? Also – the Senator argued – a return of almost 1 to 15 seems overly optimistic. Jerry McMurtry explained that the projections were done on anticipated growth from where we are now, building in anticipated tuition increases over those years. The online growth we have seen with a number of programs going online was projected forward with no additional input. The Senator expressed concern that those numbers are too optimistic, particularly if we have competition. Jerry McMurtry recognized that there is a lot of competition from land grant institutions, which is why we need to find a market and do this right. As for the first part of the Senator’s question, the team is looking for an initial central investment – new money. There was no mention of removing resources from departments.
President Green noted that $1M of the P3 funds have been set aside for this initiative. Also, many of the investments in the infrastructure have already been made with money from the state. Dan Ewart added that $400K was spent to update classrooms and $993K for more classrooms, videos, computers, studios, etc., around the state.

There was a request to elaborate on the reasons why there was no unanimous agreement within the group. Jerry McMurtry said that some members did not want another administrative position to lead this effort or saw the need for a centralized unit. The administrative position in charge of the central unit was not specifically defined but it was suggested that it reports under Academic Affairs. Some thought that individual departments should be in charge. Others thought that this initiative should be part of CETL. Jerry McMurtry agreed that CETL should be involved, but under a central leadership.

Has there been any discussion about sharing revenue or keeping it centrally? How will faculty and departments be incentivized, given the time and effort they will need to invest in order to participate? Jerry McMurtry said that there had been no talk of a specific revenue return rate, but an incentivizing structure needs to be put in place. This will be left to the administrator who will interact with the Sustainable Financial Model Working Group to ensure that this is a sustainable enterprise. The marketing section of the paper addresses how revenue stream can come in through the dual credit program – high school students are potential Vandals.

Vice Chair Meeuf wondered whether any part of the P3 $1M can be earmarked as investment in new faculty positions. We have the ability to teach online but not the capacity. Jerry McMurtry replied that there are no plans to do that. The Vice Chair suggested to consider this further. It is a capacity issue, not an ability issue. There is interest in online teaching, but adding new online sections to support enrollment growth without additional resources for faculty is problematic. Other Senators agreed that we need support upfront for faculty time and effort.

Any partnership with Coursera? Jerry McMurtry said that such possibility was discussed, but it would take us on a different path. We can do this centrally on our own.

What about Idaho Digital Learning Alliance (IDLA) K-12? Will we compete or cooperate with them? Provost Lawrence said that there is the opportunity to engage with IDLA – an expansion that would be beneficial.

How does this initiative mesh with the Online Idaho project that Dean Panttaja talked about a couple of weeks ago? Dean Panttaja replied that this initiative would need to mesh directly with Online Idaho to make sure that our courses and programs are in the catalog. Besides IDLA, Online Idaho, and this White Paper, he also mentioned an initiative from the Workforce Development Council to help citizens upgrade their online skills in the COVID time.

Chair Kirchmeier expressed concern about incorporating dual credits in the program. She reads from p.20 of the paper that funds will be provided to hire and train adjunct faculty to teach dual-credit online courses. Jerry McMurtry said that statement may refer to qualified high school teachers who would partner with U of I faculty associated with the dual credit course. Also, *adjunct* should be *affiliate.*
While he appreciates the revenue stream consideration, a Senator expressed concern about the loss of quality and rigor with online education. What about the pedagogy? Will online degrees be considered of the same quality? Jerry McMurtry replied that the group did not discuss lesser quality of the online degree. CETL will take the lead to ensure quality. The Senator argued that departments, not CETL, must ensure quality.

The Senator who brought up the issue of faculty incentives reiterated that most of the work will fall on the faculty. If there is no upfront support, should faculty and departments hope for a return at a later time? The extra effort should be recognized in the Position Description. Jerry McMurtry said that departments would be expected to deliver courses online and the revenue would then come back to support those units.

The Chair agreed with earlier comments about rigor and the need for faculty support. The paper talks about support to create online courses, but an enormous amount of time is required to deliver those courses, revise them, and work with students. There is incentive to get started but not to continue to do well. McMurtry said that the intent is to do well over time, if the program becomes sustainable and continues to grow. There are some very successful models we can learn from, such as WSU. Some institutions use a student support structure, where students from the program help other students online.

A Senator observed that current high school students – potentially future Vandals – are already engaging in a variety of online classes. We need to keep in mind that our future students are used to online teaching formats.

Other Senators agreed with previous comments that upfront support for faculty is needed for them to do quality work. CETL can help with the instructional design for the online pedagogy, but ultimately faculty will need to put in the time and effort.

Final remarks from President Green: This is more than a White Paper for online classes, it is a road map for distance learning. The world is changing as we speak and we are already behind smaller and peer institutions in dual credit and distance learning. We know now that we need support infrastructure to be successful. I agree that in-person teaching is better, that is why we were open this fall, but we must get creative and provide high-quality education in different formats. Hybrid formats can help everyone feel they are part of the institution. We also need to be able to reach out to students where they are. Not everyone can afford to come to Moscow. Younger faculty will find it natural to teach in different modalities and we need to be prepared to support the faculty that will be joining us over the next decade. We need to be able to reach out to students where they are. There is may be no money margin in dual credits, but it is an important pipeline for potential students. Thank you all for your ideas and feedback.

Committee Reports, cont.:
COVID 19 Committee Update – David Lee Painter
This is a brief preview of a larger conversation we will have in a couple of weeks.
The Committee is developing a proposal to change how the institution presents data. The proposal will be in the Senate meeting binder of December 4.

Other Announcements and Communications, cont.:
• APM 20.13 (no vote), Communications and/or Computers – Diane Whitney and Linda Campos
This policy concerns the proper use of university-owned devices and the security of data, whether on a university-owned or on a personal device. It gives the criteria for determining whether an individual qualifies to receive a university-owned device and for requesting a stipend, if so desired. The language that was appropriate under the previous tax law (changed in 2011) has been removed – stipends are no longer taxable. Linda Campos informed the Senators that an error was discovered shortly before the meeting in the redline document provided in the binder. The second sentence of the paragraph in D-4 will be deleted as redundant. It is replaced by section D-5.

New Business:
- Chair Kirchmeier asked whether there was any new business. Senator Goebel raised an issue on behalf of the CNR faculty concerning the role of the University Assessment Committee (UAC). Assessment per se is not the source of the concern. The focus of the concern is how UAC relates to FSH policy 1620 B-2, B-6, and B-7. Some of the Senator’s constituents would like to better understand how and by whose authority UAC was created (in 2017) and charged. It handles curriculum matters, which are within Faculty Senate purview, so it should be a Faculty Senate committee under FSH 1640.

There was a brief discussion and some comments from Dean Panttaja to better frame the issue. Senate will pick up this discussion again in the near future. (The document displayed by Senator Goebel during his brief presentation is attached to these minutes.)

Adjournment:
The agenda being completed, the Chair adjourned the meeting at 5:03pm.

Respectfully Submitted,

Francesca Sammarruca
Secretary of the University Faculty & Secretary to Faculty Senate
Meeting # 14

Tuesday, November 17, 2020 at 3:30 pm
Zoom Only

I. Call to Order

II. Approval of Minutes (Vote)

III. Minutes of the 2020-2021 Faculty Senate Meeting #13, Nov. 10, 2020 Attach. #1

Chair’s Report

IV. Provost’s Report

V. Committee Reports
   • UCC Items (vote)
     o Discontinue the emphases in History – Ellen Kittell Attach. #2
     o Discontinue the emphases in Music Business – Vanessa Sielert Attach. #3
     o Name Change for Music and discontinuation of emphases - Vanessa Sielert Attach. #4
     o Discontinue the emphases in Sociology – Brian Wolf Attach. #5
     o Name Change for the Equity and Diversity Certificate – Brian Wolf Attach. #6
     o New Minor in Film & Television – Russ Meeuf Attach. #7
     o New UG Certificate in Small Business Management – Scott Metlen Attach. #8

   • COVID 19 Committee Update – David Lee Painter

VI. Other Announcements and Communications
   • Online Education Working Group White Paper – President Green, Chandra Zenner Ford, Jerry McMurtry Attach. #9
     • APM 20.13 (no vote), Communications and/or Computers – Diane Whitney Attach. #10

VII. Special Orders

VIII. New Business

IX. Adjournment
Attachments:

- Attach. #1 Minutes of the 2020-2021 Faculty Senate Meeting #13, Nov. 10, 2020
- Attach. #2 Discontinue the emphases in History
- Attach. #3 Discontinue the emphases in Music Business
- Attach. #4 Name Change for Music and discontinuation of emphases
- Attach. #5 Discontinue the emphases in Sociology
- Attach. #6 Name Change for the Equity and Diversity Certificate
- Attach. #7 New Minor in Film & Television
- Attach. #8 New UG Certificate in Small Business Management
- Attach. #9 Online Education Working Group White Paper
- Attach. #10 APM 20.13
2020 – 2021 Faculty Senate – Pending Approval
Meeting # 13
Tuesday, November 10, 2020, 3:30 pm – 5:00 pm
Zoom only

Present: Ahmadzadeh, Brantz, Bridges, Carney, Carter, Chapman, Dezzani, Fairley, Goebel, Hickman, Kirchmeier (Chair), Lee-Painter, McIntosh, McKellar, Meeuf (Vice-Chair), Paul, Quinnet, Raja, Rinker, Rose, Sammarruca (w/o vote), Schwarzlaender, Smith, Stroebel, Tenuto, Tibbals, Wargo, Torrey Lawrence (w/o vote)
Absent: Keim (excused), Rashed (excused)
Guest Speakers: Erin Agidius, Jim Craig, Ben Barton, Brian Wolf, Laura Smythe
Call to Order: Chair Kirchmeier called the meeting to order at 3:30pm.

Approval of Minutes (vote):
• Minutes of the 2020-21 Meeting #12 – Attach. #1
  There were no corrections to the minutes of the 2020-21 Meeting #12. The minutes were approved as distributed.

Chair’s Report:
• Nominations for University Excellence Awards are now open. Please look over the award categories for faculty and staff and consider nominating a colleague or two this year! https://www.uidaho.edu/governance/faculty-staff/university-awards
• The survey seeking volunteers for Senate Committees went out last week. Please fill out the survey if you are interested in serving on a committee. Please also encourage your colleagues to complete the survey.
• Interviews and meetings with the finalists for the position of Provost and Executive Vice President start this week. As Faculty Senate, you have received from Brenda invitations to meetings specifically for Senate and the candidates. Open sessions will be held for the broader community. Please do try to participate at some level. https://www.uidaho.edu/president/search/provost/finalists
• Two upcoming deadlines to keep in mind:
  o Honorary degree nominations are due on November 16, 2020.
  o Next University Faculty Meeting: December 9, 2:30 p.m. to 4:00 p.m.
  o Deadline to request delay for promotion and/or tenure is March 14, 2021.
  Please help us spread the word about these upcoming deadlines by sharing with your colleagues.

There were no questions or comments for the Chair.

Provost’s Report:
• COVID-19 update: we had 25 positive cases, still in line with what we had through the semester but slightly up from the previous weeks. We are concerned about what is happening in our community, state, and all around us. We urge everyone to continue following safety practices.
• A correction to information presented in last week’s meeting regarding the UI Employee Headcounts chart that was shown. Over the period 2012-2020, the number of classified (exempt) staff went down (up) by 14% (15%). When combined, there is a net drop of around 2%. The corrected numbers (on the table attached to these minutes) for the period 2012-2020 are: 2% decrease for staff, 5% decrease for faculty, and 3% decrease in total personnel. Percentages
are shown for the 2012-2020 period (graph and table) and for the recent 2019-2020 year where a large change can be seen (table only).

Discussion:
Referring to the P3 project deal, a Senator asked whether the university is going to receive electricity bills, and if so, how that fits into the budget. The Provost replied that utility expenses are built into the cost structure. He will check with Brian Foisy for details.

There were no more questions or comments for the Provost.

Other Announcements and Communications:

• FSH 6100 Title IX changes (vote) – Erin Agidius and Jim Craig Attach. #2
  Erin Agidius explained that the Department of Education issued new regulations for Title IX and how to comply with those, which had to be operational by August 14, 2020. Working groups with broad representation from different bodies on campus built the attached policy, intended to be in compliance with the new regulations. The latter are federally mandated and so we must comply.
  Discussion:
  Addressing a question from a Senator, Erin Agidius described the main changes. The process is the same for students, staff, and faculty. If the process goes forward, a live hearing is required that includes cross examination by the advisors of the parties. Also, the definitions of sexual harassment, sexual assault, stalking, and domestic violence have been narrowed. Actions which do not align with the prescribed definitions do not fall under Title IX. Another aspect is the distinction between a report and a formal complaint. In the latter case, notification to the other party and an investigation will follow. Anything that is submitted (such as an issue being disclosed to an individual) is a report. The standards of proof apply in the same way to staff, faculty, and students. FSH 6100 is very specific to Title IX – processes such as faculty appeals and other forms of grievances cannot include Title IX. Jim Craig reiterated that FSH 6100 applies equally to everyone – process and burden of proof are the same for faculty, staff, and students. Parties who do not wish to participate in the formal disciplinary process can opt for an informal resolution upon filing a complaint. All the training material is publicly available.

  A Senator asked whether FSH 6100 is a new addition or is replacing existing policies. If existing policies remain, have they been revised as well? Jim Craig said that, prior to FSH 6100, different complaints would have been handled under different policies. Those policies will now direct the reader to FSH 6100. In case of a conflict, FSH 6100 prevails.

  There was a request for clarification concerning the cross examination mentioned earlier. Erin Agidius explained that, under the new regulations, questions during the hearing come directly by the party advisors, whereas previously they were submitted and filtered by the panel chair. The Senator noted that this can put the parties in an uncomfortable position.

  Clarification was requested about the informal resolution process and how it differs from the formal one. Erin Agidius said that, first, a formal complaint must be filed. Both parties must agree to pursue a resolution and the process for getting there, which could be, for instance, a mediation.
Vice Chair Meeuf wondered whether the new process will discourage people from coming forward. Erin Agidius thinks it is likely. Jim Craig added that all aspects were discussed in depth. Ultimately, we have no options but to comply. Erin Agidius added that submitting a report does not initiate a formal complaint – they hope that the new regulations will not keep people from coming forward. The intent is to be as transparent as possible.

There were no more questions. Chair Kirchmeier called for a motion to approve the proposed FSH 6100, which has not come to Senate as a seconded motion from a committee. Moved and seconded (Quinnet/McIntosh). No additional discussion was requested.

Vote:
The votes were as follows: 91% in favor, zero against, 9% abstentions. Motion passes.

- From UCC: Department Name Change for Psychology and Communications (vote) – Ben Barton
  Attach. #3
  Ben Barton gave a brief description of the proposed change and the rationale for it. They are dropping the word “Studies” from the name because it is redundant. The new name is more consistent with the department and the major.
  There were no questions or comments.
  Vote:
The votes were as follows:
  100% in favor, zero against, zero abstentions. Proposal from UCC is approved.

- From UCC: Department Name Change for Sociology and Anthropology (vote) – Brian Wolf
  Attach. #4
  Brian Wolf explained that their department is a unique multi-disciplinary combination of three major programs: Sociology, Anthropology, and Criminology. The three programs have large overlaps, thus the new name best reflects what they actually do.
  Discussion:
  Provost Lawrence asked whether the names of the majors are also being changed. Brian Wolf replied that they will not be changed. They have discussed this issue before and are not worried about students finding the majors online.
  There were no more questions.
  Vote:
The votes were as follows: 83% in favor, 4% against, 13% abstentions. The UCC proposal is approved.

- Ombuds Report – Laura Smythe
  Attach. #5
  Laura Smythe began by saying that she would prefer to take questions and listen to specific concerns and suggestions.
  Discussion:
  Secretary Sammarruca referred to a comment in the Ombuds Report (attached) on whether a gender-based statistic (% of female visitors vs. % of male visitors) is useful given the increased understanding of gender as gender identity as opposed to biological gender. She thinks that those kinds of break-down are more important than ever. The climate in the workplace for women and minorities is a very real issue. Laura Smythe said she is well aware of these issues. The statement mentioned by the Secretary is not a decision – she will keep other perspectives in mind.
A Senator asked whether people felt that their problems were not addressed and that they would have liked to see more action from the Ombuds, in addition to a de-escalation of the situation. Laura Smythe noted that her authority is limited to what is granted to her by the visitor. She can mediate, facilitate, or apply other strategies, but, ultimately it is up to the visitor to listen, agree with, execute her suggestions, or take no action. How the situation plays out is not in her control. The Senator followed up with the observation that some employees may have wrong expectations of what the Ombuds can do for them. Therefore, the Ombuds mission should be articulated clearly and read carefully. In fact – Laura Smythe replied – she walks everyone who visits her office through the unique nature of her authority. However, people under stress often do not process well what they don’t want to hear or does not fit within their views. In fact, some visitors, after hearing what the office can or cannot do for them, may be disappointed and not fully process the limitations and strengths of what the Ombuds can offer.

Vice Chair Meeuf had a question about patterns. He noted that a significant number of complaints were from supervisees, who did not feel they were heard or properly communicated with by their supervisors. Would this be a pattern? What would the Ombuds recommend to supervisors? Laura Smythe noted that she is very conservative about utilizing her authority to act on a pattern. In this particular case, she recognized a pattern based on a large number of visitors and similar stories. This pattern is in her annual report to raise awareness of the issue. Another way is to identify patterns within a particular unit or college and work with unit/college administrators on skill sets that may need attention. How she identifies a pattern is based both on the quality and quantity of the input she receives, but she does not utilize it often. One of the reasons why she spends substantial time on the supervisor-supervisee relation is because of the power disparity inherent to such relation. Communication problems and conflicts among colleagues can be approached differently, usually in ways that are unit or college specific, depending on the culture of the unit/college. But the power dynamics brings a lack of safety and security in the supervisees who find themselves at odds with the supervisor. This is a pattern found in the human population. Management training for supervisors is extremely important, particularly in the area of conflict resolution with supervisees. Those who supervise and write evaluations should assume the validity of the concern being brought up before them, whether they agree with it or not. They need to understand the emotional status of someone who has chosen to raise a concern with the supervisor. Validating someone’s emotional impact does not mean that we agree with them. Supervisors must be honest, transparent, and clear in their expectations. A change of supervisor can make employees feel as though they need to start over. People must know what they need to know in order to succeed. If we can be mindful and interested in the complaint being presented to us, we can turn the conversation into a more positive event. All complaints – Laura said – are value statements.

The Secretary asked for clarification on the statements in the Ombuds Report referring to cases where no remedies or resolution options are available, such as: differing expectations for a position and/or for the corresponding compensation; or academic/employment decisions where no clear procedures or policies exist. Should there not be room for negotiation in such cases, particularly if policies are vague? Clear policies are very important to avoid appeals and litigations. Laura Smythe gave examples of situations where she has no authority to intervene. For instance, an employee who has been given a revised position description – and no options other than seeking employment elsewhere – as a result of budget cuts, or someone who is unhappy about their compensation (as determined by many factors outside of the Ombuds’ purview), would be disappointed if they came to the Ombuds for help. As for vague policies, or
cases where it is not clear how policies should be applied in a particular situation, the Ombuds’ strategy is to explore both intent and fit with those who administer the policy. Sometimes, the decision-making side notices that there should be a clearer policy, which turns into an opportunity for conversations, research, and improvement. In all cases, she does her best to explore and “connect dots.” When she is not sure about the best person to reach out to, she confers (confidentially) with a broad network of professionals to discuss other possibilities or to identify someone to whom she should refer her visitor.

A Senator said that she often puts her students in an uncomfortable situation, for them to learn and grow. What is the difference between discomfort and safety? Speaking as herself and not for the university, Laura Smythe said she believes we learn most when we are at the edge of our comfort zone. There is something to be said about challenging people to think in new ways. Regardless of how we engage in these conversations, we must watch the recipient of our communication to be sure that they feel physically and emotionally safe. Although she is not a therapist, Laura Smythe has decades of experience watching people in volatile and even tragic situations. We all have suffered some form of trauma – she continued – and none of us knows what can trigger emotions from that trauma. Let’s be mindful of that.

Chair Kirchmeier raised the issue of faculty morale. What should we focus on to improve employees’ morale and to work together as a campus community going forward? The Ombuds expanded on some of the reasons that may impact mental health in the time of COVID. We are getting “zoomed to death.” We miss the casual conversations and the direct contact with others. It is incumbent on those of us who have some supervisory capacity or have some moral authority within the unit to make sure that we take some mindful time to get together. We are “three-dimensional” people with multiple responsibilities outside of our jobs at U of I. Stress and exhaustion create unhappiness with one another and thus cause conflict. Senate can help by proposing a mediation training with the Ombuds for every unit leader. When we feel competent and comfortable, we are more able to respond positively to the person in front of us. She hopes to see U of I move towards a culture where more rather than fewer people feel comfortable. In some organizations, leaders decided to dedicate time and effort to train enough people to acquire a sustainable skill set – those who are trained can train others. A conversation we carefully prepared for may be perceived by others in a different way than we had expected. It’s about skill sets to communicate effectively and disagree respectfully. We are in higher education – we must be able to exemplify those skills and behaviors for our students.

A Senator thanked Laura Smythe and pointed out that in Education Leadership they teach emotional leadership and communication skills and write scholarly articles on these themes.

Another Senator followed up on previous comments about the current isolation and mental health. Does the Ombuds have ideas of what we can do to come together safely, besides using Zoom? Laura Smythe suggested trying different ways to feel close to someone, such as coming together while maintaining a safe distance, talking on the phone while taking a walk, or writing letters. Small changes in the ways we communicate can be quite meaningful.

Chair Kirchmeier reiterated the impact of too many Zoom meetings, often back to back. How about shortening the meeting and encourage participants to take a walk before the next one?
There were no more questions from the Senators. The Ombuds will be happy to receive any other questions or comments by email.

Chair Kirchmeier asked whether there was any new business.

**New Business:**
- Vice Chair proposed a quick chat to coordinate the questions Senate wants to ask the finalists for the provost position. A Senator proposed to ask about the relevance of the provost in recruiting and retention. Some Senators emphasized the importance of accountability in a provost. Vice Chair Meeuf suggested to ask the candidates for some specific examples. Some Senators would like to know why the candidates want to come here. What is their investment in the institution? Should Senate, as a body, provide the candidates with a set of recommendations? The Secretary suggested, instead, to ask the candidates how they would approach solutions to specific problems. Vice Chair Meeuf invited the Senators to email additional ideas to him.

**Adjournment:**
The agenda being completed, the Chair adjourned the meeting at 5:00pm.

Respectfully Submitted,

Francesca Sammarruca
Secretary of the University Faculty & Secretary to Faculty Senate
Program Change Request

Date Submitted: 10/21/20 2:54 pm

Viewing: 2 : History (BA)

Last edit: 11/02/20 11:25 am

Changes proposed by: Joana Espinoza (V00370901)

Catalog Pages Using this Program

History (B.A.)

Faculty Contact

In Workflow
1. 015 Chair
2. CLASS Review
3. 18 Curriculum Committee Chair
4. Registrar's Office
5. Assessment
6. Curriculum Review
7. Registrar's Office
8. UCC
9. Post-UCC Registrar
10. Faculty Senate Chair
11. UFM
12. President's Office
13. State Approval
14. NWCCU

Approval Path
1. 10/21/20 3:34 pm
   Joana Espinoza (jespinoza):
   Approved for 015 Chair
2. 10/21/20 4:02 pm
   Joana Espinoza (jespinoza):
   Approved for CLASS Review
3. 10/21/20 4:03 pm
   Joana Espinoza (jespinoza):
   Approved for 18 Curriculum Committee Chair
4. 10/22/20 4:42 pm  
Amy Kingston  
(amykingston):  
Approved for  
Registrar's Office  
5. 10/22/20 4:44 pm  
Sara Mahuron  
(sara): Approved for  
Assessment  
6. 10/27/20 6:08 pm  
Rebecca Frost  
(rfrost): Approved for  
Curriculum Review  
7. 10/28/20 9:34 am  
Amy Kingston  
(amykingston):  
Approved for  
Registrar's Office  
8. 11/02/20 3:41 pm  
Rebecca Frost  
(rfrost): Approved for  
UCC  
9. 11/05/20 11:34 am  
Amy Kingston  
(amykingston):  
Approved for Post-  
UCC Registrar

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<th>Faculty Email</th>
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</thead>
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<tr>
<td>Ellen Kittell</td>
<td><a href="mailto:kittell@uidaho.edu">kittell@uidaho.edu</a></td>
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Change Type       
Change curriculum requirements  
Discontinue Option, Emphasis, Concentration,  
or Specialization within a major

Description of Change

Dropping American and European emphases.

Academic Level  
Undergraduate
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**Curriculum:**

Required course work includes the university requirements (see [regulation J:3](#)), the general requirements for the B.A. degree, and: **American Emphasis**

Select **18 credits from the following American history courses:**

- **HIST-310** The Civil War and Reconstruction
- **HIST-315** Comparative African-American Cultures
- **HIST-316** American Indian History
- or **HIST-316** American Indian History
- **HIST-318** Colonial America: A Collision of Peoples
- **HIST-319** 19th-century America: Expanding America
- **HIST-320** 20th-century America: The Colossus
- **HIST-325** The Long 1960s
- **HIST-414** History and Film
- **HIST-454** Pictures and Power: Photography, Politics, and American History
- **HIST-461** Idaho and the Pacific Northwest
- **HIST-462** History of the American West
- **HIST-420** History of Women in American Society
- **HIST-424** American Environmental History
- **HIST-430** U.S. Diplomatic History
- **HIST-441** Slavery and Freedom in the Americas
- **HIST-463** Fashion and Identity in American Culture

Select **15 credits in related fields from the following:**

- Any AIST-Course
- **ANTH-329** Contemporary North American Indians

[https://nextcatalog.uidaho.edu/courseleaf/approve/#](https://nextcatalog.uidaho.edu/courseleaf/approve/#)
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<td>ANTH 431</td>
<td>Historical Archaeology</td>
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<tr>
<td>ANTH 436</td>
<td>North American Prehistory</td>
</tr>
<tr>
<td>ANTH 443</td>
<td>Pacific Northwest Archaeology</td>
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<td>ARCH 483</td>
<td>Urban Theory and Issues</td>
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<td>Modern Art and Theory</td>
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<td>Contemporary Art and Theory</td>
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<td>Hist/Theory of Mdrn Design II</td>
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<td>History of Photography</td>
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<td>Dance History and Contemporary Views</td>
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<td>Survey of American Literature I</td>
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<td>Survey of American Literature II</td>
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<td>ENGL 382</td>
<td>Studies in Queer Literature</td>
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<td>ENGL 384</td>
<td>Studies in American Indian Literature</td>
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<td>ENGL 432</td>
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<td>Seminar in Regional Literature</td>
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<td>ENGL 477</td>
<td>Documentary Film</td>
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<td>ENGL 481</td>
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<td>FOR 310</td>
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<td>FOR 484</td>
<td>Forest Policy and Administration</td>
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<td>FTV 100</td>
<td>Film History and Aesthetics</td>
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<td>GEOG 420</td>
<td>Land, Resources, and Environment</td>
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<td>JAMM 100</td>
<td>Media and Society</td>
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<td>Mass Media Ethics</td>
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<td>JAMM 378</td>
<td>American Television Genres</td>
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<td>JAMM 379</td>
<td>Hollywood Portrayals / Journalist</td>
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<td>JAMM 440</td>
<td>Critical Issues in Mass Media</td>
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<td>JAMM 444</td>
<td>Mass Media and Public Opinion</td>
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<td>JAMM 445</td>
<td>History of Mass Media</td>
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<td>JAMM 446</td>
<td>Women in the Media</td>
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<td>JAMM 447</td>
<td>Screenwriting</td>
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<td>MUSH 410</td>
<td>Studies in Jazz History</td>
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<tr>
<td>MUSH 419</td>
<td>Studies in Music Since 1900</td>
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<td>MUSH 430</td>
<td>History of Musical Theatre</td>
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<tr>
<td>NEZP/AIST 102</td>
<td>Elementary Nez Perce II</td>
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<tr>
<td>NRS/POLS 462</td>
<td>Natural Resource Policy</td>
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<td>POLS 275</td>
<td>American State and Local Government</td>
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<td>POLS 331</td>
<td>American Political Parties and Elections</td>
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<td>POLS 332</td>
<td>American Congress</td>
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<td>POLS 333</td>
<td>American Political Culture</td>
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<td>POLS 338</td>
<td>American Foreign Policy</td>
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<td>POLS 423</td>
<td>Politics, Policy and Gender</td>
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<td>POLS 428</td>
<td>American Political Thought</td>
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<td>POLS 437</td>
<td>American Presidency</td>
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<td>POLS 467</td>
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<td>Federalism in Practice</td>
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<td>POLS 472</td>
<td>Local Government Politics and Administration</td>
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<td>SOC 311</td>
<td>Development of Social Theory</td>
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<td>SOC 423</td>
<td>Economic (In)Justice in the United States</td>
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<td>SOC 424</td>
<td>Sociology of Gender</td>
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<td>SOC 427</td>
<td>Racial and Ethnic Relations</td>
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<tr>
<td>WGSS 201</td>
<td>Introduction to Women's, Gender, and Sexuality Studies</td>
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<td>WMST 367</td>
<td>Topics in Women's and Gender-Studies</td>
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<td>WGSS 410</td>
<td>Feminist Theory and Action</td>
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Select one Non-American History course from the following areas: 3
- European
- Latin America
- Asia
- History of Science
- Health
- Environment

Total Hours: 19

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<tr>
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<td>HIST 290</td>
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<tr>
<td>HIST 495</td>
<td>History Senior Seminar</td>
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Select 12 credits of 100- or 200-Level History courses 12

Emphases

Select one of the following emphases: 36-41
- American
- European
- General
Select 21 credits of 300- or 400-level History courses 21
Select 20 credits from related fields 20
Total Hours 59

A: Courses to total 120 credits for this degree
B: European Emphasis Courses to total 120 credits for this degree
C: General Emphasis Courses to total 120 credits for this degree

Select 21 credits of 300 and 400-level History courses 21
Select 20 credits from related fields 20
Total Hours 0

Students must take 20 credits of one of these languages, of which at least 9 must be upper-division. (These upper-division courses may be applied to the student’s related fields requirement.)

Select 18 credits from the following European history courses: 18

- HIST/RELS-341 Ancient Greece
- HIST-342 Alexander the Great and the Hellenistic World
- HIST-343 The Roman Republic
- HIST/RELS-344 The Roman Empire
- HIST-357 Women in Pre-Modern European History
- HIST-371 History of England
- HIST-372 History of England
- HIST-442 Medieval Church
- HIST-443 The Medieval State: Europe in the High and Late Middle Ages
- HIST-445 Medieval English Constitutional and Legal History: 1066-1485
- HIST-447 The Renaissance
- HIST-448 The Reformation
- HIST-449 Tudor-Stuart Britain: 1485-1660
- HIST-452 Europe in the Age of the Revolution, 1770-1880
- HIST-456 Anti-Semitism and the Holocaust
- HIST-466 Eastern Europe Since 1774
- HIST-467 Russia to 1894
- HIST-468 Russia and Soviet Union Since 1894

Select 15 credits from the following related fields: 15

- ART-362 Modern Art and Theory
- ART-363 Contemporary Art and Theory
- ENGL-267 Survey of British Literature I
- ENGL-268 Survey of British Literature II
- FLEN-307 Institutions of the European Union
- FLEN-324 Topics in German Literature in Translation (Max 6 credits)
- FREN-407 French & Francophone Literatures (Max 9 credits)
- FREN-408 French and Francophone Culture and Institutions (Max 9 credits)
- GERM-420 Topics in German Culture & Literature – Themes (Max 6 credits)
- RELS-448 The Reformation
Select one Non-European History course from the following areas:  
US  
Latin America  
Asia  
History of Science  
Health  
Environment

Select a minor in one of the following European languages:  
French  
German  
Spanish

Total Hours  
1  No more than 6 credits at the 100 or 200 level:

Distance Education Availability

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

Can 50% or more of the curricular requirements of this program be completed via distance education?

Yes

If Yes, can 100% of the curricular requirements of this program be completed via distance education?

Yes

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

Geographical Area Availability

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

Coeur-d'Alene  
Moscow

Student Learning Outcomes
Have learning outcomes changed?

Learning Objectives

1) Students should be able to explain the historical context that shapes human consciousness and action and identify those factors which shape continuity and change in diverse human communities.
2) Students should recognize the rich diversity of human artifacts, reflect upon how they illuminate the historical past, and use them to make meaning of the human experience.
3) Students should understand historical evidence and interpretation, assess their strengths and weaknesses, and situate both in broader scholarly debate.
4) Students can formulate historical questions and engage in independent research and inquiry.
5) Students demonstrate command of formal language and can exchange ideas in a cogent, coherent, and respectful manner.
6) Students can apply historical knowledge so they can reflect upon global human experience and complexity.

Summarize how the learning outcomes will be assessed for the proposed curriculum.

NA - No change, just adding Learning Outcomes that were missing.

Rationale for the proposed change. Include an explanation of how the department will manage the added workload, if any.

No student impact. Please note no CIP code change but the primary CIP code is 54.0101 so that needs to be the only one left. Also curriculum forms are part of the attachment.

Supporting Documents

- Short Form BA History Discontinue Emphases.pdf
- History-General_BA.xlsx

Requires TECC Review

No

Reviewer

Comments

Ellen Kittell (kittell) (10/21/20 3:42 pm): I approve the discontinuation of the emphasis areas of American, European, and General History as represented in the supporting documents.

Rebecca Frost (rfrost) (11/02/20 11:25 am): 4 year plan added by Rebecca Frost.
Program Change Request

Date Submitted: 09/12/20 4:36 pm

Viewing: **200 : Music: Business (BMUS)**

Last edit: 11/04/20 1:40 pm

Changes proposed by: Leonard Garrison (V01215970)

Catalog Pages Using this Program
- [Music: Business (B.Mus.)](#)

Faculty Contact

---

**In Workflow**
1. 022 Chair
2. CLASS Review
3. 18 Curriculum Committee Chair
4. 18 Dean
5. Registrar's Office
6. Provost's Office
7. Assessment
8. Curriculum Review
9. Registrar's Office
10. UCC
11. Faculty Senate Chair
12. UFM
13. President's Office
14. State Approval
15. NWCCU

**Approval Path**

1. 09/13/20 3:06 pm
   - Vanessa Sielert (vanessas):
     - Approved for 022 Chair

2. 09/30/20 11:20 am
   - Charles Tibbals (ctibbals):
     - Approved for CLASS Review

3. 10/01/20 8:06 pm
   - Mark Warner (mwarner):
     - Approved for 18 Curriculum Committee Chair
<table>
<thead>
<tr>
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<th>Faculty Email</th>
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<tr>
<td>Leonard Garrison</td>
<td><a href="mailto:leonardg@uidaho.edu">leonardg@uidaho.edu</a></td>
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Change Type

Discontinue Option, Emphasis, Concentration, or Specialization within a major
Description of Change

Discontinuing Emphases

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Program Title
Music: Business (BMUS)

Program Credits   120


Emphasis/Option
CIP Code(s)

Curriculum:

Required course work includes the university requirements (see regulation J-3) and: General Business Emphasis:

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<td>Introduction to Managerial Accounting</td>
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<td>BLAW 265</td>
<td>Legal Environment of Business</td>
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<td>BUS 190</td>
<td>Integrated Business and Value Creation</td>
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<td>ENTR 415</td>
<td>New Venture Creation</td>
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<td>MHR 311</td>
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<td>MKTG 321</td>
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Select 9 credits from upper division Business electives:

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<td>Introduction to Managerial Accounting</td>
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<tr>
<td>ECON 202</td>
<td>Principles of Microeconomics</td>
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<td>or ECON 272</td>
<td>Foundations of Economic Analysis</td>
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<tr>
<td>MHR 311</td>
<td>Introduction to Management</td>
</tr>
<tr>
<td>MKTG 321</td>
<td>Marketing</td>
</tr>
<tr>
<td>MUSA 115</td>
<td>Studio Instruction</td>
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<td>MUSA 124</td>
<td>Studio Instruction (3 Courses of MUSA 124 to total 6 cr should be taken)</td>
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<tr>
<td>MUSA 145</td>
<td>Piano Class for Music Majors/Minors</td>
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<tr>
<td>MUSA 146</td>
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Total Hours 9

https://nextcatalog.uidaho.edu/courseleaf/approve/
<table>
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<td>MUSA 208</td>
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<td>MUSA 245</td>
<td>Piano Class for Music Majors/Minors</td>
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<td>MUSA 246</td>
<td>Piano Class for Music Majors/Minors</td>
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<tr>
<td>MUSA 324</td>
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<td>Select MusA Ensembles in 8 different semesters</td>
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<td>Select one of the following emphases:</td>
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<tr>
<td></td>
<td>Arts Administration</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Entrepreneurship</td>
<td></td>
</tr>
<tr>
<td></td>
<td>General Business</td>
<td></td>
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<td>MUSA 490</td>
<td>Half Recital</td>
<td>0</td>
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<tr>
<td>MUSC 139</td>
<td>Aural Skills I</td>
<td>2</td>
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<tr>
<td>MUSC 140</td>
<td>Aural Skills II</td>
<td>2</td>
</tr>
<tr>
<td>MUSC 141</td>
<td>Theory of Music I</td>
<td>2</td>
</tr>
<tr>
<td>MUSC 142</td>
<td>Theory of Music II</td>
<td>2</td>
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<tr>
<td>MUSC 239</td>
<td>Aural Skills III</td>
<td>2</td>
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<td>MUSC 240</td>
<td>Aural Skills IV</td>
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<td>MUSC 241</td>
<td>Theory of Music III</td>
<td>2</td>
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<td>MUSC 242</td>
<td>Theory Of Music IV</td>
<td>2</td>
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<td>Select three courses from the following:</td>
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<td>MUSH 201 History of Rock and Roll</td>
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<td>MUSH 321 Music in Society I</td>
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<td></td>
<td>MUSH 322 Music in Society II</td>
<td></td>
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<td></td>
<td>MUSH 323 Music in West Civ III</td>
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<td>MUSH 410 Studies in Jazz History</td>
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<td>MUSX 101</td>
<td>Orientation for Music Majors</td>
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<td>MUSX 140</td>
<td>Recital Attendance (Seven semesters required)</td>
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<td>MUSX 250</td>
<td>Intro Career Skills in Music</td>
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<td>MUSX 410</td>
<td>Current Topics in Music Business</td>
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<td>Select one of the following:</td>
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<tr>
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<td>MUSX 350 Co-Op Professional Seminar</td>
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<td>MUSX 498 Internship</td>
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<td>Option 1: Select 15 credits from the following:</td>
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<tr>
<td></td>
<td>MHR 411 Acquiring Human Capital</td>
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<tr>
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<td>MHR 417 Deploying and Developing Human Capital</td>
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<tr>
<td></td>
<td>ORGS 155 Financial Literacy</td>
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<tr>
<td></td>
<td>ORGS 210 Introduction to Organizational Sciences</td>
<td></td>
</tr>
<tr>
<td></td>
<td>ORGS 305 Nonprofit Organizations</td>
<td></td>
</tr>
<tr>
<td></td>
<td>ORGS 320 Budgeting for Small Organizations</td>
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</table>

https://nextcatalog.uidaho.edu/courseleaf/approve/
ORGS 321 Workplace Motivation
ORGS 322 Workplace Soft Skills
ORGS 407 Advanced Nonprofit Organizations
ORGS 415 Planning Professional Conferences and Events
PSYC 441 Human Relations in the Workplace

Option 2:
ACCT 482 Enterprise Accounting
ENTR 414 Entrepreneurship
ENTR 415 New Venture Creation

and select 6 credits from the following:
BUS 429 Vandal Solutions
MIS 353 Application Development
OM 378 Project Management
OM 456 Quality Management

Total Hours 89-101

1 See "Ensemble participation" for requirements.

A. Arts Administration Emphasis
B. Entrepreneurship Emphasis
C. Courses to total 120 credits for this degree

ACCT 201 Introduction to Financial Accounting 3
ACCT 202 Introduction to Managerial Accounting 3
ACCT 482 Enterprise Accounting 3
MHR 311 Introduction to Management 3
MKTG 321 Marketing 3
ENTR 414 Entrepreneurship 3
ENTR 415 New Venture Creation 3

Select 6 credits from the following courses:
MIS 353 Application Development
OM 378 Project Management
BUS 429 Vandal Solutions
OM 456 Quality Management

Total Hours 0

ACCT 201 Introduction to Financial Accounting 3
ACCT 202 Introduction to Managerial Accounting 3
MHR 311 Introduction to Management 3
MKTG 321 Marketing 3
ORGS 210 Introduction to Organizational Sciences 1

Select 15 credits from the following:
MHR 411 Acquiring Human Capital
MHR 417 Deploying and Developing Human Capital
ORGS 155 Financial Literacy
ORGS 305 Nonprofit Organizations
<table>
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<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>ORGS-320</td>
<td>Budgeting for Small Organizations</td>
</tr>
<tr>
<td>ORGS-321</td>
<td>Workplace Motivation</td>
</tr>
<tr>
<td>ORGS-322</td>
<td>Workplace Soft-Skills</td>
</tr>
<tr>
<td>ORGS-407</td>
<td>Advanced Nonprofit Organizations</td>
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<td>ORGS-415</td>
<td>Planning Professional Conferences and Events</td>
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<tr>
<td>PSYC-441</td>
<td>Human Relations in the Workplace</td>
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</tbody>
</table>

**Total Hours** 0

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**Distance Education Availability**

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

Can 50% or more of the curricular requirements of this program be completed via distance education?

No

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

**Geographical Area Availability**

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

- Coeur d'Alene
- Moscow

**Student Learning Outcomes**

Have learning outcomes changed?

Yes, less than 25%

Learning Objectives

- Interpret and present musical ideas through performance
- Demonstrate proficiency in major performing medium
- Communicate musical ideas verbally
- Demonstrate understanding and application of financial principles
- Create and enact a business plan appropriate to degree emphasis
- Communicate effectively using online media (e.g. web design, electronic media)
Summarize how the learning outcomes will be assessed for the proposed curriculum.

The curriculum is assessed through established departmental protocols.

Rationale for the proposed change. Include an explanation of how the department will manage the added workload, if any.

The revisions in this degree reflect the rapidly evolving business climate and also eliminate emphases, which the university is discouraging, while giving students more choice and flexibility and retaining the ability to obtain an Entrepreneurship Certificate within the degree as an option.

There will be no added faculty workload.

Supporting Documents

Music Business_BMus.xlsx

Requires TECC Review

No

Reviewer

Rebecca Frost (rfrost) (10/06/20 1:24 pm): 4-year plan added by Rebecca Frost
Joana Espinoza (jespinoza) (10/21/20 3:40 pm): Provost office has reviewed and approved the removal of these emphases.
Rebecca Frost (rfrost) (10/27/20 6:05 pm): As a note - This curriculum is eliminating the MUSA 145 and MUSA 145 courses, however, these courses are required pre-requisites for MUSA 245 & MUSA 246 which ARE still required. This should be taken into consideration when looking at the total credits required for graduating with this degree.
Program Change Request

Date Submitted: 09/12/20 8:03 am

Viewing: 194 : Applied Music (BA or BS)

Last edit: 11/04/20 10:25 am

Changes proposed by: Leonard Garrison (V01215970)

Catalog Pages Using this Program

Music (B.A. or B.S.)

Faculty Contact

In Workflow

1. 022 Chair
2. CLASS Review
3. 18 Curriculum Committee Chair
4. 18 Dean
5. Provost's Office
6. Assessment
7. Curriculum Review
8. Registrar's Office
9. UCC
10. Faculty Senate Chair
11. UFM
12. President's Office
13. State Approval
14. NWCCU

Approval Path

1. 09/13/20 2:08 pm
   Vanessa Sielert (vanessas):
   Approved for 022 Chair
2. 09/30/20 10:58 am
   Charles Tibbals (ctibbals): Approved for CLASS Review
3. 10/01/20 8:05 pm
   Mark Warner (mwarner):
   Approved for 18 Curriculum Committee Chair
4. 10/01/20 8:12 pm
   Mark Warner
(mwarner):
Approved for 18
Dean
5. 10/08/20 2:01 pm
Joana Espinoza
(jespinoza):
Approved for
Provost's Office
6. 10/19/20 7:48 am
Sara Mahuron
(sara): Approved for
Assessment
7. 10/21/20 6:45 pm
Rebecca Frost
(rfrost): Approved for
Curriculum
Review
8. 11/04/20 10:25 am
Amy Kingston
(amykingston): Approved for
Registrar's Office
9. 11/09/20 3:57 pm
Rebecca Frost
(rfrost): Approved for UCC

<table>
<thead>
<tr>
<th>Faculty Name</th>
<th>Faculty Email</th>
</tr>
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<tbody>
<tr>
<td>Leonard Garrison</td>
<td><a href="mailto:leonardg@uidaho.edu">leonardg@uidaho.edu</a></td>
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</table>

Change Type
Discontinue Option, Emphasis, Concentration, or Specialization within a major

Description of Change
Discontinue Emphases so it is one pathway for the major, which will be renamed as "Applied Music."

Academic Level Undergraduate
College Letters Arts & Social Sciences
Department/Unit: Music
Effective Catalog Year
Program Title
Applied Music (BA or BS)
Program Credits 120

Curriculum:

Required course work includes the university requirements (see regulation J-3), the General Requirements for B.A. or B.S. Music Degrees, the CLASS requirements for the B.A. or B.S. degree, and:

- **MUSA 245** Piano Class for Music Majors/Minors 1
- **MUSA 246** Piano Class for Music Majors/Minors 1
- **MUSA 115** Studio Instruction 2
- **MUSA 124** Studio Instruction (6 credits are required in major instrument or voice) 6
- **MUSA 145** Piano Class for Music Majors/Minors 1
- **MUSA 146** Piano Class for Music Majors/Minors 1
- **MUSA 208** Music Conversation and Improv 1
- **MUSA 324** Studio Instruction (4 credits are required in major instrument or voice) 4
- **MUSA 490** Half Recital 0
- **MUSC 139** Aural Skills I 2
- **MUSC 140** Aural Skills II 2
- **MUSC 141** Theory of Music I 2
- **MUSC 142** Theory of Music II 2
- **MUSC 239** Aural Skills III 2
- **MUSC 240** Aural Skills IV 2
- **MUSC 241** Theory of Music III 2
- **MUSC 242** Theory Of Music IV 2
- **MUSH 111** Introduction to World of Music 3
- **MUSH 321** Music in Society I 3
- **MUSH 322** Music in Society II 3
- **MUSH 323** Music in West Civ III 3
- **MUSX 101** Orientation for Music Majors 0
- **MUSX 140** Recital Attendance (Seven semesters required.) 0

**Emphases**

Select one of the following emphases: Applied-Music
History and Literature

Theory

MUSX 250   Intro Career Skills in Music   2

Select MusA Ensembles in 8 different semesters   8

Total Hours   50

A. Applied Music Emphasis Courses to total 120 credits for this degree and include at least 66 credits in non-music courses. Note: Students whose primary instrument is voice must substitute MUSX 283- MUSX 284 Diction for Singers for four credits of non-music electives, thus reducing the non-music credits from 66 to 62. Theory Emphasis

MUSA 114   Studio Instruction (4 credits are required)   4
MUSA 314   Studio Instruction (4 credits required in major instrument or voice)   4
MUSC 442   Musical Analysis   2
MUSC 480   Senior Thesis in Music Theory I   1
MUSC 481   Senior Thesis in Music Theory II   1

Select 4 credits of 300 or 400 level MusC Electives   4

Select MusA Ensembles in eight different semesters:   8

Total Hours   0

MUSA 115   Studio Instruction   2
MUSA 124   Studio Instruction (6 credits are required in major instrument or voice)   6
MUSA 324   Studio Instruction (8 credits are required in major instrument or voice)   8
MUSA 490   Half Recital   0

Select MusA Ensembles in 8 different semesters   8

Total Hours   0

B. History and Literature Emphasis (not available as a B.S.) Courses to total 120 credits for this degree and include at least 66 credits in non-music courses. Courses to total 120 credits for this degree and include at least 66 credits in non-music courses.

1 Keyboard majors: of these eight, two semesters must be MUSA 315%7CCode Title.
   Guitar majors: of these eight, two semesters must be MUSA 365%7CCode Title.
   Note: French or German are recommended to fulfill the Foreign Language Requirement for the B.A.

MUSA 114   Studio Instruction (4 credits are required)   4
MUSA 314   Studio Instruction (4 credits are required in major instrument or voice)   4
MUSH 480   Senior Thesis in Music History I   1
MUSH 481   Senior Thesis in Music History II   1

Select 2 credits of 300 or 400 Level MusC electives   2

Select 4 credits of 300 or 400 Level MusH electives   4

Select MusA Ensembles in 8 different semesters   8

Total Hours   0

1 Keyboard majors: of these eight, two semesters must be MUSA 315 Collaborative Piano.
   Guitar majors: of these eight, two semesters must be MUSA 365 Chamber Ensemble.
**Distance Education Availability**

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

Can 50% or more of the curricular requirements of this program be completed via distance education?

No

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

**Geographical Area Availability**

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

- Coeur d'Alene
- Moscow

**Student Learning Outcomes**

Have learning outcomes changed?

Learning Objectives

Applied Music Emphasis
The student will be able to interpret and present musical ideas through performance.
The student will demonstrate expertise in major performing medium.
The student will be able to communicate musical ideas verbally.
The student will be able to self-assess performance skills accurately.
The student will demonstrate the ability to explain music in the context of wider culture.

History and Literature Emphasis
The student will develop expertise in academic writing.
The student will place music in cultural and historical context.

Theory Emphasis
The student will develop expertise in academic writing.
The student will communicate musical ideas verbally.
The student will demonstrate understanding of musical form.

Summarize how the learning outcomes will be assessed for the proposed curriculum.

**NA - Just deleting heading, which is no longer needed since there are now no emphases and the learning outcomes apply to the entire major.**
Rationale for the proposed change. Include an explanation of how the department will manage the added workload, if any.

Few students have chosen the Music History and Music Theory Emphases. The Applied Music degree is intended for double majors, but some students drop out of this degree because they find it difficult to complete the music courses along with their other requirements. To address this issue, we propose to substitute the first year of class piano (which previously was not a degree requirement) for the second; in effect, students would only have to take one year of class piano, and they could delay this to their second year. Also, students would take only six semesters of studio instruction rather than eight, allowing students to start the degree late.

There will be no added faculty workload.

Supporting Documents

Music-Applied Music BA.xlsx
Music-Applied Music BS.xlsx
GRP B CURR CHANGE Music BA-BS.pdf

Requires TECC Review
No

Reviewer
Comments

Rebecca Frost (rfrost) (10/05/20 11:29 am): 4-year plans added by Rebecca Frost.
Program Change Request

Date Submitted: 10/21/20 2:43 pm

Viewing: **294: Sociology (BA or BS)**

Last edit: 11/10/20 8:30 pm

Changes proposed by: Joana Espinoza (V00370901)

Catalog Pages Using this Program

[294: Sociology (BA or BS)]

Faculty Contact

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**In Workflow**

1. 465 Chair
2. CLASS Review
3. 18 Curriculum Committee Chair
4. Registrar's Office
5. UCC
6. Faculty Senate Chair
7. UFM
8. President's Office
9. State Approval
10. NWCCU
11. Assessment

**Approval Path**

1. 10/21/20 3:37 pm
   Joana Espinoza (jespinoza):
   Approved for 465 Chair
2. 10/21/20 4:02 pm
   Joana Espinoza (jespinoza):
   Approved for CLASS Review
3. 10/21/20 4:03 pm
   Joana Espinoza (jespinoza):
   Approved for 18 Curriculum Committee Chair
4. 10/22/20 5:04 pm
   Amy Kingston (amykingston):
   Rollback to 465

https://nextcatalog.uidaho.edu/courseleaf/approve/
Chair for Registrar's Office
5. 11/02/20 10:23 am  
Brian Wolf (bwolf): Approved for 465 Chair
6. 11/06/20 9:20 am  
Charles Tibbals (ctibbals): Approved for CLASS Review
7. 11/06/20 9:37 am  
Mark Warner (mwarner): Approved for 18 Curriculum Committee Chair
8. 11/10/20 8:33 pm  
Amy Kingston (amykingston): Approved for Registrar's Office
9. 11/10/20 8:33 pm  
Amy Kingston (amykingston): Approved for UCC

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<th>Faculty Email</th>
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<tr>
<td>Brian Wolf</td>
<td><a href="mailto:bwolf@uidaho.edu">bwolf@uidaho.edu</a></td>
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Change Type  
Discontinue Option, Emphasis, Concentration, or Specialization within a major

Description of Change
Discontinuing emphases so there will just be one major Sociology degree path now.

Academic Level  
Undergraduate

College  
Letters Arts & Social Sciences

Department/Unit:  
Sociology & Anthropology

Effective Catalog Year  
2021-2022
Curriculum:

Required course work includes the university requirements (see regulation J:3), the general requirements for either the B.A. or B.S. degree and the following courses (electives must be approved by the student’s advisor):

**Inequalities and Globalization**

Select one of the following: 3

- CRIM 421: Gender and Crime
- CRIM 439: Inequalities in the Justice System
- SOC 423: Economic (in)Justice in the United States
- SOC 424: Sociology of Gender
- SOC 427: Racial and Ethnic Relations

Select one of the following: 3

- SOC 460: Capstone: Sociology in Action

Select from these emphasis electives: 15

- AIST/ANTH 314: Tribal Sovereignty and Federal Policy
- AIST/ANTH 321: Tribal Elders Series
- AIST 344: Indigenous Ways of Knowing
- AIST 422: Contemporary Pacific Northwest Indians
- ANTH 462: Human Issues in International Development
- CRIM 335: Terrorism, Society and Justice
- CRIM 336: Comparative Criminal Justice Systems
- CRIM 421: Gender and Crime
- SOC 327: Sociology of the Family
- SOC 340: Environmental Sociology and Globalization
- SOC 341: Science, Technology, and Society
- SOC 342: Gender and Science
- SOC 343: Power, Politics, and Society
- SOC 345: Extremism and American Society
- SOC 346: Responding to Risk
- SOC 350: Food, Culture, and Society
- SOC 403: Workshop
- SOC 404: Special Topics
- SOC 420: Sociology of Law
<table>
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<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>SOC 423</td>
<td>Economic (In)Justice in the United States</td>
</tr>
<tr>
<td>SOC 424</td>
<td>Sociology of Gender</td>
</tr>
<tr>
<td>SOC 427</td>
<td>Racial and Ethnic Relations</td>
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<tr>
<td>SOC 428</td>
<td>Self and Society</td>
</tr>
<tr>
<td>SOC 465</td>
<td>Environmental Justice</td>
</tr>
<tr>
<td>SOC 466</td>
<td>Climate Change and Society</td>
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<td>SOC 498</td>
<td>Internship (No more than 6 credits may be counted toward major.)</td>
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<tr>
<td>SOC 499</td>
<td>Directed Study (No more than 6 credits may be counted toward major.)</td>
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**Total Hours:** 0

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<tr>
<td>SOC 101</td>
<td>Introduction to Sociology</td>
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<td>SOC 201</td>
<td>Intro to Inequity and Justice</td>
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<td>SOC 311</td>
<td>Development of Social Theory</td>
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Select two courses from the following: 6

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<tbody>
<tr>
<td>SOC 309</td>
<td>Social Science Research Methods</td>
</tr>
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<td>SOC 416</td>
<td>Qualitative Social Sci Methods</td>
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<tr>
<td>SOC 417</td>
<td>Social Data Analysis</td>
</tr>
<tr>
<td><strong>STAT 153</strong></td>
<td>Introduction to Statistical Reasoning</td>
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<td>STAT 251</td>
<td>Statistical Methods</td>
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Select one course from the following: 3

<table>
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<tr>
<th>Course Code</th>
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<tbody>
<tr>
<td>CRIM 421</td>
<td>Gender and Crime</td>
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<tr>
<td>CRIM 439</td>
<td>Inequalities in the Justice System</td>
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<tr>
<td>SOC 423</td>
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<tr>
<td>SOC 424</td>
<td>Sociology of Gender</td>
</tr>
<tr>
<td>SOC 427</td>
<td>Racial and Ethnic Relations</td>
</tr>
</tbody>
</table>

Select 9 credits in related fields in the following subjects: AIST, AFST, ANTH, CRIM, ECON, ENVS, FREN, GEOG, GERM, HIST, IS, POLS, PSYC, SPAN, STAT, and WGSS 1

**Emphases**

Select one of the following emphases: 21

- Inequalities and Globalization
- General

Select one of the following: 3

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>SOC 460</td>
<td>Capstone: Sociology in Action</td>
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<tr>
<td>SOC 462</td>
<td>Senior Practicum</td>
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</tbody>
</table>

**18 upper-division sociology electives** 18

**Total Hours** 51

**Courses to total 120 credits for this degree**

If students prefer an area of concentration to organize those additional 18 credits, they may select from one of the following lists:

- E.g., American Indian Studies, Africana Studies, Anthropology, Criminology, Economics, Environmental Science,
A. Inequalities and Social Action

Select one of the following: 3

CRIM 421 Gender and Crime
CRIM 439 Inequalities in the Justice System
SOC 423 Economic (In)Justice in the United States
SOC 424 Sociology of Gender
SOC 427 Racial and Ethnic Relations
WGSS 201 Introduction to Women’s, Gender, and Sexuality Studies

Select one of the following: 3

AIST/ANTH 314 Tribal Sovereignty and Federal Policy
AIST/ANTH 321 Tribal Elders Series (no more than 3 credits)
AIST 344 Indigenous Ways of Knowing
AIST 422 Contemporary Pacific Northwest Indians
ANTH 462 Human Issues in International Development

Select four additional courses from the following: 12

AIST/ANTH 314 Tribal Sovereignty and Federal Policy
AIST/ANTH 321 Tribal Elders Series (no more than 3 credits)
AIST 344 Indigenous Ways of Knowing
AIST 422 Contemporary Pacific Northwest Indians
ANTH 462 Human Issues in International Development
CRIM 320 Deviant Behavior
CRIM 335 Terrorism, Society and Justice
CRIM 336 Comparative Criminal Justice Systems
CRIM 421 Gender and Crime
CRIM 439 Inequalities in the Justice System
SOC 327 Sociology of the Family
SOC 340 Environmental Sociology and Globalization
SOC 341 Science, Technology, and Society
SOC 342 Gender and Science
SOC 343 Power, Politics, and Society
SOC 345 Extremism and American Society
SOC 346 Responding to Risk
SOC 350 Food, Culture, and Society
SOC 403 Workshop
SOC 404 Special Topics
SOC 420 Sociology of Law
SOC 423 Economic (In)Justice in the United States
SOC 424 Sociology of Gender
SOC 427 Racial and Ethnic Relations
SOC 428  Self and Society
SOC 465  Environmental Justice
SOC 466  Climate Change and Society
SOC 498  Internship (no more than 6 credits)
SOC 499  Directed Study (no more than 6 credits)
WGSS 498  Internship in Women's, Gender, and Sexuality Studies (no more than 3 credits)

Total Hours 18

Inequalities and Globalization Courses to total 120 credits for this degree

B. Environment, Science and Society

Select one of the following: 3

CRIM 421  Gender and Crime
CRIM 439  Inequalities in the Justice System
SOC 423  Economic (In)Justice in the United States
SOC 424  Sociology of Gender
SOC 427  Racial and Ethnic Relations

Select one of the following: 3

SOC 460  Capstone: Sociology in Action

Select from these emphasis electives: 15

AIST/ANTH 314  Tribal Sovereignty and Federal Policy
AIST/ANTH 321  Tribal Elders Series
AIST 344  Indigenous Ways of Knowing
AIST 422  Contemporary Pacific Northwest Indians
ANTH 462  Human Issues in International Development
CRIM 335  Terrorism, Society and Justice
CRIM 336  Comparative Criminal Justice Systems
CRIM 421  Gender and Crime
SOC 327  Sociology of the Family
SOC 340  Environmental Sociology and Globalization
SOC 341  Science, Technology, and Society
SOC 342  Gender and Science
SOC 343  Power, Politics, and Society
SOC 345  Extremism and American Society
SOC 346  Responding to Risk
SOC 350  Food, Culture, and Society
SOC 403  Workshop
SOC 404  Special Topics
SOC 420  Sociology of Law
SOC 423  Economic (In)Justice in the United States
SOC 424  Sociology of Gender
SOC 427  Racial and Ethnic Relations
SOC 428  Self and Society
**SOC 465**  Environmental Justice  
**SOC 466**  Climate Change and Society  
**SOC 498**  Internship (No more than 6 credits may be counted toward major.)  
**SOC 499**  Directed Study (No more than 6 credits may be counted toward major.)

**Total Hours**

Select one of the following:  

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>SOC 340</strong></td>
<td>Environmental Sociology and Globalization</td>
</tr>
<tr>
<td><strong>SOC 341</strong></td>
<td>Science, Technology, and Society</td>
</tr>
</tbody>
</table>

Select one of the following:  

<table>
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</tr>
<tr>
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<td>Indigenous Ways of Knowing</td>
</tr>
<tr>
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<td>Contemporary Pacific Northwest Indians</td>
</tr>
<tr>
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<td>Human Issues in International Development</td>
</tr>
</tbody>
</table>

Select four additional courses from the following:  

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<tbody>
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</tr>
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<td><strong>SOC 340</strong></td>
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</tr>
<tr>
<td><strong>SOC 499</strong></td>
<td>Directed Study (no more than 6 credits)</td>
</tr>
</tbody>
</table>

**Total Hours**

**General Courses to total 120 credits for this degree**

Select one course from the following:  

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>SOC 460</strong></td>
<td>Capstone: Sociology-in-Action</td>
</tr>
</tbody>
</table>
Select 18 credits from upper-division emphasis electives:

- AIST-321  Tribal Elders Series (No more than three credits may be counted toward this major.)
- AIST-344  Indigenous Ways of Knowing
- CRIM-325  Family, Violence, and Society
- CRIM-335  Terrorism, Society and Justice
- CRIM-337  Violence and Society
- CRIM-439  Inequalities in the Justice System
- SOC-327  Sociology of the Family
- SOC-340  Environmental Sociology and Globalization
- SOC-341  Science, Technology, and Society
- SOC-342  Gender and Science
- SOC-343  Power, Politics, and Society
- SOC-345  Extremism and American Society
- SOC-346  Responding to Risk
- SOC-350  Food, Culture, and Society
- SOC-403  Workshop
- SOC-404  Special Topics
- SOC-416  Qualitative Social Sci Methods
- SOC-417  Social Data Analysis
- SOC-420  Sociology of Law
- SOC-423  Economic (In)Justice in the United States
- SOC-424  Sociology of Gender
- SOC-427  Racial and Ethnic Relations
- SOC-428  Self and Society
- SOC-465  Environmental Justice
- SOC-466  Climate Change and Society
- SOC-498  Internship (No more than 6 credits may be counted toward major.)
- SOC-499  Directed Study (No more than 6 credits may be counted toward major.)

Total Hours

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?

https://nextcatalog.uidaho.edu/courseleaf/approve/
No Yes

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

Geographical Area Availability

Identify the geographical area(s) this program can be completed in:
- Coeur d'Alene
- Moscow

Student Learning Outcomes

Have learning outcomes changed? Yes, less than 25%

Learning Objectives

Students will demonstrate their comprehension of and ability to apply research methods used in the social sciences.

Students will demonstrate a working knowledge of the leading sociological theories.

Graduating seniors will demonstrate a working knowledge of the dominant forms of social inequality.

Summarize how the learning outcomes will be assessed for the proposed curriculum.

Direct measures include pretest of incoming freshman, posttest of graduating seniors as well as portfolios. Indirect measures include an exit survey and focus group of capstone students.

Rationale for the proposed change. Include an explanation of how the department will manage the added workload, if any.

This will not impact students currently enrolled. We will continue teaching the same courses. Newly enrolled students will have the opportunity to select courses to create concentration areas based on their areas of interest in sociology.

Please note that curriculum forms are part of the attachment.

Supporting Documents

CLASS Discont SOC Emphases.pdf
Sociology_BA.xlsx
Sociology_BS.xlsx

Requires TECC Review No
Reviewer

Comments

Amy Kingston (amykingston) (10/22/20 5:04 pm): Rollback: Needs new curriculum and learning outcomes before it can proceed. Thanks! Amy K

Rebecca Frost (rfrost) (11/05/20 2:07 pm): 4 year plan added by Rebecca Frost.
Program Change Request

Date Submitted: 10/21/20 2:27 pm

Viewing: **82 : Equity Diversity and Justice Inclusion**

**Academic Certificate**

Last edit: 10/21/20 10:58 pm
Changes proposed by: Joana Espinoza (V00370901)

Catalog Pages Using this Program

- Diversity and Inclusion Undergraduate Academic Certificate

Faculty Contact

In Workflow

1. 465 Chair
2. CLASS Review
3. 18 Curriculum Committee Chair
4. Assessment
5. Curriculum Review
6. Registrar's Office
7. UCC
8. Post-UCC Registrar
9. Faculty Senate Chair
10. President's Office
11. State Approval
12. NWCCU

Approval Path

1. 10/21/20 3:37 pm
   Joana Espinoza (jespinoza):
   Approved for 465 Chair
2. 10/21/20 4:02 pm
   Joana Espinoza (jespinoza):
   Approved for CLASS Review
3. 10/21/20 4:03 pm
   Joana Espinoza (jespinoza):
   Approved for 18 Curriculum Committee Chair
4. 10/22/20 4:31 pm
   Sara Mahuron

https://nextcatalog.uidaho.edu/courseleaf/approve/
(sara): Approved for Assessment
5. 10/27/20 6:28 pm
Rebecca Frost
(rfrost): Approved for Curriculum Review
6. 10/28/20 9:27 am
Amy Kingston
(amykingston): Approved for Registrar's Office
7. 11/02/20 4:33 pm
Rebecca Frost
(rfrost): Approved for UCC
8. 11/05/20 12:28 pm
Amy Kingston
(amykingston): Approved for Post-UCC Registrar

<table>
<thead>
<tr>
<th>Faculty Name</th>
<th>Faculty Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ryanne Pilgeram</td>
<td>r <a href="mailto:pilgeram@uidaho.edu">pilgeram@uidaho.edu</a></td>
</tr>
</tbody>
</table>

Change Type

Description of Change

Academic Level  Undergraduate
College  Letters Arts & Social Sciences
Department/Unit: Sociology & Anthropology
Effective Catalog Year  2021-2022
Program Title  **Equity Diversity and Justice Inclusion** Academic Certificate
Program Credits  12
CIP Code 30.2301 - Intercultural/Multicultural and Diversity Studies.

Curriculum:

All required coursework must be completed with a grade of 'C' or better (O-10). Academic Exploration Component

SOC 201 Intro to Inequity and Justice 3

Select 6 credits of upper-division emphasis electives from the following: 6

AIST/HIST 316 American Indian History
AMST 301 Studies in American Culture
ANTH 102 Cultural Anthropology
ANTH 327 Belief Systems
ANTH/AIST 329 Contemporary North American Indians
ANTH 412 Human Variation
ANTH/AIST/RELS 422 Contemporary Pacific Northwest Indians
ANTH 462 Human Issues in International Development
COMM 335 Intercultural Communication
COMM 410 Conflict Management
COMM 432 Gender and Communication
COMM 491 Communication and Aging
CRIM 421 Gender and Crime
CRIM 439 Inequalities in the Justice System
EDCI 302 Teaching Culturally Diverse Learners
ENGL 380 Studies in U.S. Ethnic Literatures
ENGL 382 Studies in Queer Literature
ENGL 383 Studies in African American Literature
ENGL 384 Studies in American Indian Literature
ENGL 481 Seminar in Women's Literature
FCS 410 Growing Old in a New Age
HIST 315 Comparative African-American Cultures
HIST 420 History of Women in American Society
HIST 441 Slavery and Freedom in the Americas
JAMM 340 Media and Diversity
JAMM 446 Women in the Media
JAMM 490 Issues in Global Media
MUSH 201 History of Rock and Roll
MUSH 410 Studies in Jazz History
POLIS 423 Politics, Policy and Gender
PSYC 315 Psychology of Women
PSYC 330 Human Sexuality
PSYC 419  Adult Development and Aging
SOC 327  Sociology of the Family
SOC 340  Environmental Sociology and Globalization
SOC 423  Economic (In)Justice in the United States
SOC 424  Sociology of Gender
SOC 427  Racial and Ethnic Relations
SOC 465  Environmental Justice
WGSS 367  Topics in Women's, Gender, and Sexuality Studies
WGSS 410  Feminist Theory and Action

Application Component Electives
Select 3 credits, no more than 6 credits can apply to this certificate.  3
  ANTH 203  Workshop
  ANTH 403  Workshop
  SOC 203  Workshop
  SOC 403  Workshop
  Experiential Learning

Total Hours  12

Courses to total 12 credits for this certificate

---

**Distance Education Availability**

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

Can 50% or more of the curricular requirements of this program be completed via distance education?

No

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

**Geographical Area Availability**

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

- Coeur d'Alene
- Moscow

---

**Student Learning Outcomes**

https://nextcatalog.uidaho.edu/courseleaf/approve/
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.

We are renaming our certificate to better reflect our learning outcomes. Our certificate aims to teach students the fundamental issues surrounding equality and justice. While the previous name, diversity and inclusion, is part of that, this name changes better reflects our overall curriculum and learning outcomes. Furthermore, by renaming the certificate, CVs will better reflect students’ up-to-date learning on issues of equity and justice.

Supporting Documents

Requires TECC Review

Reviewer Comments

Key: 82
Program Change Request

New Program Proposal

Date Submitted: 10/23/20 2:19 pm

Viewing: **431: Film & Television Production Minor**

Last edit: 11/04/20 3:24 pm

Changes proposed by: Joana Espinoza (V00370901)

Approval Path

1. 10/23/20 5:03 pm
   Robin Johnson (rsjohnson): Approved for 008 Chair
2. 10/26/20 8:57 am
   Charles Tibbals (ctibbals): Approved for CLASS Review
3. 10/26/20 9:39 am
   Mark Warner (mwarner): Approved for 18 Curriculum Committee Chair
4. 10/26/20 9:39 am
   Mark Warner (mwarner):
5. 10/26/20 10:13 am
  Joana Espinoza
  (jespinoza):
  Approved for Provost's Office
6. 10/26/20 10:23 am
  Sara Mahuron
  (sara): Approved for Assessment
7. 10/26/20 12:56 pm
  Amy Kingston
  (amykingston): Rollback to CLASS Review for Curriculum Review
8. 10/26/20 2:35 pm
  Charles Tibbals
  (ctibbals): Approved for CLASS Review
9. 10/26/20 2:54 pm
  Mark Warner
  (mwarner): Approved for 18 Curriculum Committee Chair
10. 10/26/20 2:55 pm
    Mark Warner
    (mwarner): Approved for 18 Dean
11. 10/26/20 3:14 pm
    Joana Espinoza
    (jespinoza): Approved for Provost's Office
12. 10/27/20 2:43 pm
    Sara Mahuron
    (sara): Approved for Assessment
<table>
<thead>
<tr>
<th>Faculty Name</th>
<th>Faculty Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Robin Johnson</td>
<td><a href="mailto:rsjohnson@uidaho.edu">rsjohnson@uidaho.edu</a></td>
</tr>
</tbody>
</table>

**Academic Level**: Undergraduate  
**College**: Letters Arts & Social Sciences  
**Department/Unit**: Journalism & Mass Media  
**Effective Catalog Year**: 2021-2022  

**Program Title**: Film & Television Production Minor  
**Degree Type**: Minor

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

**Program Credits**: 20  
**Attach Program Change**

**CIP Code**: 50.0601 - Film/Cinema/Video Studies.

**Will the program be Self-Support?**  
No

**Will the program have a Professional Fee?**  
No
Will the program have an Online Program Fee?

No

Will program be Regional or Statewide Responsibility?

---

**Financial Information**

What is the financial impact of the request?

Less than $250,000 per FY

Note: If financial impact is greater than $250,000, you must complete a Program Proposal Form

Describe the financial impact

None. All courses in the minor are currently offered and staffed regularly.

---

**Curriculum:**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 231</td>
<td>Introduction to Screenwriting</td>
<td>3</td>
</tr>
<tr>
<td>FTV 100</td>
<td>Film History and Aesthetics</td>
<td>3</td>
</tr>
<tr>
<td>FTV 122</td>
<td>Audio-Video Foundations</td>
<td>1</td>
</tr>
<tr>
<td>JAMM 275</td>
<td>Intro to Film &amp; TV Production</td>
<td>4</td>
</tr>
<tr>
<td>JAMM 374</td>
<td>Intermediate Film &amp; TV Prod</td>
<td>3</td>
</tr>
</tbody>
</table>

Choose two courses from the following: 6 credits

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 447</td>
<td>Screenwriting</td>
</tr>
<tr>
<td>FTV 425</td>
<td>Directing for the Screen</td>
</tr>
<tr>
<td>FTV 475</td>
<td>Course FTV 475 Not Found</td>
</tr>
<tr>
<td>FTV 476</td>
<td>Course FTV 476 Not Found</td>
</tr>
<tr>
<td>JAMM 474</td>
<td>Video Post-Production</td>
</tr>
<tr>
<td>JAMM 477</td>
<td>Documentary Film and TV</td>
</tr>
</tbody>
</table>

Total Hours: 20

Courses to total 20 credits for this minor.

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**Distance Education Availability**

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

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

Geographical Area Availability

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

Moscow

Student Learning Outcomes

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

Students will be able to:

• Shoot & edit professional quality video
• Write clear, communicative scripts that achieve intended meanings and effects
• Apply concepts in visual communication based on an understanding of cinematic language

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

Minors in Film & Television Production will participate in some of the existing assessment protocols for the FTV major, which measure similar learning outcomes. For example, minors who take the Advanced Filmmaking sequence will participate in the knowledge test and the capstone project assessments (their data can be separated out to compare the learning of minors versus majors).

Additionally, instructors across the production elective courses (JAMM 474, JAMM 477, ENGL 425, and ENGL 447) will implement standardized learning activities deployed across each class that assess student progress toward the learning outcomes.

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

Results from all assessment activities in FTV are shared with FTV affiliated faculty each year, prompting annual discussions of curriculum and pedagogy to ensure student success.
What direct and indirect measures will be used to assess student learning?

- FTV Knowledge Test—A multiple choice test covering basic terminology in filmmaking, film history, and videographic storytelling. The test is administered in FTV 100 and JAMM 475 with the results compared, allowing faculty to measure knowledge and growth in these core areas across the curriculum.
- FTV Capstone Project Evaluation. Student capstone projects produced in JAMM 475 and 476 are assessed annually by media professionals outside of the University using rubrics geared toward learning outcomes.
- Production Elective Learning Activities. A project in each of the production electives will be assessed using a unified rubric to make annual comparisons of student learning in the intermediate stages of the curriculum.

When will assessment activities occur and at what frequency?

The knowledge test and the capstone projects are assessed annually. Assessments of production electives occurs every term.

### Student Learning Outcomes

<table>
<thead>
<tr>
<th>Learning Objectives</th>
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<td>Students will be able to:</td>
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<tr>
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Rationale for the proposed change. Include an explanation of how the department will manage the added workload, if any.

The minor in Film & Television Production provides focused instruction in technical video production and media communication. The minor builds technical skills in videography and media production, supporting students pursuing a variety of career tracks.

Supporting Documents

- [FTV Minor (group-b-form).pdf](https://nextcatalog.uidaho.edu/courseleaf/approve/FTVMinor%20(group-b-form).pdf)

Requires TECC Review

- No

Reviewer Comments

Sara Mahuron (sara) (10/27/20 2:42 pm): verified with Russ Meeuff by email that outcomes for minor and major are differentiated.
Program Reactivation Proposal

Date Submitted: 10/07/20 11:19 am

Viewing: 424: Small Business Management Academic Certificate

Last approved: 10/07/20 9:26 am
Last edit: 11/04/20 5:48 pm
Changes proposed by: Joana Espinoza (V00370901)

Faculty Contact

In Workflow
1. 079 Chair
2. 13 Curriculum Committee Chair
3. 13 Dean
4. Provost's Office
5. Assessment
6. Curriculum Review
7. Registrar's Office
8. UCC
9. Faculty Senate Chair
10. UFM
11. President's Office
12. State Approval
13. NWCCU

Approval Path
1. 10/07/20 12:45 pm Joana Espinoza (jespinoza): Approved for 079 Chair
2. 10/07/20 12:48 pm Joana Espinoza (jespinoza): Approved for 13 Curriculum Committee Chair
3. 10/07/20 12:49 pm Joana Espinoza (jespinoza): Approved for 13 Dean
4. 10/07/20 12:49 pm Joana Espinoza

https://nextcatalog.uidaho.edu/courseleaf/approve/#
(jespinoza):
Approved for
Provost's Office
5. 10/20/20 9:55 am
Sara Mahuron
(sara): Approved for
Assessment
6. 10/21/20 6:56 pm
Rebecca Frost
(rfrost): Approved
for Curriculum
Review
7. 11/04/20 5:49 pm
Amy Kingston
(amykingston): Approved
for Registrar's Office
8. 11/09/20 4:21 pm
Rebecca Frost
(rfrost): Approved
for UCC

### History

1. Oct 5, 2020 by
Joana Espinoza
(jespinoza)
2. Oct 7, 2020 by Amy
Kingston
(amykingston)

<table>
<thead>
<tr>
<th>Faculty Name</th>
<th>Faculty Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Scott Metlen</td>
<td><a href="mailto:metlen@uidaho.edu">metlen@uidaho.edu</a></td>
</tr>
</tbody>
</table>

**Change Type**
Change academic component name (degree, major, option, emphasis, minor, concentration, or specialization)

**Description of Change**
Reactivating an academic certificate and adjusting the requirements
Academic Level: Undergraduate  
College: Business & Economics  
Department/Unit: Business  
Effective Catalog Year: 2021-2022  

Program Title: Small Business Management **Academic Certificate**

Program Credits: 12  
CIP Code: 52.0201 - Business Administration and Management, General.

Curriculum:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MHR 310</td>
<td>Leading Organizations and People</td>
<td>3</td>
</tr>
<tr>
<td>MHR 311</td>
<td>Introduction to Management</td>
<td>3</td>
</tr>
</tbody>
</table>

Select two of the following: 6

- ENTR 414  Entrepreneurship
- ENTR 415  New Venture Creation
- 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
- ORGS 305  Nonprofit Organizations

Total Hours: 12

Courses to total 12 credits for this Certificate.

College reports that there are no new curriculum requirements. They submitted the following requirements:

- We propose to create a Small Business Management certificate with the following requirements: MHR 310 MHR 311
- Choose TWO Elective (3cr): ENTR 414 OR ENTR 415 MHR 411 MHR 416 MHR 417 MHR 418 MHR 441 OrgSci 305

**Distance Education Availability**

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

Can 50% or more of the curricular requirements of this program be completed via distance education?
Yes

If Yes, can 100% of the curricular requirements of this program be completed via distance education?

Yes

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

Geographical Area Availability

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

    Moscow

Student Learning Outcomes

Have learning outcomes changed?

Learning Objectives

Entrepreneurship Emphasis:
The student will be able to evaluate the benefits and costs of starting a new business.
The student will be more strategic in their entrepreneurial thinking.
The student will develop a strong understanding of business models and how to pitch a new business idea.
The student will be able to analyze business, industry, and economic information and data, and be able to gauge its relevance to feasibility & managerial decision-making in an entrepreneurial environment

Management Emphasis:
The student will develop a strong understanding of the principles that guide effective planning, organizing, leadership, and control in small organizations, large businesses, family businesses and start-ups.
The student will understand the principles and practices that help a company attract and acquire talented and motivated human capital.
The student will develop a strong understanding of human resource planning, including succession planning and practices needed to address temporary gaps in talent.
The student will understand the interplay between business needs and the training and development of employees.
The student will acquire the ability to design, execute, and evaluate effective training and leadership development programs.
The student will be able to identify and solve organizational design problems taking the business idea and different stakeholder interests as a point of departure.
The student will be able to analyze issues related to organizational design and identify potential processes of organizational design change.
The student will understand the importance of strategic human resource management and how it contributes to enhancing organizational effectiveness.

Summarize how the learning outcomes will be assessed for the proposed curriculum.

To address the Entrepreneurship-Oriented Learning Objectives each Entrepreneurship course (i.e., Bus 414 and 415) involves a culminating project including a written an oral presentation of a business plan (i.e., in Bus 414) and an elevator pitch presentation (in Bus 415). Evaluation of these projects is done by the Director of Idaho Entrepreneurs and by external pitch and business plan competition judges.

With respect to the management-oriented learning objectives, assessment is performing in the following courses:

MHR 310 and 311 - Objective 1: Multiple choice and short-answer essay exam questions.
MHR 411 - Objectives 2 & 3: One significant, claim-evidence-warrant essay question on each exam and 15 applied homework assignments. MHR 416- Objective 2 & 8: Culminating individual and team projects (one each).
MHR 417 - Objectives 4 & 5: Weekly applied homework assignments and a culminating team project.
MHR 418 Objectives 6, 7 & 8: Culminating individual and team projects (one each).

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

The CBE and each area within the CBE conduct annual reviews to assess our programs. Findings from these assessments are used to modify courses, add/drop courses and modify teaching and learning practices and assessment processes. The area will compile results from each course to track student learninQ throughout the year and make adjustments as needed.

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

Direct measures: Culminating projects and course exams, experiential-learning-oriented homework assignments, peer evaluations and observing student behaviors during mentoring sessions.

Rationale for the proposed change. Include an explanation of how the department will manage the added workload, if any.

We propose to create a Small Business Management certificate with the following requirements:

MHR 310
MHR 311
Choose TWO Elective (3 cr):
ENTR 414 OR ENTR 415
Idaho is often listed among the best places to live and among the "friendliest" places to start and grow a business. The Small Business Management certificate is designed for the individual who wants to expand and strengthen an existing business (e.g., a family business) or to launch and manage a business through the startup phase and beyond.

Our primary goals for this certificate are to:
1. Increase the go-on rate by offering a program that will attract: 1) First Generation students (primarily) who are interested in developing entrepreneurial and management skills and experience that they can use to grow and sustain their families' businesses; and 2) Students who want to launch and then manage a new business.
2. Help future Idaho entrepreneurs and small business owners prepare to effectively launch, sustain and/or grow their businesses, thereby contributing to the state's economy; an economy that relies heavily on new and small businesses.

With respect to family businesses "less than one third of family businesses survive the transition from first to second generation ownership. Another 50% don't survive the transition from second to third". The "biggest issue with many family businesses is that they get stuck doing things the same way they have operated for years even when the business outgrows that structure" (Forbes, 2013).

Consistent with the conclusions drawn in the Forbes article, a 2012 Harvard Business School study found that a major reason why family businesses fail is because the family is "ill-equipped to handle complex business issues" that become more pronounced as a business grows. And, often the challenges are "critical strategic challenges" 96.6% of Idaho businesses are small businesses with fewer than 500 employees. In Idaho, about 56% of employees work for small firms with fewer than 500 employees and 43% work for firms with fewer than 100 employees. On the national stage, family businesses generate over 50% of the US Gross National Product (GNP).

Therefore, by offering a certificate that builds upon the College of Business and Economics strong cross-disciplinary core curriculum and by providing students the opportunity to develop their entrepreneurial thinking and management knowledge and skills they will be well prepared to start and manage a new business or help their existing family businesses grow. Based upon anecdotal evidence that our college advisors hear from potential students across the state, it is clear that a major hurdle for some to make a commitment to a four-year degree is clear...
evidence of the value that they will gain from their commitment to "going on." The courses packaged in this certificate provide identifiable evidence that can be used to justify a family member in a family business 'going-on'.

With respect to those potential students who are interested in starting a new business, evidence suggests that the 'management' aspects of this certificate are just as important as 'entrepreneurial' aspects. For examples,

- According to one study, "among the successful business-owning Millennials studied in the research, some 78% come from families with a history of running their own businesses" and therefore had some familiarity with effective entrepreneurial and management practices. In addition, the "report found that retail (12.5%), professional services (8.5%) and technology (7.3%) were the top three wealth creation sectors among Millennials, while financial services, social media and e-commerce were identified as industries of the future. Also, "the report found that their (successful) operations typically have more resources, with an average headcount of 122.2 staff members compared to 29.9 for Baby Boomers" thus, placing a greater emphasis on the need for strong leadership and management skills.

- The Small Business Administration says that the small-business owners who are successful at "starting & managing" a business have leadership skills, the ability to make effective decisions and the knowledge and skill needed to manage employees; and they have the ability to bring together all of the functional areas (e.g., finance, accounting, human resources, marketing, information technology) in order to run and grow the business.

- "Poor management" is often cited as the number one reason for small business failure. The potential demand for a certificate that can be used by existing or potential small business owners is not insignificant. According to the most recent U.S. Census Survey results:
  - Small Business accounts for 60 to 80 percent of all new jobs in America
  - 28.2% of small businesses are family-owned
  - 1 in 2 are home-based
  - 31.7% of small business owners are between the ages of 25 and 44.
  - 50.8% of small business owners have a four-year degree
  - 46.9% of small business owners are involved in managing day-to-day operations.
  - 75.4% of small businesses have full-time paid employees.

Supporting Documents

Requires TECC Review

Reviewer Comments

Small bus Certificate.pdf

https://nextcatalog.uidaho.edu/courseleaf/approve/
Sara Mahuron (sara) (10/20/20 8:20 am): Edits made to standardize outcome statements; sent email to Scott Metlen to approve changes to formatting; waiting for response before approval (sara@uidaho.edu)

Sara Mahuron (sara) (10/20/20 9:55 am): minor edits, approved by Scott Metlen via email 10/20 (minor grammatical edits to learning outcomes and formatting of)

Amy Kingston (amykingston) (10/20/20 2:02 pm): I updated the program title to include "Academic Certificate" to match catalog formatting.

Rebecca Frost (rfrost) (10/21/20 6:54 pm): Rebecca Frost created the curriculum block.
Online Education
Working Group

Report submitted to:
President Scott Green

November 9, 2020
Executive Summary

In Spring 2021, President Green created a working group to examine how the University of Idaho could move rapidly into the online course and program delivery market. The working group was formed during the late part of Spring 2020 and met during the subsequent Spring, Summer and Fall terms. The product of the working group was to examine the opportunities available to the university in online education and to develop a plan to set in motion the development of a robust and stable online education function at the university.

Early in the working group meetings it was determined the online education working group should split into four sub-groups around the following areas: 1) technology and support infrastructure, 2) student support services, 3) marketing & strategic positions, 4) faculty and course development. The sub-groups were needed to allow for a smaller group to fully analyze and report back on the university efforts in their respective areas and create a more efficient structure in developing a comprehensive university-wide report. The report summarizes the recommendations from all four sub-groups and provides a suggested administrative structure. In addition, a short history of online education efforts at the University of Idaho is outlined for the purpose of setting context. The Idaho Governor’s Emergency Education Relief (GEER) Funding request and the Idaho Online initiative currently being led by the State Board of Education are also considered given the timing and urgency around both initiatives.

The report includes data around online enrollment potential and estimated resources and investment needed for the University of Idaho to achieve a stronger position in the online space and benefit from a return on the investment over time. It is hoped the report will serve as a road map for University of Idaho’s development of an online education effort. The report offers recommendations around unique areas of expertise and opportunity for University of Idaho online curriculum, requirements for best practices to implement online student support services, technology and infrastructure requirements, marketing and strategic positioning tactics and best practices around faculty support and curriculum development.

The working group is recommending a university-wide approach to online education with a single office under Academic Affairs (provost and executive vice-president) overseeing and coordinating the online efforts and programming. Beyond recommending a single point of responsibility and a single point of leadership for the online efforts, the report supports protecting faculty control of creating content for online courses and course development. The paper recognizes a number of successful online initiatives currently at UI which could serve as models for future success and recommends a sufficient investment over a period of years which will establish the online unit as well as leverage current successful online programming into additional opportunities and revenue. The paper recommends sufficient resources be made available to the Center for Excellence in Teaching and Learning as a unit which will assist faculty in course development and quality assurance. The report recommends the development of a centralized student services function which will create a seamless student experience and improving the user experience by strengthening our ability to provide support services to our online student population. The working group
recommends a robust and well-resourced marketing and communications strategy to create visibility for UI in the online education marketplace. The marketing should communicate a value proposition which appeals to multiple audiences identified as prospects which the institution could serve.

The report outlines three stages, each dependent upon an initial injection of capital and based upon return on investment projections. Resources are suggested for each stage with the understanding changes could be required as enrollments grow or shifts occur in student demographics or populations.

Based on the findings of the working group and the associated sub-groups, an initial investment of $1,048,809 is required to immediately create the capacity to build up an online unit and begin competing in an already crowded marketplace. In order to build the necessary infrastructure, it is recommended an additional $666,000 be invested in technological and user experience upgrades across the universities state-wide footprint. Moving forward if the initial investment yields expected results, the return on the investment will surpass the additional cost for growth in human and technological capital. The report extends to a horizon of 2026 and if followed, and student numbers grow as indicated by the data on markets and potential student populations, the university will fully resource the online unit and realize up to $22M in revenue growth.

In summary, the University of Idaho has only upside to improving our position in the online space. With some immediate investment, we will see early success by focusing on programs and curriculum that are “ready to launch” and have an identified market potential as well provide the structure which will enable other programs to enter the market quickly and efficiently.
Charge from President Green: Online Education Working Group

With the realization that the University of Idaho needed to have a robust and efficient online teaching and learning effort, President Scott Green established an Online Education Working Group during spring term 2020. President Green charged the online education working group to lead a conversation around exploring the steps needed to build a stronger remote learning infrastructure and enhance our online education offerings. The working group was asked to think broadly about what opportunities exist in Idaho and globally, to examine target markets and to find the right fit for Idaho in an already crowded online education space. The working group was encouraged to consider opportunities through our extension offices, dual-credit, support for homeschoolers, and certificate programs which may or may not lead to a degree.

The report provides recommendations focused on areas of strength, areas where we need improvement and information with specifics about investments and resources needed for the institution to improve our online opportunities and curriculum. The report may, in the future, assist academic and administrative leadership in visioning for the future and serve as a planning document as the institution considers developing an online learning effort.

Background

The history of online education at the University of Idaho (UI) began along with most other institutions in the early to mid-90’s as the internet and personal computers became part of the campus infrastructure and learning management systems (LMS) were being developed. With the integration of computers and learning technologies into the college classroom, faculty were challenged to consider how to use the new technological tools to foster learning at a distance and take their courses/programs to the students who were not able to join the on-campus community of learners. A detailed description of the history and milestones of online education at UI is provided in Appendix A.

In 2020, new opportunities for UI to take a lead in online education have emerged. With the COVID-19 pandemic, the university demonstrated it can move to online delivery as an entire inventory of courses and programs were moved online in a matter of weeks. The pandemic has created opportunity for faculty to learn about online education and engage in how to create, deliver, and manage online courses. The previously perceived daunting task of developing an online course or program is now understood as a doable instructional methodology and strategy.

Initial Effort

Prior to the first meeting of the working group, the chairman reviewed survey information from the vice-provost related to student support for online programs, institutional support for online programs, technology support for online programs, and a survey on program, course, and faculty development of online programs. The survey data provided insight into the campus communities views on online efforts and initiatives. The results showed areas where the institution was deficient, developing, accomplished or exemplary. Reviewing the data suggested the working group effort would need to be broken up into multiple areas.
which would allow smaller groups to deeply, and more efficiently, examine questions surrounding online education and how to move UI forward in the online space. The chair determined five groups would be necessary to fully examine the questions posed in the president charge in the time available. The five areas were:

- Faculty and Course Development
- Infrastructure and Technology
- Marketing and Strategic Positioning
- Student Support Services
- Administrative Structure and Resources and Revenue

Sub-groups would be built around the first four areas with the findings driving the administrative structure, resources and revenue area. A total of four sub-groups were created and a group lead designated. Appendix B provides a list of participants in the working group and the breakdown of the sub-groups. A summary of the working group meetings is provided in Appendix C.

**Statewide Efforts**

When the working group was first formed, the focus was internal around online education at the University of Idaho. Although that is still the primary focus, the pandemic has made online education a focus of the state of Idaho as well. With this new focus, comes a new opportunity for collaboration at the statewide level.

Two new initiatives supporting online education statewide are:

1. Idaho Governor’s Emergency Education Relief fund
2. Idaho Online Initiative

The Governor’s Emergency Education Relief (GEER) fund is a response to the COVID-19 pandemic and provides funds to support technical infrastructure to improve remote instruction across the state of Idaho (Appendix D).

The Idaho Online initiative provides the opportunity to participate and partner in a statewide digital course-sharing campus. Idaho Online will consolidate courses from the eight higher education institutions in the state into a unified online learning initiative. It is likely additional resources will flow to UI from the initiative and will help enhance our ability to deliver to all corners of the state (Appendix E).

It is unclear at the point of writing this report what impact GEER or the Idaho Online initiative will have on administrative structure, faculty and course development, student support services, marketing and strategic positioning, and technology support and infrastructure of online education at UI. With the State Board of Education (SBOE) entering into the online discussions, it could be both beneficial with respect to new resources or challenging as UI may be constrained as to how the university moves forward and reacts to opportunities.
Initial Primary Recommendation – Administrative Structure

Although the sub-groups were focused on the different areas of examination, they all recognized that competing and thriving in the online environment would require a centrally supported effort. To thoroughly understand what has kept UI from achieving success in the online education arena, the working group participants examined successful online units of other institutions including Colorado State, Oregon State, Washington State, and University of Central Florida. Programs at these universities all have a robust central structure which focuses efforts on the online populations, superior student support and the units are charged with developing and supporting online education at the institution. A minority of working group members were not supportive of a central administrative structure. Their concerns were primarily around the ability for faculty to be innovative and creative in their courses and the addition of an administrative position and structure.

Many pieces necessary for a robust online education unit already exist at UI and there are successful online programs serving nearly 900 undergraduate and graduate students. For example, Engineering Outreach is a unit in Engineering with a 45-year track record of providing distance education to a professional engineering audience (Appendix H). Many other programs exist in curricular units such as the MFA in Theater and the MNR in Natural Resources. These, and other, programs have developed a strong national and international following, their success should be examined, and their leaders consulted on the new central unit and on how to leverage the new units efforts for continued success. Current online program or office identity, content, and culture did not fall under the purview of these recommendations nor their disposition with respect to the development of a central university structure. However, in examining the overall university online effort it was discovered students currently lack simple, centralized access to necessary information and services about online education. For example, all students need to know how to contact technical support, use BBLearn, register for classes, pay tuition, etc., but the utilities that fulfill these functions are currently distributed across multiple web portals and institutions across the university making navigation unnecessarily complex. The need for centralized access to these services leads to an opportunity to develop an efficient, coherent online effort that provides a consistent user experience and supports existing programs, as well as yet to be developed programs.

The balance of the report will build on the recommendation of a central online education unit (Online Unit). One possible structure of the new Online Unit is outlined and suggested in appendix K. The new Online Unit would work collaboratively or under our existing Center for Excellence in Teaching and Learning (CETL). The central online unit would coordinate with ITS on technological innovations and concerns. The Online Unit would be responsible for the coordination of online delivery across the institution, support existing programs, and examine the creation of new programs. The online unit would be responsible for insuring course quality and program effectiveness as well as develop appropriate marketing and communication strategies with the Office of University Communications and Marketing. The online unit must partner with existing programs on campus which have a long track record of success and a recognized space in the market and use their institutional visibility to
leverage success of the existing programs. The priority and focus of the unit must be on student success. The unit must be able to incentivize faculty and departments to create academic offerings in partnership.

Therefore, the first recommendation from the working group is the development of a unit which reports under the authority of provost and leads UI’s online programming and support structures. The unit must have a leader who is responsible for the unit success and be provided sufficient resources to ensure the following recommendations (if they are accepted as plans) can be supported. It is imperative the leader of the unit be included in decision making circles as the university explores changes to course and program delivery, it will be important to consider the impacts on the tuition structure, web fees, and course fees from the perspectives of transparency of the cost of education and university funding models. The online unit leader will need be a member of the provost council and be able to closely work with deans and other administrators as some opportunities will impact faculty teaching load discussions, technology contracts, faculty contracts, proctoring and assessment activities, among others. It is recommended that the online unit create a sustainable financial model for faculty and program incentives based on a return of revenue from enrollment. Resources should be distributed to academic units for the development of programs and courses.

**Benefits of A Centralized Online Education Unit**

Many successful online programs report that campus-based students increasingly take advantage of the services and educational opportunities they establish through their online campuses. As such, these investments will enable the online campus to become a part of the scope of every student’s experience, whether the student is online or campus-based. Further investment will allow the university to:

- Eliminate redundant services and access points and streamline student services
- Move student support service and technical services delivery into a more continuous (i.e., 24-hour) delivery environment which can serve online students, international students, and non-traditional students who may work during business hours
- Collect standardized data that can be leveraged to better assess and ensure the quality of the student user experience and assist with institutional assessment, accreditation and other reporting requirements
- Provide better means for the evaluation and possible implementation of Artificial Intelligence (AI) and other technical solutions.

The benefits will enhance what is currently in place and extend the services to all units on campus.

An important consideration when discussing possible recommendations is the potential return on investment (ROI). The university is not in a position to direct resources toward efforts that do not demonstrate a suitable and sustainable return. For this reason, the report will outline a strategy for development of an Online Unit and the specific recommendations will be discussed in the following three stages:
• **Stage 1** – Almost immediately attainable by using existing university structures, functions or assets to build out a stand-alone Online Unit under Academic Affairs
• **Stage 2** – Estimated to be 2024
• **Stage 3** – Estimated to be 2026

Stage 2 and Stage 3 are built out upon the success of Stage 1 and will be driven by enrollment, program growth, and by both new markets and increased market penetration.

A comprehensive set of recommendations will follow and are all based on the primary recommendation that the institution invest and support an online learning office/unit and bring in a leader who can move the office and institution forward. A detailed discussion of the overall return on investment follows the specific recommendations. In the following sections of the report, specific recommendations will be broken out by stages and by sub-group.

**Overview of Areas of Examination**

The specific areas the working group examined and provided recommendations on include:

1. Faculty and Course Development
2. Student Support Services
3. Marketing and Strategic Positioning
4. Technology Support and Infrastructure

Appendix F provides a detailed list of considerations used as discussion points during the sub-group meetings.

Recommendations related to the development of a single point of contact online unit will be demonstrated throughout the sub-group reports. The working group recognized that a significant investment will need to be made in personnel and infrastructure for the university to move forward and be competitive and effective in the online space.

Estimated costs of both human resources and infrastructure resources are part of the recommendations (Appendix G). Costs related to personnel are estimated and calculated on either the estimated salary at UI or, if the position does not currently exist at UI, the salary was based on 85 percent of the Oregon State University salary for a similar position. Oregon State was chosen as a regional peer with a robust online unit similar to our proposed unit (Note: Moscow, Idaho is 14.7 percent lower in living cost than Corvallis, Oregon where Oregon State is located).

Recommendations from the marketing and strategic position sub-group and the technology support and infrastructure sub-group are primarily related to costs incurred with marketing and communication campaigns and infrastructure support. Both marketing and communication and infrastructure require some additional human capital, but those positions are included in the administrative structure, faculty and program development or student support recommendations.
Administrative Structure Overview

As was mentioned at the start of the report, the administrative structure discussions strongly support establishing a centralized Online Unit under Academic Affairs and is our primary recommendation. With that said, it is of interest to note that nationally approximately 50 percent of colleges and universities online learning efforts and administration are housed in Centers for Excellence in Teaching and Learning (CETL). The University of Idaho has a robust CETL with an established and successful record of working with faculty in improving teaching and learning across all dimensions of and methodologies of delivery. Among institutions that have separate and distinct centers dedicated to the online effort, they all have harmonious, collaborative, and supportive partnerships with their equivalent to CETL to ensure high quality in the delivery of online learning experiences. Through CETL, UI has nationally recognized expertise in designing, developing, and leading teaching and learning and support initiatives that include promoting and supporting online learning. CETL is engaged in national and international conversations surrounding online teaching and learning practices and should be used to help envision and design the institutional online unit. The relationship with the National Center for the Integration of Research, Teaching and Learning (CIRTL) Network is additional endorsement around our reputation of excellent support for faculty in blending teaching, learning and research. UI’s membership was secured because of our strong CETL programming across our campuses and particularly through the graduate college.

The value of a centralized unit may be questioned because it removes curricular control by faculty. The concern can be addressed by clarifying the concept and noting that centralization does not equate to control. Nor should it. The general concurrence is that centralization of support for quality online classes and well-prepared faculty is positive. Faculty are the creative forces behind their classes, in control of their content and the means of accomplishing core learning goals and outcomes.

A centralized administrative unit should identify and secure markets of students, provide a portal to classes, and provide exemplary student support, but otherwise trust faculty to develop and deliver the courses with the support of instructional design staff. The central administrative unit should be sufficiently staffed as to be a stand-alone unit with strong connections to other assets/units on campus that can support the efforts of the office where duplication of effort is not warranted. Data presented in this report suggests continued growth in online students as well as continued growth in existing programs. The growth can be exponentially higher with a dedicated unit focused on the online offerings and experiences for students. The Central unit should lead the university discussion as the university explores changes to course and program delivery, it will be important to consider the impacts on the tuition structure, web fees, and course fees from the perspectives of transparency of the cost of education and university funding models.

Faculty and Course Development Overview

Outside of individual units such as Engineering Outreach, UI has not been successful developing a dedicated online learning presence for students and programs with a clear and
comprehensive institutional brand. The working group recognized there is a unique opportunity to change course, institutionally. UI has the resources for supporting faculty and course development committed and in-place, but it does not have an institutional “brand” or unit that coordinates the development and advertisement of an online identity. We do not have a “one stop shop” for students to learn about high quality online programs and to oversee all aspects of the student experience.

UI can easily support the development of superior online classes and learning experiences, but to succeed the university must commit to the following key steps:

- Invest substantively in a culture of teaching and learning excellence, regardless of instructional modality and support a commitment to online quality at the institutional level
- Recognize that faculty are the creative force behind their course and should be incentivized to create dynamic, active, and efficient courses.
- Provide significant financial incentives directly to faculty and academic units to encourage development of high-quality online course and program offerings.
- Consider how to develop and market its brand and provide an interface that invites students into a user-friendly environment that points them in the direction of all of the support networks designed to recruit, retain, and support them as UI students.

Related to this is responsibility for maintaining an accurate index of all online learning experiences, from certificates to degrees in a central and accessible location. CETL has the expertise and, like most universities, has designed and uses Quality Matters-inspired/improved upon standards, but there has never been an expectation of online faculty and course quality. There has never been an expectation that new online faculty should participate in specialized training and have a dedicated instructional designer there to help launch their classes. Further, as all academic programs must have approved curriculum maps, a near-horizon goal is to identify, prioritize, and support strong online programs and require first-time courses and faculty to prepare for a successful launch with the support of existing expertise.

As expressed in the previous section, strong opinions exist around quality assurance, fearing it will diminish faculty creativity, authority, and expertise. This raises the question about how standards for teaching and learning generally, and online specifically, will be used to create high quality courses and curriculum.

Where centralization is clearly required is in the realm of establishing, maintaining, growing, and marketing an accurate index of programs and classes. It is recommended that UI align course development and faculty development with the existing programming in CETL. CETL has the background and experience in creating dynamic and pedagogically sound practices within our faculty which can then translate to online courses and the ability to apply measures of quality assurance necessary to differentiate UI courses. It is recommended that the university reconceptualize the offering structure of the online courses/programs to be offered. The working group suggests significant faculty and department incentives which would ensure the development and sustainability of online courses and programs.
The working group would support consideration of moving away from the three-credit norm for classes and explore shorter term or alternative terms to meet the needs of the everchanging markets for quality educational programs and fit the changing needs of our potential students. The working group sees great value in the discussions on changing the semester-based paradigm for some markets and programs. Ideas for additional exploration include:

- Shorter course timeframes – 2 to 4 weeks or one-course a month model– to support outside partners like INL as well as returning learners
- 1 credit versus 3 credit courses – split existing courses for more options
- Certificates, badging, and microlearning/micro-credentialing
- Building block programs for “build-your-own” degrees
- Ability to easily and quickly take one course at a time
- Online programs and matching on-premise courses do not have to have the same timeframes

The working group feels that faculty development and assistance activities provided by CETL require more funding for expanded staffing and tools – possibly beyond what is recommended in this report.

**Student Support Services Overview**

Those establishing the online effort will need to identify the key aspects of the online experience appropriate for standardization and centralization and then establish the program in such a way that each student, regardless of program, can be assured effective and efficient means for accessing and discovering class content, support services and means for communicating with individual program faculty, leadership, and support staff. The student support service sub-group recommends that the UI prioritize initial investments towards the development of an online website that uses existing technical infrastructure and personnel to facilitate access, discovery and communication for online students and the staff/faculty that support them.

Under a centralized structure and office, the online unit will consolidate and redesign existing online program information and resources to promote clarity and a consistent Vandal student experience. The working group suggests the leaders of the many successful online programs currently at UI be called upon to help guide the student support programming. There uniqueness in each curriculum and a one-size fits all is not likely to be effective across and between programs and levels. The online unit will enable a new online community to be built that consists of prospective, current, and graduated students. Student support begins at the initial point of inquiry from a prospective student. An effective online resource will demonstrate excellence in programming and delivery from the onset of a program to its completion, enticing prospective students, maintaining their engagement while enrolled, and enabling continued investment from online Vandal alumni after completion. Overall there are four recommendations: create a user experience sub-unit; create a student’s success coaching program; develop a Vandal community building
program; and finally create a body of faculty and staff from each unit which will provide the guidance on curriculum, scholarships, and financial aid.

**Marketing and Strategic Positioning Overview**

Recommendations from the marketing and strategic positioning sub-group identify and analyze various potential target audiences for online education and reviews in-state, regional, and some national competition.

When meeting with the broader working group, President Green suggested that UI provide offerings that meet the needs of “Any Student, Anywhere.” With this consideration, programs offered by the university need to be accessible and the ones students seek. The offerings could include professional development, continuing education, certifications, undergraduate, and graduate with the specific programs to be determined. Some programs are currently offered at the university, but in order for it to be successful in a broader set of programmatic offerings, it must consider its competitive advantages to build a defensible position in the marketplace. In order to ramp up the online offerings to match the expected stage one outcomes incentives need to be established to motivate faculty and departments to create innovative and dynamic online offerings for the university. Initial incentive costs are included in the projected cost per program. Further incentives should be based on a sustainable financial model and reward enrollment and course/program completion.

The marketplace is already crowded with existing offerings. Strong national competition already exists (ASU, Penn State, Purdue, etc.) as well as regional competition (WSU, OSU, BSU, LCSC, etc.); thus, in order for UI to be successful it may need to leverage its strong research position (offering world class and cutting edge knowledge to students), exemplary faculty and staff, existing brand prestige, and recent recognition as the Best Value University in the West. Accordingly, research needs to determine the appropriate positioning the UI must present to the marketplace in light of existing competition in many markets and lack of competition in other markets.

The sub-group identified four potential target audiences that should be a first priority for expansion of UI online education offerings:

- Four-year undergraduate students
- Community college transfer students
- Some college, no degree students
- Dual credit students

In addition to individually demonstrating strategic potential, the sub-group believes that these four priorities interrelate, resulting in potential synergies.

Additionally, the sub-group sees great value in the discussions on changing the semester-based paradigm for some markets and programs and think differently as to how to create opportunities which would meet the market and students needs. Ideas for additional exploration include:
• Shorter course timeframes – 6 or 8 weeks or one-course a month– to support outside partners like INL as well as returning learners
• 1 credit versus 3 credit courses – split existing courses for more options
• Certificates, badging, and microlearning
• Building block programs for “build-your-own” degrees
• Ability to easily and quickly take one course at a time
• Online programs and matching on-premise courses do not have to have the same timeframes

Four-year Undergraduate Students

Immediately After High School. In 2018, only 48 percent of Idaho high school students enrolled in college upon graduation. Of the 2016 graduates, only 63 percent had enrolled in college within three years of high school completion. In Idaho, there is a statistically significant difference between enrollment rates for rural versus city, suburb, town students. Rural students have only a 44 percent college enrollment rate, while city, suburban, town students have a 50 percent college enrollment rate. This suggests that being place-bound, without access to an institution of higher education, affects go-on rates. Online 4-year degrees could serve this need.

After Military Service or Gap Year. In 2018, fewer than 2,000 Idahoans enlisted in the armed services. In April 2020, it was projected that 40,000 high school students nationwide would take a “gap year” for the 2020-21 school year prior to starting higher education.

These students’ post-high school experiences may contribute to their being place-bound. It may be possible to create some sort of practicum-based program that provides academic credit to individuals for aspects of their military service. In addition, programs could develop synergies with gap year programs.

Community College Transfer Students

Community college students are more likely to be place-bound than traditional students and represent a group of students who could greatly benefit from online offers at UI. Specifically, UI should establish and/or expand articulated online 2+2 programs with CWI, CSI, CEI, and NIC, which would allow students to start the first of their programs (first two years) in-person at a community college and then complete the second half (third and fourth years) online with UI to finish their 4-year degree program. Idaho’s community colleges serve a large number of students across the entire state. A breakdown of the Idaho community colleges total population, degrees awarded and graduation rate for 2019 is provided in Appendix J.

The establishment and/or expansion of online 2+2 programs would encourage those students earning degrees to continue their education at UI. In addition, the availability of these more marketable 4-year degrees may incentivize more students to earn 2-year degrees. Finally, by offering community college transfer students the opportunity to complete their degrees online, UI could expand the number of students transferring from out-of-state community colleges.
Some College, No Degree Students, Stackable Credentials
In Idaho, a total of 164,692 residents and 20 percent of individuals aged 25 to 34 have some college education, yet they did not obtain a certification or a degree. Adult learners are eligible for the Idaho Opportunity Scholarship (beginning FY19, other criteria apply); but, in 2018, only 146 of 2,504 students who received Idaho Opportunity Scholarships were adult learners.

Nationally, the 60 percent six-year graduation rate suggests that the pool of some college, no degree students is also large outside of Idaho. Yet many of these some college, no degree students are place-bound, with jobs and families. Thus, there is an opportunity to serve these students by offering them a pathway to a degree via online offerings.

Dual Credit Students
Dual credit not only provides an opportunity for credit hour generation but can also serve as a gateway to the UI. In 2019, there were 13,277 students who enrolled in dual credit courses and earned 65,523 credits. UI was third among other in-state four-year institutions in the market, with respect both to the amount of dual credit earned and to the number of students who pursued dual credit.

Similarly, when compared with in-state two-year institutions, UI was fourth with respect to dual credit earned and third with respect to the number of students earning dual credit.

By offering online dual credit courses to high school students throughout the state, UI could expand both the size of this market and its position therein. The legislature has allocated $4,125 to every Idaho student (while in 7th through 12th grade) to be used for educational opportunities, yet much of this funding is unused. These dual credit programs would serve as a pipeline to further UI offerings (either in-person or online). Using an online format, dual credit courses could be offered statewide, serving rural and/or disadvantaged high schools that don’t currently have in-house dual credit opportunities.
The sub-group analyzed additional potential target audiences, which are worthy of further study, but the sub-group does not believe should be the first priority for UI’s expansion of online education offerings. The additional potential target audiences include:

- Graduate Programs
- Micro-Credentialing Programs
- Virtual High Schools

**Graduate Programs**
In the state of Idaho for FY 2019, there were 1,782 master’s degrees, 52 certificates above master’s, and 373 doctoral degrees awarded. Of these numbers, the University of Idaho awarded 490 master’s degrees (27.5% of total), 22 certificates above master’s (42.3% of total), and 161 doctoral degrees (43.1%). Idaho has many successful online graduate programs currently and they should serve as models for other programs moving forward.

**Micro-Credentialing Programs**
Nationally, in 2016, 66 percent of 16- to 65-year-old individuals had some certification or licensing when they had a graduate or bachelor’s degree, as compared to 23 percent for some college no degree group. This suggests that micro-credentials, including certificates and licensing, may be relevant to current graduates. These micro-credentialing programs may be especially helpful if developed to be “stackable,” such that they can be combined to earn a terminal degree.

**Virtual Schools (High School Level)**
Per Idaho SBOE, high school students enrolled in virtual programs (high school level) have a 32% (n=140) immediate go-on rate, which increases to 48% (n=209) within three years of high school completion. While the size of these segments may appear small, there is an opportunity to build programs for in-state and out-of-state virtual students. One key advantage is that they have already done some virtual education and due to the COVID-19
pandemic online (virtual) learning will have been experienced by all high school students in the state.

**Ongoing - Competitive Analysis**

A preliminary competitive analysis is provided as part of the sub-group work which included information about in-state, out-of-state, and national competition in the marketspace. Some key takeaways are:

- A detailed SWOT (Strengths, Weaknesses, Opportunities, Threats) analysis needs to be performed to see where UI currently resides in relation to the competition.
- We suggest that the pricing model for online education be reconsidered. Traditional UI pricing models will not work well for online education pricing due to the high level of competitiveness in many domain areas. A detailed analysis needs to be performed for price sensitivity for:
  - Undergraduate offerings
  - Community college transfers
  - Professional development
  - Graduate education
  - Short-course type of micro-certifications
- With a number of competitors already participating in the marketspace, it is imperative that an appropriate value proposition be presented to potential students in these diverse target markets.
- Marketing and communication will need to be significantly supported since many of the competitors are entrenched in markets with significant levels of support.

**Technology Support and Infrastructure**

The desired outcomes of the university’s online education plan should drive technology support and infrastructure decisions. Because the university has a solid network infrastructure, a functioning LMS, many cloud-based tools already in use and both tapped and untapped skills in our faculty and staff, the development of online programs can and should continue while the university defines and executes an overall online education plan.

Technology support and infrastructure is a critical component of the development of a robust online program

While the development of the online unit continues, the following influences and goals must be kept in mind to help ensure the university’s success in online education:

- We must adapt to the post-COVID future and combine traditional and online education to stand out from the crowd and to deliver what our students need now and in the future.
- We can and should continue to influence and play our part in improving the broadband infrastructure across the state.
• Recent SBOE announcements on Idaho Online and the possible move to a statewide learning management system needs additional discussion before significant investments are made at the university level.
• More comprehensive faculty input into both technology and support needs are required but we can start with the knowledge of university experts and the needs already identified.
• Technology options and support must be better integrated so as to provide a positive user experience for both students and faculty and must be available statewide and globally.
• Faculty should be encouraged to innovate and provided tools that are flexible, agile and scalable to support and highlight innovation.
• Technology for use by faculty in the development and delivery of online education must be consistently evaluated and properly funded.

The technology support and infrastructure sub-group recommends the following initial investments of time and money as part of the overall plan:

• Adopt the Canvas Learning Management System (LMS) which will be supported initially by the SBOE and develop training and transition plans from the BbLearn platform.
• Expand UI participation in the SBOE Idaho Online initiative.
• Review of aspirational institutions and survey of UI faculty needs in technology and tools followed by the development of detailed recommendations and an implementation plan.
• Development and implementation of a thorough technology integration and user experience plan.
• Funding of technology included in the Idaho GEER grant proposal and finalization of other projects already underway.
• Development of sustainable, updatable and robust information resources on technology planning and coordination ensure faculty and units have appropriate resources for online education development and delivery.

Stage 1 - Specific Recommendations

Stage 1 reflects recommendations that are almost immediately attainable by using existing university structures, functions or assets to build out a stand-alone Online Unit, with an initial investment in human resources and technological capital.

Administrative Structure Recommendations

As soon as possible in Fall 2020 launch search for a director (title should be academic) who will oversee the Online Unit and coordinate with college deans and departments on program design, development, and delivery. The director would coordinate with Information Technology Services (ITS), university Communications and Marketing, Strategic Enrollment Management (SEM), CETL, and ancillary and student support units on campus on the delivery of a constellation of courses and programs fully supported by the institution.
1. Hire an individual who will liaise with and coordinate the UI contribution to the statewide Idaho Online initiative and the statewide SBOE “on-ramp”.
2. Hire administrative support for the newly created Online Unit.

Faculty and Course Development Recommendations

- Invest in an instructional design effort aligned with CETL and online learning specialists who can assist with the university effort to design, develop, and deliver superior courses and programs across instructional modalities. It is important to recognize that changes toward online delivery will impact faculty teaching load discussions with unit leadership, technology contracts, faculty contracts, proctoring and assessment among others.
- Hire an instructional designer and digital learning specialist who can help faculty build high quality courses – provide necessary financial resources to build quality course/programs.
- Provide additional personnel as support for the LMS (Canvas) administrator in CETL.
- Hire a senior digital learning specialist who will be central in exploring new technologies and learning environments. Initially this hire will oversee and maintain the technologically enhanced learning spaces and digital media production.
- Build an incentive structure for faculty to create courses and programs.

Student Support Services Recommendations

- Under the director of student support services establish a “user experience” unit and student success coaching program. The user experience unit will coordinate with ITS and CETL to ensure the usability of the UI platform is effective, easy to use, visible, and meets accessibility standards. The coaching program would provide experts who would be able to anticipate students’ questions and concerns and create a transformational relationship rather than a transactional exchange. Additionally, the coaches would create a strong rapport with students to improve retention and course/program success at all academic levels.
- Hire a director of student support services to ensure the online students’ unique needs are being met with a simple and clear interface and a robust support presence is maintained.
- Hire a user experience director who will integrate with ITS and CETL on the functionality and usability of the online platforms.
- Hire and support a student success coach who can follow students through the process of being a successful student. The coach would lead a group of students who would be embedded into the programs to “coach” and support students moving through the courses/programs.
Marketing Recommendations

Four-year Undergraduate Students

- Identify programs that are already delivered online, and evaluate resource needs to determine the return on investment (ROI) for providing necessary support or growth.
- Evaluate current on-campus offerings to seek out those that are ripe for introduction to the online space.
- Analyze the competitive environment to discover what new and even niche offerings could be presented to the marketplace.
- Perform a thorough competitive analysis regionally and nationally to evaluate opportunities. There may be a need to hire an external agency to perform a detailed competitive analysis.
- Offer a competitive startup grant to get new and exciting programs put forward:
  - An evaluation committee could be formed with experts who understand undergraduate program viability and online delivery.
  - All programs do not necessarily have the same startup costs; thus, a bounded range of support could be offered.

Community College Transfer Students

- Continue to strengthen ties with regional partners and put in significant efforts to recruit students from not only Idaho but also nearby states. Recruiting efforts could be enhanced by the use of full-time recruiters whose sole responsibility is to recruit from in-state and out-of-state regional community colleges.
- There are current ties to CEI such that students can co-enroll with UI, we recommend that this be expanded to include CWI, CSI, and NIC and focus on distance delivery.
- Establish and/or expand articulated online 2+2 programs with CWI, CSI, CEI, and NIC.
- Expand marketing efforts and student counseling at CWI, CSI, CEI, and NIC.
- Expand marketing efforts at out-of-state community colleges, beginning with those from which students already transfer and we have transfer agreements.
- Consider additional programs needed for students coming from community colleges.

Some College, No Degree Students, Stackable Credentials

- Tailor programs for these individuals, focusing on degrees that may build on existing work experience (perhaps by offering some credit for real-world experience).
- Create support systems to ease the re-entry into higher education. We recommend a series of courses be developed along the theme of being a successful online learner.
- Develop professional and practical programs (non-degree) for those who just want to achieve a skillset.
• Revisit the role of “stackables,” and develop opportunities which enable students to work on modules of courses that serve as building blocks to professional development, certificates, and/or degrees.
• Marketing efforts which partner with employers who employ potential students.
• Encourage a “test drive” strategy for students who are not sure they are ready for college completion.

Dual Credit

• Invest in UI’s Dual Credit Program, https://dualcredit.uidaho.edu/.
• Set a goal for the number of new dual-credit courses to be offered by each undergraduate unit.
• Provide funding to hire and train adjunct faculty to create online dual-credit courses.
• Coordinate statewide with high schools to promote online / dual credit courses.
• Streamline the process for obtaining UI curricular approval of dual-credit courses.
• Offer a competitive startup grant to help increase the number of dual credit courses offered.

Technology Support and Infrastructure Recommendations

• Migrate to the SBOE supported Learning Management System (LMS).
  a. Accept the offer from the Idaho State Board of Education for three years of funding for the new LMS.
• Expand participation in the SBOE Idaho Online initiative
• Review of aspirational institutions and survey of UI faculty needs in technology and tools followed by the development of detailed recommendations and an implementation plan.
  a. Tackle the questions of:
    i. What technology is in use now?
    ii. What are you unable to do in an online setting that you can do in person (and vice versa)
    iii. What is working and not working at other places?
    iv. What is needed now for success, what will be needed in the future and what would be classified as desires rather than needs.
  b. Develop mechanisms to incent innovation cycles
• Development and implementation of a thorough technology integration and user experience plan
  a. Different access and use requirements by constituency (faculty, students, etc.)
  b. Key considerations include:
    i. Global approach
    ii. Accessibility as a core design element
    iii. Security/identity management
    iv. Student technology support
v. Faculty technology support
vi. Faculty instructional design support
vii. Support for innovation

- Funding of technology included in the Idaho GEER grant proposal and finalization of other projects already underway.
  a. The university received $993,000 of the requested $1.6 M in GEER funding that **must be spent by December 2020** (see Appendix G for more details)
  b. Investments in novel and new technology will greatly aid the delivery of quality online courses and improve time to market.
  c. Investments should be prioritized for largest immediate impact.
- Development of sustainable, updatable and robust information resources on technology planning and coordination to ensure faculty and units have appropriate resources for online education development and delivery.
  a. Work on an update to the existing classroom inventory is nearly complete and will be augmented with additional rooms currently in the process of being upgraded.
  b. Complete development of user computer replacement cycle.
  c. Replacement cycles should be included in the ITS Technology Forecast, a financial planning document managed by ITS.
  d. Current inventories can be augmented with information from surveys done in other online working group recommendations.

**Stage 2 – Specific Recommendations**

Stage 2 reflects recommendations that are achievable by 2024 if not sooner. Stage 2 includes additional human resources and other costs associated with projected growth. Total amount will be based on the successes of stage 1 recommendations and if the additional positions/resources are warranted.

**Administrative Structure Recommendations**

- Hire an assistant director to support the UI online.

**Faculty and Course Development Recommendations**

- Hire an LMS administrator who is solely aligned with the statewide Idaho Online initiative efforts and developing markets outside of campus.
- Potentially hire two additional instructional designers if warranted.
- Hire a digital media laboratory consultant.
- Hire two graduate assistants to engage in research and development of online education strategies and provide a foundation for the integration of graduate education into the unit.
- Hire online digital library support librarian (in concert with the library) to provide reference and research support to online students and to embed library resources into online courses.
• Consider the development of an online degree program preparing graduate students in digital delivery and digital instructional design. The degree program could support our instructional design efforts with internship and practicum opportunities.

**Student Support Services Recommendations**

• Hire a student support assistant to support the director of student support services.
• Hire a student/community program manager who would be responsible for the support and growth of online community and manage the embedded students, graduate students, and student success coaches.
• Hire an additional three student success coaches.
• Hire an additional two embedded students.
• Hire a disability services coordinator for online students.
• Hire a user experience/web developer who will keep the content and design fresh and contemporary updates to the audiences served.

**Marketing Recommendations**

**Graduate Programs**

• Identify niche programs where the population in the state and region are underserved.
• Assess the viability of additional professional programs which can be deployed on a part-time basis and meet an industry need, (PSM, MBA, etc.)
• UI has strong expertise in many existing domains. Use this expertise to present programs in areas of expertise at the master’s and doctoral level.
• Complete a study on which graduate programs to develop, a detailed analysis for ROI will need to be performed to assess which programs to bring forward first.
• We recommend offering a startup stipend to help incentivize programs and increase the number of programs offered.

**Micro-Credentialing Programs**

• Small credentials have considerable potential, in particular when combined with the concept of “stackables.”
• Convene faculty to determine and identify the appropriate “bite-size” pieces that target markets would be interested in pursuing.

**Virtual High Schools**

• Virtual high schools have grown, and this group could be an underserved audience particularly due to the COVID-19 pandemic. It may be possible to direct students to proposed four-year undergraduate online offerings or engage students in dual-credit opportunities.
Technology Support and Infrastructure Recommendations

Future Development of Technology

The recommendations shown here are the beginning of the effort to take UI’s online education to the next level. Additional investment decisions will come as a result of the university’s overall online education plan, but some future considerations include:

- Expanded training for faculty in concert with efforts recommended in the faculty development section in Canvas migration and new technologies.
- Program and discipline-specific investments in technology to support online pedagogy
- Conversion of courses to a new the Canvas platform
- Continued leadership in the development of rural broadband access across the state
- Investments in innovation technologies – VR headsets, mixed realities, artificial intelligence, etc.
- Services to provide, repair and maintain student technology for those unable to afford the technology required for success in online education.

Stage 3 - Specific Recommendations

Administrative Structure Recommendations

Currently, there are no Stage 3 recommendations for administrative structure. However, based on the successes of stage 2 additional support could be warranted.

Faculty and Course Development Recommendations

Hire three additional instructional designers in CETL, as needed and warranted.

Student Support Services Recommendations

- Hire a student success involvement coordinator to develop deeper and structured involvement programs for the online populations.
- Hire additional embedded students to support online students.

Overall Return on Investment

Projected enrollment numbers based on data from UI and national reports suggest the market is there for online educational offerings. Even if UI does not add any additional online degree programs, and if the 3-year rate of growth of exclusively online students currently at UI continues, we estimate our program will be serving over 4,000 students by 2026. With a centralized and focused online effort, the growth could well exceed the predictions. Figure 1 in Appendix J shows the last three years of UI exclusively online program enrollment under major degree categories showing nearly all programs increasing enrollment from year to year. Growth is projected to increase at an increasing rate due to
the current environment and the development of online programming at all institutions of higher education.

Currently, tuition income to the UI from exclusively online programs is estimated at over $4M, increasing from less than $1M as recently as Fall 2017 (Appendix J, Figure 3). This rate of increase and growth has been the result of marketing and recruitment efforts largely attributable to the departmental level. With a university-wide approach, the development of new programs and offerings it is likely programs would grow quickly. If existing online programs continue the growth which has been consistent since spring 2018, we expect UI online students to number upwards of 4,300 by Stage 2. The fully integrated model costs associated with UI’s online program are shown in Appendix J, Figure 4.

Comparing estimated tuition income, current online student growth rates, and costs of the overall UI online campus program, the ROI is expected to exceed 200% return by 2024 and over 450% by 2026 (Appendix J, Figure 5). This is assuming no change in growth rates, although it is expected that as more programs go online and marketing and recruitment efforts are engaged through the online campus platform and networks, student enrollment growth rates will increase significantly.

These projections include new students only and not current students in order to demonstrate the transition to positive returns directly associated with increased investment in online programs. In other words, if growth is simply maintained due to the development of the online campus, returns would be positive before 2022. Overall income is projected to exceed $22M by 2026 if growth rates remain constant and tuition increases 5% per year. With increased enrollment the gains will be significant (Appendix J, Figure 6). It is important to note that reduced tuition through discounts or a reduced pricing structure would impact the return on the investment and would lead to a reduced return. Associated costs shared among online campus and other divisions are not shown. Additional income from on-campus students taking online classes is not included. Again, the projections do not include other factors which could impact return, such as state holdbacks, SBOE requirements, internal budget reductions, or shifts in student demographics.

It will be critical to develop a sustainable financial model which will support and promote the online efforts and unit. We recommend the online unit leadership be included in conversations surrounding the universities sustainable financial model. We recommend the online unit be resourced as to be able to sufficiently support growth, return substantial resources as incentives to faculty and departments, and support ancillary units which are part of the institutions online structure. Additionally, it will be necessary to fully support Stage 1 of the online campus proposal as it will be impossible to move forward without a significant foundation of funding. Entering an existing market will a substantial commitment and investment. As UI has done in the past, a lack of initial resources or sharing of responsibilities only inhibits the growth and limits opportunity. With an initial full investment, it is highly likely the unit will not only function as planned but provide the revenue base for future expansion. If online revenues meet the estimated projections in Stages 2 and 3, the model will be fully resourced.
Appendix A
History and Milestones of Online Education at the University of Idaho

The history of online education at the University of Idaho (UI) began along with most other institutions in the early to mid-90’s as the internet and personal computers became part of the campus infrastructure and learning management systems (LMS) were being developed. With the integration of computers and learning technologies into the college classroom faculty were challenged to consider how to use the new technological tools to foster learning at a distance and take their courses/programs to the students who were not able to join the on-campus community of learners.

At the University of Idaho, the first established effort at an institutional online program was in 1997 with the creation of the Center for Teaching Innovation (CTI). CTI was created through a grant from the Idaho State Board of Education with the purpose to assist faculty in developing courses to be delivered online. CTI was housed in Information Technology Services and staffed by instructional designers and technology support personnel who supported faculty who wished to try online course delivery. CTI housed the university LMS and provided training for faculty in accessing and using the LMS system, which changed with the rapidly developing technologies available. Between 2001 and 2004, twenty-two online courses were developed through CTI. Additionally, the successful Engineering Outreach program, which has been in existence since 1975 delivering video courses, was transitioning to DVD from VHS and starting to move to fully online delivery.

In 2004, interim President Gary Michel convened an Outreach Task Force and charged the group with determining the definition of online learning, defining an online education strategy and examining how online learning fit into the institutional outreach mission. The 2004 effort began the discussion of centralized vs. decentralized efforts and which would be the better model for UI. The Outreach Task Force focused on the mission of the land-grant institution and considered distance learning as part of the extension and outreach function of the university. The task force discussed what online learning should look like at an institutional, program, and instructional level, but no formal model was adopted or put into place.

Pockets of online course/program development started emerging across campus, which were not guided by a central model or plan. CTI continued to provide support for faculty who were working to develop online courses or learning new technologies for course development, but the efforts were not programmatically focused or institutionally driven. From 2004 to 2007, the focus for online education remained on outreach and extension.

In late 2006, President Tim White convened another distance education task force with the charge to make recommendations to help the university meet the goals of the newly developed strategic plan, which included a focus on distance/online education. The task force discovered that across the university various distance education efforts had grown into silos. The distance education efforts were not coordinated and lacked any institutional
quality measures or metrics. Some of the siloed efforts were quite robust and high quality, and some were not. CTI continued to train faculty and support the central LMS, but had no role in providing university level leadership of the distance education effort. A report from the task force was developed and presented to university leadership with recommendations. The report clearly noted the lack of significant movement forward as the group looked back over previous efforts and working groups who had put forward recommendations. The report recognized that the university’s distance education effort was “distressingly uncoordinated” and recommended a centralized structure to provide oversight and a strategy for moving into the online space. However, online programs continued to exist in silos with little institutional leadership and oversight.

In 2010, CTI was recast as Distance and Extended Education (DEE) and a director was hired to transform and lead the institutions distance education efforts. DEE was relocated from Information Technology Services to Academic Affairs recognizing the need to align distance education efforts with the academic programs and faculty. During this time additional online courses were added, but no central support or strategy aimed at developing an online infrastructure for online delivery was provided.

In 2014, President Staben hosted a leadership retreat focused exclusively on distance education at the University of Idaho. The retreat solicited proposals for online programs from each college. As a result of the presidential level support and clearly articulated need for a central organized structure a director was hired to lead the DEE unit and distance education efforts. The newly hired director was on a two-year term contract and in 2015 a report was submitted to university leadership outlining an online course delivery plan that included programmatic, financial, and policy recommendations. The report outlined specific strategies and milestones in the recommendations including implementation of course/program quality assurance measures and attention to accreditation standards. No further administrative action was taken.

In 2017 under the direction of the Vice-Provost for Academic Initiatives, DEE was folded into, and became a cornerstone of, the newly created Center for Excellence in Teaching and Learning (CETL). A founding director was hired with expertise and experience in leading teaching and learning excellence initiatives across all instructional modalities.

As of spring 2020, CETL consists of instructional designers, faculty and academic developers, and LMS (BbLearn) support staff. CETL sponsors numerous online teaching, learning, and course development institutes; builds BbLearn course shells for all courses; and provides 1:1, group, departmental, college-wide, and university-wide support for all instruction and course development, including online. CETL’s work is evidence-based and research-based. It has the training, experience, and materials to foster and support online course quality, but not the authority to require training, development, or course reviews. Currently, faculty participate in faculty development services of their own free will and volition or with the advice or direction of a department head or dean.
Online Learning at UI

History and Milestones

1997

CTI Established
Center for Teaching Innovation established. CTI works directly with faculty to develop online classes funded through block grants.

2004

Distance Ed Task Force
President Thomas Sullivan convenes a distance education task force to define the scope of outreach and engagement—goal 9 of the 2005 strategic plan.

2007

CTI Transforms into DEE
The CTI is renamed DEE and moved from EES to Academic Affairs. Rick Feldman becomes the director to transform distance education and expand offerings.

2010

Leadership Retreat
President Bobst Stemen leads a leadership retreat focused on distance education, collecting online education proposals from faculty, and creating an executive director position under VP Diane Stevens. Terry Bottoms is hired as executive director.

2014

Online Delivery Plan Submission
Executive Director Terry Bottoms submits an online delivery plan based on growing quality online programs and courses. The plan is based on LMS metrics data and discussions with deans and directors.

2017

DEE Transforms into CETL
DEE staff and initiatives become a central part of the newly created Center for Excellence in Teaching and Learning. Bruce Sandefur is hired as director. Focus: evidence-based practices for all teaching and learning.

2020

Online Task Force
President C. Scott Greenspan convenes an online learning task force to make recommendations for successfully growing quality online programs and courses.
# Appendix B
## Online Education Working Group Participants

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
<th>Represents</th>
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<tbody>
<tr>
<td>Jerry McMurtry, - Chair</td>
<td>Dean</td>
<td>Graduate College</td>
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<tr>
<td>Chandra Zenner Ford</td>
<td>Executive Sponsor, President's Office</td>
<td>President's Office</td>
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<tr>
<th><strong>TECHNOLOGY AND SUPPORT INFRASTRUCTURE SUB-GROUP</strong></th>
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<tr>
<td><strong>LEAD - Dan Ewart</strong></td>
<td>VP, Information Technology</td>
</tr>
<tr>
<td>John Anderson</td>
<td>Virtual Tech &amp; Design</td>
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<tr>
<td>Lee Ostrom</td>
<td>AVP, Center Executive Director</td>
</tr>
<tr>
<td>Nick Weber</td>
<td>Cyber Security Expert, Triple Double Security</td>
</tr>
<tr>
<td>Tonia Dousay</td>
<td>Faculty, Curriculum and Instruction</td>
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<table>
<thead>
<tr>
<th><strong>STUDENT SUPPORT SERVICES SUB-GROUP</strong></th>
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<tr>
<td><strong>LEAD - Devin Becker</strong></td>
<td>Head of Data &amp; Digital Services, Libraries</td>
</tr>
<tr>
<td>Leda Kobziar</td>
<td>Faculty, Natural Resources</td>
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<tr>
<td>Dean Kahler</td>
<td>Vice Provost, SEM</td>
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<tr>
<td>Amanda Moore-Kriwox</td>
<td>Acad Coord., Twin Falls/CALS Dist Ed Comm</td>
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<td>Whitney Schroeder</td>
<td>Student</td>
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<td><strong>LEAD - Sanjay Sisodiyia</strong></td>
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<tr>
<td>Matt Vaartstra</td>
<td>Asst Director, Career Services</td>
</tr>
<tr>
<td>Charles Buck</td>
<td>AVP, Center Executive Director</td>
</tr>
<tr>
<td>Cliff Green</td>
<td>Strategic Partnerships, Online &amp; Blended Learning, Pearson</td>
</tr>
<tr>
<td>Wendy Couture</td>
<td>Faculty, Law</td>
</tr>
<tr>
<td>Norm Ruhoff</td>
<td>Director, Ag Comm Risk Mgmt</td>
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<th><strong>FACULTY AND COURSE DEVELOPMENT SUB-GROUP</strong></th>
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<tr>
<td><strong>LEAD - Brian Smentkowski</strong></td>
<td>Director</td>
</tr>
<tr>
<td>Sydney Freeman, Jr.</td>
<td>Faculty, Leadership and Counseling</td>
</tr>
<tr>
<td>Peter Fuerst</td>
<td>Faculty, Biological Sciences and WWAMI</td>
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<tr>
<td>Kristin Haltinner</td>
<td>Faculty, Sociology &amp; Anthropology</td>
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<tr>
<td>Rob Caisley</td>
<td>Dept. Chair, Theatre</td>
</tr>
<tr>
<td>Steve Beyerlein</td>
<td>Faculty, Mechanical Engineering</td>
</tr>
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Appendix C
Meeting Summaries
Online Education Working Group

Online Education Working Group Meeting #1 – May 28, 2020. The first meeting included the charge by President Green, a brief history of online education at the University of Idaho presented by Dr. Smentkowski, a presentation of the results from a number of surveys conducted by Dr. Hendricks and presented by Dr. McMurtry, and an overview of the working group process by Dr. McMurtry. Dr. McMurtry outlined the areas the working group would need to examine and to provide recommendations. The following areas for examination were identified:

- Faculty and Course Development
- Infrastructure and Technology
- Marketing and Strategic Positioning
- Student Support Services
- Administrative Structure and Resources and Revenue

For the areas of examination to be discussed in detail, the main working group needed to break into sub-groups. Four sub-groups were formed and a group lead designated. Sub-group membership is noted in Appendix A.

Online Education Working Group Meeting #2 – June 12, 2020. The second meeting started with a discussion with Dr. Dave Cillay, Chancellor of WSU Global Campus. Dr. Cillay was formerly at UI as an instructional designer with the CTI and is familiar with the UI campus, programs, and land-grant mission. Dr. Cillay outlined the challenges in building an online campus and areas where WSU found great success. He discussed unique programs which connected online students to the campus and created the deep connection to the university irrespective of the fact they were not physically on the WSU campus. Dr. Cillay was encouraging and helped focus the group on what is possible. After Dr. Cillay spoke, the larger group broke up into the smaller sub-groups with their designated leader and used the balance of the time to examine issues which were provided as prompts for their discussion.

Online Education Working Group Meeting #3 – June 22, 2020 – Sub-Group Leads only. The third meeting was scheduled with the sub-group leads and the institutional sponsor. The meeting focused on the outcome of the initial breakout sessions of the sub-groups during meeting two. Additionally, a discussion was had about moving forward with the sub-group reports and how the work would be built into an overall report. The chair shared enrollment data on Fall and Spring online enrollments in programs which were approved to be delivered solely online. Questions which were posed to the chair for Dr. Cillay were discussed and would be made available once Dr. Cillay responded to the request for more information.

Online Education Working Group Meeting #4 – August 11, 2020. A third meeting took place with the focus being a review of the draft report from July 2020. President Green joined the group and presented his perspective on the Idaho State Board of Education (SBOE) online
initiatives and discussed the two options being considered. The SBOE is moving forward on a statewide online initiative and President Green informed the group as to the history and timing of the effort as well as the potential impacts on the university such as the possible adoption of a statewide LMS and coordination of courses across institutions. After the conversation with President Green each sub-group presented their recommendations from the draft document for additional discussion from the larger group. The remainder of the meeting was spent reviewing the recommendations in the draft report and gaining group perspective and comments on the proposed actions. President Green provided his perspective on the report and added his support for the process and his concerns.

**Online Education Working Group Meeting #5 – October 8, 2020.** After the draft report was circulated to the working group a meeting was scheduled where each member would have an opportunity to react to the paper and provide comments and input. The meeting included the Provost as he is deeply involved in the Idaho Online initiative from the SBOE. The provost opened a discussion surrounding the leadership of a central online unit and received considerable feedback and suggestions from the working group. Once the discussions around the central leadership of an online unit were completed each working group member was afforded the opportunity to comment on the paper. Notes were taken and adjustments were made to the report and appendices based on the review and comments of the working group membership. Meeting 5 was the last meeting of the working group and the chair thanked the members for their hard work, attention to detail, and dedication to the success of the university.
Appendix D
Idaho Governor’s Emergency Education Relief (GEER) Funding Request

Proposal: University of Idaho college deans and their faculty, in conjunction with administration and supported by Information Technology Services, have been discussing ways to most efficiently and effectively deliver instruction to students on-campus and remotely. A model we are exploring is the hybrid flexible model (HyFlex), which would allow instruction to students in a physical classroom, remotely in a synchronous format (from home, for example), or remotely in an asynchronous format. Students enrolled in a course would be able to choose which format to attend, and, if the need arises to go fully remote again due to COVID concerns, the shift would be much smoother. The HyFlex model also provides the flexibility of running a face-to-face course with social distancing. Students would be able to rotate through classes, perhaps attending one day per week in the classroom and two days from their dorm or apartment. Students who do not return to the Moscow campus would also be able to participate either synchronously or asynchronously via recorded courses.

Accomplishing the needed move to a HyFlex model requires investment in the university’s technology infrastructure and capabilities. To do so, we need to add tools for developing online/distance courses, we must augment our existing classroom technology environment, and we will need to invest in additional laptop computers for faculty and for students. We are particularly concerned about faculty who have desktop computers but no laptops and students who do not have computers at home and are relying on their cellphones to participate in online courses. These investments will not just help us in the short term; they will also build an infrastructure to support online and remote learning throughout the state, providing additional opportunities for students to have access to a University of Idaho education, even if they are place-bound. To enhance our infrastructure, we request:

<table>
<thead>
<tr>
<th>Critical Enhancement Detail</th>
<th>Unit Cost</th>
<th>Units</th>
<th>Total Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>One button studio – a simple hardware and software combination in a dedicated space that allows nontechnical users to make high quality video recordings</td>
<td>$13,513</td>
<td>3</td>
<td>$40,539</td>
</tr>
<tr>
<td>Lightboard studio &amp; portable lightboard – allows an instructor to create video lectures and directly interact with handwritten notes and diagrams while facing the camera</td>
<td>$14,150</td>
<td>3</td>
<td>$42,450</td>
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<td>Camtasia licenses – software for faculty to record and edit lectures on classroom, lab and individual computers</td>
<td>$15,000 for license</td>
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</table>
### Critical Enhancement Detail

<table>
<thead>
<tr>
<th>Critical Enhancement</th>
<th>Unit Cost</th>
<th>Units</th>
<th>Total Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kaltura Streaming Server – allows students improved access to recorded lectures and reduces faculty effort in making recorded lectures available</td>
<td>$85,000 per year</td>
<td>3-year license</td>
<td>$255,000</td>
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<td>Cameras and microphones – necessary additions to current technology-equipped classrooms to facilitate the HyFlex model</td>
<td>$300 per classroom</td>
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<tr>
<td>Additional technology-equipped classrooms – allows adding a basic level of technology to additional classrooms that do not currently have any</td>
<td>$10,000 per classroom</td>
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<tr>
<td>Faculty laptops – modern equipment (including full warranties) with sufficient processing power, cameras and sound to facilitate HyFlex course development and delivery</td>
<td>$1,400</td>
<td>50</td>
<td>$70,000</td>
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<tr>
<td>Student laptops – a loan pool of quality laptops (with full warranties) to allow for full participation in modern education</td>
<td>$1,000</td>
<td>100</td>
<td>$100,000</td>
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<tr>
<td>Peripherals, cables and equipment – allows the purchase of necessary components to attach and power equipment to classroom technology and individual computers</td>
<td>$10,000</td>
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<td>$10,000</td>
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</tbody>
</table>

**Total Critical Enhancements One-Time Costs** | **$762,989**

Access to high speed broadband internet is especially difficult in rural counties of Idaho. This impedes the ability of the University of Idaho to deliver online education and outreach throughout the state. University of Idaho Extension, housed in 42 out of the 44 counties of Idaho, and 9 Research and Extension (R&E) Centers, dispersed throughout the state, create possibilities to allow for delivery of high-speed internet in many rural and urban locations. Upgrades to current facilities enhancing online delivery will provide access to students across Idaho who have poor internet capacity. This will provide a higher quality educational opportunity for students reluctant to leave home in this time of uncertainty. With online access students throughout the state will be able to connect to their professors on the Moscow campus and other students in various locations. In addition, infrastructure upgrades will enable UI faculty in the county Extension offices and at R&E Centers to better provide coursework support as guest lecturers or even tutoring on certain subjects (e.g., agronomy, soil science, nutrition, early childhood development, personal finance). An investment in technology will help enrich the graduate student experience as faculty located throughout the state serve on graduate student committees.

The infrastructure to deliver education to all parts of the state is a critical component to University of Idaho as we fulfill our land grant university mission. The entire state is our classroom. With technology-enhanced classrooms strategically located across the state we will more effectively deliver quality higher education to our students. Our request provides support for the 130 UI faculty located in the county offices and Research and Extension
centers, which will equip them to better meet the demands of a remote learning environment. We request:

<table>
<thead>
<tr>
<th>Critical Enhancement Detail</th>
<th>Unit Cost</th>
<th>Units</th>
<th>Total Cost</th>
</tr>
</thead>
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<tr>
<td>One button studio – a simple hardware and software combination in a dedicated space that allows nontechnical users to make high quality video recordings</td>
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<td>$81,078</td>
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<td>Cameras and microphones – necessary additions to current technology-equipped classrooms to facilitate the HyFlex model</td>
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<tr>
<td>Additional technology-equipped classrooms – allows adding a basic level of technology to additional classrooms that do not currently have any</td>
<td>$10,000 per classroom</td>
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<td>Faculty laptops – modern equipment (including full warranties) with sufficient processing power, cameras and sound to facilitate HyFlex course development and delivery</td>
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<td>Student laptops – a loan pool of quality laptops (with full warranties) to allow for full participation in modern education</td>
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<td>80</td>
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<td>Peripherals, cables and equipment – allows the purchase of necessary components to attach and power equipment to classroom technology and individual computers</td>
<td>$10,000</td>
<td>2</td>
<td>$20,000</td>
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<tr>
<td>Adobe CC Software for Extension faculty and staff – allows more creation of documents and videos to help students engage in distance education</td>
<td>$196.23 per license per year</td>
<td>100</td>
<td>$58,869 (3 years)</td>
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<tr>
<td>Lightboard studio &amp; portable lightboard – allows an instructor to create video lectures and directly interact with handwritten notes and diagrams while facing the camera</td>
<td>$14,150</td>
<td>6</td>
<td>$84,900</td>
</tr>
</tbody>
</table>

**Total Critical Enhancements One-Time Costs** | **$786,847**

If the University of Idaho receives funding from the GEER Fund, it is prepared to invest additional resources to support this priority of online and remote learning to ensure a robust infrastructure.
Appendix E
SBOE Press Release – Online Idaho Initiative

For Immediate Release
July 16, 2020
Contact: Mike Keckler
208-332-1591 (office)
208-866-5734 (cell)
Mike.Keckler@osbe.idaho.gov

Idaho Online will Improve Distance Learning in Higher Education
By Debbie Critchfield, President, Idaho State Board of Education

Last spring’s quick transition from in-person to remote instruction as a result of the COVID-19 pandemic was a wake-up call for those of us who are involved in public education at all levels. There are barriers making remote learning difficult, particularly for rural students.

At the college and university level, our presidents looked at the career technical and academic courses offered online at their respective institutions and discovered limits to how far students can progress through online instruction and what could be accessed in a timely way. “What the presidents uncovered through their inventories is that no one institution offers all of the programs, courses and services needed to offer a comprehensive learning environment for all students, but together, they can,” said Jonathan Lashley, the State Board of Education’s Associate Chief Academic Officer.

That is the premise behind Idaho Online, a State Board of Education initiative designed to consolidate online courses, streamline pathways to degrees and certificates and improve digital learning infrastructure for all of Idaho’s eight higher education institutions. These resources will be offered as part of a unified digital campus, making them accessible throughout our state. “If I were a student in Challis for instance, and decide to enroll in a specific degree program at one of our colleges or universities, a state digital campus would enable me to take classes online from multiple Idaho institutions en-route to my degree,” Lashley said.

Governor Brad Little’s Coronavirus Financial Advisory Committee approved a State Board of Education request to use $4 million in federal coronavirus relief funds to begin the process of putting the infrastructure in place for Idaho Online. This process includes purchasing technology for teaching and learning, building a digital “storefront” where students can peruse courses, programs and pathways from all eight of our institutions and provide training for faculty to adapt and deliver effective online learning.

Many general education courses should be available to students through Idaho Online in time to register this fall for the spring 2021 semester. Our four-year institutions also plan to start offering Idaho Online courses in cyber-security, a new program being developed and administered jointly. Once the infrastructure is in place, Idaho Online could transform how higher education is delivered throughout our state.
Imagine living, working and raising a family in a remote area of Idaho and being able to earn a college degree or a career technical certificate from one of our institutions without leaving home.

Idaho Online is based on successful digital campus models in Florida, Texas, Georgia, and New York.

“Statewide online initiatives cannot account for all gains in student success in those states but a collaborative approach to scaling online learning across institutions has definitely created more options for students who want to go on and maintain progress to their certificate or degree no matter where they live,” Lashley said.

I believe Idaho Online will fill a need, particularly in rural Idaho where many of our citizens live several hours away from the nearest college campus. By building on what our institutions already offer online, rather than starting from scratch, the new digital campus will improve the entire system, making higher education more accessible and affordable for more Idahoans.
Appendix F
Areas of Examination Sub-group Discussion Points

Technology Support/ Infrastructure
- LMS – do we have the right one to move forward
- Coordination of effort across multiple electronic platforms
- Analytics / data availability on usage
- Hardware/software needs and contracts - licensing
- Staffing needs to support a robust distance education infrastructure
- Server/network infrastructure
- R & E centers – state-wide infrastructure
- Identity management
- Help Desk support for students (technology) – one stop portal possibilities with student services
- Hardware / software support for students
- Classroom tech needs (Lightboard, Camtasia, Kaltura streaming Server, etc.)
- Coordination with Faculty development - CETL on training

Student Support
- Library resources/ access
- Distance/Online student orientation – engaging and active
- Tutoring
- Examination proctoring
- Help Desk support for students (academic)
- Counseling services
- Supplemental instruction/peer mentoring
- Virtual office hours with faculty
- Build a strong community of learners/scholars
- Staffing to support student needs – possibly 24 hours
- One-stop service center portal – possibly with tech support

Course/program and faculty Development
- Accessibility – captioning, section 503 (combine with technology/infrastructure)
- Content (develop or perhaps purchase)
- Media needs (purchased or developed)
- Instructional design staff needs
- Quality metrics and support to ensure quality
- Assessment protocols
- Faculty training & development – residential faculty
- Embedded education faculty in units
- Staffing supporting faculty course development
- Faculty orientation and training program for adjunct/affiliate/temporary
- Distinction/recognition of being a distance faculty (similar to being recognized as “graduate faculty”)
- Standardized university structure which allows for faculty creativity and personality in courses
Marketing and Strategic positioning
- Brand awareness
- Creating a UI personality online
- Where is our competitive advantage
- Niche programs which promise success
- Marketing plan (centralized or decentralized)
- Data gathering and analysis
- Staffing (both marketing and communications)
- Strategic plan and vision for UI Distance Education

Administrative services/revenues and resources
- Operation costs of a central unit (CETL)
- Shared services across colleges/units
- State authorization and program approval
- Memberships and national connections (CIRTL)
- Accreditation issues and concerns
- Data and analytics on programs for reporting and development
- Central strategic plan and vision
- Industry liaison for recruitment
- Admissions protocols and streamlined processes
- University communication and marketing support
- University advancement support
- Fees and revenues supporting overall effort
## Appendix G

### Costs Associated with Human and Infrastructure Support Resources

<table>
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<tr>
<th>UI Position (Human Capital)</th>
<th>Hires Stage 0</th>
<th>Hires Stage 1</th>
<th>Hires Stage 2</th>
<th>Salary ~$5 of Peer</th>
<th>Fringe *</th>
<th>Total Cost</th>
<th>Total Stage 0</th>
<th>Total Stage 1</th>
<th>Total Stage 2</th>
<th>Total 2021</th>
<th>Total 2024</th>
<th>Total 2026</th>
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<td>Dual-credit, virtual ed, home school liason</td>
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<tr>
<td>User Experience Coordinator/Web Developer</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>$70,000.00</td>
<td>$29,260.00</td>
<td>$99,260.00</td>
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<td>$102,431.20</td>
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<td>$31,350.00</td>
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<td>Lead Instructional Designer</td>
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<td>1</td>
<td>$76,000.00</td>
<td>$31,768.00</td>
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<td>Instructional Designer</td>
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<td>$70,900.00</td>
<td>$74,935.10</td>
<td>$78,700.20</td>
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<tr>
<td>Digital Media Learning Specialist</td>
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<td>$65,000.00</td>
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<tr>
<td>Digital Media Lab Technology Consultant</td>
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<td>$50,000.00</td>
<td>$20,900.00</td>
<td>$70,900.00</td>
<td>$70,900.00</td>
<td>$73,027.00</td>
<td>$75,154.00</td>
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<tr>
<td>Graduate Assistant</td>
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<td>1</td>
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<td>$73,027.00</td>
<td>$75,154.00</td>
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<tr>
<td>ON-line digital library support</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>$52,000.00</td>
<td>$21,736.00</td>
<td>$73,736.00</td>
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<td>$0.00</td>
<td>$78,160.16</td>
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</tbody>
</table>

| Totals | $1,048,809.00 | $2,331,706.79 | $3,204,445.99 |

* Fringe rate staff 41.8%, Faculty 30.7%  
** 3% salary increase each stage

### UI Infrastructure (Structural Capital)

<table>
<thead>
<tr>
<th>Item</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Institutional shift to CANVAS LMS***</td>
<td>$175,000.00</td>
</tr>
<tr>
<td>Detailed aspiration institution survey</td>
<td>$5,000.00</td>
</tr>
<tr>
<td>Detailed UI faculty survey</td>
<td>$5,000.00</td>
</tr>
<tr>
<td>Infrastructure minus GEER funding</td>
<td>$556,836.00</td>
</tr>
<tr>
<td>Technology and user experience plan</td>
<td>$100,000.00</td>
</tr>
</tbody>
</table>

| Totals | $2,265,645.00 | $3,431,706.79 | $4,854,445.99 |

### Marketing Strategic Positioning

<table>
<thead>
<tr>
<th>Item</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Incentives and degree program development costs $40,000 per program</td>
<td>$40,000.00</td>
</tr>
<tr>
<td>First Year UG students/or new after gap year</td>
<td>$200,000.00</td>
</tr>
<tr>
<td>Community College Transfers</td>
<td>$180,000.00</td>
</tr>
<tr>
<td>College Completion</td>
<td>$120,000.00</td>
</tr>
<tr>
<td>Dual Credit</td>
<td>$35,000.00</td>
</tr>
<tr>
<td>Graduate Programs</td>
<td>$0.00</td>
</tr>
<tr>
<td>Micro Credentials</td>
<td>$15,000.00</td>
</tr>
<tr>
<td>Virtual HS/Home Schools</td>
<td>$0.00</td>
</tr>
</tbody>
</table>

| Totals | $3,431,706.79 | $4,854,445.99 |

### One time infrastructure Funding

<table>
<thead>
<tr>
<th>Item</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty infrastructure enhancements (GEER)</td>
<td>$762,000.00</td>
</tr>
<tr>
<td>State-wide infrastructure enhancements (GEER)</td>
<td>$789,000.00</td>
</tr>
<tr>
<td>**SBOE Canvas set up support</td>
<td>$175,000.00</td>
</tr>
</tbody>
</table>
# Appendix H
## EO Chronology

**EO Course Delivery Chronology**

<table>
<thead>
<tr>
<th>Year</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1975</td>
<td>With support from a Kellogg Foundation grant, the Engineering Outreach (EO) program begins at the University of Idaho originally as the “Video Outreach” department in the College of Engineering; classes are recorded on ¾ inch Umatic videotape and distributed to a handful of students located throughout the state.</td>
</tr>
<tr>
<td><strong>Late 1970s</strong></td>
<td>EO adds the Betamax format after Sony releases the new industrial version of the ½ inch videotape recorder. Due to requests from off-campus students, EO starts producing courses using the VHS videotape format. After several years, and as VHS becomes the more popular format, EO begins phasing out both Betamax and ¾ inch Umatic. By 1992, all EO courses are offered only on VHS.</td>
</tr>
<tr>
<td>1979</td>
<td>Video Outreach becomes a member of the Association for Media-based Continuing Education for Engineers (AMCEE), and in 1985 is a charter member of the National Technological University (NTU).</td>
</tr>
<tr>
<td><strong>Early 1980s</strong></td>
<td>EO is connected to the Idaho Public Broadcasting System (IPBS) statewide microwave system for live, interactive course delivery around the state. A short time later, EO is connected to WSU via a separate microwave system for live interactive courses between UI and WSU.</td>
</tr>
<tr>
<td>1981</td>
<td>The program is approved by the regional accrediting agency, the Northwest Association of Schools and Colleges (currently NWCCU, Northwest Commission on Colleges and Universities). The university's programs offered through Video Outreach are also approved by the U.S. Department of Veterans Affairs.</td>
</tr>
<tr>
<td>1988</td>
<td>In conjunction with the National Technological University (NTU), Video Outreach installs a KU band satellite uplink on the roof of the Janssen Engineering Building for live delivery of courses through the NTU network.</td>
</tr>
<tr>
<td><strong>1989-1994</strong></td>
<td>Video Outreach begins publishing a graduate handbook and course catalog announcing master's degrees and courses offered by video. By Fall 1992, the program name changes to “Engineering Video Outreach” (EVO); and beginning in Spring 1994, the program name becomes what it is today, “Engineering Outreach” (EO).</td>
</tr>
<tr>
<td>1995</td>
<td>EO installs UI’s first compressed digital video (CDV) link between the Moscow campus and the UI Boise Center for live interactive classes. To improve customer service, EO implements a new feature to its toll-free (800) telephone number allowing students to be transferred directly to their instructors. EO also starts an email list serve for students.</td>
</tr>
<tr>
<td>Year</td>
<td>Event</td>
</tr>
<tr>
<td>------</td>
<td>-------</td>
</tr>
<tr>
<td>1996</td>
<td>EO announces its World-Wide-Web presence with a home page at <a href="http://www.uidaho.edu/evo">http://www.uidaho.edu/evo</a>; students register for EO courses for the first time using an online form. The compressed video link is expanded with dedicated lines to UI centers at Coeur d’Alene and Idaho Falls. A link is also established for videoconferencing off-campus to anywhere in the world.</td>
</tr>
<tr>
<td>1999</td>
<td>EO records special topic short courses on digital CD Rom on an experimental basis. EO also begins exploring the possibility of using DVDs for a delivery format. Eventually, several short courses are produced and distributed in a compact disk (CD) format.</td>
</tr>
<tr>
<td>2000</td>
<td>EO makes course materials for some courses accessible to students on the Web; and announces that email and internet are required for EO students.</td>
</tr>
<tr>
<td>2002</td>
<td>After extensive research about DVD production techniques, equipment, and recording media, EO delivers four courses in DVD format with a Web component for handouts and other course related materials on an experimental basis.</td>
</tr>
<tr>
<td>2003</td>
<td>After 25 years of delivering courses by videotape, EO announces the evolution from VHS to DVD course delivery with Web support.</td>
</tr>
<tr>
<td>2005</td>
<td>EO launches a new Website with expanded features at <a href="http://www.outreach.uidaho.edu/eo">www.outreach.uidaho.edu/eo</a></td>
</tr>
<tr>
<td>2005</td>
<td>EO completes the transition to DVD course delivery with supplemental materials and handouts accessible online.</td>
</tr>
<tr>
<td>2006 – 2008</td>
<td>In response to the demand for delivering courses on the Internet, EO begins to explore how this can be done, and by Spring 2008 EO offers a few courses in an online format.</td>
</tr>
<tr>
<td>2008</td>
<td>The online video format is made available for all EO course delivery; EO continues to offer the DVD format until reliable high-speed broadband internet connections are widely available across the country.</td>
</tr>
<tr>
<td>2010</td>
<td>Engineering Outreach funds the early establishment of the John C Wahl thinkTANK ($400,000). EO tests another portable course delivery option by offering the entire course on one USB flash drive to students registered in select pre-encoded courses. EO launches a new website at <a href="http://eo.uidaho.edu">http://eo.uidaho.edu</a> that includes a tab for accessing the online sessions through a secure portal.</td>
</tr>
<tr>
<td>2011</td>
<td>EO now scans and posts graded homework and exams making them accessible for students through the EO portal.</td>
</tr>
<tr>
<td>2012</td>
<td>EO students now register online using the university’s secure records system, VandalWeb; EO deadlines (including course completion) are aligned with on-campus deadlines; all exams for EO courses are now delivered electronically to approved exam proctors; EO discontinues the DVD and USB flash drive course delivery formats – completing the transition to full online delivery.</td>
</tr>
<tr>
<td>Year</td>
<td>Description</td>
</tr>
<tr>
<td>------</td>
<td>-------------</td>
</tr>
<tr>
<td>2014</td>
<td>EO updates all of its studio classrooms with state of the art High Definition (HD) technology. This not only improves the viewing quality, but also makes the video files smaller in size, requiring less Internet broadband, which means faster download speeds.</td>
</tr>
<tr>
<td>2015</td>
<td>Collaboration with Endpoint Management Services allows EO students to remotely access on-campus course software.</td>
</tr>
<tr>
<td>2016</td>
<td>Engineering Outreach's online student portal is upgraded to support high broadband clients and includes an interactive map allowing students to select pre-approved proctors (growing to 435 national and 30 international locations).</td>
</tr>
<tr>
<td>2017</td>
<td>Engineering Management becomes the first online program certified by the American Society of Engineering Management (ASEM); additional infrastructure streamlines studio processes for rapid online delivery.</td>
</tr>
<tr>
<td>2018</td>
<td>GenZ initiative is initiated ($100K EO commitment) to provide EO services to on-campus undergraduates and becomes a college-wide endeavor with widening academic department participation.</td>
</tr>
<tr>
<td>2019</td>
<td>UI/VIP-Transform project funds the College’s GenZ efforts with a $50,000 grant developing cornerstone curriculum; EO studio classrooms transition to digital operations with additional annotation capabilities for faculty.</td>
</tr>
<tr>
<td>2020</td>
<td>Development and delivery of EO courses is modified for both on and off-campus students adapting to the COVID-19 pandemic.</td>
</tr>
</tbody>
</table>
Appendix I
Marketing and Strategic Positioning
Community College Transfer Statistics

- **College of Eastern Idaho (CEI):**
  - Total student population (2019) = 1,047
  - Degrees awarded in 2019 = 146
  - 50% graduation rate at two years; 53% graduation rates at the three years

- **College of Southern Idaho (CSI):**
  - Total student population (2019) = 4,355
  - Degrees awarded in 2019 = 839
  - 18% graduation rate at two years; 29% graduation rates at the three years

- **College of Western Idaho (CWI):**
  - Total student population (2019) = 5,527
  - Degrees awarded in 2019 = 906
  - 12% graduation rate at two years; 20% graduation rates at the three years

- **College of Northern Idaho (NIC):**
  - Total student population (2019) = 1,787
  - Degrees awarded in 2019 = 681
  - 21% graduation rate at two years; 28% graduation rates at the three years

<table>
<thead>
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<th>Part Time Community College Enrollment</th>
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<tr>
<td>CEI</td>
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</tr>
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<td>2016</td>
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<tr>
<td>2017</td>
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<tr>
<td>2018</td>
</tr>
<tr>
<td>2019</td>
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### Full Time Community College Enrollment

<table>
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<th>CEI</th>
<th>CSI</th>
<th>CWI</th>
<th>NIC</th>
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<tr>
<td>2015</td>
<td>294</td>
<td>2174</td>
<td>3115</td>
<td>2471</td>
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<td>2016</td>
<td>321</td>
<td>1975</td>
<td>2915</td>
<td>2260</td>
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<td>2017</td>
<td>347</td>
<td>1929</td>
<td>2973</td>
<td>2151</td>
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<td>2018</td>
<td>477</td>
<td>1937</td>
<td>2775</td>
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<td>2019</td>
<td>365</td>
<td>1830</td>
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### Part Time Enrollment

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<th>NIC</th>
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<td>2017</td>
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<td>2018</td>
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### Full Time Enrollment

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<td>2018</td>
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</tr>
<tr>
<td>2019</td>
<td>2500</td>
<td>2500</td>
<td>2500</td>
<td>2500</td>
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Appendix J
Return on Investment Charts

Figure 1 - Indicates total students each year because many programs have continuous enrollment. (e.g. Fall 2017 plus Spring 2018 plus Summer 2018 is represented by one bar color).

Figure 2 - Projected growth in enrollment at the undergrad/graduate level. Graduate growth rate in exclusively online avg 10.4% between Spring 2018-2020. Undergrad avg 15.3%. National estimates of annual growth of exclusively online range from 7-15%.
Figure 3 - Estimated tuition-based income derived from UI online student programs since Summer 2017.

Figure 4 - Costs do not include cost-sharing expectations from existing UI divisions such as CETL. To show overall category allotments, the student services estimates here do not include associated administration or IT as shown in the estimates described above.
Figure 5 - Estimated return on investment using tuition income from additional student enrollment growth (not total number of students) and costs of developing the new online campus.

Figure 6 - Estimated future income based on consistent growth rates since Spring 2018 and annual tuition increases of 5% for students enrolled exclusively in online UI programs. Inset bars show estimated cost of proposed online campus program. Tuition discounts or reductions could significantly impact these data.
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 X Revision* ☐ Deletion* ☐ Emergency ☐ Minor Amendment
Policy Number & Title: 20.13 Mobile

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

Originator: Linda Campos

Policy Sponsor, if different from Originator:

Reviewed by General Counsel ☒X Yes ☐ No Name & Date: Jim Craig, 10/22/2020

1. Policy/Procedure Statement: Briefly explain the reason for the proposed addition, revision, and/or deletion.
   APM is outdated. Tax law has changed and UI practice has changed as a result.

2. Fiscal Impact: What fiscal impact, if any, will this addition, revision, or deletion have?
   None. Practice has already changed to conform to tax law changes

3. Related Policies/Procedures: Describe other UI policies or procedures related or similar to this proposed change, or that will be impacted by it.
   None

4. Effective Date: This policy shall be effective on July 1, or January 1, whichever arrives first after final approval (see FSH 1460 D) unless otherwise specified in the policy.
   For compliance reasons, would prefer that this be effective immediately. Practice is already in alignment with policy, but written guidance to support is crucial and is part of our corrective action plan related to an Internal Audit review.
A. General. Communication is critical to successful operation of the university. The university provides for communication devices and services that are necessary for conducting official university business, operations, research, and academic activities. Methods of communication. The decision of which device(s) to use is at the discretion of the appropriate college, division, or department supervisor subject to current university communication device and service standards. It is the policy of the University of Idaho that the use of university-owned communication devices and services purchased with university funds and owned by the university is for official university business.

B. Scope. This policy applies to all users of voice and data communication devices and services, both university- and personally owned, used for conducting university business. Department heads and persons in equivalent positions are responsible for the business and financial operations of their unit, including the development and implementation of appropriate operating procedures and internal controls. Oversight of communication devices and services fall within that realm of responsibility. Department heads are responsible for ensuring accountability for and compliance with these policies and procedures.

BC. Definitions.

CB-1. Communication Devices and Services. This refers to any type of communication device used in university communications, both university-owned or personally owned. These include, but are not limited to, such as cell computers; laptops; tablets; phones, including cellular, analog, digital, satellite, etc.; personal digital assistants (PDA’s); satellite phones; personal laptops; BlackBerry devices; fax machines; two way radios; and pagers, computers, and land line telephones or any other communication device.

CB-2. Communication Services. These refer to services that facilitate university communications on a communication device. These include, but are not limited to, email services, text messaging, data, network, and Internet access, cellular services, include local and long distance traditional telephone services, data services and web and software applications, and network connectivity.

CB-3. Personally Owned Communication Devices and Services. These are communication devices and services, owned and contracted by an individual, paid for with non-other than university funds, (university funds include grant funds and gift funds) and owned by an individual. Common personally-owned communication devices and services include cell phones, personal digital assistants (PDA’s), computers, and Blackberries, with the related services of email, text messaging, Internet access, and cellular services.

CB-4. University-Owned Communication Devices and Services. These are communication devices and services, purchased and contracted with university funds, and owned by the university. These devices generally are used on campus and, subject to applicable use-policies, are to be used for university-related business. They are often connected to or dependent on the wired infrastructure or are located in university buildings. Common university-owned devices and services include fax machines, two
way radios, satellite phones, pagers, computers, and land line telephones, with the related services of local and long distance services, network connectivity, and email.

D. C. Policy. The university provides university-owned communication devices and services that are necessary for conducting university business operations, research, and academic activities. The decision of which device(s) to provide is at the discretion of the appropriate division or department supervisor.

D-1. All use of university-owned communication devices and services that are subject to federal taxation laws, such as personal use of university-owned cell phones, is to be used exclusively for official university business and no personal use is allowed other than as provided in APM 30.12 (B-2).

D-2. No University-owned communication device may be used for personal use in a fashion that gives rise to taxable income to the user, such as personal use of university provided cell phones.

All use of communication devices and services used for university business, both university-owned and personally-owned, are subject to UI policies and state laws regarding acceptable technology use.

D-3. All data on university-owned communication devices and services used for university business, regardless of device ownership, belongs to the university. This data is subject to state public records laws, university security policies, and can be removed from the device to protect university data or technology resources.

D-4. A supervisor may not require an employee to use a personally-owned device for university business, other than to be available for emergency communications or routine matters such as scheduling or authentication. Should an employee use data arising from use of a personally-owned communication device or service for university business, they are not authorized to store sensitive data on the device and they are expected to maintain security of the device so that no other person has access to university data.

D-5. Use of personally-owned devices for performing university business is allowed only when the device meets or exceeds all IT standards for device management and configuration appropriate for the types of data handled, per APM 30.11 and related IT policies and standards. Some types of data may be restricted from use on personally-owned devices.

D-6. Any data arising from use of a personally-owned device for university business belongs to the university and is subject to state public records laws and university security policies. The university may require the user to produce the personally-owned communication device to university officials or make available the personally-owned communication service to university officials for purposes of monitoring university data and removal where necessary to protect university data or university security technology resources.

D-7. Personally-contracted communication services will not be used or placed on university-owned devices. The university will not provide for communication services on a personally-owned communication device.
General Counsel Notes from 12/17 conference

Reimbursements or stipends for university use of personally owned communication devices and services must be justified and follow published university-defined processes for justification, documentation, and allowance amounts. [Reference See section F herein E. below]

D-8. Use of mobile communication devices is prohibited while driving university vehicles. What additional steps need to be taken? Needs more research – what are peer institutions doing? Employees shall observe safe-driving protocols and applicable state and local laws governing the use of mobile communication devices while driving University-owned vehicles and in using such mobile devices to conduct university business while driving other vehicles.

E. Noncompliance.

Noncompliance with this policy may result, depending upon the nature of the non-compliance, in institutional sanctions from the appropriate university disciplinary body and may be subject to civil and criminal penalties.

F. Procedures.

Procedures and requirements for requesting a communications stipend are located on the Controller’s Office Accounts Payable web site. https://www.uidaho.edu/finance/controller/accounts-payable/ap-forms

G. Contact Information.

Questions regarding this policy may be directed to the Controller’s Office. controller@uidaho.edu.

H. References.

- APM 30.12 – Acceptable Use of Technology Resources
- APM 05.08 – Risk Management – Vehicle Coverage and Use

Use of university owned communication devices must comply with Idaho law and university policies. In general, the university does not provide mobile communication devices. This includes cellular phones and Blackberry devices. University-owned communications devices may not be used for commercial or profit-making purposes or political purposes, or for personal use where such use incurs a cost to the university and is not academically related.

D. Procedures.

D-1. Personally-Owned Communication Devices and Services – Frequent Use for University Purposes.

Employees whose job duties require the frequent use of mobile communication devices or communications services for university business will be given a taxable allowance to compensate for the business use of a personally-owned mobile communications device and/or service. Employees will be responsible for contracting for services, purchasing the equipment, and all payments of their personal contracts with their communication service provider.

D-2. Review of Use of Personally-Owned Communication Devices and Services for University purposes:
D-2.a. Application for Allowance: In order for an employee to receive an allowance for the use of their communication device or service for university purposes, the employee must justify to their department head that there are business requirements that necessitate the frequent use of the device(s) to perform university business, and that such business cannot be accommodated by the use of university-owned communication devices and services. A completed and signed reimbursement allowance approval form will be kept in the employee’s departmental personnel file. The form is located at: http://www.its.uidaho.edu/default.aspx?pid=105166

D-2.b. Setting the Amount of the Allowance: Once a year, employees will work with their supervisors to determine the appropriate amount of the allowance, based upon a representative sample of documented university device usage, service costs, or on other quantifiable, auditable criteria, such as usage comparisons with other employees of the same job class or duties. The agreed upon allowance amount will be included as a taxable line item on the employee’s paycheck. Documentation supporting the amount of the allowance shall be included in the employee’s departmental personnel file. The allowance will be calculated for a twelve (12) month period after which time it will lapse. To continue the allowance for another twelve months the employee and supervisor must reevaluate the amount of the allowance and make adjustments as needed. This allowance is not an entitlement, nor is it an increase in pay. The university reserves the right to rescind this allowance at any time.

D-3. Personally Owned Communication Devices and Services – Infrequent Use for University Purposes. Employees who infrequently use their personally owned communication devices or services for university purposes may request reimbursement from the university for such use through the Accounts Payable Department.

D-4. Reimbursement for Use of Personally Owned Communication Devices or Services. Employees seeking reimbursement for use of personally owned communication devices or services pursuant to D-3, must submit their original invoices with itemized call detail and documentation substantiating university business use for departmental approval within two months of the usage. All reimbursement requests must occur during the same fiscal year as the usage occurred. Departments shall submit an approved claim voucher or if on travel status, the employee’s travel expense claim form to Accounts Payable for reimbursement to the employee. For university calls made within a personal “prepaid minute plan”, calculate reimbursement as follows: Divide the monthly cost of the plan by the number of minutes allowed then multiply that amount by the number of minutes used for university business calls. Documentation substantiating university business use must include the following:

- The cost of the usage
- The time of the usage
- The purpose of the usage
- The business relationship of the calling parties

D-5. University-Owned Communication Devices and Services - Use. Telephones, fax machines, radios, computers, etc. are provided by the university to enable employees to perform critical business functions of the University of Idaho and support the role and mission. In no case will the university provide Internet connectivity or other data services for personally owned computers.

D-6. University-Owned Mobile Communication Devices and Services – Cellular Phones. In general, the university will not own cellular phones or other mobile communications devices or carry mobile communications device contracts for permanent assignment to individual employees. University
departments, with the approval of the department head, may obtain a cellular phone or other mobile communication device to be associated with the department. These university owned communication devices shall have a department or functional listing in the university directory. A university department may assign a university owned mobile communication device to an employee when it is demonstrated that an employee cannot perform his or her duties without a cellular and/or wireless communication device or that improved performance ensuing from such communication will justify the investment.

D-7. Review of University-Owned Mobile Communication Device Charges. All university owned mobile communication device usage must be exclusively for university business, be managed and maintained by the department, involve no personal use, and be documented as follows (IRS Code 26 Section 274(d)):

- The cost of the usage
- The time of the usage
- The purpose of the usage
- The business relationship of the parties involved

Department heads are responsible for ensuring that all usage is managed in accordance with IRS rules.

D-8. Personal Long-Distance Telephone, Calling Cards, or Fax Calls on University-Owned Communication Devices. Employees may not use university-owned communication devices to make long-distance calls for personal or other non-university purposes. This prohibition includes using UI purchased calling cards for personal use. Long-distance calls other than those for official UI business are to be charged to home telephones, personal telephone calling cards, to the called party, or to another non-university source.

D-9. Review of Long-Distance Telephone Charges on University-Owned Communication Devices. All long-distance telephone charges appearing on monthly university ITS Telephone Services billing statements require timely review. This includes analysis of monthly invoices and questioning of any personal or large and unusual charges. ITS Telephone Services departmental long-distance calling detail records are available on the web at: https://www.sites.uidaho.edu/dept_invoice/index.html

Inquiries related to questioned charges should be directed to Telephone Services (208) 885-5800, on the web at: http://www.its.uidaho.edu/phones/ or via email at phones@uidaho.edu. Charges identified as personal or otherwise unauthorized are to be reimbursed by the caller.

D-10. University Review (Audit) of Use of University-Owned Communication Devices – Cell Phone and Long-Distance Charges. To ensure compliance with the IRS Accountable Plan Rules, university and Regents policies, each employee using a university-owned cell phone and/or using office long-distance call capability is subject to periodic review by the responsible department head and/or Accounts Payable or Auditing Services. This includes review of monthly invoices and questioning of any large or unusual charges. Corrective action must be taken when inappropriate use of cell phone service is identified, which includes mandatory reimbursement of inappropriate charges, and may also include termination of the cell phone contract and employee disciplinary action, up to and including dismissal.

D-11. Safety and Usage of Any Mobile Communication Device: Employees are responsible for operating vehicles and potentially hazardous equipment in a safe and prudent manner. Employees are strongly discouraged from using a cell phone or other mobile communication device while driving during...
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working hours for any purpose. In an emergency situation, employees should pull over and stop the vehicle or use a hands free mobile communication device. Mobile communication device use is not allowed while driving university vehicles or while driving in jurisdictions where such use is prohibited by law.

D-12. Transition from University Owned Mobile Communication Devices and Services to Personally Owned Communication Devices and Services. As of the date of this policy, the university has determined that there is no surplus value in existing university owned mobile communication devices. For those employees who have provided justification to their supervisors for the use of such devices and services and who are currently using university owned devices and services, the department may elect to abandon those devices and turn over possession to the employee. This abandonment applies only to handheld mobile communication devices. It does not include laptops, notebook computers, etc. If you have a question about whether a particular device is included in this abandonment, please contact Purchasing Services (885-6116). Departments are encouraged to transition employees off of university owned service plans as soon as possible. All university owned mobile communication device use must be accounted for and documented as outlined herein.