2022 – 2023 Faculty Senate – Pending Approval
Meeting # 9
Tuesday, October 18, 2022, 3:30 pm – 5:00 pm
Zoom only

Present: Chapman (Vice Chair), Fairley, Fuerst, Gauthier, Hickman, Hoffmann, Hunter, Justwan, Kolok, Torrey Lawrence (w/o vote), Kindall, Mittelstaedt, Murphy, Pfeifer, Quinnett (Chair), Raney, Rinker, Roberson, Sammarruca (w/o vote), Schiele, Schwarzlaender, Silsby, Thorne, Tibbals, Walsh, Webb
Absent: Long (excused), Wargo (excused), Ahmadzadeh (excused), Haltinner (excused)

Guests/Speakers: Brian Foisy, Lodi Price, Kenwyn Richards, Kim Salisbury, Brandi Terwilliger, Katie Hettinga, Martha Smith, Yimin Chen, John Shovic

Call to Order: Chair Quinnett called the meeting to order at 3:32 pm.

Approval of Minutes (vote):
Minutes of the 2022-23 Meeting #8 October 11, 2022 – Attach. #1
The minutes of the 2022-23 Meeting #8 October 11, 2022 were approved as distributed.

Chair’s Report:
- Our shared success stories: Senator Hickman, College of Business and Economics, will share student success stories. To enhance experiential learning opportunities, some students recently entered a crypto currency trading national competition and won first place. Another program in the department, called “Vandals Solution,” enables students to work with local companies on marketing solutions. A marketing major, who heads the social media team, is also a talented artist. She won the Women’s Center competition in celebration of Women of Color with a painting of her grandmother coming to America. They are also setting up co-op opportunities where students leave for a semester and work full-time with an employer. One of the students in the program interned with Micron and was subsequently offered a permanent position, which she will take on after graduation.
- Senator Gauthier will be the next to share a success story.
- Nominations for University P&T Committee are still needed! Please remind faculty in your colleges to nominate themselves or a colleague by October 28. More information in attachment #4 of the binder for Senate meeting #8, October 11, 2022.
- The second University Faculty Meeting (UFM) will be on Thursday, October 27 at 3:00pm. This early UFM will help stay on target with the January 1, 2023 implementation date for FSH 3710.
- The Spread Pay Ad Hoc Committee will hold their first meeting on November 4.

Provost’s Report:
- Provost Lawrence reiterated the importance of nominations for the University P&T Committee. Two have been submitted from CLASS and four from CALS (two of them from the extension side). None of the other colleges that need to submit nominations have done so yet. The Provost would really appreciate faculty input.
- December commencement: we are planning two ceremonies (9:30am and 2:00pm) at the ICCU arena, dividing colleges as done in the spring. Graduate students will join their colleges, not COGS.
• A reminder of the Capital Campaign events this Thursday at 5:00 pm. Everyone is welcome!

Discussion:
Some clarification was requested and provided about the University P&T Committee nomination process. In response to a question about the augmented university P&T committee, Provost Lawrence and Vice Provost Kelly-Riley said that over 84 packets must be reviewed this year – two committees handling about 42 packets each seems reasonable. Self-nominations are welcome to their senators.

Committee Reports:
• UCC 470 – Graduate Robotic Engineering Certificate Attach. #3 – John Shovic
Industrial robotics and automation are key in training an engineering workforce for the challenges of an international competitive arena in manufacturing. The goal is to produce a robotics program that can help manufacturing companies better compete by increasing productivity and safety through robotics. As all the classes for the robotics certificate are already being taught by faculty, there is no substantial financial impact of this program. This certificate is very marketable and will add students to the university. The department intends to promote and extend the program, and to develop an undergraduate certificate as well.

Discussion:
There was a question about the significance of a certificate. Response: it gives recognition and credentials, and it is an option for people who do not wish to pursue the full MS degree.
Provost Lawrence added that certificates are becoming increasingly popular among people who wish to acquire specific skills and are not interested in traditional degree programs. We should move away from just thinking of majors and minors and create a program of study that leads to a certificate.

How will this certificate serve the needs of the state and compete with nationally well-established programs? Response: this program is built on industrial robotics, such as automated manufacturing, agriculture, etc.), which uses a high level of animation. They did a survey of 60 other robotics programs in the western U.S. and found that all of them are based on traditional robotics that stems from mechanical engineering. What differentiates this program from others is the software, which is now a much more vital component than it used to be. The program they propose has unique features because it focuses on software together with the mechanical engineering aspect. The software will make robots work together with AI and machine learning techniques. Other senators expressed support and confirmed the large demand for animation engineers.
Vote: 22 Yes; 0 No.

• UCC 439 – Nutritional Sciences Attach. #2 – Yimin Chen
The Margaret Ritchie School of Family and Consumer Sciences (FCS) currently offers a Master of Science degree in Family and Consumer Sciences that includes a focus in nutrition. Many graduates from this program are looking to continue their education and training in a doctoral degree to pursue future careers in research, academia, industry, governmental agencies, etc. M.S. students from FCS are often engaged in inter-disciplinary research as the graduate faculty collaborate across colleges. As such, graduate faculty across colleges within the U of I have recognized the need for a Ph.D. program in Nutritional Sciences that can serve as a common thread that bridges together the many otherwise very different fields of study. Thus, this proposed Ph.D. degree in Nutritional Sciences comes with support not only from the Margaret Ritchie School of Family and Consumer Sciences but also from nutrition faculty in the Departments of Animal, Veterinary, and Food Sciences, Biological Sciences, Fish and Wildlife
Sciences, and Movement Sciences. It is important to note that this degree is not replacing any existing programs; rather, it will fill a gap identified by all programs.

Discussion:
In response to a question, Yimin Chen reported that the number of graduate faculty is sufficient to offer the degree. Furthermore, there is regular communication with graduate faculty from other departments.

Vote: 22 yes; 0 No

Other Announcements and Communications:

- FY23 CEC Summary – Brian Foisy, Lodi Price, Kenwyn Richards, Kim Salisbury, Brandi Terwilliger
This is a proactive effort to ensure that all employees are aware of the CEC process, which is becoming increasingly complex and multi-step. They will show the type of data that feeds the process, and the application of the various steps to faculty, staff, and the institution. If people are interested in this level of detailed information, the team would be happy to make this a regular visit for an annual report. Attachment #4 displays the CEC summary for FY23.

When moving into a CEC, the first step is to look at the target salary for faculty and staff and the pre-CEC salary, which is the employee’s actual salary. The displayed slide shows $151 million in total target salary across the institution – calculated for all employees with the exception of postdoctoral fellows and sport coaches – of which 55% is for staff and 45% for faculty. In the most recent CEC cycle, the first step was to ensure that everyone is at 80% of their target salary. 277 staff and 64 faculty were brought up to the minimum target salary. Not every staff could be brought up to 80% of target. Hopefully this problem will be fixed with future legislative appropriations. Merit increases were addressed by the units.

An important takeaway is that the main differences among employees are established at the level of target salary. For faculty who are not eligible for tenure, the target salary is 90% of the market rate. Once employee data enters the process, CEC does not provide an unfair advantage or disadvantage to any particular group and treats everyone uniformly. The obvious exception is P&T, for which only faculty are eligible. Other than that, all employees are treated equally by the CEC calculations (initial differences are input to the calculation), and the merit side is up to supervisors.

Discussion:
Senators thought the presentation was useful to shed light on a complicated system.

A question was raised about the CIP code and how they are assigned. There can be substantial differences in target salary depending on the assigned CIP. Provost Lawrence explained that CIP codes are related to the degrees offered in the unit, and thus the role of the faculty, not the individual qualifications of the employee.

ASUI Resolution – Katie Hettinga, Martha Smith
Katie and Martha are the authors of the Resolution, which was approved by a unanimous vote by ASUI last week. Reasons why they decided to craft a Resolution: a lot of misinformation was circulating around General Counsel’s interpretation and reasons for writing the memo. ASUI leadership felt that, no matter where one stands on abortion, freedom of speech must be protected. From social media, they noticed a general misunderstanding about the GC memo, its origin, and the sections of the code cited in the memo. They wanted to give UG students the opportunity to express their opinions and use their voice as ASUI to show support for faculty, staff, and student employees. In the future, they plan to help inform students on how to reach out to legislators and advocate for a change in the law. The university was in a difficult position
due the ambiguities in the “No Public Funds for Abortion Law.” At the same time, improved communication would be helpful moving forward.

Chair Quinnett expressed deep appreciation and support for the ASUI initiative.

New Business:
Senate is deeply concerned about graduate students being allowed only four weeks of unpaid parenting leave. This conversation will continue.

Adjournment:
The agenda being completed, Chair Quinnett adjourned the meeting at 5:01pm.

Respectfully Submitted,

Francesca Sammarruca
Secretary of the University Faculty & Secretary to Faculty Senate
University of Idaho
2022 – 2023 Faculty Senate Agenda

Meeting # 9

Tuesday, October 18, 2022 at 3:30 pm
Zoom Only

I. Call to Order

II. Approval of Minutes (Vote)
   • Minutes of the 2022-2022 Faculty Senate Meeting #08 (October 11, 2022) Attach. #1

III. Chair’s Report
   • Our Shared Success Stories – Dan Hickman, Department of Business, CBE
   • Nominations for University P&T Committee due by Oct. 28
   • Spread Pay Ad Hoc Committee – First meeting is on Nov. 4th

IV. Provost’s Report

V. Committee Reports
   • UCC 439 – Nutritional Sciences Attach. #2
   • UCC 470 – Graduate Robotic Engineering Certificate Attach. #3

VI. Other Announcements and Communications
   • FY 23 CEC Summary – Brian Foisy, Vice President of Finance and Administration, Lodi Price, Class/Comp. Specialist Human Resources, Kenwyn Richards, Director Academic Budget and Planning, Kim Salisbury, Associate Vice President Budget and Planning, Brandi Terwilliger, Director of Human Resources Attach. #4
   • ASUI Resolution – Katie Hettinga, ASUI Senator and Martha Smith, ASUI Senator Attach. #5

VII. New Business

VIII. Adjournment

Attachments:
   • Attach. #1 Minutes of the 2022-2023 Faculty Senate Meeting #08 (October 11, 2022)
   • Attach. #2 UCC 439
   • Attach. #3 UCC 470
   • Attach. #4 FY 23 CEC Summary
   • Attach. #5 ASUI Resolution
Present: Ahmadzadeh, Chapman (Vice Chair), Fairley, Fuerst, Gauthier, Haltinner, Hickman, Hoffmann, Hunter, Justwan, Kolok, Torrey Lawrence (w/o vote), Kindall, Long, Mittelstaedt, Murphy, Pfeifer, Quinnett (Chair), Raney, Rinker, Roberson, Sammarruca (w/o vote), Schiele, Schwarzlaender, Silsby, Thorne, Tibbals, Wargo, Walsh, Webb
Absent: Long (excused), Pfeifer

Guests/Speakers: Teresa Amos, Dan Ewart, Kristy Caldo, Darren Croom

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

Approval of Minutes (vote):
Minutes of the 2022-23 Meeting #7 October 4, 2022 – Attach. #1
The minutes of the 2022-23 Meeting #7 October 4, 2022 were approved as distributed.

Chair’s Report:
• Our shared success stories: Taylor Raney (EHHS). Senator Raney is associate department chair and director of the Teacher Education program, and so his work extends across colleges. He has created a standard rubric for candidate progression through the program. The state mandates the standards to be met by the candidates before they can become certified teachers, and those cannot be changed. But the rubric provides a better way for our program to demonstrate positive growth towards meeting the standards, as well as to quickly detect problems so that students can get help as soon as possible.
• Senator Hickman will be the next to share a success story.
• Annual Enrollment for employee benefits: opens October 17; closes November 1.

Provost’s Report:
• Midsemester grades are due Monday, October 17. This is an important step in student retention. Please remind your colleagues of this deadline.
• David Talbot is the new University Ombuds. He brings 25 years of experience in conflict resolution from large corporations. He earned his Juris Doctor from the University of Idaho so is a UI alum and knows the institution. Initially, there may be some overlap with our current Ombuds. Contact: ombuds@uidaho.edu
• Update on the abortion law guidance. A memo from President Green and the Provost came out last week to clarify the situation. A lot of the initial media coverage was inaccurate. There are no changes in our policies, nor does OGC have the authority to make changes. We wanted employees to understand a law that is vague and impacts public employees specifically. The role of GC is to analyze the situation and offer guidance on the possible implications.

Discussion:
Addressing a question, Provost Lawrence reported that a group is working on the FAQs document. It should be ready soon, but the exact date is unknown. The communication will come from OGC and will be posted on an easy-to-find website.

Some senators asked in which way the information initially reported by the media was inaccurate. Provost Lawrence responded that the memo was incorrectly interpreted as a mandate, while none of our policies have changed. The guidance meant to interpret a state law but was taken, instead, as an official action or mandate from the university. Unfortunately – the Senator continued – the memo may have damaged the U of I reputation.

As Brandi Terwilliger was not yet able to zoom in for discussion and vote on FSH 3710 Paid Parental Leave, Chair Quinnett proposed to move on with APM 30.16 until Brandi joins the meeting.

**Other Announcements and Communications:**

- **APM 30.16 Technology Hardware Lifecycle Management** – Teresa Amos (Deputy Director IT Planning and Initiatives) Dan Ewart (Vice President Information Technology/CIO) Attach. #3 (IT Committee Report)
  
  Senator Mittelstaedt started the conversation summarizing the two issues recently brought up by faculty and discussed at the recent IT committee: procurement process and security software installed on computers. Both will be addressed. Although APM 30.16 is mostly about procurement, some of the security software components are covered in APM 30.16. Teresa Amos explained that APM 30.16 is part of our security posture, which is necessary for the institution to be eligible to receive federal grants. They have to be able to track and manage all computer resources that access certain types of data. More information, including FAQs, can be found at [https://support.uidaho.edu/TDClient/40/Portal/KB/ArticleDet?ID=2304](https://support.uidaho.edu/TDClient/40/Portal/KB/ArticleDet?ID=2304)

  A Senator argued that many faculty are frustrated about hardware requirements, not security software. Why can’t faculty purchase what they want and then let IT install security software? This Senator has met representatives of many universities at a recruiting event and learned that none of them imposes restrictions on this type of purchase. Teresa Amos responded that OIT has been requested to adopt a business model known as “total cost of ownership.” The purchase of a computer is part of this ownership. With the present model, in the event of a problem, they have the ability to replace the computer of an impacted faculty member and handle the warrantee replacing or repairing, with no loss of productivity on the faculty’s side. As requested by President Green, they worked with profit recovery partners and solicited RFP from several manufacturers – Lenovo came up as the best deal. When the choice is made, all software is configured consistently with U of I security policy. The OIT is trying to put forth an attitude of partnership with the faculty. There are exemption processes, and we are willing to work with someone whose needs are not being met in this model. The Senator reiterated that most faculty, while appreciating an attitude of partnership, prefer to make their own choices. This Senator had to purchase his own Mac computer in order to use a particular software for his class.

  Addressing some of the questions in the zoom chat, Vice President Ewart noted that APM 30.16 only covers equipment capable of storing and processing data (desktops, laptops, tablets). There are no restrictions on other types of purchases, such as peripherals – like a mouse or a microphone.
In response to a question about items purchased through IT that turn out not to meet the faculty's need, Dan Ewart explained that they have a free-return policy.

Senators brought up costs and timeliness of delivery for computers purchased through IT. Several faculty members disagree that Lenovo is the best product. Also, they did not have a positive experience with timeliness of delivery. Both Teresa Amos and Dan Ewart emphasized that the past two years, due to the COVID disruption, are not representative of the quality service they can provide and have provided. Supply chain problems caused large delays.

Some Senators reiterated that they haven’t heard solid reasons why the choice of hardware is linked to security. Teresa Amos responded that one reason is the driver and the streamlined nature of the system – if they had to put on a larger driver, it would slow the system down and create problems for the user. Dan Ewart added that the computers ordered by IT have the TPM chips, which helps a lot with security. Other reasons are economy, efficiency, and supportability. They don’t have the time or the bandwidth to deal with different vendors and support potentially hundreds of computer models. Their standards don’t meet all needs, but they meet most. Streamlining enables us to do our best to help the smaller number of people whose needs are not met by the current model.

A Senator emphasized that diversifying is best for productivity. Lenovo is prone to failures. Relying on one vendor is putting “all your eggs in one basket” and not a good business practice.

An off-campus Senator brought up the limited IT support available at their remote locations. Moreover, IT has been consolidated up North. People-hours are already problematic for IT staff. How is it efficient for IT to increase their workload (by handling procurement, security, and support)? Are there plans for expanding and hiring more staff? Dan Ewart responded that there are currently 3 (soon to be 4) full-time IT people at Idaho Falls. They are working to cover the whole state. Efficiency comes from not having to deal with differences among 80% of the cases. They can then address efficiently, with existing staff, the minority of unique cases. They have purchased and deployed hundreds of computers for many years and are positioned to succeed, given the opportunity. If they do not succeed, changes will have to be made.

Brandi Terwilliger joined the meeting. Chair Quinnett put the IT discussion on hold to address FSH 3710.

Other Policy Business:

- FSH 3710 Paid Parental Leave (vote) – Attach. #2
  Vice Chair Chapman noted some minor edits in Section E to clarify the role of FML (eligibility) and PPL (compensation) in the policy.
  Vote: 23/24 in favor; 1/24 against. Motion passes.
  Vice President Foisy and Brandi Terwilliger will work on the transition phase. They hope to prorate the 432 hours for employees caught in the middle of the transition.

  Thanks to Senate Vice Chair Erin Chapman and everyone who contributed to this most important effort!
Back to APM 30.16:
Vice President Ewart is confident that in 6 months his team will have data to show that their approach is successful. Secretary Sammarruca suggested that, in the meantime, the IT Committee could try and identify a middle ground.

  Vice Chair Chapman reviewed the reason for this solicitation: Two committees will be convened this year given the robust number of dossiers to be reviewed. Details about the committee schedule and the process, as well as the link to the nomination form, can be found in the binder’s attachment #4. Please note the number of nominees needed for each college/unit. The deadline is Friday, October 28, 2022.
  Discussion:
  There were some questions about eligibility. Do members have to be tenured or tenure-track? Are unit chairs and deans eligible? Program Directors? What about off-campus faculty? See section G: https://www.uidaho.edu/governance/policy/policies/fsh/3/3500

  The Provost said it is difficult to find nominees. Although per FSH the Provost can select the members of the ULPTC, he prefers to receive nominations from the faculty.

- Postponed: Course Materials - Kristy Caldo (Course Materials Manager, Vandal Store) and Darren Croom (President of Texas Book Company) Attach. #5.
  Apologies to these guests and thanks for their patience.

Adjournment:
Chair Quinnett called for a motion to adjourn. So moved and seconded (Tibbals/Fairley). Meeting adjourned at 5:00pm.

Respectfully Submitted,

Francesca Sammarruca
Secretary of the University Faculty & Secretary to Faculty Senate
439: NUTRITIONAL SCIENCES (PH.D.)

In Workflow
1. 063 Chair (smcguire@uidaho.edu)
2. CALS Review (bschroeder@uidaho.edu)
3. 07 Curriculum Committee Chair (bschroeder@uidaho.edu)
4. 07 Dean (mdoumit@uidaho.edu)
5. Provost's Office (kudas@uidaho.edu; mstout@uidaho.edu; jvalkovic@uidaho.edu; gwen@uidaho.edu)
6. Curriculum Review (sstubbs@uidaho.edu)
7. Degree Audit Review (rfrost@uidaho.edu)
8. Graduate Council Chair (slthomas@uidaho.edu)
9. Registrar's Office (none)
10. Ready for UCC (disable)
11. Theodore Unzicker (tunzicker@uidaho.edu)
12. UCC (none)
13. Post-UCC Registrar (none)
14. Faculty Senate Chair (mstout@uidaho.edu; jvalkovic@uidaho.edu; cari@uidaho.edu)
15. State Approval (mstout@uidaho.edu; jvalkovic@uidaho.edu; lindalundgren@uidaho.edu)
16. NWCCU (sara@uidaho.edu; mstout@uidaho.edu)
17. Steve Stubbs (sstubbs@uidaho.edu)

Approval Path
1. Mon, 09 Nov 2020 17:45:30 GMT
   Joana Espinoza (joanae): Approved for 063 Chair
2. Mon, 09 Nov 2020 17:46:03 GMT
   Joana Espinoza (joanae): Approved for 07 Curriculum Committee Chair
   Joana Espinoza (joanae): Approved for 07 Dean
   Joana Espinoza (joanae): Approved for Provost's Office
5. Mon, 16 Nov 2020 19:34:47 GMT
   Rebecca Frost (rfrost): Approved for Curriculum Review
6. Sat, 16 Jan 2021 00:14:24 GMT
   Lauren Perkinson (V00763280): Rollback to 063 Chair for Graduate Council Chair
7. Thu, 21 Jan 2021 17:13:34 GMT
   Michelle McGuire (smcguire): Approved for 063 Chair
8. Wed, 03 Feb 2021 17:05:08 GMT
   Joana Espinoza (joanae): Approved for 07 Curriculum Committee Chair
9. Wed, 03 Feb 2021 17:06:20 GMT
   Joana Espinoza (joanae): Approved for 07 Dean
10. Wed, 03 Feb 2021 17:10:52 GMT
    Joana Espinoza (joanae): Approved for Provost's Office
11. Wed, 10 Feb 2021 23:45:02 GMT
    Sara Mahuron (sara): Rollback to 063 Chair for Assessment
12. Thu, 24 Jun 2021 17:42:12 GMT
    Michelle McGuire (smcguire): Approved for 063 Chair
13. Tue, 31 Aug 2021 22:53:46 GMT
    Brenda Schroeder (bschroeder): Rollback to 063 Chair for 07 Curriculum Committee Chair
14. Sat, 11 Sep 2021 05:36:29 GMT
    Trevor White (trevorw): Approved for V00489170
15. Sat, 11 Sep 2021 05:36:30 GMT
    Michelle McGuire (smcguire): Approved for 063 Chair
16. Sat, 11 Sep 2021 05:37:11 GMT
    Brenda Schroeder (bschroeder): Rollback to Initiator
17. Mon, 13 Sep 2021 22:04:59 GMT
    Michelle McGuire (smcguire): Approved for 063 Chair
18. Tue, 14 Sep 2021 19:58:30 GMT
    Beth Ropski (eropski): Approved for CALS Review
19. Tue, 14 Sep 2021 21:03:29 GMT
New Program Proposal

Date Submitted: Thu, 11 Nov 2021 00:12:37 GMT

Viewing: 439 : Nutritional Sciences (Ph.D.)

Last edit: Thu, 02 Dec 2021 18:32:51 GMT

Changes proposed by: Trevor White

Faculty Contact

<table>
<thead>
<tr>
<th>Faculty Name</th>
<th>Faculty Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yimin Chen</td>
<td><a href="mailto:yiminc@uidaho.edu">yiminc@uidaho.edu</a></td>
</tr>
</tbody>
</table>

Will this request have a fiscal impact of $250K or greater?
No

Academic Level
Graduate

College
Agricultural & Life Sciences

Department/Unit:
Family and Consumer Sciences

Effective Catalog Year
2023-2024
Program Title
Nutritional Sciences (Ph.D.)

Degree Type
Major

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

Program Credits
78

Attach Program Change
PhD_NutritionalSciences_FINAL_11_10_2021.doc

CIP Code
30.1901 - Nutrition Sciences.

Will the program be Self-Support?
No

Will the program have a Professional Fee?
No

Will the program have an Online Program Fee?
No

Will this program lead to licensure in any state?
No

Will the program be a statewide responsibility?
No

Financial Information

What is the financial impact of the request?
Less than $250,000 per FY

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

Describe the financial impact
We do not anticipate any impact on existing programs other than the positive aspect of increased inter-disciplinary research collaboration and productivity with other programs, which will enhance learning for all involved programs. There are no additional resources needed.

Aside from our desire to replace Dr. Katie Brown and Dr. SeAnne Safaii (special search), who resigned and left the university during the summer of 2019, no additional personnel resources will be needed. There are an additional 10 faculty members (departments of Animal, Veterinary, and Food Sciences, Biological Sciences, Fish and Wildlife Sciences, Food Science, Movement Sciences) with expertise related to nutrition to help support this program. It is noteworthy that these faculty have already met multiple times to discuss the need for this degree at the University of Idaho. They will continue to work together to determine the best structure for the degree (e.g., whether it continues to be administered out of FCS or whether it should be administered out of the College of Graduate Studies).

Curriculum:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>FCS 501</td>
<td>Seminar (1 cr taken every Fall semester for 3 years)</td>
<td>3</td>
</tr>
<tr>
<td>500-level or above Statistical Analysis course</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>500-level or above Research Methods course</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Additional 500-level or above courses as determined with committee</td>
<td></td>
<td>43</td>
</tr>
<tr>
<td>Additional courses Up to 15 credits of FCS 600 can be counted in this total</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Additional courses</td>
<td></td>
<td>26</td>
</tr>
<tr>
<td><strong>Total Hours</strong></td>
<td></td>
<td><strong>78</strong></td>
</tr>
</tbody>
</table>
Courses to total 78 credits for this degree.

**Distance Education Availability**

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

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

No

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

**Geographical Area Availability**

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

Moscow

**Student Learning Outcomes**

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

- Gain expertise in the fundamental principles of nutritional sciences.
- Comprehend the complex interrelationships between nutrition, health, and disease.
- Develop theoretical and methodological skills in selected area of nutritional research.
- Acquire robust written and oral communication skills to disseminate scientific information.
- Begin to contribute to the betterment of human and/or animal nutrition regionally, nationally, and/or globally.

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

The students will be assessed based on course pass rate. Graduate students will need to pass a comprehensive qualifying exam prior to development of dissertation proposal. The qualifying exam will be developed by all members of the student’s dissertation committee. Members of the student’s dissertation committee should be from at least two different academic departments. The student will need to successfully propose, conduct, complete and defend of the dissertation project.

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

The graduate faculty from all actively participating departments for the program will meet annually before the start of each fall semester to review selected metrics from each course (e.g., average grade, pass rate, grades on selected assignments) and candidly discuss findings, trends, and expectations. Graduate faculty work collaboratively to improve both individual courses and programs during these meetings and throughout the year.

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

Graduate students will need to pass a comprehensive qualifying exam prior to development of dissertation proposal. The qualifying exam will be developed by all members of the student’s dissertation committee. During the students’ oral proposal and defense of dissertation, all graduate faculty will ask high-level research and application questions related and unrelated to the dissertation project to comprehensively assess the students’ knowledge, critical thinking skills, integrative skills, perspective, and communication skills. Additionally, graduate students will be evaluated during their annual evaluation meeting. The indirect, formative measure includes routine meetings with mentor professors, during which, mentor professor will monitor and access students’ progress.

When will assessment activities occur and at what frequency?

Meetings with mentors will happen routinely, final class grades will be reviewed at the end of every semester, and the annual evaluation will take place by the end of each year. Comprehensive qualifying exam will ideally be taken and passed no later than the second year. Dissertation proposal presentation is ideally expected to take place no later than the second year, and the dissertation defense will happen at the end of students’ programs of study.

**Student Learning Outcomes**

**Learning Objectives**

- Gain expertise in the fundamental principles of nutritional sciences.
- Comprehend the complex interrelationships between nutrition, health, and disease.
- Develop theoretical and methodological skills in selected area of nutritional research.
• Acquire robust written and oral communication skills to disseminate scientific information.
• Begin to contribute to the betterment of human and/or animal nutrition regionally, nationally, and/or globally.

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

The Margaret Ritchie School of Family and Consumer Sciences (FCS) currently offers a Master of Science degree in Family and Consumer Sciences that includes a focus in nutrition. Many graduates from this program are looking to continue their education and training in a doctoral degree to pursue future careers in research, academia, industry, governmental agencies, etc. M.S. students from FCS are often engaged in inter-disciplinary research as the graduate faculty collaborate across colleges. As such, graduate faculty across colleges within the U of I have recognized the need for a Ph.D. program in Nutritional Sciences can serve as a common thread that bridges together the many otherwise very different fields of study. Thus, this proposed Ph.D. degree Nutritional Sciences comes with support not only from the Margaret Ritchie School of Family and Consumer Sciences but also from nutrition faculty in the Departments of Animal, Veterinary, and Food Sciences, Biological Sciences, Fish and Wildlife Sciences, and Movement Sciences. It is important to note that this degree is not replacing any existing programs, rather, it will fill a gap identified by all programs.

Note: Each individual student curriculum will differ based on the research focus for that student. Below is a list of courses to represent select potential courses (not comprehensive):

AVS 511 Ruminant Nutrition
AVS 517 Macronutrient Metabolism
AVS 531 Practical Methods in Analyzing Animal Science Experiments
AVS 550 Critical Evaluation of Scientific Research
AVS 563 Growth and Lactation
AVS 567 Advanced Physiology
BIOL 508 Topics in Neuroscience
BIOL 549 Computer Skills for Biologists
BIOL 554 Biochemistry II
BIOL 565 Neurobiology
BIOL 573 Developmental Biology
BIOL 582 Protein Structure and Function
BIOL 587 Eukaryotic Molecular Genetics
FCS 501 Graduate Seminar
FCS 565 Nutrition Therapy and Disease
FS 510 Functional Foods and Health
FS 511 Foods Lipids
FS 512 Protein Structure and Function
FS 513 Food Carbohydrates
FS 514 Starch Chemistry
FS 532 Advanced Food Microbiology

Reviewer Comments

Lauren Perkinson (V00763280) (Sat, 16 Jan 2021 00:14:24 GMT): Rollback: Graduate Council is requesting more information about program specifics. Please mention the qualifying exam requirements. Members also ask that you confirm whether this is a college-wide or university-wide program, and get buy in from across the university if applicable. Please contact Jerry McMurtry or Lauren Perkinson with questions.

Joana Espinoza (joanae) (Wed, 03 Feb 2021 17:05:04 GMT): Dept. resubmitted the state form but not sure if they updated the CIM form. Please review to determine whether the requested changes have been made. New state form is attached and it includes the Learning Outcomes. If updates need to be made, please return to the dept. to make the updates.

Sara Mahuron (sara) (Wed, 10 Feb 2021 23:45:02 GMT): Rollback: Both the MS and PHD are being rolled back on behalf of Dean Panttaja, Interim VPAl, for revision of the learning outcomes. We need learning outcomes that are differentiated and/or specific at the degree level. Currently, the MS and PHD appear identical in material nature. For help revising these, please reach out to assessment@uidaho.edu or sara@uidaho.edu. These degrees should differ in breadth and depth, possibly through differentiated Bloom's taxonomy verbs or content. See example: Students will: Bachelor's level: Differentiate and evaluate theories and approaches to selected complex problems within (field of study). Master's level: Disaggregate, reformulate, and adapt principal ideas, techniques or methods at the forefront of (field of study) in carrying out an essay or project. Doctoral level: Design principal ideas, models, techniques or methods in (field of study) in carrying out a dissertation or publication.

Brenda Schroeder (bschroeder) (Tue, 31 Aug 2021 22:53:46 GMT): Rollback: Why is the Dean listed as the faculty contact? SLO's in CIM and hardcopy do not agree. The assessment plans in CIM do not agree with hard copy. The assessment measurements sections do not agree the Learning Objectives listed under Student learning Outcomes in CIM are not found in the hard copy document. The credit numbers presented total 80 but is listed as 78. We believe that 78 is your target so please address. Credits should be stated at 500 and above so that the 600 level credits for thesis will count. The APACC committee was concerned about the timeline for assessment and it appears that this is designed as a 4 year program which follows a 2 year MS. Please address the timeline so that it is a 3 year program. Not sure you can do anything about this but: The APACC committee had about the lack of coursework listed in CIM relative to the information included in the hard copy. The committee is concerned that the lack of information included in CIM will result in a lot of work for COGS as they they try and determine if students have met their course requirements. (I sent Amy Kingston this comment as well about the MS program). Is there space to include/list the courses?

Brenda Schroeder (bschroeder) (Sun, 12 Sep 2021 20:23:52 GMT): Rollback: Friendly edits: 1. Add learning objectives 2. Add rational for 42 credits consider a reduction to be close to other non thesis programs at UI.
Steve Stubbs (sstubbs) (Wed, 27 Oct 2021 19:50:10 GMT): Rollback: PhD programs must have a minimum of 78 total credits.
Dean Panttaja (panttaja) (Mon, 08 Nov 2021 17:24:52 GMT): Rollback: A PhD. program should require a minimum of 78 credits total
Steve Stubbs (sstubbs) (Wed, 10 Nov 2021 17:07:29 GMT): Rollback: per request

Key: 439
Idaho State Board of Education
Proposal for Undergraduate/Graduate Degree Program
(Fill out if you are proposing a new program, certificate over 30 credits or expansion.)

| Date of Proposal Submission: | September 16, 2020 |
| Institution Submitting Proposal: | University of Idaho |
| Name of College, School, or Division: | College of Agricultural and Life Sciences |
| Name of Department(s) or Area(s): | Margaret Ritchie School of Family and Consumer Sciences |

Program Identification for Proposed New or Modified Program:

| Program Title: | Ph.D. in Nutritional Sciences |
| Degree: | Degree Designation Undergraduate Graduate |
| Indicate if Online Program: | Yes No |
| CIP code: | 30.1901 |
| Proposed Starting Date: | Fall 2021 |
| Geographical Delivery: | Location(s) Region(s) |
| Indicate (X) if the program is/has: | Self-Support Professional Fee Online Program Fee |
| Indicate (X) if the program is: | Regional Responsibility Statewide Responsibility |

Indicate whether this request is either of the following:

- [ ] New Graduate Certificate (30 credits or more)
- [ ] Expansion of Existing Program
- [ ] New Undergraduate Certificate (30 credits or more)
- [ ] Consolidation of Existing Program
- [X] New Graduate Program
- [ ] New Off-Campus Instructional Program
- [ ] Other (i.e., Contract Program/Collaborative; transitioning an existing program online, etc.)

| College Dean (Institution) | Date |
| Vice President for Research (Institution; as applicable) | Date |
| Graduate Dean or other official (Institution; as applicable) | Date |
| Academic Affairs Program Manager, OSBE | Date |
| FVP/Chief Fiscal Officer (Institution) | Date |
| Chief Academic Officer, OSBE | Date |
| Provost/VP for Instruction (Institution) | Date |
| Chief Financial Officer, OSBE | Date |
Rationale for Creation or Modification of the Program

1. **Describe the request and give an overview of the changes that will result.** Will this program be related or tied to other programs on campus? Identify any existing program that this program will replace.

   The Margaret Ritchie School of Family and Consumer Sciences (FCS) currently offers a Master of Science degree in Family and Consumer Sciences that includes a focus in nutrition. Many graduates from this program are looking to continue their education and training in a doctoral degree to pursue future careers in research, academia, industry, governmental agencies, etc. M.S. students from FCS are often engaged in inter-disciplinary research as the graduate faculty collaborate across colleges. As such, graduate faculty across colleges within the U of I have recognized the need for a Ph.D. program in Nutritional Sciences can serve as a common thread that bridges together the many otherwise very different fields of study. Thus, while this proposed Ph.D. degree Nutritional Sciences will be offered through FCS, the proposal comes with support not only from the Margaret Ritchie School of Family and Consumer Sciences but also from nutrition faculty in the Departments of Animal, Veterinary, and Food Sciences, Biological Sciences, Fish and Wildlife Sciences, and Movement Sciences. It is important to note that this degree is not replacing any existing programs, rather, it will fill a gap identified by all programs.

2. **Need for the Program.** Describe the student, regional, and statewide needs that will be addressed by this proposal and address the ways in which the proposed program will meet those needs.

   a. **Workforce need:** Provide verification of state workforce needs that will be met by this program. Include State and National Department of Labor research on employment potential. Using the chart below, indicate the total projected annual job openings (including growth and replacement demands in your regional area, the state, and nation. Job openings should represent positions which require graduation from a program such as the one proposed. Data should be derived from a source that can be validated and must be no more than two years old.

   List the job titles for which this degree is relevant: There are a variety of potential job titles as a doctoral degree in Nutritional Sciences is very versatile. Examples can be seen within the links below. For example, tenure-track university faculty, educator, biological scientist, biochemist, epidemiologist, animal scientists, animal nutritionist, sports nutritionist, and medical scientist.
Provide (as appropriate) additional narrative as to the workforce needs that will be met by the proposed program.

The workforce needs for individuals with a Ph.D. in Nutritional Sciences span a wide range. Nutrition professionals with advanced degrees work in healthcare, agriculture, food science, research and development in private and public sectors, as well as governmental programs at the local, state, and federal level. Therefore, there are ample employment opportunities for graduates with a Ph.D. in Nutritional Sciences.

### b. Student need.

What is the most likely source of students who will be expected to enroll (full-time, part-time, outreach, etc.). Document student demand by providing information you have about student interest in the proposed program from inside and outside the institution. If a survey of s was used, please attach a copy of the survey instrument with a summary of results as Appendix A.

The most likely source of students who will be interested in the Ph.D. in Nutritional Sciences will be those currently enrolled in the M.S. FCS in Nutrition, M.S. Dietetics, other pre-health majors, and M.S. in other sciences on campus (e.g., AVFS), as well as on other university campuses interested in pursuing a career in health-related research and development. Many students interested in nutrition do not wish to go on to pursue the credential to become a Registered Dietitian Nutritionist (RDN). In addition, pre-health students might initially hope to attend medical school, dental school, etc., but find their

<table>
<thead>
<tr>
<th></th>
<th>State DOL data</th>
<th>Federal DOL data</th>
<th>Other data source: (describe)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Local</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>(Service Area)</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>State</strong></td>
<td><a href="https://www.bls.gov/oes/current/oes_id.htm#29-0000">https://www.bls.gov/oes/current/oes_id.htm#29-0000</a></td>
<td></td>
<td><a href="https://projectionscentral.com/Projections/LongTerm">https://projectionscentral.com/Projections/LongTerm</a></td>
</tr>
<tr>
<td></td>
<td><a href="https://www.bls.gov/oes/current/oes_id.htm#19-0000">https://www.bls.gov/oes/current/oes_id.htm#19-0000</a></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Examples of potential jobs are biochemists and epidemiologists: 2018-2028 Job Outlook is 5-6% (as fast as average) and Employment change is 1,900.</td>
<td></td>
</tr>
</tbody>
</table>
passion in nutritional sciences instead. The Ph.D. in Nutritional Sciences provides a strong research science curriculum that can attract prospective students nationwide. The possibility of pursuing many careers in healthcare, agriculture, and academia make this an attractive doctoral degree. We anticipate that most students enrolled in this program will be full-time students.

c. Economic Need: Describe how the proposed program will act to stimulate the state economy by advancing the field, providing research results, etc.

Students with a Ph.D. in Nutritional Sciences can pursue careers in health-related fields, academia, private sectors, and governmental agencies. We anticipate that offering a Ph.D. in Nutritional Sciences will attract a larger number of students who are eventually drawn to research related to the intersection of nutrition, health, and foods (particularly Idaho commodities, such as dairy, potatoes, and beef). Increased research around this topic will likely improve the public perception of these health-promoting foods and ultimately increase their sales – again, benefiting the state’s economy.

All of these careers provide mid- to high-range salaries and can support individuals and families well above the poverty level. As such, these individuals will support local and state taxes and value-added activities to local communities and the state. In addition, poor nutrition (e.g., obesity and its sequela) across the lifespan is a proven economic drain on communities, leading to increased medical costs, decreased work capacity, and disability. A more nutritionally-savvy Idaho will help abate these growing health trends and therefore lower the related fiscal burden of health risks such as type 2 diabetes and hypertension.

<table>
<thead>
<tr>
<th>Area</th>
<th>Title</th>
<th>Base</th>
<th>Projected</th>
<th>Change</th>
<th>% Change</th>
<th>Avg. Anl Openings</th>
</tr>
</thead>
<tbody>
<tr>
<td>US</td>
<td>Social Science Research Assistants</td>
<td>34,000</td>
<td>35,500</td>
<td>1,500</td>
<td>4.4</td>
<td>4,100</td>
</tr>
<tr>
<td>US</td>
<td>Epidemiologists</td>
<td>6,100</td>
<td>6,600</td>
<td>500</td>
<td>8.2</td>
<td>600</td>
</tr>
<tr>
<td>US</td>
<td>Exercise Physiologists</td>
<td>15,100</td>
<td>17,100</td>
<td>2,000</td>
<td>13.2</td>
<td>1,100</td>
</tr>
<tr>
<td>US</td>
<td>Family and General Practitioners</td>
<td>134,800</td>
<td>154,100</td>
<td>19,300</td>
<td>14.3</td>
<td>5,600</td>
</tr>
<tr>
<td>US</td>
<td>Agricultural and Food Science Technicians</td>
<td>27,500</td>
<td>29,200</td>
<td>1,700</td>
<td>6.2</td>
<td>3,000</td>
</tr>
<tr>
<td>US</td>
<td>Biological Scientists, All Other</td>
<td>38,700</td>
<td>41,800</td>
<td>3,100</td>
<td>8.0</td>
<td>3,700</td>
</tr>
<tr>
<td>US</td>
<td>Biological Technicians</td>
<td>82,100</td>
<td>90,400</td>
<td>8,300</td>
<td>10.1</td>
<td>8,900</td>
</tr>
<tr>
<td>US</td>
<td>Community Health Workers</td>
<td>57,500</td>
<td>67,800</td>
<td>10,300</td>
<td>17.9</td>
<td>8,500</td>
</tr>
</tbody>
</table>

d. Societal Need: Describe additional societal benefits and cultural benefits of the program.
Experts agree that poor nutrition is a fundamental risk factor underlying today’s most pressing health problems, including obesity, cancer, and type 2 diabetes. Furthermore, there is growing evidence that nutritional deficiencies and imbalances during the ‘first 1000’ days of life (pregnancy through 2 years of age) can not only influence early-life health but also program a child to life-long poor health and wellbeing. As such, research information gained by University of Idaho students pursuing a Ph.D. in Nutritional Sciences will positively contribute to reversing many of today’s most serious health problems. In addition, the Ph.D. program in Nutritional Sciences will produce high quality scientists to provide authoritative evidence-based nutrition and health messaging to the public to further improve public health.

e. If Associate’s degree, transferability: N/A

3. Similar Programs. Identify similar programs offered within Idaho and in the region by other in-state or bordering state colleges/universities.

<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>N/A</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<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>Washington State University</td>
<td>Ph.D. Nutrition and Exercise Physiology</td>
<td>From their website: offers an intensive research and training experience in the broad fields of nutrition and exercise physiology.</td>
</tr>
<tr>
<td>University of Washington</td>
<td>Ph.D. Nutritional Sciences</td>
<td>From their website: prepares students to conduct independent research in diverse areas of nutrition science, and apply this knowledge in public health, clinical health care settings, and research in experimental, clinical and public health nutrition.</td>
</tr>
<tr>
<td>University of Utah</td>
<td>Ph.D. Nutrition and Integrative Physiology</td>
<td>From their website: trains students interested in conducting translational research on the metabolic basis of disease.</td>
</tr>
</tbody>
</table>
4. **Justification for Duplication with another institution listed above.** (if applicable). If the proposed program is similar to another program offered by an Idaho public institution, provide a rationale as to why any resulting duplication is a net benefit to the state and its citizens. Describe why it is not feasible for existing programs at other institutions to fulfill the need for the proposed program.

There are currently no Ph.D. programs in Nutritional Sciences in the state of Idaho. The proposed program will be the first in Idaho. The program at Washington State University focuses on nutrition geared towards exercise fields. We will only be competing with University of Washington with high cost of living, and University of Utah. We believe Idaho students deserve to have a high-quality Ph.D. program in Nutritional Sciences in the state in which they live.

5. **Describe how this request supports the institution’s vision and/or strategic plan.**

<table>
<thead>
<tr>
<th>Goal</th>
<th>Objective</th>
<th>Ph.D. in Nutritional Sciences</th>
</tr>
</thead>
<tbody>
<tr>
<td>Scholarly and creative products of the highest quality and scope, resulting in significant positive impact for the region and the world.</td>
<td>Build a culture of collaboration that increases scholarly and creative productivity through interdisciplinary, regional, national and global partnerships</td>
<td>M.S. in Nutritional Sciences is an integrated program including elements of foods, nutrition, biological sciences, physiology, behavior, and health. Students will be presented with concepts through the viewpoints of these disciplines and will graduate with increased ability to tackle interdisciplinary problems related to foods, nutrition, and wellbeing. Students will be expected to conduct research in the faculty laboratories and produce scholarly works. The culture of the Margaret Ritchie School of Family and Consumer Sciences is to employee graduate students in the laboratories and other facilities. This provides hands-on training and experience and excites students to conduct independent research.</td>
</tr>
<tr>
<td>Increase our educational impact</td>
<td>Provide greater access to educational opportunities to meet the evolving needs of society</td>
<td>This proposal will offer an interdisciplinary Ph.D. degree in Nutritional Sciences to help students combine their fields of study within and outside of nutrition and meet their career goals. The Ph.D. in Nutritional Sciences will attract students who would have previously gone to another university. Faculty responsible for Ph.D. in Nutritional Sciences courses will continually assess, revise and improve our courses and overall program to ensure innovation and evolution.</td>
</tr>
<tr>
<td></td>
<td>Foster educational excellence via curricular innovation and evolution</td>
<td>All graduate students in the Ph.D. Nutritional Sciences program will be expected to fulfill graduate hours in teaching experience to prepare students in achieving educational excellence in their future career.</td>
</tr>
<tr>
<td></td>
<td>Create and inclusive learning environment that encourages</td>
<td>The proposed Ph.D. in Nutritional Sciences program emphasizes the importance of inclusive education in the classroom and</td>
</tr>
<tr>
<td>Foster an inclusive, diverse community of students, faculty and staff and improve cohesion and morale</td>
<td>Build an inclusive, diverse community that welcomes multicultural and international perspectives</td>
<td>Ph.D. in Nutritional Sciences faculty recognize the importance of an inclusive, diverse community that welcomes multicultural and international perspectives. This is particularly important in the realm of nutrition and foods. We believe that this more visible degree option will better encourage international and multicultural students into the degree, thus helping foster an even more inclusive and diverse community of students.</td>
</tr>
</tbody>
</table>

6. **Assurance of Quality.** Describe how the institution will ensure the quality of the program. Describe the institutional process of program review. Where appropriate, describe applicable specialized accreditation and explain why you do or do not plan to seek accreditation.

Quality will be assessed annually via a meeting of all faculty teaching in the program. Syllabi, learning objectives, required reading materials, selected quizzes/exams/assignments will be assessed via blind review by program and external faculty. Student evaluations will be carefully reviewed for negative and constructive comments, and concerns will be discussed with involved faculty. Pass rates in all classes and cohorts are expected to exceed 80%, with 5-yr graduate rates expected to exceed 80%.

7. **Teacher Education/Certification Programs** All Educator Preparation programs that lead to certification require review and recommendation from the Professional Standards Commission (PSC) and approval from the Board.

Will this program lead to certification?
Yes_____ No X

If yes, on what date was the Program Approval for Certification Request submitted to the Professional Standards Commission?

8. **Five-Year Plan:** Is the proposed program on your institution’s approved 5-year plan? Indicate below.

   Yes _____ No _____

Proposed programs submitted to OSBE that are not on the five-year plan must respond to the following questions and meet at least one criterion listed below.

   a. **Describe why the proposed program is not on the institution’s five year plan.**
      When did consideration of and planning for the new program begin?

   b. **Describe the immediacy of need for the program.** What would be lost were the institution to delay the proposal for implementation of the new program until it fits within the five-year planning cycle? What would be gained by an early consideration?

**Criteria.** As appropriate, discuss the following:
i. How important is the program in meeting your institution’s regional or statewide program responsibilities? Describe whether the proposed program is in response to a specific industry need or workforce opportunity.

ii. Explain if the proposed program is reliant on external funding (grants, donations) with a deadline for acceptance of funding.

iii. Is there a contractual obligation or partnership opportunity to justify the program?

iv. Is the program request or program change in response to accreditation requirements or recommendations?

v. Is the program request or program change in response to recent changes to teacher certification/endorsement requirements?

Curriculum, Intended Learning Outcomes, and Assessment Plan

9. Curriculum for the proposed program and its delivery.

   a. Summary of requirements. Provide a summary of program requirements using the following table.

   In line with other interdisciplinary nutritional science doctoral programs around the country (e.g., Cornell University, University of Illinois, UC Davis), there will be very few set course requirements for this degree. This is because the breadth of nutrition is great and courses applicable to each student will be determined by the student in conjunction with his/her graduate committee. For instance, students interested in the physiology of nutrition in ruminants will take very different courses than those interested in food consumption behaviors in athletes. As such, we are not designating any required courses above and beyond graduate seminars, statistical analyses, and research methods; similarly, we do not require a certain number of credit hours offered in any individual unit. This approach will be reviewed and evaluated annually, and if found to not provide sufficient guidance, adjusted as needed.

   | Credit hours in required courses offered by the department (s) offering the principal program. | variable |
   | Credit hours in required courses offered by other departments: | variable |
   | Credit hours in institutional general education curriculum | N/A |
   | Credit hours in free electives | |
   | Total credit hours required for degree program: | 78 |

   b. Curriculum. Provide the curriculum for the program, including a listing of course titles and credits in each.

   | Course | Title | Credits |
   | FCS 501 (or equivalent) | Graduate Seminar (taken every Fall semester for the first 3 years) | 3 |
   | 500- level or above | Statistical Analysis | 3 |
   | 500- level or above | Research Methods | 3 |
   | Additional 500-level of above courses as determined with committee | 43 |
   | Additional courses to total 78 credits for this degree | 26 |
Each individual student curriculum will differ based on the research focus for that student. Below is a list of courses to represent select potential courses (not comprehensive):

AVS 511 Ruminant Nutrition  
AVS 517 Macronutrient Metabolism  
AVS 531 Practical Methods in Analyzing Animal Science Experiments  
AVS 550 Critical Evaluation of Scientific Research  
AVS 563 Growth and Lactation  
AVS 567 Advanced Physiology  
BIOL 508 Topics in Neuroscience  
BIOL 549 Computer Skills for Biologists  
BIOL 554 Biochemistry II  
BIOL 565 Neurobiology  
BIOL 573 Developmental Biology  
BIOL 582 Protein Structure and Function  
BIOL 587 Eukaryotic Molecular Genetics  
FCS 501 Graduate Seminar  
FCS 565 Nutrition Therapy and Disease  
FS 510 Functional Foods and Health  
FS 511 Foods Lipids  
FS 512 Protein Structure and Function  
FS 513 Food Carbohydrates  
FS 514 Starch Chemistry  
FS 532 Advanced Food Microbiology

c. **Additional requirements.** Describe additional requirements such as comprehensive examination, senior thesis or other capstone experience, practicum, or internship, some of which may carry credit hours included in the list above.

Graduate students will need to pass a comprehensive qualifying exam prior to development of dissertation proposal. The qualifying exam will be developed by all members of the student’s dissertation committee. Members of the student’s dissertation committee should be from at least two different academic departments. Graduate students are expected to complete a dissertation. No more than 30 overaged credits can be used towards the degree (courses >8 years old at the time of graduation).

10. **Program Intended Learning Outcomes and Connection to Curriculum.**

a. **Intended Learning Outcomes.** List the Intended Learning Outcomes for the proposed program, using learner-centered statements that indicate what will students know, be able to do, and value or appreciate as a result of completing the program.

The learning outcomes of the Ph.D. in Nutritional Sciences program are:
• Gain expertise in the fundamental principles of nutritional sciences.
• Comprehend the complex interrelationships between nutrition, health, and disease.
• Develop theoretical and methodological skills in selected area of nutritional research.
• Acquire robust written and oral communication skills to disseminate scientific information.
• Begin to contribute to the betterment of human and/or animal nutrition regionally, nationally, and/or globally.

11. Assessment plans

a. Assessment Process. Describe the assessment process that will be used to evaluate how well students are achieving the intended learning outcomes of the program. The students will be assessed based on course pass rate. Graduate students will need to pass a comprehensive qualifying exam prior to development of dissertation proposal. The qualifying exam will be developed by all members of the student's dissertation committee. Members of the student's dissertation committee should be from at least two different academic departments. The student will need to successfully propose, conduct, complete and defend of the dissertation project.

b. Closing the loop. How will you ensure that the assessment findings will be used to improve the program? The graduate faculty from all actively participating departments for the interdisciplinary program will meet annually before the start of each fall semester to review selected metrics from each course (e.g., average grade, pass rate, grades on selected assignments) and candidly discuss findings, trends, and expectations. Graduate faculty work collaboratively to improve both individual courses and programs during these meetings and throughout the year.

c. Measures used. What direct and indirect measures will be used to assess student learning? Graduate students will need to pass a comprehensive qualifying exam prior to development of dissertation proposal. The qualifying exam will be developed by all members of the student's dissertation committee. During the students' oral proposal and defense of dissertation, all graduate faculty will ask high-level research and application questions related and unrelated to the dissertation project to comprehensively assess the students' knowledge, critical thinking skills, integrative skills, perspective, and communication skills. Additionally, graduate students will be evaluated during their annual evaluation meeting. The indirect, formative measure includes routine meetings with mentor professors, during which, mentor professor will monitor and access students' progress.

d. Timing and frequency. When will assessment activities occur and at what frequency? Meetings with mentors will happen routinely, final class grades will be reviewed at the end of every semester, and the annual evaluation will take place by the end of each year. Comprehensive qualifying exam will ideally be taken and passed no later than the second year. Dissertation proposal presentation is ideally expected to take place no later than the second year, and the dissertation defense will happen at the end of students' programs of study.

Enrollments and Graduates

12. Existing similar programs at Idaho Public Institutions. Using the chart below, provide
enrollments and numbers of graduates for similar existing programs at your institution and other Idaho public institutions.

<table>
<thead>
<tr>
<th>Institution and Program Name</th>
<th>Fall Headcount Enrollment in Program</th>
<th>Number of Graduates From Program (Summer, Fall, Spring)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>FY__</td>
<td>FY__</td>
</tr>
<tr>
<td>BSU</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>ISU</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>UI</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>LCSC</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>CEI</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>CSI</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>CWI</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>NIC</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>
**Projections for proposed program**: Using the chart below, provide projected enrollments and number of graduates for the proposed program:

<table>
<thead>
<tr>
<th>Program Name: Interdisciplinary Ph.D. in Nutritional Sciences</th>
</tr>
</thead>
<tbody>
<tr>
<td>Projected Fall Term Headcount Enrollment in Program</td>
</tr>
<tr>
<td>FY21 (first year)</td>
</tr>
<tr>
<td>4</td>
</tr>
</tbody>
</table>

13. **Describe the methodology for determining enrollment and graduation projections.**
Refer to information provided in Question #2 “Need” above. What is the capacity for the program? Describe your recruitment efforts? How did you determine the projected numbers above?

The projected first year enrollment is based on potential students who have already expressed interest to obtain a Ph.D. in Nutritional Sciences with the current graduate faculty. We anticipate some increase each year due to increased visibility of the program. The projected number of graduates from the program is based on 100% expected graduation rate from the program starting with 2021 enrollment to complete this program in 4-5 years on average.

14. **Minimum Enrollments and Graduates.**

- **a.** Have you determined minimums that the program will need to meet in order to be continued? What are those minimums, what is the logical basis for those minimums?
  
  We do not anticipate this will be a problem given the fact that each year, as students graduate from our M.S. program in nutrition, they consistently express interest in pursuing a Ph.D. in Nutritional Sciences here at U of I if it can be offered. Our minimum will be 2 students once the program is established. The basis for this is formed from 25% capacity of our Nutritional Sciences graduate students that can be supported by our faculty.

- **b.** What is the sunset clause by which the program will be considered for discontinuance if the projections or expectations outlined in the program proposal are not met?
  
  Student enrollments will be monitored closely. If they begin to drop, we will do everything in our power to determine the reason and make course corrections as required to increase them back to their historical levels. We do not anticipate ever having to implement a sunset clause, but if this should happen, we will work with other units on campus who teach nutrition-related courses (e.g., AVS, MVST) to make sure all matriculated students can finish their course of study.

**Resources Required for Implementation – fiscal impact and budget**

15. **Physical Resources.**
a. **Existing resources.** Describe equipment, space, laboratory instruments, computer(s), or other physical equipment presently available to support the successful implementation of the program.

The Niccolls Building has all necessary equipment, classrooms, and foods labs needed to support successful implementation of the program. Majority of graduate faculty for the proposed Ph.D. in Nutritional Sciences also have their own dedicated specialized laboratories to conduct research specific to their specialties. What we do not have in-house, we can utilize in other locations on campus as we are doing now.

b. **Impact of new program.** What will be the impact on existing programs of increased use of physical resources by the proposed program? How will the increased use be accommodated?

We do not anticipate any impact on existing programs other than the positive aspect of increased inter-disciplinary research collaboration and productivity with other programs, which will enhance learning for all involved programs.

c. **Needed resources.** List equipment, space, laboratory instruments, etc., that must be obtained to support the proposed program. Enter the costs of those physical resources into the budget sheet.

There are no additional resources needed.

16. **Library resources**

a. **Existing resources and impact of new program.** Evaluate library resources, including personnel and space. Are they adequate for the operation of the present program? Will there be an impact on existing programs of increased library usage caused by the proposed program? For off-campus programs, clearly indicate how the library resources are to be provided.

There are no additional resources needed.

b. **Needed resources.** What new library resources will be required to ensure successful implementation of the program? Enter the costs of those library resources into the budget sheet.

There are no additional resources needed.

17. **Personnel resources**

a. **Needed resources.** Give an overview of the personnel resources that will be needed to implement the program. How many additional sections of existing courses will be needed? Referring to the list of new courses to be created, what instructional capacity will be needed to offer the necessary number of sections?

Aside from our desire to replace Dr. Katie Brown and Dr. SeAnne Safaii (special search), who resigned and left the university during the summer of 2019, no additional personnel resources will be needed.

b. **Existing resources.** Describe the existing instructional, support, and administrative resources that can be brought to bear to support the successful implementation of the
Margaret Ritchie School of Family and Consumer Sciences have all classroom, instructional, and administrative resources needed to implement this program. The FCS Carmelita Spencer Foods Laboratory, Samantha Ramsey Research Unit, Piglet Intervention Center (PInC), and individual faculty laboratories are key to this, as they provide the needed laboratory space for nutrition courses needing these sorts of facilities.

c. Impact on existing programs. What will be the impact on existing programs of increased use of existing personnel resources by the proposed program? How will quality and productivity of existing programs be maintained?

We anticipate no negative impact on existing programs in terms of needing additional personnel (aside from filling Katie Brown and SeAnne Safaii’s positions, see above) and other resources.

d. Needed resources. List the new personnel that must be hired to support the proposed program. Enter the costs of those personnel resources into the budget sheet.

We anticipate needing to hire two graduate faculty members as described above.

18. Revenue Sources

a) Reallocation of funds: If funding is to come from the reallocation of existing state appropriated funds, please indicate the sources of the reallocation. What impact will the reallocation of funds in support of the program have on other programs?

None needed.

b) New appropriation. If an above Maintenance of Current Operations (MCO) appropriation is required to fund the program, indicate when the institution plans to include the program in the legislative budget request.

None needed.

c) Non-ongoing sources:
   i. If the funding is to come from one-time sources such as a donation, indicate the sources of other funding. What are the institution’s plans for sustaining the program when that funding ends? N/A
   ii. Describe the federal grant, other grant(s), special fee arrangements, or contract(s) that will be valid to fund the program. What does the institution propose to do with the program upon termination of those funds? N/A

d) Student Fees:
   i. If the proposed program is intended to levy any institutional local fees, explain how doing so meets the requirements of Board Policy V.R., 3.b. N/A
   ii. Provide estimated cost to students and total revenue for self-support programs and for professional fees and other fees anticipated to be requested under Board Policy V.R., if applicable. N/A
19. Using the **budget template** provided by the Office of the State Board of Education, provide the following information:

- Indicate all resources needed including the planned FTE enrollment, projected revenues, and estimated expenditures for the first **four** fiscal years of the program.

- Include reallocation of existing personnel and resources and anticipated or requested new resources.

- Second and third year estimates should be in constant dollars.

- Amounts should reconcile subsequent pages where budget explanations are provided.

- If the program is contract related, explain the fiscal sources and the year-to-year commitment from the contracting agency(ies) or party(ies).

- Provide an explanation of the fiscal impact of any proposed discontinuance to include impacts to faculty (i.e., salary savings, re-assignments).
470: GRADUATE ROBOTIC ENGINEERING CERTIFICATE

In Workflow
1. 131 Chair (tsoule@uidaho.edu; arleen@uidaho.edu)
2. 08 Curriculum Committee Chair (colberg@uidaho.edu)
3. 08 Dean (long@uidaho.edu)
4. Provost's Office (kudas@uidaho.edu; mstout@uidaho.edu; jvalkovic@uidaho.edu; gwen@uidaho.edu)
5. Curriculum Review (sstubbs@uidaho.edu)
6. Degree Audit Review (rfrost@uidaho.edu)
7. Graduate Council Chair (slthomas@uidaho.edu)
8. Registrar's Office (none)
9. Ready for UCC (disable)
10. UCC (none)
11. Post-UCC Registrar (none)
12. Faculty Senate Chair (mstout@uidaho.edu; jvalkovic@uidaho.edu; cari@uidaho.edu)
13. State Approval (mstout@uidaho.edu; jvalkovic@uidaho.edu; lindalundgren@uidaho.edu)
14. NWCCU (sara@uidaho.edu; mstout@uidaho.edu)
15. Steve Stubbs (sstubbs@uidaho.edu)

Approval Path
1. Fri, 12 Nov 2021 16:38:02 GMT
   Terence Soule (tsoule): Rollback to Initiator
2. Thu, 02 Dec 2021 17:06:55 GMT
   Terence Soule (tsoule): Approved for 131 Chair
3. Fri, 18 Feb 2022 22:51:51 GMT
   Patricia Colberg (colberg): Approved for 08 Curriculum Committee Chair
4. Fri, 18 Feb 2022 23:24:18 GMT
   John Crepeau (crepeau): Approved for 08 Dean
5. Thu, 24 Feb 2022 00:41:10 GMT
   Dean Panttaja (panttaja): Approved for Provost's Office
6. Thu, 24 Feb 2022 16:13:02 GMT
   Steve Stubbs (sstubbs): Rollback to Provost's Office for Curriculum Review
7. Mon, 04 Apr 2022 23:03:01 GMT
   Ken Udas (kudas): Approved for Provost's Office
8. Wed, 06 Apr 2022 20:48:46 GMT
   Steve Stubbs (sstubbs): Approved for Curriculum Review
9. Wed, 06 Apr 2022 21:17:30 GMT
   Rebecca Frost (rfrost): Approved for Degree Audit Review
10. Tue, 06 Sep 2022 22:00:18 GMT
    Stephanie Thomas (slthomas): Approved for Graduate Council Chair
11. Mon, 19 Sep 2022 20:36:22 GMT
    Theodore Unzicker (tunzicker): Approved for Registrar’s Office
12. Wed, 21 Sep 2022 17:40:07 GMT
    Theodore Unzicker (tunzicker): Approved for Ready for UCC
    Theodore Unzicker (tunzicker): Approved for UCC
    Steve Stubbs (sstubbs): Approved for Post-UCC Registrar

New Program Proposal
Date Submitted: Fri, 19 Nov 2021 22:31:03 GMT
Viewing: 470 : Graduate Robotic Engineering Certificate
Last edit: Tue, 27 Sep 2022 16:59:31 GMT
Changes proposed by: John Shovic

Faculty Contact
<table>
<thead>
<tr>
<th>Faculty Name</th>
<th>Faculty Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>John Shovic</td>
<td><a href="mailto:jshovic@uidaho.edu">jshovic@uidaho.edu</a></td>
</tr>
</tbody>
</table>
Will this request have a fiscal impact of $250K or greater?
No

Academic Level
Graduate

College
Engineering

Department/Unit:
Computer Science

Effective Catalog Year
2023-2024

Program Title
Graduate Robotic Engineering Certificate

Degree Type
Certificate

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

Program Credits
12

Attach Program Change
GradRoboticsShort-111821-Proposal-Form_academic_FINAL copy.docx

CIP Code
11.0701 - Computer Science.

Will the program be Self-Support?
No

Will the program have a Professional Fee?
No

Will the program have an Online Program Fee?
No

Will this program lead to licensure in any state?
No

Will the program be a statewide responsibility?
No

Financial Information

What is the financial impact of the request?
Less than $250,000 per FY

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

Describe the financial impact
All of these classes are already being taught in the CS and ME curriculum. Our goal is as lab facilities become available, this certificate will be made available in Moscow and Idaho Falls. There are only three of the classes that are not available in Moscow and Idaho Falls, but those include the two required Robotics classes.

Curriculum:
Robotic Engineering Graduate Certificate

This certificate will produce students that have a deep understanding of the Robotics stack from the lower level motors and controllers, through PLC controllers and into higher level cognitive processes including using modern AI techniques. Designed to encourage research in robotics by MS and PhD graduate students.

All required coursework must be completed with a grade of 'B' or better (O-10-b (https://catalog.uidaho.edu/general-requirements-academic-procedures/o-miscellaneous/)).

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CS 553</td>
<td>Advanced Robotics I</td>
<td>3</td>
</tr>
<tr>
<td>CS 554</td>
<td>Advanced Robotics II</td>
<td>3</td>
</tr>
<tr>
<td>Any 2 of the following:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CS 543</td>
<td>Embedded Systems</td>
<td>3</td>
</tr>
<tr>
<td>CS 544</td>
<td>Supervisory Control and Critical Infrastructure Systems</td>
<td>3</td>
</tr>
<tr>
<td>CS 549</td>
<td>Fault/Tolerant Systems</td>
<td>3</td>
</tr>
<tr>
<td>CS 552</td>
<td>Real Time Operating Systems</td>
<td>3</td>
</tr>
<tr>
<td>CS 555</td>
<td>Course CS 555 Not Found</td>
<td>3</td>
</tr>
<tr>
<td>CS 566</td>
<td>PLC Programming for Automation</td>
<td>3</td>
</tr>
<tr>
<td>CS 570</td>
<td>Artificial Intelligence</td>
<td>3</td>
</tr>
<tr>
<td>CS 572</td>
<td>Evolutionary Computation</td>
<td>3</td>
</tr>
<tr>
<td>CS 574</td>
<td>Deep Learning</td>
<td>3</td>
</tr>
<tr>
<td>CS 575</td>
<td>Machine Learning</td>
<td>3</td>
</tr>
<tr>
<td>CS 577</td>
<td>Python for Machine Learning</td>
<td>3</td>
</tr>
<tr>
<td>ME 554</td>
<td>Assistive Technologies for Physical Impairment</td>
<td>3</td>
</tr>
<tr>
<td>ME 564</td>
<td>Robotics: Kinematics, Dynamics, and Control</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total Hours</strong></td>
<td><strong>12</strong></td>
<td></td>
</tr>
</tbody>
</table>

Courses to total 12 credits for this certificate

Distance Education Availability

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

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

If Yes, can 100% of the curricular requirements of this program be completed via distance education?
No

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

Geographical Area Availability

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

Student Learning Outcomes

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

LO#1 - An ability to understand and apply engineering principles to software, hardware, safety and environmental aspects of robotic systems.
LO#2 - An ability to understand the entire robotic stack from control software down to the level of embedded systems and motors.
LO#3 - An ability to incorporate modern software paradigms, involving options such as embedded systems, artificial intelligence and machine learning.
LO#4 - An ability to understand professional responsibilities and make informed judgements in practices based on legal and ethical principles as they relate to modern robotic systems.
Describe the assessment process that will be used to evaluate how well students are achieving the intended learning outcomes of the program component.

Exam questions and/or assignments in all classes (LO#1-4). Hands-on projects are key in all of the required courses (LO#3). These projects will be evaluated by reviewing project documentation, reviewing project presentations and project physical results (LO#3). Individual research papers and projects will be evaluated (LO#1-3). We will calculate graduation rates based on people taking the Robotic Engineering certificates and monitor grades for those individuals. This will be assessed on an annual basis.

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

Project results and difficulty will be reviewed each semester and adjusted as necessary. An important aspect of these classes is that most projects will be built upon previous class work and graduate student work so the content taught in the class will be evolving on an ongoing basis. Feedback will be sought from outside entities, most likely the CS advisory board, to review student projects and feedback gathered.

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

Traditional exams will be required. In addition, written and oral presentations will be graded. In the required courses, an oral exam of the students will be required at the end of the class to evaluate student learning. A final exam in Advanced Robotics II will be tailored to cover an individual students course selection.

When will assessment activities occur and at what frequency?

The size and scope of this program dictate that we will collect the assessment data during the courses and the survey data each Spring. Every fall semester the CS robotics and embedded systems faculty will evaluate the assessment and take corrective actions if necessary.

Student Learning Outcomes

Learning Objectives

Industrial automation in manufacturing is key to improving productivity and maintaining competitiveness both domestically and internationally. This certificate will produce students that have a deep understanding of the Robotics stack from the lower level motors and controllers, through PLC controllers and into higher level cognitive processes including using modern AI techniques. This certificate is also designed to encourage research in robotics by MS and PhD students.

Learning Outcomes

- An ability to understand and apply engineering principles to software, hardware, safety and environmental aspects of robotic systems.
- An ability to understand the entire robotic stack from control software down to the level of embedded systems and motors.
- An ability to incorporate modern software paradigms, involving options such as embedded systems, artificial intelligence and machine learning.
- An ability to understand professional responsibilities and make informed judgements in practices based on legal and ethical principles as they relate to modern robotic systems.

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

Industrial robotics and automation are key in training an engineering workforce for the challenges of an international competitive arena in manufacturing. Our goal is to produce a robotics program that can help manufacturing companies better compete by increasing productivity and safety through robotics. As all the classes for the robotics classes are already being taught by faculty, there is no substantial financial impact of this certificate. We feel that this certificate is very marketable and will add students to the university.

Reviewer Comments

Terence Soule (tsoule) (Fri, 12 Nov 2021 16:38:02 GMT): Rollback: To make changes

Steve Stubbs (sstubbs) (Thu, 24 Feb 2022 16:13:02 GMT): Rollback: per Dean Panttaja's request

Linda Lundgren (lindalundgren) (Mon, 04 Apr 2022 22:45:57 GMT): Will the program be Self-Support? Changed the answer to "no" due to a clerical error.

Rebecca Frost (rfrost) (Wed, 06 Apr 2022 21:17:11 GMT): Curriculum updated to proper format. CS 555 is currently in the course queue for addition. Course numbers were corrected to reflect the proper course based on title listed by department. Left in the 'Objective' statement at the top of the certificate information. These are not usually included and should be evaluated as to whether this statement works in the proper formatting and/or is wanted prior to the course listings in the catalog.

Key: 470
# SHORT PROPOSAL FORM

**Institutional Tracking No.**

**Idaho State Board of Education**

---

**SHORT PROPOSAL FORM**

**Academic Programs**

<table>
<thead>
<tr>
<th>Date of Proposal Submission:</th>
<th>11/18/2021</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 Engineering</td>
</tr>
<tr>
<td>Name of Department(s) or Area(s):</td>
<td>Computer Science</td>
</tr>
<tr>
<td>Official Name of Program or Instructional/Administrative Unit:</td>
<td>Computer Science</td>
</tr>
<tr>
<td>Implementation Date:</td>
<td>Fall 2022</td>
</tr>
<tr>
<td>Degree:</td>
<td></td>
</tr>
<tr>
<td>Degree Level:</td>
<td>Graduate</td>
</tr>
<tr>
<td>Degree Type:</td>
<td>MS</td>
</tr>
<tr>
<td>CIP code (consult IR /Registrar):</td>
<td>11.0701</td>
</tr>
<tr>
<td>Method of Delivery: Indicate percentage of face-to-face, hybrid, distance delivery</td>
<td>Face To Face: 30%, Hybrid 70%, distance Delivery 0%</td>
</tr>
<tr>
<td>Geographical Delivery:</td>
<td></td>
</tr>
<tr>
<td>Location(s): Coeur d'Alene – Moscow/Idaho Falls to follow</td>
<td></td>
</tr>
<tr>
<td>Region(s):</td>
<td></td>
</tr>
</tbody>
</table>

**Proposed Action**

- New Certificate Addition of a degree to an existing program
  - Undergraduate Certificate (30 credits or more)
  - Graduate Certificate (30 credits or more)
  - Specialized Certificate
- Addition of a certificate to an existing program
- Modification of Existing Undergraduate Programs
  - Splitting an existing program into two or more programs
  - Consolidating two or more programs into one program
  - Converting one program option into a stand-alone program (Example: BA to BS)
  - Converting or transitioning a degree level type
- Other
  - Establishing a dual degree from existing programs
  - New programs consisting of multiple certificates with similar coursework
  - Program name changes related to Statewide Program Responsibilities (requires Board approval)
  - Deviation of program credit definitions (i.e.)

---

**1 | Page**
This proposal form must be completed for certificates and program changes as provided in Board Policy III.G.3.b. *Actions Requiring a Short Proposal.*

1. Provide an overview of the changes that includes need and rationale for the proposed modification or change. Identify any existing program that this program will replace.

   Industrial robotics and automation are key in training an engineering workforce for the challenges of an international competitive arena in manufacturing. Our goal is to produce a robotics program that can help manufacturing companies better compete by increasing productivity and safety through robotics. As all the classes for the robotics classes are already being taught by faculty, there is no substantial financial impact of this certificate. We feel that this certificate is very marketable and will add new students to the university.

2. Discuss impact of proposed modification on student enrollment. Using the chart below, provide projected new enrollments for the proposed certificate or modified program:

   **Estimated New Enrollment**

<table>
<thead>
<tr>
<th>Year</th>
<th>Fall Headcount</th>
<th>Spring Headcount</th>
<th>Summer Headcount</th>
</tr>
</thead>
<tbody>
<tr>
<td>2022-23</td>
<td>5</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>2023-24</td>
<td>5</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>2024-25</td>
<td>7</td>
<td>7</td>
<td>7</td>
</tr>
<tr>
<td>2025-26</td>
<td>7</td>
<td>7</td>
<td>7</td>
</tr>
<tr>
<td>2026-27</td>
<td>10</td>
<td>10</td>
<td>10</td>
</tr>
</tbody>
</table>

3. Teacher Education/Certification Programs. All Educator Preparation programs that lead to certification require review and recommendation from the Professional Standards Commission prior to consideration and approval of the program by the State Board of Education. Will this program lead to certification?

   Yes______ No____X____

   If yes, on what date was the Program Approval for Certification Request submitted to the Professional Standards Commission?

4. Three-Year Plan. If this is a new proposed certificate (30 credits or more) or degree, is it on your institution’s approved 3-year plan?

   Yes______ No____

   ____ ____
If yes, proceed to question 5. If no, please address A and B below:

a. Which of the following statements address the reason for adding this program outside of the regular three-year planning process.

Indicate (X) by each applicable statement:

<table>
<thead>
<tr>
<th>Statement</th>
<th>Indicated</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program is important for meeting your institution’s regional or statewide program responsibilities.</td>
<td></td>
</tr>
<tr>
<td>The program is in response to a specific industry need or workforce opportunity.</td>
<td>X</td>
</tr>
<tr>
<td>The program is reliant on external funding (grants, donations) with a deadline for acceptance of funding.</td>
<td></td>
</tr>
<tr>
<td>There is a contractual obligation or partnership opportunity related to this program.</td>
<td>X</td>
</tr>
<tr>
<td>The program is in response to accreditation requirements or recommendations.</td>
<td></td>
</tr>
<tr>
<td>The program is in response to recent changes to teacher certification/endorsement requirements.</td>
<td></td>
</tr>
<tr>
<td>We failed to include it when we had the opportunity.</td>
<td></td>
</tr>
<tr>
<td>Other:</td>
<td></td>
</tr>
</tbody>
</table>

b. Provide an explanation for all statements you selected.

Industrial Automation and Robotics are key to improving the productivity of modern manufacturing and maintaining a competitive position for Idaho manufacturers both domestically and internationally. There are numerous manufacturing partnerships possible such as Idaho Forest Group and other Idaho manufacturing companies. There are also numerous grant opportunities with the NSF, DOD, DOE and other government agencies.

5. Curriculum for the proposed program changes and its delivery.

a. Summary of requirements. Provide a summary of program requirements using the following table.

| Credit hours in required courses offered by the department (s) offering the program. | 12 |
| Credit hours in required courses offered by other departments: | 0 |
| Credit hours in institutional general education curriculum | 0 |
| Credit hours in free electives | 6 |
| Total credit hours required for degree program: | 30 - MS Computer Science |

b. Curriculum. Provide the curriculum for the program, including a listing of course titles and credits in each.

Graduate Robotic Engineering Certificate

Level: Graduate, 12 credits

Objectives:

- Produce students that have a deep understanding of the Robotics stack from the lower level motors and controllers, through PLC controllers and into higher level cognitive processes including using modern AI techniques. Designed to encourage research in robotics by MS and PhD graduate students.

Required:
CS553 Advanced Robotics I
CS554 Advanced Robotics II
Any 2 of the following:

CS504 Programable Logic Controllers for Manufacturing
CS543 Embedded Systems
CS555 Machine Vision
CS552 Real Time Operating Systems
CS570 Artificial Intelligence
CS572 Evolutionary Computation
CS574 Deep Learning
CS475 Machine Learning
CS477 Python for Machine Learning
CS549 Fault-Tolerant Systems
CS544 Supervisory Control Critical Infrastructure Systems
ME554 Assistive Technologies for Physical Impairment
ME564 Robotics: Kinematics, Dynamics, and Control

6. Resources Required for Implementation – Financial Impact and Budget.
   a. Discuss organizational arrangements required within the institution to accommodate the proposed action, including administrative, staff, and faculty hires, facilities, student services, library, etc. Include a statement regarding total cost to students. If there is no financial impact as defined in Board Policy III.G.1.f ¹, include a statement to indicate there is no financial impact. Completion of the budget form is required if there is a financial impact.

   No significant financial impact. All courses for this certificate are already offered in the Computer Science and Mechanical Engineering Department.

---

¹ Financial Impact shall mean the total financial resources, regardless of funding source, needed to support personnel costs, operating expenditures, capital outlay, capital facilities construction or major renovation, and indirect costs that are incurred as a direct result of establishing, modifying, or discontinuing a new instructional program, instructional unit, or administrative unit. This includes the impact of moving resources from existing programs to proposed programs.
### FY23 CEC SUMMARY

**Snapshot as of 05.06.2022**

<table>
<thead>
<tr>
<th></th>
<th>Staff GenEd</th>
<th>Staff Non-GenEd</th>
<th>Staff Total</th>
<th>Faculty GenEd</th>
<th>Faculty Non-GenEd</th>
<th>Faculty Total</th>
<th>GenEd Total</th>
<th>Non-GenEd Total</th>
<th>Grand Total</th>
<th>Staff % of Total</th>
<th>Faculty % of Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>FY23 Target Salary</td>
<td>$43,348,284</td>
<td>$39,456,904</td>
<td>$82,805,188</td>
<td>$46,560,837</td>
<td>$21,790,495</td>
<td>$68,351,332</td>
<td>$89,090,121</td>
<td>$61,247,399</td>
<td>$151,156,520</td>
<td>54.78%</td>
<td>45.22%</td>
</tr>
<tr>
<td>Pre-CEC Salary</td>
<td>$39,016,807</td>
<td>$39,184,605</td>
<td>$78,201,412</td>
<td>$41,825,022</td>
<td>$20,349,337</td>
<td>$62,174,359</td>
<td>$80,841,829</td>
<td>$59,533,942</td>
<td>$140,375,771</td>
<td>55.71%</td>
<td>44.29%</td>
</tr>
</tbody>
</table>

**Salary**

- **Faculty** $43,348,284
- **Staff** $39,016,807

**Salary Increase**

- **Faculty** $788,164
- **Staff** $1,561,708

**Total**

- **Faculty** $44,136,448
- **Staff** $5,023,415

**Salary**

- **Faculty** $39,016,807
- **Staff** $39,184,605

**Salary Increase**

- **Faculty** $423,193
- **Staff** $1,091,101

**Total**

- **Faculty** $40,439,997
- **Staff** $4,275,706

**Merit Pool Funds**

- **Faculty** $621,495
- **Staff** $621,495

**Promotion and Tenure Increments**

- **Faculty** $246,723
- **Staff** $246,723

**University-Wide CEC**

- **Faculty** $1,869,096
- **Staff** $985,567

**Additional Unit Funded Non-Merit**

- **Faculty** $198,154
- **Staff** $696,626

**Additional Unit Funded Merit**

- **Faculty** $55,227
- **Staff** $484,174

**Additional Unit Funded Increases**

- **Faculty** $253,381
- **Staff** $1,180,800

**Total CEC Investment in Salaries**

- **Faculty** $2,122,477
- **Staff** $2,166,366

**Final FY23 Salary**

- **Faculty** $41,139,284
- **Staff** $41,350,971

**Increase in Salary over FY22**

- **Faculty** 5.44%
- **Staff** 5.53%

**Total Merit Increases (Pool + Unit Funds)**

- **Faculty** $676,722
- **Staff** $484,174

**Total Salaries versus Target**

- **Faculty** $(2,209,000)
- **Staff** $1,894,067

**Amount needed to bring all up to Target**

- **Faculty** $4,066,447
- **Staff** $2,991,565

**Starting Average % of Target**

- **Faculty** 88.33%
- **Staff** 91.73%

**Progress towards target**

- **Faculty** 4.85%
- **Staff** 4.97%

**Final Average % of Target**

- **Faculty** 93.18%
- **Staff** 96.70%

**# Eligible Employees**

- **Faculty** 1413
- **Staff** 720

**# Employees Not Eligible for CEC**

- **Faculty** 35
- **Staff** 6

**# Employees Brought up to 80% of Target**

- **Faculty** 207
- **Staff** 64

**# Employees Receiving Merit**

- **Faculty** 527
- **Staff** 269

**# Eligible Still Below 80% of Target Due to Funding**

- **Faculty** 12
- **Staff** 0

---

Calculations do not include employees ineligible for CEC or the President (SB0E determines)

Does not include mid-year CEC investment related to increasing the UI minimum hourly rate to $15.00 per hour.
IN THE SENATE

SENATE RESOLUTION NO. F22-R03

BY SOCIAL ACTION COORDINATOR HETTINGA AND PRO TEMPORE SMITH
SPONSORED BY SENATOR CROWLEY

A RESOLUTION STATING STUDENT’S DISSENT FOR THE LEGAL RAMIFICATIONS ON UNIVERSITY OF IDAHO EMPLOYEES FROM THE “NO PUBLIC FUNDS FOR ABORTION ACT”

1. WHEREAS, University of Idaho employees received a memo Friday, September 23rd detailing General Counsel recommendations for UI employees when discussing abortion and providing contraceptives in and out of the classroom.

2. WHEREAS, the guidance from General Counsel is based on the following sections of Idaho State Code Title 18: §18-603 relating to the provision and discussion of contraceptives; §18-5702 relating to the punishment for misuse of public funds; and Title 18 Chapter 87, the No Public Funds for Abortion Act.

3. WHEREAS, General Counsel’s role at the University of Idaho is to protect and advise on legal matters pertaining to the business transactions of the university. Their opinions come from legal research and prior court cases and their main objective is to protect the university from legal repercussions.

4. WHEREAS, the purpose of General Counsel’s memo is to protect employees of the University of Idaho from potential lawsuits or legal ramifications primarily related to the No Public Funds for Abortion Act. Guidance is aimed at reducing legally risky behaviors, some of which are outlined in following clauses.

5. WHEREAS, university employees are prohibited from promoting abortion, counseling in favor of abortion, referring for abortion, dispensing emergency contraception, and advertising or promoting services for abortion or the prevention of conception. Barring staff and faculty members’ ability to counsel students on a medical procedure may be harmful to students considering all options or just seeking information.

6. WHEREAS, General Counsel cites Idaho State Code §18-603 in its recommendation for the university to stop any provision of standard birth control outside of a clinical setting. Condoms may be provided to prevent the spread of STIs, but they may not be promoted as a method of birth control.

7. WHEREAS, a 2020 briefing paper by the Institute for Women’s Policy Research states that unintended pregnancies have extremely detrimental impacts on students’ educational success. More than half of pregnancies in 18 to 24 year olds are unintended. These pregnancies can be prevented by access to and education on contraceptive options, which is not an option under the recent Counsel guidance.

8. WHEREAS, General Counsel’s memo calls for a careful approach to discussing abortion in the classroom. Classroom discussions on abortion are limited only when abortion is a topic “relevant to the class subject” and is contingent on instructor neutrality.

9. WHEREAS, there are a multitude of courses at the University of Idaho which are not directly related to abortion but discuss current events, state and local law, biological processes, medical procedures, literature, philosophy, religion, and more. Abortion may fit into any of these categories without being a main class focus, meaning academic freedom may be encroached upon by limiting class discussion topics.

10. WHEREAS, the University of Idaho encourages academic freedom among all students and staff. Political discussions among contentious issues are vital for the understanding and...
growth of students and the Idaho Legislature should not cast a shade of doubt on University of Idaho employees when having these conversations.

11. WHEREAS, University employees who are found guilty of violating the laws in Title 18, Chapter 87 are at risk of misdemeanor or felony charges, fines, jail time, termination of employment, and disqualification for any other state employment position which handles public funds.

12. WHEREAS, at the urging of the Legislature, the State Board of Education voted to make student government-related fees optional for students so they could choose where their tuition and fees are directed. In State Code §18-8706, state law specifically prohibits the use of tuition and fees paid by students for the provision of abortion services or education. This is hypocritical state policy and a clear overreach of the state government attempting to limit the use of private funds.

13. WHEREAS, the No Public Funds for Abortion Act is not clear in its impacts on student employees of the University. Student employees may feel pressure to avoid abortion-related subjects beyond their work duties for fear of prosecution. Additionally, members of student organizations may avoid abortion-related subjects for fear of their faculty advisors being incriminated. The guidance on this act has negative impacts on students’ freedom of expression.

14. WHEREAS, the First Amendment clearly protects Freedom of Speech. Furthermore, noncommercial speech, otherwise known as pure or political speech, is given the highest degree of protection under strict scrutiny analysis.

15. WHEREAS, freedom of speech and the ability to have open and honest communication about political topics is an important aspect of a college education. Limiting a professor's ability to bring up issues like abortion impedes academic freedom and results in a subpar educational experience than students otherwise would have gotten.

16. WHEREAS, the Foundation for Individual Rights and Expression (FIRE) issued a statement criticizing General Counsel’s memo, stating the guidance encroaches on academic freedom and freedom of speech, both of which are central to the student experience at public universities.

17. WHEREAS, the White House’s Press Secretary issued a statement saying, “To be clear, nothing under Idaho law justifies the university’s decision to deny students access to contraception. But the situation in Idaho speaks to the unacceptable consequences of extreme abortion bans.”

18. WHEREAS, regardless of individual opinion on abortion services and contraception, the University of Idaho should stand up for freedom of speech on its campus for students and employees - in the classroom, in resource centers, in offices, and beyond.

19. THEREFORE, BE IT RESOLVED, the Senate body of Associated Students of University of Idaho calls on University of Idaho administration to stand up for its employees and students by:
   a. Revising Guidance on Abortion Laws to protect freedom of speech on campus relating to abortion and contraception; and
   b. Advocating for changes to Title 18, Chapter 87 of Idaho State Code in the 2023 Legislative session.

20. BE IT FURTHER RESOLVED, the Senate body of Associated Students of University of Idaho calls upon the Idaho Legislature to repeal sections of the No Public Funds for Abortion Act related to speech, counseling, referrals, and use of privately paid tuition and fees.
COPIES OF THIS RESOLUTION SHALL BE SENT TO:

UI President Scott Green
UI Provost and Executive Vice President Torrey Lawrence
UI Dean of Students Blaine Eckles
UI Director of Women's Center Lysa Salsbury
UI Governmental Relations Liaison Caroline Nilsson Troy
UI Office of the General Counsel
UI Faculty Senate
UI Staff Council
UI Graduate and Professional Student Association
UI Student Bar Association
Senator David Nelson
Representative Brandon Mitchell
Governor Brad Little
Idaho State Board of Education
Idaho Democratic Party
Republican Party of Idaho
Argonaut
Idaho Statesman
Capitol Sun
Moscow-Pullman Daily News
Idaho Education News
Planned Parenthood Generation Action at the University of Idaho
Movimiento Activista Social at the University of Idaho
Young Democrats at the University of Idaho
ACLU of Idaho
Idaho Student Association
Foundation for Individual Rights and Expression

SOURCES REFERENCED

1. Memo from UI General Counsel:
https://drive.google.com/file/d/1Tz5t4g1SCiWXa8S0APNdoKPTPMOKzuNU/view?usp=sharing
2. State Code §18-603:
https://legislature.idaho.gov/statutesrules/idstat/title18/sect18-603/#:~:text=18%2D603..or%20facilitating%20miscarriage%20or%20abortion.
3. State Code §18-5702:
https://legislature.idaho.gov/statutesrules/idstat/Title18/T18CH57/SECT18-5702/
4. State Code Title 18 Chapter 87:
https://legislature.idaho.gov/statutesrules/idstat/title18/t18ch87/#:~:text=CHAPTER%2087%20NO%20PUBLIC%20FUNDS%20FOR%20ABORTION%20ACT&text=GOVERNMENT%20CONTRACTS%20WITH%20ABORTION%20PROVIDERS%20OR%20THEIR%20AFFILIATES%20PROHIBITED.&text=CONTRACTS%20FOR%20ABORTION%20PROHIBITED.&text=USE%20OF%20PUBLIC%20FUNDS%20FOR%20ABORTION%20PROHIBITED
6. University of Idaho Academic Offerings/Course Catalog: 
https://catalog.uidaho.edu/academic-offerings/
8. Office of the General Counsel: https://www.uidaho.edu/general-counsel
9. Freedom of Speech protections: 
https://learning.mheducation.com/static/awd/index.html?_t=1664339623706#
10. State Board of Education Optional Student Fees: 
11. FIRE demands University of Idaho retract policy limiting faculty speech on abortion: 
https://www.thefire.org/fire-demands-university-of-idaho-retract-policy-limiting-faculty-speech-on-abortion/