Present: Ahmadzadeh, Brantz, Bridges, Carney, Carter, Chapman, Dezzani, Fairley, Goebel, Hickman, Kirchmeier (Chair), Lee-Painter, McIntosh, McKellar, Meeuf (Vice-Chair), Paul, Quinnett, Rashed, Rinker, Rose, Sammarruca (w/o vote), Smith, Stroebel, Tenuto, Tibbals, Torrey Lawrence (w/o vote)
Absent: Wargo (excused), Schwarzlaender, Raja
Guest Speakers/Presenters: Gregory Turner-Rahman, Jim Nagler, Rebecca Couch, Sierra Brantz, K. Dawn Amos

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

Approval of Minutes (vote):
- Minutes of the 2020-21 Meeting #14 – Attach. #1
  Two errors were pointed out in the attendance list.
  The minutes of the 2020-21 Meeting #14 were approved as corrected.

Consent Agenda (vote):
- Sabbaticals for 2021-22
  In response to a Senator’s question, it was clarified that sabbatical leaves are approved twice per year.
  The consent agenda was adopted.

Chair’s Report:
- Thank you to those of you who sent feedback about the Provost candidates to Senate Leadership. A special thanks to Russ who worked to compile that information, along with the results of the ranking survey, into a memo that we sent to President Green yesterday.
- Athena is proud to announce the call for participation in the 2021 Athena Women’s Mentorship Program. If you are interested in participating in the 2021 Athena Women’s Mentorship Program as either a mentee or a mentor, we ask you to fill out the following survey by Monday, December 7. We encourage people from any college, office, campus, and of any background to apply. Cohort three will be announced by Friday, December 18.
- Reminders:
  - Nominations for University Excellence Awards close on December 11. Please look over the award categories for faculty and staff and consider nominating a colleague or two this year! https://www.uidaho.edu/governance/faculty-staff/university-awards
  - The survey seeking volunteers for Senate Committees closes on December 11. Please fill out the survey if you are interested in serving on a committee. Please also encourage your colleagues to complete the survey.
  - Next University Faculty Meeting: December 9, 2:30 p.m. to 4:00 p.m., via Zoom.
- One upcoming deadline to keep in mind:
  - Deadline to request delay for promotion and/or tenure is March 14, 2021. Please help us spread the word about these upcoming deadlines by sharing with your colleagues.
There were no questions or comments for the Chair.

Provost’s Report:

- A reminder that December 11 is the deadline for completing the required university training, see https://www.uidaho.edu/governance/edl/required-training
- COVID-19 update: about 1,000 tests were done prior to Thanksgiving, and a few isolated tests last week. Testing is currently available (contact covid19questions@uidaho.edu), but surveillance testing is not taking place, as many students are not in Moscow and most faculty and staff are working remotely. The schedule for spring semester testing will be communicated soon.

Discussion:
A Senator suggested that we encourage students to come back earlier than the beginning of classes – which start on a Wednesday – so that testing can start early and the number of online days can be minimized. The Provost responded that testing will be available early, and students should be encouraged to arrive early and before in Moscow by January 13 or earlier.

A Senator asked whether spring enrollment is being tracked by class delivery method (in-person, online, etc.). The Provost responded that it is not currently reported with this information but there is no data of this kind. There is enrollment data by total number for each college. He will try to gather some information.

There were no more questions or comments for the Provost.

Committee Reports:

- University Curriculum Committee (Vote)
  - Discontinue the MAT in Art – Gregory Turner-Rahman Attach. #3
    This is essentially a “clean up.” The MAT has not been offered for many years, but the discontinuation was never completed. There were no questions.
    Vote: the proposal was approved with 100% of the votes in favor.
  - Discontinuation of Molecular Biology and Biotech – Jim Nagler Attach. #4
    A Senator inquired about the reasons for the discontinuation. Jim Nagler responded that this was not a popular program – over the past five years, the enrollment has been as high as 10 students and as low as one. Moreover, the coursework is essentially the same as in the Microbiology major, so it was decided to concentrate resources on the latter major. In terms of courses, nothing will be lost by discontinuing the Molecular Biology and Biotech major.
    Vote: the proposal was approved with 100% of the votes in favor.

Other Announcements and Communications:

- APM 40.32, Parking and Transportation Services – Rebecca Couch Attach. #5
  The changes concern clarification for use of budget numbers for parking violations of employees who work off campus and visitors.
- ASUI Mental Health Days – Sierra Brantz and K. Dawn Amos
  ASUI is working on a project to introduce “Mental Health Days.” These would be excused absences – like sick days – but used by the student to reduce stress. ASUI suggests two-to-three days per semester, excluding test days, presentation days, or days when assignments are due.
They propose an eight-hours advance notice rather than the more typical 24 hours, because mental health issues cannot be predicted so far in advance. The idea of the project developed from data that ASUI Leadership collected in September 2020. Of the 2,000 respondents, only 50% reported normal depression scores, measured according to a widely used depression questionnaire. The ASUI initiative would improve performance, attitude, and physical health. Furthermore, it would benefit students, by empowering and educating them to take ownership of their mental health – one in four people between the age of 20 to 24 (namely, college age) have a diagnosed mental illness. It would benefit faculty by assuring that students in the classroom can fully focus on their education. There would also be a benefit for the Center for Testing and Counseling (CTC), which is under pressure with all the mental health issues on campus – this upstream prevention technique would take some of the weight off CTC so they could handle more crises. The overall goals of the project are: remove the stigma around mental health issues; improve our campus mental health; promote a culture of discussion and openness; create an upstream approach aimed at prevention of mental health issues; educate the students on how to care for their mental health and recognize the signs.

Discussion:
Senators were supportive of and impressed with the ASUI efforts to help their fellow students. A number of comments, suggestions, and concerns were raised, mostly with regard to the following points. The meaning of “excused absence” can vary wildly with the type of class and/or instructor – for instance, some instructors do not monitor attendance. Excused absences would make no difference in such cases. A recurrent comment/concern was that missing classes and falling behind may create even more stress for the student. What would students do during those days at home? Wouldn't they get even more depressed? If the student’s status is due to an approaching crisis, they should reach out to professional help. Should these excused-absence days be guided somehow? In extreme cases, the instructor who is asked to allow a mental health day may become aware of a situation that could later escalate. At what point does the instructor become a “mandatory reporter?” Another comment: there is a huge difference between needing a “self-care” or “recharge” day and being in a crisis that needs intervention. This point needs to be clarified. Other issues to be explored: is PTSD a problem specific to returning veterans or is it a broader problem? Is there something we can do as an institution to reduce the causes at the root of the problem?

Other Senators noted that mental health is a broad issue that cannot be addressed with a few days of rest, although they understand and appreciate the ASUI intentions. Another concern was that the request of additional accommodation, in addition to those that have been provided due to COVID-19, may further disrupt the teaching process. It is possible that some students will make inappropriate use of this opportunity. Are we really teaching our students to take personal responsibility?

Sierra and Dawn recognized that an excused absence can have a very different meaning from class to class, and that appropriate adjustments will need to be made accordingly. They reiterated that the intent is to encourage students to take responsibility and practice mental health on their own. They can use the “free” days to reach out to available resources, such as CTC and/or Vandal Health Clinic. There is no data from universities to support the notion that breaking for a day helps with stress and anxiety, but high schools are starting to take similar steps as a prevention tool. That’s why ASUI would like to gather such data. They believe their “up-stream” approach can help with prevention. They also emphasized that such policy would demonstrate that the university cares about the students and their mental health. In cases
where a student really seems to be struggling, a VandalCARE report may be appropriate. We must trust our students and let them know that we care.

Everyone agreed that the ASUI initiative is to be commended. At the same time, mental health is not a problem with a simple solution that works for everyone. Better communication is important to promote a culture where there is no stigma around mental illness. Sometimes, a problem may go undetected for a long time if a student is not required to attend classes. We need a mechanism to reach out early to students in distress and educate them about available resources before they have missed a large part of the semester. The link below was posted in the chat:

https://www.uidaho.edu/current-students/vandal-health-education/events/mental-health-month

Chair Kirchmeier thanked Sierra and Dawn for the opportunity to engage in such lively and important conversation.

New Business:
Chair Kirchmeier asked whether there was any new business.
- A Senator announced that David Lee-Painter will be the star in the production of “A Christmas Carol.” The performance is via Zoom.
- In response to the concerns raised by a Senator in regard to the role of various committees in the assessment process, FSL is gathering more information together with Dean Panttaja and will bring them to Senate soon.
- Please be sure to watch the lovely ASUI Faculty and Staff appreciation video at: https://www.youtube.com/watch?v=GHiM2BoHeQQ

Adjournment:
The agenda being completed, the Chair adjourned the meeting at 4:52pm.

Respectfully Submitted,
Francesca Sammarruca
Secretary of the University Faculty & Secretary to Faculty Senate
I. Call to Order

II. Approval of Minutes (Vote)
- Minutes of the 2020-2021 Faculty Senate Meeting #14 Nov. 17, 2020 Attach. #1

III. Consent Agenda (Vote)
- Sabbaticals for 2021-22 Attach. #2

IV. Chair’s Report

V. Provost’s Report

VI. Committee Reports
- University Curriculum Committee (Vote)
  - Discontinue the MAT in Art - Gregory Turner-Rahman Attach. #3
  - Discontinue of Molecular Biology and Biotech – Jim Nagler Attach. #4

VII. Other Announcements and Communications
- APM 40.32, Parking and Transportation Services – Rebecca Couch Attach. #5
- ASUI Mental Health Days - Sierra Brantz and Kylee Amos

VIII. Special Orders

IX. New Business

X. Adjournment

Attachments:

- Attach. #1 Minutes of the 2020-2021 Faculty Senate Meeting #14 Nov. 17, 2020
- Attach. #2 Sabbaticals for 2021-22
- Attach. #3 Discontinue the MAT in Art
- Attach. #4 Discontinue of Molecular Biology and Biotech
- Attach. #5 APM 40.32, Parking and Transportation Services
2020 – 2021 Faculty Senate – Pending Approval
Meeting # 14
Tuesday, November 17, 2020, 3:30 pm – 5:00 pm
Zoom only

Present: Ahmadzadeh, Brantz, Bridges, Carney, Carter, Chapman, Dezzani, Fairley, Goebel, Hickman, Kirchmeier (Chair), Lee-Painter, McKellar, Meeuf (Vice-Chair), Paul, Quinnet, Raja, Rashed, Rinker, Rose, Sammarruca (w/o vote), Schwarzlaender, Smith, Stroebel, Tenuto, Tibbals, Wargo, Torrey Lawrence (w/o vote)
Absent: McIntosh (excused), McKellar, Smith
Guest Speakers/Presenters: Linda Campos, Chandra Zenner Ford, Scott Green, Jerry McMurtry, Alyson Roy, Vanessa Sielert, Diane Whitney, Brian Wolf, Darryl Woolley

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

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

Chair’s Report:
- Thank you to those of you who have been able to attend the Senate meetings with Provost candidates. The recordings of the open sessions will be posted after all the candidates have had their session (so, at the earliest, on Thursday afternoon). The feedback forms will be posted at the same time. They are currently scheduled to stay open until mid-day November 30.
- Nominations for University Excellence Awards are now open. Please look over the award categories for faculty and staff and consider nominating a colleague or two this year! https://www.uidaho.edu/governance/faculty-staff/university-awards
- The survey seeking volunteers for Senate Committees went out two weeks ago. Please fill out the survey if you are interested in serving on a committee. Please also encourage your colleagues to complete the survey. The initial deadline is December 11, but we may extend it if we find it helpful. Please try to submit your survey by December 11.
- Next University Faculty Meeting: December 9, 2:30 p.m. to 4:00 p.m.
- One upcoming deadline to keep in mind:
  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:
- Follow-up on a question from last week’s meeting regarding the electricity bill and the P3 contract, after consultation with Brian Foisy. The purchase of commodities – electricity, natural gas, wood chips, and others – remains outside the P3/concession agreement. That is, the university will continue to directly purchase commodities.
- COVID-19 update: slight increase over the previous week. Three Greek Chapters are back in quarantine and 27 students are in U of I isolation facilities. Concerns are growing due to what is
going on around us regionally. Last week, 1,756 people were tested – 999 the previous week. By the end of this week, the university will have given over 22,000 tests throughout the semester.

- A reminder that after this Friday all classes must be online/remote. We are also encouraging employees to work from home and be flexible. We need to keep offices open but can have fewer employees such as rotating schedules.
- The Honors program invites interested faculty to apply for the Faculty Fellows two-semester Program by the December 1, 2020 deadline. A second deadline will be in March 2021, if you are interested in the fall21-spring22 cycle. For more information, contact Sandra Reineke at honors@uidaho.edu.

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

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

There were no more questions or comments for the Provost.

Committee Reports:
- UCC Items (vote)
  - Discontinue the emphases in History – Alyson Roy
    The department used to have three different tracks for different emphases, which made it difficult to get students to graduate on time. Moreover, the unit lost one third of the faculty. Thus, they decided to have just one major and no emphases.
    There were no questions or comments.
    Vote: 95% in favor, zero against, 5% abstentions. The UCC proposal passed.

  - Discontinue the emphases in Music Business – Vanessa Sielert
    The motivation is to streamline the degree by discontinuing the emphasis in Music Business while offering a variety of electives for student to choose from.
    Discussion:
    There were comments about elimination of options/emphases being encouraged by Program Prioritization (PP), and the potential negative impact of removing emphases and options on marketing and student recruiting. Vanessa Sielert noted that her unit is revising the curriculum to make it more attractive and will approach marketing from a different side.

    Provost Lawrence explained the difference between option and emphasis – a State Board definition related to a percentage of credits and not under our control. Also, PP does not encourage removing emphases and options, but only those which are not populated. There is no PP issue with emphases if they all are utilized.
    There were no more questions or comments.
Name Change for Music and discontinuation of emphases – Vanessa Sielert
The BM in Music Business previously had three emphasis areas, which are being eliminated. Instead, students will have greater flexibility in elective choices. The Music Theory and Music History emphases were underpopulated and took considerable faculty time, so they are being removed. Instead, there will be a BA and a BS degree in Applied Music. This will make it easier for students to complete another major.
There were no questions or comments.
Vote (Music Business): 91% in favor, zero against, 9% abstentions.
Vote (Name Change): 87% in favor, zero against, 13% abstentions.
Both proposals passed.

Discontinue the emphases in Sociology – Brian Wolf
The motivation for this change is to streamline the major. It also reflects students’ feedback. The emphases were underutilized – no major curricular change.
There were no questions or comments.

Name Change for the Equity and Diversity Certificate – Brian Wolf
This name change reflects how the way we talk about diversity and inclusion has evolved. It also better reflects the department focus.
There were no questions or comments.
Vote (Emphases in Sociology): 91% in favor, zero against, 9% abstentions.
Vote (Equity and Diversity): 87% in favor, zero against, 13% abstentions.
Both proposals passed.

New Minor in Film & Television – Russ Meeuf
The intent is to provide the opportunity to develop video production skills without going through the major.
There were no questions or comments.
Vote: 96% in favor, zero against, 4% abstentions.

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

Other Announcements and Communications:

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

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

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

Discussion:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Respectfully Submitted,

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

TO: Barbara Kirchmeier, Chair, Faculty Senate
Russ Meeuf, Vice Chair, Faculty Senate

FROM: Diane Kelly-Riley
Interim Vice Provost for Faculty

DATE: November 16, 2020

SUBJECT: Items for Faculty Senate

Please see the below table with the faculty members who were approved for a sabbatical in the 2021-22 Academic Year.

<table>
<thead>
<tr>
<th>NAME</th>
<th>COLLEGE</th>
<th>DEPARTMENT</th>
<th>SABB. TERM</th>
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<tbody>
<tr>
<td>Mark Adams</td>
<td>LAW</td>
<td>Law</td>
<td>Spring 2022</td>
</tr>
<tr>
<td>Kevin Chang</td>
<td>ENGR</td>
<td>Civil &amp; Environmental</td>
<td>AY 21-22</td>
</tr>
<tr>
<td>Florian Justwan</td>
<td>CLASS</td>
<td>Politics &amp; Philosophy</td>
<td>Fall 2021</td>
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<tr>
<td>Roger McVey</td>
<td>CLASS</td>
<td>Music</td>
<td>Spring 2022</td>
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<td>Lee Ostrom</td>
<td>ENGR</td>
<td>Industrial Tech</td>
<td>Spring 2022</td>
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<tr>
<td>Ching-An Peng</td>
<td>ENGR</td>
<td>Biological</td>
<td>Fall 2021</td>
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<td>David Pfeiffer</td>
<td>COS</td>
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<td>Frederick Sheldon</td>
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<td>Michael Sonnichsen</td>
<td>CAA</td>
<td>Art &amp; Design</td>
<td>Fall 2021</td>
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<tr>
<td>Philip Watson</td>
<td>CALS</td>
<td>Ag Econ &amp; Rural Soc</td>
<td>Spring 2022</td>
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Miscellaneous Change Request

New Proposal

Date Submitted: 10/21/20 2:07 pm

Viewing: **Discontinue MAT in Art**

Last edit: 10/21/20 2:07 pm

Changes proposed by: Joana Espinoza (V00370901)

Faculty Contact

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In Workflow

1. Assessment
2. Curriculum Review
3. Registrar's Office
4. UCC
5. Graduate Council Chair
6. Faculty Senate Chair
7. President's Office
8. State Approval
9. NWCCU

---

Approval Path

1. 10/22/20 4:20 pm
   Sara Mahuron
   (sara): Approved for Assessment
2. 10/27/20 6:02 pm
   Rebecca Frost
   (rfrst): Approved for Curriculum Review
3. 11/04/20 10:20 am
   Amy Kingston
   (amykingston): Approved for Registrar's Office
4. 11/09/20 3:33 pm
   Rebecca Frost
   (rfrst): Approved for UCC
5. 11/13/20 9:20 am
   Lauren Perkinson
   (perkinson):

https://nextcatalog.uidaho.edu/courseleaf/approve/
<table>
<thead>
<tr>
<th>Faculty Name</th>
<th>Faculty Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Shauna Corry</td>
<td><a href="mailto:scorry@uidaho.edu">scorry@uidaho.edu</a></td>
</tr>
</tbody>
</table>

Request Type: Other

Effective Catalog Year: 2021-2022

Title: Discontinue MAT in Art

Request Details:
We have not had the MAT in Art for many years, however the official state discontinuation was never completed. Therefore it has stayed on our state inventory even though it's no longer in the catalog. This is just to clean up the inventory and have the official discontinuation on file.

Attach State Form: [CAA Discont MAT w Budget.pdf]

Supporting Documents

Reviewer Comments

Key: 12
Idaho State Board of Education
Proposal for Discontinuation

| Date of Proposal Submission: |  |
| Institution Submitting Proposal: | University of Idaho |
| Name of College, School, or Division: | College of Art and Architecture |
| Name of Department(s) or Area(s): | Art and Design |

Program Identification for Proposed Discontinued Program:

| Title: | MAT Art |
| Degree/Certificate: | Master of Art Teaching |
| Method of Delivery: | Online |
| CIP code: | 13.1302 |
| Proposed Discontinuation Date: | Summer 2021 |

Indicate whether this request is a discontinuation of either of the following:

- [ ] Undergraduate Program
- [X] Graduate Program
- [ ] Undergraduate Certificate
- [ ] Graduate Certificate
- [ ] Administrative/Instructional Unit
- [ ] Other
- [ ] CTE Program (check all that apply)
  - [ ] Basic Technical Certificate
  - [ ] Intermediate Technical Certificate
  - [ ] Advanced Technical Certificate
  - [ ] Associate of Applied Science Degree

Oct. 15, 2020

College Dean (Institution) ___________________________ Date ___________________________

State Administrator ___________________________ Date ___________________________

Graduate Dean (as applicable) ___________________________ Date ___________________________

Academic Affairs Program Manager ___________________________ Date ___________________________

FVP/Chief Fiscal Officer (Institution) ___________________________ Date ___________________________

Chief Financial Officer ___________________________ Date ___________________________

Provost/VP for Instruction (Institution) ___________________________ Date ___________________________

Chief Academic Officer, OSBE ___________________________ Date ___________________________

Revised 3/28/16
<table>
<thead>
<tr>
<th>President</th>
<th>Date</th>
<th>SBOE/Executive Director Approval</th>
<th>Date</th>
</tr>
</thead>
</table>

Revised 3/28/16
1. Provide rationale for the discontinuance.

The program was essentially closed and taught out in 2009. The discontinuance was initiated by the former Dean but was not approved by the Art + Design and College of Art and Architecture curriculum committees. The initial discontinuation proposal did not go to the UCC.

This year, the Art + Design and the college curriculum committees voted to formally discontinue the program.

2. Teach-out Plans/Options for currently enrolled students.

   a. Describe teach-out plans for continuing students. Indicate the year and semester in which the last cohort of students was admitted and the final term the college will offer the program.

      The program has been taught out. There are no students in the program.

   b. Is there an alternative program/major or field of study? If so, please describe.

      The MFA in Studio Art and Design remains available to students.

   c. How will continuing students be advised of impending changes and consulted about options or alternatives for attaining their educational goals?

      N/A

3. Identify similar programs offered by other public colleges/universities (Not applicable to CTE programs).

<p>| Similar Programs offered by other Idaho institutions and by institutions in nearby states |
|---------------------------------------------|-----------------|---------------------------------------------------------------------------------------------------|</p>
<table>
<thead>
<tr>
<th>Institution Name</th>
<th>Degree name and Level</th>
<th>Program Name and brief description if warranted</th>
</tr>
</thead>
<tbody>
<tr>
<td>Eastern Illinois Univ.</td>
<td>MA</td>
<td>Master of Arts in Art Education (online)</td>
</tr>
<tr>
<td>Univ. of Florida</td>
<td>MA</td>
<td>Master of Arts in Art Education (online)</td>
</tr>
<tr>
<td>Ohio State Univ.</td>
<td>MA</td>
<td>Master of Arts in Art Education (online)</td>
</tr>
<tr>
<td>Univ. of Nebraska</td>
<td>MA Ed</td>
<td>Master of Arts in Art Education (online)</td>
</tr>
</tbody>
</table>
4. Using the chart below, provide enrollments and numbers of graduates for similar existing programs at your institution and other Idaho public institutions.

<table>
<thead>
<tr>
<th>Institution and Program Name</th>
<th>Headcount Enrollment in Program</th>
<th>Number of Graduates From Program</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>FY_17-18_</td>
<td>FY_18-19_</td>
</tr>
<tr>
<td>BSU</td>
<td></td>
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<tr>
<td>ISU</td>
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<tr>
<td>UI</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>LCSC</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

5. Describe the impact the discontinuance will have on (a) other programs and (b) the mission of the institution.

There will be no effect on the other programs or the mission of the institution.

6. Describe the potential faculty and staff reductions or reassignments that would result from the discontinuance.

There will be no effect on the faculty and staff as a result of discontinuance.

7. Fiscal Impact. Using the budget template provided, identify amount, if any, which would become available for redirection as a result of discontinuance.

There will be no financial effect on the program or institution as there are no resources currently dedicated to teaching and no students enrolled in the program. We have not marketed the program and have not recruited students.
Program Resource Requirements.
- Indicate all resources needed including the planned FTE enrollment, projected revenues, and estimated expenditures for the first four fiscal years of
- Include reallocation of existing personnel and resources and anticipated or requested new resources.
- Second and third year estimates should be in constant dollars.
- Amounts should reconcile subsequent pages where budget explanations are provided.
- If the program is contract related, explain the fiscal sources and the year-to-year commitment from the contracting agency(ies) or party(ies).
- Provide an explanation of the fiscal impact of any proposed discontinuance to include impacts to faculty (i.e., salary savings, re-assignments).

I. PLANNED STUDENT ENROLLMENT

<table>
<thead>
<tr>
<th></th>
<th>FY 20-21</th>
<th>FY ________</th>
<th>FY ________</th>
<th>FY ________</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>FTE</td>
<td>Headcount</td>
<td>FTE</td>
<td>Headcount</td>
</tr>
<tr>
<td>A. New enrollments</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>B. Shifting enrollments</td>
<td>0</td>
<td>0</td>
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</tbody>
</table>

Total Enrollment

II. REVENUE

<table>
<thead>
<tr>
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<th>FY 20-21</th>
<th>FY ________</th>
<th>FY ________</th>
<th>FY ________</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>On-going</td>
<td>One-time</td>
<td>On-going</td>
<td>One-time</td>
</tr>
<tr>
<td>1. New Appropriated Funding Request</td>
<td>$0.00</td>
<td>$0.00</td>
<td>$0.00</td>
<td>$0.00</td>
</tr>
<tr>
<td>2. Institution Funds</td>
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<tr>
<td>3. Federal</td>
<td>$0.00</td>
<td>$0.00</td>
<td>$0.00</td>
<td>$0.00</td>
</tr>
<tr>
<td>4. New Tuition Revenues from Increased Enrollments</td>
<td>$0.00</td>
<td>$0.00</td>
<td>$0.00</td>
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<tr>
<td>5. Student Fees</td>
<td>$0.00</td>
<td>$0.00</td>
<td>$0.00</td>
<td>$0.00</td>
</tr>
<tr>
<td>6. Other (i.e., Gifts)</td>
<td>$0.00</td>
<td>$0.00</td>
<td>$0.00</td>
<td>$0.00</td>
</tr>
</tbody>
</table>

Total Revenue

$0  $0  $0  $0  $0  $0  $0  $0  $0  $0

Ongoing is defined as ongoing operating budget for the program which will become part of the base.
One-time is defined as one-time funding in a fiscal year and not part of the base.

### III. EXPENDITURES

<table>
<thead>
<tr>
<th></th>
<th>FY 20-21</th>
<th>FY</th>
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<tr>
<td></td>
<td>On-going</td>
<td>One-time</td>
<td>On-going</td>
<td>One-time</td>
<td>On-going</td>
</tr>
<tr>
<td>A. Personnel Costs</td>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. FTE</td>
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</tr>
<tr>
<td>2. Faculty</td>
<td>$0.00</td>
<td>$0.00</td>
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<tr>
<td>3. Adjunct Faculty</td>
<td>0</td>
<td>$0.00</td>
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<tr>
<td>4. Graduate/Undergrad Assistants</td>
<td>0</td>
<td>$0.00</td>
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<tr>
<td>5. Research Personnel</td>
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<td>$0.00</td>
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<td></td>
<td></td>
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<tr>
<td>6. Directors/Administrators</td>
<td>0</td>
<td>$0.00</td>
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<td></td>
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<tr>
<td>7. Administrative Support Personnel</td>
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<tr>
<td>8. Fringe Benefits</td>
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<td>$0.00</td>
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<tr>
<td>9. Other:</td>
<td>0</td>
<td>$0.00</td>
<td></td>
<td></td>
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</tr>
<tr>
<td><strong>Total Personnel and Costs</strong></td>
<td><strong>$0</strong></td>
<td><strong>$0</strong></td>
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</table>
### B. Operating Expenditures

<table>
<thead>
<tr>
<th>Item</th>
<th>FY 20-21</th>
<th>FY</th>
<th>FY</th>
<th>FY</th>
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</thead>
<tbody>
<tr>
<td></td>
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<td>One-time</td>
<td>On-going</td>
<td>One-time</td>
<td>On-going</td>
</tr>
<tr>
<td>1. Travel</td>
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</tr>
<tr>
<td>2. Professional Services</td>
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<td>$0.00</td>
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<td></td>
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<tr>
<td>3. Other Services</td>
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<td>$0.00</td>
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<tr>
<td>4. Communications</td>
<td>$0.00</td>
<td>$0.00</td>
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</tr>
<tr>
<td>5. Materials and Supplies</td>
<td>$0.00</td>
<td>$0.00</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Rentals</td>
<td>$0.00</td>
<td>$0.00</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Materials &amp; Goods for Manufacture &amp; Resale</td>
<td>$0.00</td>
<td>$0.00</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. Miscellaneous</td>
<td>$0.00</td>
<td>$0.00</td>
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</tbody>
</table>

**Total Operating Expenditures**

<table>
<thead>
<tr>
<th></th>
<th>FY 20-21</th>
<th>FY</th>
<th>FY</th>
<th>FY</th>
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<tbody>
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<td>On-going</td>
<td>One-time</td>
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</tr>
</tbody>
</table>

### C. Capital Outlay

<table>
<thead>
<tr>
<th>Item</th>
<th>FY 20-21</th>
<th>FY</th>
<th>FY</th>
<th>FY</th>
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</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>On-going</td>
<td>One-time</td>
<td>On-going</td>
<td>One-time</td>
<td>On-going</td>
</tr>
<tr>
<td>1. Library Resources</td>
<td>$0.00</td>
<td>$0.00</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Equipment</td>
<td>$0.00</td>
<td>$0.00</td>
<td></td>
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<td></td>
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</tbody>
</table>

**Total Capital Outlay**

<table>
<thead>
<tr>
<th></th>
<th>FY 20-21</th>
<th>FY</th>
<th>FY</th>
<th>FY</th>
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</tr>
</tbody>
</table>
### D. Capital Facilities

<table>
<thead>
<tr>
<th></th>
<th>FY 20-21</th>
<th>FY _____</th>
<th>FY _____</th>
<th>FY _____</th>
<th>FY _____</th>
</tr>
</thead>
<tbody>
<tr>
<td>Construction or Major Renovation</td>
<td>$0.00</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### E. Other Costs

<table>
<thead>
<tr>
<th></th>
<th>FY 20-21</th>
<th>FY _____</th>
<th>FY _____</th>
<th>FY _____</th>
<th>FY _____</th>
</tr>
</thead>
<tbody>
<tr>
<td>Utilities</td>
<td></td>
<td>$0.00</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Maintenance &amp; Repairs</td>
<td></td>
<td>$0.00</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other</td>
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</tbody>
</table>

**Total Other Costs**

<table>
<thead>
<tr>
<th></th>
<th>FY 20-21</th>
<th>FY _____</th>
<th>FY _____</th>
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</thead>
<tbody>
<tr>
<td>Total Other Costs</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
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</tr>
</tbody>
</table>

**TOTAL EXPENDITURES:**

<table>
<thead>
<tr>
<th></th>
<th>FY 20-21</th>
<th>FY _____</th>
<th>FY _____</th>
<th>FY _____</th>
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<tbody>
<tr>
<td>Total Expenditures</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
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<td>$0</td>
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</tbody>
</table>

**Net Income (Deficit)**

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<tr>
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<th>FY _____</th>
<th>FY _____</th>
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<tr>
<td>Net Income (Deficit)</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
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</table>

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

<p>| | | | | | |</p>
<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>I.A.B.</td>
<td></td>
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Program Change Request

A deleted record cannot be edited

Program Inactivation Proposal

Date Submitted: 10/08/20 3:10 pm

Viewing: 193: Molecular Biology and Biotechnology (BSMBB)

Last edit: 10/08/20 3:10 pm
Changes proposed by: Joana Espinoza (V00370901)

Catalog Pages Using this Program
Molecular Biology and Biotechnology (B.S.M.B.B.)

Final Catalog 2020-2021
Rationale for Inactivation

In Workflow
1. 006 Chair
2. 19 Curriculum Committee Chair
3. 19 Dean
4. Provost's Office
5. Assessment
6. Curriculum Review
7. Registrar's Office
8. UCC
9. Faculty Senate Chair
10. UFM
11. President's Office
12. State Approval
13. NWCCU

Approval Path
1. 10/08/20 3:11 pm
   Joana Espinoza (jespinoza):
   Approved for 006 Chair
2. 10/08/20 3:13 pm
   Joana Espinoza (jespinoza):
   Approved for 19 Curriculum Committee Chair
3. 10/08/20 3:16 pm
   Joana Espinoza (jespinoza):
   Approved for 19 Dean
This is an effort to streamline the undergraduate degree offerings in Biological Sciences. This degree had significant overlap with the Microbiology and Biochemistry degrees that will still be offered.

Attach State Form

COS Discont MBB w Budget.pdf

Faculty Contact
Change Type
Description of Change

Academic Level: Undergraduate
College: Science
Department/Unit: Biological Sciences
Effective Catalog 2020-2021

Program Title
Molecular Biology and Biotechnology (BSMBB)

Program Credits


Emphasis/Option

CIP Code(s)

Curriculum:

To graduate in this program, students must earn a minimum grade of 'C' in BIOL 114, BIOL 115, and BIOL 115L. Required course work includes the university requirements (see regulation J-3) and:

**BIOL 114** Organsisms and Environments 4

**BIOL 115** Cells and the Evolution of Life 4

**& 115L** and Cells and the Evolution of Life Laboratory

**BIOL 250** General Microbiology 5

**& BIOL 255** and General Microbiology Lab

**BIOL 310** Genetics 4

**& BIOL 315** and Genetics Lab

**BIOL 312** Molecular and Cellular Biology 4

**& BIOL 313** and Molecular and Cellular Laboratory

**BIOL 380** Biochemistry I 6

**& BIOL 382** and Biochemistry I Laboratory

**BIOL 400** Seminar 1-16

**BIOL 454** Biochemistry II 3

**BIOL 485** Prokaryotic Molecular Biology 3

or **BIOL 487** Cellular & Molec Basis Disease

**CHEM 111** General Chemistry I 4

**& 111L** and General Chemistry I Laboratory

**CHEM 112** General Chemistry II 5

**& 112L** and General Chemistry II Lab

**CHEM 277** Organic Chemistry I 4

**& CHEM 278** and Organic Chemistry I: Lab

**CHEM 372** Organic Chemistry II 3

**MATH 170** Calculus I 4

**PLSC 488** Genetic Engineering 3

**STAT 251** Statistical Methods 3

or **STAT 301** Probability and Statistics

Select 8-10 credits of Approved Electives from the following: 1 8-10

https://nextcatalog.uidaho.edu/courseleaf/approve/
BIOL 432  Immunology
BIOL 433  Pathogenic Microbiology
BIOL 444  Genomics
BIOL 447  Virology
BIOL 461  Neurobiology
BIOL 474  Developmental Biology
BIOL 482  Protein Structure and Function
BIOL 485  Prokaryotic Molecular Biology 2
BIOL 487  Cellular & Molec Basis Disease 2
FS 416  Food Microbiology
FS 417  Food Microbiology Laboratory
PHIL 361  Professional Ethics
or PHIL 450  Ethics in Science
PLSC 476  Cell Biology

Select four credits from the following: 4
BIOL 301  Undergraduate Research
BIOL 401  Undergraduate Research
BIOL 499  Directed Study
PLSC 440  Advanced Laboratory Techniques

Select one of the following Senior Experience courses: 2
BIOL 401  Undergraduate Research
BIOL 407  Practicum in Biology Laboratory Teaching
BIOL 408  Human Anatomy and Physiology Laboratory Pedagogy
BIOL 411  Senior Capstone

Select one of the following: 3
ENGL 207  Persuasive Writing
ENGL 208  Personal & Exploratory Writing
ENGL 317  Technical Writing
ENGL 318  Science Writing

Select one of the following sequences: 4
PHYS 111  General Physics I
& 111L  and General Physics I Lab
PHYS 211  Engineering Physics I
& 211L  and Laboratory Physics I

Select one of the following: 4
PHYS 112  General Physics II
& 112L  and General Physics II Lab
PHYS 212  Engineering Physics II
& 212L  and Laboratory Physics II

Total Hours 85-102

Courses to total 120 credits for this degree
1 Additional classes can be substituted with prior approval from advisor and chairperson.
2 Either BIOL 485 or BIOL 487 may be used as an elective if not taken above as a required course.

**Distance Education Availability**

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

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

No

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

**Geographical Area Availability**

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

- Coeur d'Alene
- Moscow

**Student Learning Outcomes**

Have learning outcomes changed?

Learning Objectives
The student will be able to apply mathematical, chemical, and biological principles to solve modern molecular biological problems.

The student will be able to use different modes of thinking to examine concepts and issues related to the molecular life sciences and to explore creative avenues, solve complex problems, and make consequential decisions.

The student will be able to use different modes of thinking to examine concepts and issues related to the molecular life sciences and to explore creative avenues, solve complex problems, and make consequential decisions.

Rationale for the proposed change. Include an explanation of how the department will manage the added workload, if any.
Idaho State Board of Education Proposal for Discontinuation

<table>
<thead>
<tr>
<th>Date of Proposal Submission:</th>
<th>10-07-2020</th>
</tr>
</thead>
<tbody>
<tr>
<td>Institution Submitting Proposal:</td>
<td>University of Idaho</td>
</tr>
<tr>
<td>Name of College, School, or Division:</td>
<td>College of Science</td>
</tr>
<tr>
<td>Name of Department(s) or Area(s):</td>
<td>Department of Biological Sciences</td>
</tr>
</tbody>
</table>

Program Identification for Proposed Discontinued Program:

| Title: | Molecular Biology and Biotechnology |
| Degree/Certificate: | Bachelor of Science in Molecular Biology and Biotechnology |
| Method of Delivery: | Traditional delivery |
| CIP code: | 260210 |
| Proposed Discontinuation Date: | Summer 2021 |

Indicate whether this request is a discontinuation of either of the following:

- X Undergraduate Program
- [ ] Graduate Program
- [ ] Undergraduate Certificate
- [ ] Graduate Certificate
- [ ] Administrative/Instructional Unit
- [ ] Other
- [ ] CTE Program (check all that apply)
  - [ ] Basic Technical Certificate
  - [ ] Intermediate Technical Certificate
  - [ ] Advanced Technical Certificate
  - [ ] Associate of Applied Science Degree

<table>
<thead>
<tr>
<th>College Dean (Institution)</th>
<th>Date</th>
<th>State Administrator</th>
<th>Date</th>
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<tr>
<td></td>
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<td>Oct 07, 2020</td>
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<thead>
<tr>
<th>Graduate Dean (as applicable)</th>
<th>Date</th>
<th>Academic Affairs Program Manager</th>
<th>Date</th>
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<tr>
<th>FVP/Chief Fiscal Officer (Institution)</th>
<th>Date</th>
<th>Chief Financial Officer</th>
<th>Date</th>
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<th>Provost/VP for Instruction (Institution)</th>
<th>Date</th>
<th>Chief Academic Officer, OSBE</th>
<th>Date</th>
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<tr>
<th>President</th>
<th>Date</th>
<th>SBOE/Executive Director Approval</th>
<th>Date</th>
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Revised 3/28/16
1. Provide rationale for the discontinuance.

This is an effort to streamline the undergraduate degree offerings in Biological Sciences. This degree had significant overlap with the Microbiology and Biochemistry degrees that will still be offered.

2. Teach-out Plans/Options for currently enrolled students.

   a. Describe teach-out plans for continuing students. Indicate the year and semester in which the last cohort of students was admitted and the final term the college will offer the program.

      All courses needed for the degree are still offered as electives in other degrees. However, we will employ a four year teach-out to phase out the degree.

   b. Is there an alternative program/major or field of study? If so, please describe.

      The department retains majors in Biology, Microbiology, Biochemistry, and Medical Science. These degrees offer sufficient choice to students interested in the biological sciences.

   c. How will continuing students be advised of impending changes and consulted about options or alternatives for attaining their educational goals?

      Department advisors will work with current students to complete their degrees or students may opt to switch to one of the other majors.

3. Identify similar programs offered by other public colleges/universities (Not applicable to CTE programs).

<table>
<thead>
<tr>
<th>Institution Name</th>
<th>Degree name and Level</th>
<th>Program Name and brief description if warranted</th>
</tr>
</thead>
<tbody>
<tr>
<td>Boise State Univ.</td>
<td>Bachelor of Science in Biology</td>
<td>Cellular, Molecular, and Biomedical Emphasis</td>
</tr>
<tr>
<td>BYU-Idaho</td>
<td>Bachelor of Science in Biology</td>
<td>Biotechnology Emphasis</td>
</tr>
<tr>
<td>University of Montana</td>
<td>Bachelor of Science</td>
<td>Cellular and Molecular Biology</td>
</tr>
</tbody>
</table>
4. Using the chart below, provide enrollments and numbers of graduates for similar existing programs at your institution and other Idaho public institutions.

<table>
<thead>
<tr>
<th>Institution and Program Name</th>
<th>Headcount Enrollment in Program</th>
<th>Number of Graduates From Program</th>
</tr>
</thead>
<tbody>
<tr>
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<td>FY16_</td>
<td>FY17_</td>
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<tr>
<td>BSU</td>
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<tr>
<td>ISU</td>
<td></td>
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<tr>
<td>UI</td>
<td>37</td>
<td>30</td>
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<tr>
<td>LCSC</td>
<td></td>
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</tbody>
</table>

5. Describe the impact the discontinuance will have on (a) other programs and (b) the mission of the institution.

No significant impact. The small number of students in this major will be easily absorbed by the related majors. Offerings in biological sciences remain strong at the university.

6. Describe the potential faculty and staff reductions or reassignments that would result from the discontinuance.

No anticipated reductions. Courses used by this major are also used by students in the other related majors, so teaching needs will not be impacted. Advising will be somewhat streamlined.

7. Fiscal Impact. Using the budget template provided, identify amount, if any, which would become available for redirection as a result of discontinuance.
Program Resource Requirements.

- Indicate all resources needed including the planned FTE enrollment, projected revenues, and estimated expenditures for the first four fiscal years of the program.
- Include reallocation of existing personnel and resources and anticipated or requested new resources.
- Second and third year estimates should be in constant dollars.
- Amounts should reconcile subsequent pages where budget explanations are provided.
- If the program is contract related, explain the fiscal sources and the year-to-year commitment from the contracting agency(ies) or party(ies).
- Provide an explanation of the fiscal impact of any proposed discontinuance to include impacts to faculty (i.e., salary savings, re-assignments).

I. PLANNED STUDENT ENROLLMENT

<table>
<thead>
<tr>
<th></th>
<th>FY</th>
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<tbody>
<tr>
<td></td>
<td>FTE</td>
<td>Headcount</td>
<td>FTE</td>
<td>Headcount</td>
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</table>

A. New enrollments

B. Shifting enrollments

Total Enrollment

II. REVENUE

<table>
<thead>
<tr>
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<th>FY</th>
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<td>On-going</td>
<td>One-time</td>
<td>On-going</td>
<td>One-time</td>
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</table>

1. New Appropriated Funding Request

2. Institution Funds

3. Federal

4. New Tuition Revenues from Increased Enrollments

5. Student Fees

6. Other (i.e., Gifts)

Total Revenue

$0 $0 $0 $0 $0 $0 $0 $0 $0 $0

*Ongoing is defined as ongoing operating budget for the program which will become part of the base.*

*One-time is defined as one-time funding in a fiscal year and not part of the base.*
### III. EXPENDITURES

<table>
<thead>
<tr>
<th></th>
<th>FY ______</th>
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<td>On-going</td>
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<tr>
<td>1. FTE</td>
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<tr>
<td>2. Faculty</td>
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<tr>
<td>3. Adjunct Faculty</td>
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<tr>
<td>4. Graduate/Undergrad Assistants</td>
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<tr>
<td>5. Research Personnel</td>
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<td>6. Directors/Administrators</td>
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<td>7. Administrative Support Personnel</td>
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<tr>
<td>8. Fringe Benefits</td>
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<td>9. Other:</td>
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<tr>
<td><strong>Total Personnel and Costs</strong></td>
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</table>
### B. Operating Expenditures

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<th>Item</th>
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<tbody>
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<td>1. Travel</td>
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<td>2. Professional Services</td>
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<td>3. Other Services</td>
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<td>4. Communications</td>
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<td>5. Materials and Supplies</td>
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<tr>
<td>6. Rentals</td>
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<td>7. Materials &amp; Goods for Manufacture &amp; Resale</td>
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<tr>
<td>8. Miscellaneous</td>
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**Total Operating Expenditures**

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### C. Capital Outlay

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<tbody>
<tr>
<td>1. Library Resources</td>
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<tr>
<td>2. Equipment</td>
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**Total Capital Outlay**

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### D. Capital Facilities

**Construction or Major Renovation**

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<tr>
<th>FY _____</th>
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### E. Other Costs

- **Utilities**
- **Maintenance & Repairs**
- **Other**

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<tr>
<th>FY _____</th>
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**Total Other Costs**

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**TOTAL EXPENDITURES:**

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**Net Income (Deficit)**

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

- There are no reductions in staff/resources impacted by this discontinuance. The courses needed for this major are used as required courses.
POLICY COVER SHEET

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

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

Faculty Staff Handbook (FSH)
☐ Addition ☐ Revision* ☐ Deletion* ☐ Emergency ☐ Minor Amendment
Policy Number & Title:

Administrative Procedures Manual (APM)
☐ Addition X Revision* ☐ Deletion* ☐ Emergency ☐ Minor Amendment
Policy Number & Title: APM 40.32 PARKING AND TRANSPORTATION SERVICES

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

Originator: Rebecca Couch

Policy Sponsor, if different from Originator: Brian Foisy

Reviewed by General Counsel Yes _x__No Name & Date: Kent E Nelson 11.16.20

1. **Policy/Procedure Statement:** Briefly explain the reason for the proposed addition, revision, and/or deletion. The revision involves adjustment to language in section A-3, reflecting more accurately that university department budget numbers cannot be used to purchase parking permits or pay parking citations for employees who work on the Moscow campus, but that budget numbers can be used to pay for permits and citations issued to visitors to the Moscow campus. The deletion involves removing section A-6. Bicycles. Regulations on bicycle parking on campus are covered within the UI Parking Regulations document (owned by PTS and on our website), bicycle parking regulations are not an administrative procedure and therefore do not need to be included in the PTS APM section.

2. **Fiscal Impact:** What fiscal impact, if any, will this addition, revision, or deletion have?
   None

3. **Related Policies/Procedures:** Describe other UI policies or procedures related or similar to this proposed change, or that will be impacted by it. No impact to other UI policies or procedures as a result of these proposed changes to APM 40.32. The revision is adding clarity to the policies already happening on campus regarding payment (with budget numbers) for permits and citations for guests but not for employees.

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.
A-1. Enforcement. The University of Idaho ("University") Parking Regulations are enforced at all times. All users of the parking system are responsible for observing parking regulations. Enforcement of parking regulations on dedicated streets, alleys and the campus walkway zone is under the joint jurisdiction of the Moscow Police Department ("MPD") and Parking and Transportation Services ("PTS") of the University.

BA-2. Scope. Faculty, staff, students, and visitors of the University must pay to park a vehicle on the University campus. This can be done through the purchase and display of parking permits, which can be purchased from PTS, or through payment at meters and/or pay station lots.

A-3C. Use of Departmental Budget.

C-1. Use of Budget Numbers. University employees cannot use a departmental budget number to pay for parking permits or parking citations issued to employees whose primary work location is on the UI-Moscow campus. Use of a departmental budget number to pay for parking permits or citations issued to visitors to the Moscow campus is allowed, to individuals and attached to personal accounts. [rev. 12-13]

A-3.a.C-2. Responsibility for Department Parking Fees. Payment of parking fees, to include permits and citations, issued and/or assigned to department accounts are the responsibility of the department, and a budget number may be used for payment of balances owed. Although each campus department is ultimately responsible for its own parking debt, as a matter of departmental internal policy, individuals may be required to pay for citations assigned to department accounts, that were issued to them while using a department-issued permit and/or operating a department-owned vehicle. [add. 12-13]

A-4D. Parking Citations. Parking citations are issued to vehicles in violation of the University Parking Regulations.

A-4.a.D-1. Appeals. Citations may be appealed within fifteen (15) days from the date the citation was issued. All citation appeal decisions are made by the University Parking Committee (FSH 1640.66). After fifteen (15) days, citations may no longer be appealed and must be paid.

A-4.b.D-2. Unpaid Citations. Unpaid citations will be posted to student or employee accounts. Unpaid citations, or other charges, may result in:
(a) ineligibility to purchase a permit,
(b) a revoked permit,
(c) a hold being placed on a student’s record, affecting the ability to register for classes for the following semester and to receive a diploma,
(d) the charges being sent to a collection agency.
Vehicles containing multiple unpaid citations may be immobilized or impounded.
A-4.cD-3. Vehicles Not Registered Through PTS. Vehicles that park on campus and are not registered through PTS may incur a plate search fee in addition to the fine amount of each citation received. This fee covers costs associated with identifying vehicle owners and accurately assessing fines owed.

A-5D-4. Department-Purchased Parking Permits. Department-purchased parking permits must be used in accordance with the University Parking Regulations. Employees may not use department-purchased permits (Departmental permit, Service permit, Delivery permit, or Vendor permit) for personal use. These permits must be used only while conducting work-related business that requires mobility and the use of a vehicle. [ed. 12-13]

A-6. Bicycles. Moscow city ordinances, state laws, and University requirements (APM 35.35 G-1) apply to the operation of bicycles on University property.

A-6.a. Bicycle Parking. Bicycles are only to be parked in designated bicycle racks. Attaching bicycles to any object other than a bicycle rack is prohibited. Bicycles found in violation of this policy are subject to immediate removal if posing a safety or maintenance issue, at the discretion of PTS. Bicycles parked outside of designated bicycle racks, but not posing an immediate safety or maintenance issue, will be subject to removal after being issued a 24-hour impound notice. Bicycles may not be brought into University general education buildings and will be dealt with by the University in accordance with APM 35.35 G-1.

A-6.b. Abandoned or Disabled Bicycles. An abandoned or disabled bicycle is defined as a bicycle that appears to not have moved from its location for an extended amount of time, or due to dysfunctional or broken parts, cannot safely be operated. This includes, but is not limited to the following:

- No seat on bike,
- Flat tires,
- Bent rims,
- Broken or no chain on bike,
- Missing pedale,
- Cobwebs, dust, grass or branches collecting or growing over the bike

Abandoned or disabled bicycles will be tagged and if the bicycle or the tag is not removed within one (1) week, the bicycle may be impounded. Impounded bicycles are turned over to MPD and may be included in MPD's unclaimed property auction.