University of Idaho

2021 – 2022 University Faculty Meeting Agenda

Meeting #4

Wednesday, May 4, 2022, at 2:30pm (PT) / 3:30pm (MT)
Zoom only

President Scott Green Presiding

I. Call to Order – President Scott Green

II. In Memoriam – President Scott Green

III. Meeting Logistics – Faculty Secretary Francesca Sammarruca

IV. Quorum – Faculty Secretary Francesca Sammarruca

V. Approval of Minutes (vote) – President Green Attach: #1

VI. Special Orders–Faculty Senate Chair Russ Meeuf
   • Consent Agenda (vote)
     o Scientific Misconduct Committee Membership Attach: #2
   • Proposed Changes/Additions to Faculty-Staff Handbook (vote)
     o FSH 4120 Catalog Change Procedure Attach: #3
     o FSH 1520 Constitution of University Faculty Attach: #4
     o FSH 1460 University-Wide Policy Process Attach: #5
     o FSH 1540 Standing Rules of University Faculty Attach: #6
     o FSH 1420 University Administration Attach: #7
     o FSH 1567 Appointment of Administrators with Academic Rank Attach: #8
     o FSH 1565 Academic Ranks and Responsibilities Attach: #9
     o FSH 3160 Academic Freedom Attach: #10
     o FSH 4170 Maintaining Instructional Order Attach: #11
     o FSH 5300 Copyrights, Protectable Discoveries and Other Intellectual Property Rights (deletion: FSH 5400 Employment Agreement Concerning Intellectual Property and FSH 1640.56 Intellectual Property Committee) Attach: #12
     o FSH 3715 Graduate Student Parenting Leave Attach: #13
     o FSH 3080 Classification and Appointment of University Positions Attach: #14
     o FSH 3320 Annual Performance Evaluations of Faculty/Academic Administrators Attach: #15
     o FSH 6990 Communicable Disease Emergency Response Attach: #16
     o FSH 4500 Inquiries from Prospective Students Attach: #17
   • Proposed Changes to the University of Idaho Catalog (vote)
     o UCC 43 Regulation J-3-e additions and removals Attach: #18
UCC 44 Regulation J-3-f additions and removals Attach: #19
UCC 45 Regulation J-3-g removal Attach: #20
UCC 50 Regulation J changes for AS degrees Attach: #21
UCC 38 Martin School of Global Studies name change Attach: #22
UCC 171 BS Landscape Architecture Changes Attach: #23
UCC 177 Management and Human Resources online Attach: #24
UCC 115 Fisheries Science Minor name change Attach: #25
UCC 435 Nutritional Sciences M.S. Attach: #26

- Administrative Procedures Manual (Informational Item – no Vote)
  - APM 20.23 Payment Card Processing Attach: #27
  - APM 30.02 Administrative Systems and Applications Attach: #28
  - APM 30.03 ITS Security Access Attach: #29
  - APM 65.05 Transferring Records to the Records Center Attach: #30
  - APM 90.36 Disposal of Vandal Identification Cards Attach: #31
  - APM 90.37 Vandal Card Staff Requirements Attach: #32
  - APM 60.02 Purchasing Criteria Attach: #33

VII. Announcements and Remarks – President Scott Green

VIII. Adjournments – President Scott Green
Attachments:

- Attach. #1: Mtg #3 Minutes
- Attach. #2: Scientific Misconduct
- Attach. #3: FSH 4120
- Attach. #4: FSH 1520
- Attach. #5: FSH 1460
- Attach. #6: FSH 1540
- Attach. #7: FSH 1420
- Attach. #8: FSH 1567
- Attach. #9: FSH 1565
- Attach. #10: FSH 3160
- Attach. #11: FSH 4170
- Attach. #12: FSH 5300
- Attach. #13: FSH 3715
- Attach. #14: FSH 3080
- Attach. #15: FSH 3320
- Attach. #16: FSH 6990
- Attach. #17: FSH 4500
- Attach. #18: UCC 43
- Attach. #19: UCC 44
- Attach. #20: UCC 45
- Attach. #21: UCC 50
- Attach. #22: UCC 38
- Attach. #23: UCC 171
- Attach. #24: UCC 177
- Attach. #25: UCC 115
- Attach. #26: UCC 435
- Attach. #27: APM 20.23
- Attach. #28: APM 30.02
- Attach. #29: APM 30.03
- Attach. #30: APM 65.05
- Attach. #31: APM 90.36
- Attach. #32: APM 90.37
- Attach. #33: APM 60.02

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

2021 – 2022 University Faculty Meeting Minutes – Pending Approval

Meeting #3

Wednesday, February 23, 2022, at 2:30pm (PT) / 3:30pm (MT)
Zoom only

Provost and Executive Vice President Torrey Lawrence Presiding

- Provost Lawrence called the meeting to order at 2:30pm (PT).

- Provost Lawrence read the names of those who died, as from information received by the Provost Office from December 1, 2021, through February 10, 2022. Faculty omitted will be recognized at the next University Faculty Meeting.

  Georgia Johnson
  Professor Emerita College of Education, Health and Human Sciences
  December 2021

  Gerd Steckel
  Professor Emeritus, Foreign Language & Literature
  January 2022

  Forrest Sears
  Professor Emeritus, Theatre
  January 2022

  Thomas Alan Place
  Professor Emeritus, Mechanical Engineering
  November 2021

  Shirley Medsker
  Professor Emerita, Home Economics
  December 2021

  Donna Hanson
  Library
  January 2022

- Provost Lawrence requested a moment of silence in honor of the colleagues who passed away.

- Meeting Logistics – Faculty Secretary Sammarruca
  Secretary Sammarruca reviewed the criteria for eligible voting faculty (FSH 1520 II.1.) and the meeting protocol.
• Quorum count: Faculty Secretary Sammarruca
  96 voting members of the faculty were required for a quorum. 129 eligible voters were counted and thus a quorum was present.

• Approval of minutes – Provost Lawrence
  o The minutes of the 2021-2022 University Faculty Meeting #2 (December 8, 2021) were approved as distributed.

• Special Orders – Faculty Senate Chair Russ Meeuf
  o Consent Agenda – Sabbatical Leave Committee Recommendations
    There was no request to remove this item from the Consent Agenda for discussion. Approved.

  o Proposed Changes/Additions to Faculty-Staff Handbook (voting items)
    ▪ FSH 3500 Promotion and Tenure
      The purpose and scope of this work by FAC on FSH 3500 are twofold: 1. Adopt the changes made in May 2021 through emergency policies (see FSH D-1.b for optional Covid impact statement and D-2.e.4 for external review and extension); 2. Extensive revisions in response to feedback from faculty and administrators. The most substantial ones are: In B-5 and B-6, language was added concerning confidentiality and recusal. C-4.f was modified to improve fairness in the process of asking for an extension of the timeline. D-2.e states that external peer review is not conducted for non-tenure-track faculty with less than 5% of Scholarship and Creative Activities in their position description. There is also added language on extension faculty to be consistent with D-2.e.4. Revisions include E-1.b Basis for Evaluation, which removes feedback from staff and students.
      Discussion:
      A faculty member inquired about the reasons for removing student feedback from FSH 3500 E-1.b Basis for Evaluation. As Chair Meeuf explained, FAC members felt that input from students, staff, and other members of the unit is inappropriate because it is not based on the evidence in the dossier and, thus, it is arbitrary and unverifiable. With regard to FSH D-2.e External Peer Review, stating that external review is not conducted for faculty with 5% or less responsibility for scholarship and creative activities in their position description, it was clarified that 5% refers to an average over the review period.
      Vote: 122/123 in favor; 1/123 against. Motion passes.

    ▪ FSH 3510 Third Year Review
      The proposed changes are essentially to align FSH 3510 with the recently adopted changes to FSH 3500 Promotion and Tenure (see above).
      Vote: 120/120 in favor. Motion passes.

    ▪ FSH 1640.46 Arts Committee
      There are two main reasons for these changes: to include the administrative role the committee has had for years regarding the Student Arts Fee Grant (the proposed A-5), and to expand the structure to facilitate the full functioning of the committee (A-1) in keeping with the university’s Arts Collection Management document (a management document that the Office of the President and College of Art and Architecture have to help manage the art collection).
      Vote: 117/117 in favor. Motion passes.
- **FSH 1640.14 Bio Safety**
  
  This policy is being revised due to new regulatory documents that were released in 2019 and 2020 (NIH Guidelines for Research Involving Recombinant and Synthetic Nucleic Acid Molecules and the Biosafety in Biological and Biomedical Laboratories, 6th edition).
  
  Vote: 122/122 in favor. Motion passes.

- **FSH 1640.77 Scientific Misconduct**
  
  In Spring 2022, an emergency change in the committee structure was needed to accommodate the large number of cases before the committee. To minimize a future need for an emergency policy, the Committee on Committees is proposing this permanent policy to adjust the existing structure to include three alternate members that could be called upon when needed. The language was adjusted to account for principal and alternate members.
  
  Vote: 122/124 in favor; 2/124 against. Motion passes.

- **Proposed Changes to the University of Idaho Catalog (voting items)**
  
  - **UCC 197 Music Education**
    
    Ensemble requirements apply to every music major, including music education. This is to simplify them by requiring everyone to participate in an ensemble each semester. The previous complexity created problems with the Degree Audit system. Also, the two emphases of the music education degrees (instrumental or vocal) have been removed. In this way, the students are less dispersed, and the program appears more populated and efficient, consistent with recommendations from the latest academic program prioritization.
    
    Vote: 129/129 in favor. Motion passes.
  
  - **UCC 262 Mathematics Minor**
    
    The courses to complete the minor have been available through Engineering Outreach for some time. The department seeks to formally recognize the program as available online.
    
    Vote: 128/129 in favor; 1/129 against. Motion passes.
  
  - **UCC 109 Film and Television Studies**
    
    This change removes “Studies” from the program name to best communicate the production-oriented nature of the degree, whereas some programs use the term “film studies” to indicate a degree focused on history and theory.
    
    Vote: 128/129 in favor; 1/129 against. Motion passes.
  
  - **UCC 285 Certificate in Statistics**
    
    The proposal is to add the online option designation.
    
    Vote: 128/129 in favor; 1/129 against. Motion passes.
  
  - **UCC 464 Nutrition Minor**
    
    The School of Family and Consumer Sciences is proposing a nutrition minor in response to requests from many different departments on campus. It will be a great option for people in exercise, sport, health sciences, medical sciences, and those who want to go into a human service field without focusing on nutrition. Everything in the minor has already been taught and offered by the department, so additional workload will be minimal.
    
    Votes: 129/129 in favor. Motion passes.
  
  - **UCC 445 Business Leadership Certificate**
This is part of the online bachelor’s in the Business Administration program that CBE is launching. It can be taken stand-alone or stacked with other certificates for this bachelor’s program. It is intended for non-traditional working students who seek management knowledge and credentials. The focus of the certificate is on teaching leadership principles combined with some accounting and financial knowledge of companies and some rudimentary data analysis and visualization.

Vote: 120/126 in favor; 6/126 against. Motion passes.

- **UCC 454 Entrepreneurship Minor**
  Entrepreneurship has been a campus-wide program – almost 60% of the students in the program are from outside COB. They are now proposing to create an 18-credit Minor.

  Vote: 120/126 in favor; 6/126 against. Motion passes.

- **UCC 452 Business Administration (B.B.A.)**
  This program will provide the skills to allow more Idahoans to succeed in high paying jobs. Thus, it will benefit the Idaho economy while providing assurance for companies considering locating within the state that the human resources they need are locally available. The primary target are those individuals interested in a business degree from the University of Idaho who have significant barriers in moving to Moscow to pursue a traditional degree. The budget includes hiring faculty and staff members who would deliver the entire curriculum of the new program.

  Vote: 122/126 in favor; 4/126 against. Motion passes.

- **UCC 41 Regulation J-3-b addition**
  The proposal is to make COMM 101 a three-credit course, which aligns U of I with all other institutions in the state.

  Vote: 116/120 in favor; 4/120 against. Motion passes.

- **UCC 42 Regulation J-3-c addition**
  This is to add GEOL 212 to Scientific Ways of Knowing.

  Vote: 118/120 in favor; 2/120 against. Motion passes.

- **UCC 364 Wildlife Sciences (B.S.)**
  The proposal is to change the name from Wildlife Resources to Wildlife Sciences, which better reflects what is done in the department. Also, three emphasis areas have been added.

  Vote: 115/119 in favor; 4/119 against. Motion passes.

- **UCC 472 Wildland Fuel and Fire Technology (A.S.)**
  This is one of the three parallel Associate of Science degrees that are being proposed, with the addition of Gen Ed courses to meet institutional requirements. The Associate of Science in Wildland Fuels and Fire Technology will provide students with a hands-on and in-depth education focused on developing the technical and leadership skills needed to support the increasing challenges presented by wildfire.

  Vote: 116/119 in favor; 3/119 against. Motion passes.

- **UCC 461 Forest Operations and Technology (A.S.)**
The University of Idaho is uniquely positioned to help meet high demand for a skilled forest operations workforce. Our forestry program has been training foresters for over 100 years and we have considerable expertise in forest operations and the application of new technologies. Vote: 114/119 in favor; 5/119 against. Motion passes.

- **UCC 460 Forest Nursery Management and Technology (A.S.)**
  The University of Idaho is uniquely positioned to help meet the state’s high demand for a skilled forest nursery workforce. Vote: 115/119 in favor; 4/119 against. Motion passes.

- **UCC 30 Department of Medical Education**
  WWAMI is a partnership between the University of Washington School of Medicine and five other schools, including the University of Idaho, since nearly 50 years. They are seeking to better align the organizational structure of WWAMI with University of Idaho policy. To that end, they propose to establish a Department of Medical Education within WWAMI. This will help streamline and clarify administration tasks. Leadership of the Department will be managed by a current or replacement Associate Dean within the WWAMI program. Vote: 113/118 in favor; 5/118 against. Motion passes.

- **UCC 31 Department of Medical Research**
  Same motivation as for establishing a Department of Medical Education within WWAMI. Vote: 111/118 in favor; 7/118 against. Motion passes.

- **UCC 32 Department of Clinical Medicine**
  The difference between this department and the other two departments discussed above is that members in this unit are practicing physicians working in hospitals in the community, so our students will work with patients in area hospitals, which is different from undergraduate Medical education. Vote: 113/118 in favor; 5/118 against. Motion passes.

  o **Administrative Procedures Manual (Informational Items – no vote)**
    - **APM 35.11 Biohazard Safety**

This concluded the Special Orders part of the meeting.

- **Announcements and Remarks – Provost and Executive Vice President Lawrence**
  Provost Lawrence expressed appreciation for those who worked on the policy and catalog improvements that were just approved. He passed along greetings from President Green.

**Legislature:** The legislative session is in progress and there are many unknowns about decisions that will directly impact the University of Idaho. There was positive feedback about President Green’s presentation to JFAC and his response to some of the questions from our legislators. The Hawley-Troxell report is available to the public and it’s on the president’s webpage. The link to the report is embedded within this news article: [https://www.idahostatesman.com/news/local/education/article257816768.html](https://www.idahostatesman.com/news/local/education/article257816768.html)

Having an external, independent law firm directly address many of the accusations made against the University of Idaho a year ago was a successful move.
Budget: we’ll keep people updated as decisions are made and we know more about CEC and related issues.

NWCCU accreditation visit: our accreditation visit from the Northwest Commission will be a virtual event, on April 4, 5, and 6. Announcements will be coming soon about the schedule and how people can participate. The purpose of the visit is to verify what’s in the report, evaluate us against their standards, and address any concerns they might have. There will be a faculty forum on Monday, April 4, and a faculty governance meeting with Faculty Senate on Tuesday. There will be other events to which people will be invited. If you have questions, please contact Dean Panttaja, who is coordinating the visit. For more information, visit https://www.uidaho.edu/provost/ir/assessment-evaluation/accreditationReport

COVID: Idaho is one of the last states to see the surge of Omicron and, therefore, one of the last to see it go down. Nevertheless, we observed a very significant decrease in all the metrics that we monitor. As mentioned in the Monday memo about COVID, we are looking at a shift towards more individual responsibility. We have very effective safety measures available; we will continue to offer vaccines; we still have a good supply of K95 masks and rapid tests. Of course, people can continue to choose whether they attend an event or not, and a number of meetings and other types of events will continue to be offered in person and via Zoom. Notifications about changes in COVID protocols should come out soon, as we see mask mandates change across the country. We will continue to monitor our local situation.

A few events and dates to highlight:
February is Black History Month. Everyone is encouraged to visit the recently opened exhibit at the library from the Black History Research Lab, https://www.lib.uidaho.edu/blackhistory/

Performance evaluations are due March 3 to HR for staff or to the provost office for faculty.

The Provost, together with Ombuds Laura Smyth, will host an event to reflect on the last two years. People will have a chance to meet in small groups and talk about some of the struggles they faced and share what they learned. An initial notice was sent out. Hopefully, many will be able to attend.

March 15 is the deadline to request extension of the P&T timeline or to apply for early P&T. Reach out to Vice Provost Kelly-Riley if you have any questions. The forms can be found at: https://www.uidaho.edu/provost/faculty/tenure

Commencement is scheduled for Saturday, May 14. We opted for two ceremonies to have greater flexibility if needed. Each ceremony will have both undergraduates and graduates but for a different group of colleges. Watch for upcoming announcements.

As a final comment, the Provost expressed gratitude to the university community for their hard work over the past two years and their willingness to adapt and be flexible. Because of that, we were able to stay together as an institution and continued to fulfill our mission. While we take care of our students’ needs, we must also take care of ourselves and reach out for help if needed.
Q&A:

Will the university benefit from the state’s considerable budget surplus? Response: The governor’s recommended budget has significant investments both in higher education and in K through 12, but at this point we don’t know what is going to happen with the legislature. There was mention of funding for a 5% CEC increase, the largest Provost Lawrence has seen in 24 years – not to be interpreted as a potential 5% CEC increase for all employees. Traditionally, tuition increase is part of the picture, but President Green is very interested in keeping tuition where it is, if possible. We’ll know more in April.

What can we do to help faculty who are exhausted trying to accommodate student needs? Response: Reaching out to students who are struggling to stay engaged and connected can be very meaningful. Blaine Eckles has been doing a tour with a very interesting presentation about student needs and some of the struggles they are going through – we should make it broadly available. Faculty and staff are encouraged to continue supporting students as much as they can, with the awareness that they are not alone – resources are available to assist them in this effort.

A faculty member thanked President Green for speaking out at the legislative meeting in January, denouncing the false narratives that were being circulated. Has there been any pushback as a result of the President speaking truth to power? Response: Provost Lawrence was not aware on any significant pushback – there was one publication by an organization that’s been involved in these discussions. Having the independent external audit was a strong point, but we may expect more discussions about these issues.

A faculty member expressed the desire to see some options for faculty to retain mask usage in the classroom. Could the decision be left to instructors, on a class-to-class basis? It’s been a really rough two years and a lot of unnecessary stress would be created if suddenly faculty had to face health and safety issues, not just for us but our families and the people who rely on us for their wellbeing. Response: That’s an option we’re definitely considering – to let faculty decide whether or not to require masks in their classrooms. There are many different opinions, and we are looking for a middle ground that helps everyone move forward.

There have been many conversations, both at Senate and other groups, about how to support students and student mental health. Could we take a moment to also talk about employee mental health and the faculty and staff who are struggling with budget cuts, increased workload, and mental health issues? What resources are available for employees to reach out for help? Response: To begin with, the vandal care report is a way to activate university resources, https://www.uidaho.edu/student-affairs/dean-of-students/vandalcare Many of us think of that as a student-reporting system, but we get reports for faculty and staff as well, when a person is really struggling and needs some help. Then, we reach out in the appropriate manner. The employee assistance program offered through HR is the next step, and it is largely available online. People who used the system have reported a positive experience. Mental health resources in Idaho are very limited, so people are encouraged to reach out to the HR program. On a related note, employees who are maxed out on their annual leave may need to take a break, no matter how short. There are appropriate ways to do that, for instance using accrued sick leave. While we help others, it is important to take a moment and ask for help for ourselves. Vice Provost Kelly-Riley added that HR offers some additional online (free) counseling resources, with a variety of
options to provide support for people across the entire state. See Employee Assistance Program at https://www.uidaho.edu/human-resources/benefits/core-benefits/eap

A faculty member noted that mental health support does not have culturally competent professionals who can match the unique challenges of being in Idaho with a diverse background. We need to have a conversation about this. Response: Provost Lawrence agreed this is an important point and will follow up with HR.

On a related topic, a faculty member raised similar issues of cultural competence about the CTC staff. Also, waiting time for a CTC appointment can be as long as several weeks. Response: There is always someone for emergency care or some urgent case. It is helpful if students are clear about the urgency of their case.

The next comment was about restrictions on our language such as being requested to change the name of a panel discussion, or move a presentation to a different time of the year because we are worried about how we are perceived by the legislators. As an institution of higher education, we must take a stand. Response: The Provost said he is not aware of specific restrictions. We are just trying to keep moving forward and doing what’s important to us. Some of the extremism that took center stage last year, with people trying to force agendas through budget setting, seems to have diminished. In spite of those challenges, we’ve been pretty strong and moved forward with our priorities. President Green’s presentation was very effective in setting the record straight, and hopefully, we are moving in a different, more positive direction. The faculty followed up with concerns about what is or is not allowed in hiring practices, particularly the diversity statement, which is now embedded in the interview questions. The faculty expressed deep appreciation for Yolanda Bisbee’s work on this. Response: In regard to the diversity statement in the hiring process, we need to make sure we’re doing things consistently and in ways that are productive. To that end, we are giving some guidance through experts in that area. There is more work to do, and Yolanda Bisbee and her team are doing an amazing job.

A faculty member reported on a college initiative from the Idaho Office of Drug Policy, supported by COVID money, to look at mental health. What came up is that students’ basic needs, food and housing security, are the major source of students’ mental health issues. Some are working up to 40 hours a week and, understandably, feel burned out and do not attend classes. This faculty member’s question is about scholarships and financial aid. Response: Finances are one of the biggest challenges for students, impacting both mental health and getting to completion. As mentioned earlier, President Green really wants to avoid increasing tuition, so that’s one way to keep the cost down. At the same time, we’re trying to increase student support. This year we made a significant increase to those automatic scholarship levels that should hopefully help a lot of our students. Also, we launched our capital campaign in October and we will launch the next phase in October 2022. The phase that’s underway is all about student support and we are seeing great results. Increasing endowments will make a huge difference to our students. So, we’re trying to approach the issue from both sides – trying to be affordable and increasing awards and financial aid. From Blaine Eckles’ survey, it came out clearly that financial challenges are a main stressor for our students.

A faculty member wished to applaud our students. Some are going through personal identity changes while navigating the troubled waters we are in. These great students are going to come out of it and give so much to the world. Response: We do have amazing students and it’s great working
with them. The Provost appreciates faculty trying to adapt and be flexible – all of us are learning every day.

There were no more questions or comments.

- Adjournments
  The agenda being completed, Provost Lawrence adjourned the meeting at 4:00pm.

Respectfully Submitted

Francesca Sammarruca

Secretary of the University Faculty
The Committee on Committees, on consultation with the Vice President for Research and Economic Development, recommends the following additions to the Scientific Misconduct Committee:

- Jill Johnson
- Jack Sullivan
- Eric Stuen
- Stephen Cook
POLICY COVER SHEET
For instructions on policy creation and change, please see
https://www.uidaho.edu/governance/policy

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

Faculty Staff Handbook (FSH)
☐ Addition X Revision* ☐ Deletion* ☐ Emergency ☐ Minor Amendment
Policy Number & Title: FSH 4120 CATALOG CHANGE PROCEDURE

Administrative Procedures Manual (APM)
☐ Addition ☐ Revision* ☐ Deletion* ☐ Emergency ☐ Minor Amendment
Policy Number & Title:

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

Originator: Lindsey Brown

Policy Sponsor, if different from Originator: Torrey Lawrence, Provost

Reviewed by General Counsel ☑ X ☐ Name & Date:

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

This revision is part of a reorganization of FSH 1420, 1460, 1520, 1540, and 4120, the goal of
which is to consolidate all university faculty meeting procedure into FSH 1540 Standing Rules of
the University Faculty, all catalog change procedure into FSH 4120 Catalog Change Procedures,
and all university-wide policy change procedure into FSH 1460 University-wide Policy Process.

This revision moves catalog change procedure from FSH 1540 into this policy and streamlines
and simplifies the curricular approval processes while maintaining appropriate levels of
transparency and shared governance. These changes will reduce administrative workload and
allow for more flexibility in approving curricular change and additions.

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

None.

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

FSH 1540

4. Effective Date: This policy shall be effective on July 1, or January 1, whichever arrives first
after final approval (see FSH 1460 D) unless otherwise specified in the policy.

July 1.
PREAMBLE: This section outlines the process by which the catalog is changed. This section remains unchanged since its appearance in the 1979 Handbook. For further information, contact the Registrar’s Office (208-885-6731) (ed. 7-00).

A. PURPOSE. The purpose of this policy is to provide for appropriate faculty review of catalog changes and to provide for timely processing of those changes so that students have access to accurate catalog information regarding curricular requirements and course offerings.

B. SCOPE. This policy applies to all faculty at the University of Idaho.

C. DEFINITIONS.

   C-1. Routine curricular changes. Changes identified as Group A changes by the University Curriculum Committee.

   C-2. Substantive curricular changes. Changes identified as Group B and C changes by the University Curriculum Committee.

   C-3. UCC. University Curriculum Committee.

D. POLICY. Catalog changes shall be processed with appropriate faculty review in a timely manner in order to provide students with accurate catalog information regarding curricular requirements and course offerings. Students have, as a matter of principle, a right to find in the catalog the courses they are taking and a current statement of their curricular requirements; departmental administrators and college deans should make every effort to ensure that proposed changes are submitted in time to be included in the catalog.

B. Changes that are proposed to take effect in the interval between publication of catalog issues may be considered by the University Curriculum Committee for good and substantial reasons. Because of various requirements for routing of and action on such changes, they must reach the committee no later than four months before the beginning of the academic session in which the changes are expected to be effective. (See also 1540 C and 4110.) (ed. 7-01).

C. REFERRAL OF CATALOG CHANGE PROPOSALS. When substantive catalog changes of a curricular nature that have not been considered by the University Curriculum Committee are
presented directly to the university faculty, such proposals are referred automatically to the University Curriculum Committee for study and recommendation.

DE. PROCEDURE.

E-1. ROUTINE CURRICULAR CHANGES

Routine curricular changes,

a. Each routine curricular change proposal shall be submitted to the relevant unit and college for approval following all notice and approval procedure contained in unit or college bylaws.

b. Following unit and college approval, the college shall submit the proposal for review to the UCC. The UCC Secretary will distribute a list of all proposed curricular changes to all university faculty members at least 48 hours before each meeting.

c. If approved by the UCC, the UCC Faculty Secretary shall send the proposal to the provost for final approval, Office of the Registrar Registrar’s office for implementation after a waiting period of at least seven days, provided that the UCC Faculty Secretary has not received a valid petition signed by at least five faculty members requesting Faculty Senate review.

d. If the Faculty timely receives a valid petition as described in E-1.c., the UCC Faculty Secretary shall refer the proposal to Faculty Senate for review, except that a petition concerning courses or curricula in the College of Letters, Arts, and Social Sciences signed by five members of the college faculty shall be returned to the college for further consideration rather than being sent to Faculty Senate.

e. If approved by Faculty Senate, the proposal will be forwarded to the provost for final approval. If disapproved by Faculty Senate or the provost, the proposal will be sent back to the unit for further consideration.

f. The Faculty Secretary shall forward all routine curricular changes approved by the provost to the Office of the Registrar for implementation.

E-2. Substantive curricular changes.

D-1. Routine curricular changes are those defined as Group A changes by the Registrar’s office (link):

a. Each substantive curricular change proposal shall be submitted to the relevant unit and college for approval, following all notice and approval procedure contained in unit or college bylaws.

b. Following unit and college approval, the college shall submit the proposal for review by all appropriate committees. Following such review, the college shall submit the proposal to the provost for approval. The provost shall submit approved proposals to the UCC and return disapproved proposals to the unit for further consideration.
c. The UCC Secretary shall distribute a list of all substantive curricular change proposals to all university faculty at least 48 hours prior to each meeting.

d. If approved by the UCC, the Faculty Secretary shall forward the proposal to Faculty Senate for approval.

e. If approved by the Faculty Senate, the Faculty Secretary shall send the proposal to the provost for final approval after a waiting period of at least seven days, provided that the Faculty Secretary has not received a valid petition signed by at least 10 faculty members requesting review at a meeting of the university faculty.

f. If the Faculty Secretary timely receives a valid petition as described in E-2.e., the Faculty Secretary shall place the proposal on the agenda of the next university faculty meeting, except that a petition concerning courses or curricula in the College of Letters, Arts, and Social Sciences signed by five members of the college faculty shall be returned to the college for further consideration rather than being sent to the university faculty meeting.


g. If approved by university faculty, the proposal will be forwarded to the provost for final approval and implementation. If disapproved by university faculty or the provost, the proposal will be sent back to the unit for further consideration.

h. Any additional required approvals, such as approval by the Board of Regents, shall be managed by the Office of the Provost.

D-2. All routine curricular changes must be approved by the relevant unit and college according to the standards and processes of the unit and college bylaws before being submitted to the University Curriculum Committee (UCC). Colleges shall communicate all proposed curricular changes to all faculty in the college in advance of curriculum meetings or other approval processes.

E-3. Other catalog changes. Noncurricular catalog changes may be submitted directly to the most relevant standing committee of the university faculty and require approval by Faculty Senate and the university faculty before being forwarded to the provost for approval.

D-3. The UCC Secretary (or designee) will distribute a list of all curricular changes being considered at each University Curriculum Committee meeting to all faculty members at least 48 hours before each meeting.

EE-41. Interim Catalog and Curricular Changes. The president may approve an interim catalog change (not including curricular changes) to address legal requirements or a significant institutional risk if there is insufficient time to complete the standard review and approval process. A timeline for completing the standard review and approval of the interim catalog change as soon as reasonably practicable must be included in the request to the president. If approved, the catalog change will go into effect immediately. The policy owner must complete the standard catalog change review and approval process must be completed during this approved interim period.
POLICY COVER SHEET

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

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

Faculty Staff Handbook (FSH)
☐ Addition X Revision*  ☐ Deletion*  ☐ Emergency  ☐ Minor Amendment
Policy Number & Title: FSH 1520 CONSTITUTION OF THE UNIVERSITY FACULTY

Administrative Procedures Manual (APM)
☐ Addition ☐ Revision*  ☐ Deletion*  ☐ Emergency  ☐ Minor Amendment
Policy Number & Title:

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

Originator: Russ Meeuf, Faculty Senate Chair

Policy Sponsor, if different from Originator: Diane Kelly-Riley, Vice Provost for Faculty

Reviewed by General Counsel  X Yes ___No  Name & Date: Kim Rytter 4/14/22

1. Policy/Procedure Statement: Briefly explain the reason for the proposed addition, revision, and/or deletion.
   This revision is part of a reorganization of FSH 1420, 1460, 1520, 1540, and 4120, the goal of which is to consolidate all university faculty meeting procedure into FSH 1540 Standing Rules of the University Faculty, all catalog change procedure into FSH 4120 Catalog Change Procedures, and all university-wide policy change procedure into FSH 1460 University-wide Policy Process.

   The main changes to this policy are as follows:
   1. Removes information about UFM procedure from Article III to FSH 1420 Standing Rules of the University Faculty.
   2. Removes outdated information about remote participation in Faculty Senate meetings from Article V.

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

3. Related Policies/Procedures: Describe other UI policies or procedures related or similar to this proposed change, or that will be impacted by it.
   FSH 1420
4. **Effective Date:** This policy shall be effective on July 1, or January 1, whichever arrives first after final approval (see FSH 1460 D) unless otherwise specified in the policy.
CONSTITUTION OF THE UNIVERSITY FACULTY

OWNER
Faculty Secretary
Francesca Sammarucca
facsec@uidaho.edu

LAST REVISION: July 2019

CONTENTS:
Preamble
Article I. General Provisions
Article II. Faculty Classifications
Article III. Faculty Meetings
Article IV. Responsibilities of the University Faculty
Article V. Faculty Senate
Article VI. Rules of Order
Article VII. Amendments

PREAMBLE. The faculty of the University of Idaho, designated “university faculty,” as defined in article II, section 1, in acknowledgement of the responsibilities entrusted to it for the immediate government of the university by article IX, section 10, of the constitution of the state of Idaho, has adopted and declared this constitution to be the basic document under which to discharge its responsibilities.

ARTICLE I—GENERAL PROVISIONS.

Section 1. Regents. The regents are vested by article IX, section 10, of the constitution of the state of Idaho with all powers necessary or convenient to govern the university in all its aspects. The regents are the authority for actions of the university faculty, and policy actions taken by the university faculty are subject to review and approval by the president and by the regents.

Section 2. President. The president of the university is both a member of and the president of the university faculty and is also the president of the other faculties referred to in section 4, below, and in article II. The president is the representative of the regents, the institution’s chief executive officer, and the official leader and voice of the university. [See also 1420 A.]
Section 3. Faculty Senate. This senate is empowered to act for the university faculty in all matters pertaining to the immediate government of the university. The senate is responsible to and reports to the university faculty and, through the president, to the regents. The university faculty, president, and regents retain the authority to review policy actions taken by the senate. [See III-3, V, and 1420 A-1-c.]

Section 4. Constituent Faculties. The university faculty is composed of various constituent faculties, including the faculties of the several colleges and other units of the university. Faculty are entitled to speak or write freely on matters pertaining to university governance, programs and policies (see Article IV below and FSH 3160).

Clause A. College Faculties. The constituent faculty of each college or similar unit, meeting regularly and in accordance with bylaws adopted by a majority vote of the members of such faculty, is authorized to establish and to effect its own educational objectives, including matters of student admission and curriculum, and to participate in the selection of its own dean, other executive officers, and faculty members, subject only to the general rules and regulations of the university faculty and the authority of the president and the regents.

Clause B. Faculties of Subdivisions. If there are schools, intracollege divisions, departments, or separate disciplines within a college or similar unit, the constituent faculty of each such subdivision participates in decisions concerning its educational objectives, including matters of student admission and curriculum, the selection of its executive officers, and its faculty appointments, subject only to the general rules and regulations of the college faculty and the university faculty and the authority of the president and the regents.

Clause C. Interim Government. The Faculty Senate will provide for the establishment of bylaws for any college or similar unit that has not adopted its own bylaws.

Clause D. Matters of Mutual Concern. The Faculty Senate has the responsibility for resolving academic matters that concern more than one college or similar unit.

ARTICLE II--FACULTY CLASSIFICATIONS.

Section 1. University Faculty. The university faculty is comprised of the president, provost, vice presidents, deans, professors, associate professors, assistant professors, senior instructors, instructors (including those professors, associate professors, assistant professors, senior instructors, and instructors whose titles have distinguished, research, extension, clinical or visiting designations, e.g., “assistant research professor”, “assistant clinical professor” and “visiting associate professor”), and lecturers who have served at least four semesters on more than half-time appointment [see 1565 G-1]. Those who qualify under this section have the privilege of participation with vote in meetings of the university faculty and the appropriate constituent faculties.

Section 2. Emeriti. Faculty members emeriti have the privilege of participation without vote in meetings of the university faculty and the appropriate constituent and associated faculties. Also, they may be appointed to serve with vote on UI committees. [See also 1565 E.]

Section 3. Associated Faculties.

Clause A. The adjunct faculty [see 1565 F-1] and the affiliate faculty [see 1565 F-2] are associated faculties. Other associated faculties may be established as needed with the approval of the university faculty, president, and regents.

Clause B. Members of the adjunct faculty have the privilege of participation without vote in meetings of the university faculty. Members of the affiliate faculty may participate with vote in meetings of the university faculty if they have status as university faculty in their home unit. Both adjunct and affiliate faculty members have the privilege of participating in meetings of their respective constituencies of the university faculty, and may participate with vote if the bylaws of their constituent faculty so provide; however, if authorized to vote, they are not counted among the full-time-equivalent faculty members when determining the basis for the constituent faculty’s representation on the Faculty Senate.
Section 4. General Faculty. “General faculty” is a collective description for the combined faculties referred to in sections 1, 2, and 3, above.

ARTICLE III--FACULTY MEETINGS. Meetings of the university faculty may be called at any time, with due notice, by the president. Procedure for meetings of the university faculty is governed by FSH 1420 Standing Rules of the University Faculty.

Section 1. Meetings. The university faculty meets at least once each semester. Meetings of the university faculty may be called at any time, with due notice, by the president. Meetings of the university faculty must be called with due notice by the president on the request of the Faculty Senate or on the written petition of 25 members of the university faculty. The president, or a member of the university faculty designated by the president, presides at meetings of the university faculty.

Clause A. Venue. University faculty may participate and vote in faculty meetings by being physically present at the designated venue on the Moscow campus, or by being physically present at another designated venue (see FSH 1540 A-1) in the state that is connected via electronic video and audio link as outlined in Clause B.

Clause B. Participation. To be eligible for meeting participation, venues remote from the Moscow campus must be linked to the Moscow venue via compressed video link or other electronic means that conveys audio and visual signals in both directions between Moscow and the remote venue. In addition, an authorized delegate of the Secretary of the Faculty must be present at each site to facilitate meeting participation and counting and reporting of votes (see Section 3, Clause C, Secretary’s delegates at remote sites).

Section 2. Secretary. The president appoints the secretary of the faculty from among the tenured members of the university faculty. The secretary is responsible for recording and distributing the minutes, tallying and recording of votes, and performing such other duties as may be assigned by the president or the university faculty.

Section 3.

Clause A. Quorum, Recognition of Speakers, Recording of Votes and Delegates. A quorum consists of one-eighth of the membership of the university faculty, as defined in article II, section 1. If there is not a quorum at a faculty meeting, Faculty Senate actions reported in the agenda for that meeting have faculty approval and are forwarded to the president and regents.

Clause B. Recognition of Speakers. Participants wishing to speak at the Moscow site or at remote sites will be recognized by the presiding officer in Moscow and may obtain the floor with his/her approval.

Clause C. Recording of Votes. In determining the outcome of motions, the secretary will determine the number of votes for or against. The Secretary’s delegate at each electronically linked site will convey votes for and against to the Secretary (see FSH 1540 A).

Clause D. Secretary’s Delegates. Delegates at remote sites shall be members of the University Multi-Campus Communications Committee appointed by the Committee on Committees as outlined in 1640.94.

Section 4. Agenda. An agenda listing all subjects to be voted on, other than routine matters, must be issued to all members of the university faculty at least one week in advance of each meeting of the university faculty, except as provided in clause E. Faculty Senate actions that require approval by the university faculty must be published in full in the agenda. (See also 1420 A-1-e.)

Clause A. Responsibility. The president is responsible for the agenda and it is issued under the president’s direction.

Clause B. Agenda Items from Individual Members. Individual members who wish to suggest items for the agenda are to submit them to the president. No items may be considered under this clause that are presented to the president less than 12 calendar days before the meeting.
Clause C. Resolutions Requiring Action. Ten or more members of the university faculty desiring to submit a resolution that requires action at the next meeting are to submit the signed resolution to the president at least twelve calendar days before the meeting. Such resolutions must be published in full with, and included in, the agenda. [But see 1540 B.]

Clause D. Proposed Changes of Written Policies or Regulations. Any proposed change in a written policy or regulation of the university to be voted on by the university faculty must be published in full in the agenda, or final action on the proposal must be delayed until the next meeting. This provision can be waived only by unanimous consent.

Clause E. Agenda for Emergency Meetings. If circumstances require an emergency meeting of the university faculty, the president declares the emergency and calls the meeting. In such circumstances the agenda may be limited to items approved by the president and must be published not less than three calendar days before the meeting. Policy actions taken at emergency meetings require an approving vote of two-thirds of the members of the university faculty in attendance at the meeting, a quorum being present. This constitution cannot be amended at an emergency meeting.

ARTICLE IV--RESPONSIBILITIES OF THE UNIVERSITY FACULTY. Subject to the authority of the president and the general supervision and ultimate authority of the regents, the university faculty accepts its responsibilities for the immediate government of the university, including, but not restricted to:

Section 1. Standards for Admission. The university faculty establishes minimum standards for admission to the university. Supplementary standards for admission to individual colleges or other units of the university that are recommended by the appropriate constituent faculties are subject to approval by the university faculty.

Section 2. Academic Standards. The university faculty establishes minimum academic standards to be maintained by all students in the university. Supplementary academic standards to be maintained by students in individual colleges or other units of the university that are recommended by the appropriate constituent faculties are subject to approval by the university faculty. [See I-4-D.]

Section 3. Courses, Curricula, Graduation Requirements, and Degrees. Courses of instruction, curricula, and degrees to be offered in, and the requirements for graduation from, the individual colleges or other units of the university, as recommended by the appropriate constituent faculties, are subject to approval by the university faculty. [See I-4-D.]

Section 4. Scholarships, Honors, Awards, and Financial Aid. The university faculty recommends general principles in accordance with which privileges such as scholarships, honors, awards, and financial aid are accepted and allocated. The university faculty may review the standards recommended by the individual constituent faculties for the acceptance and allocation of such privileges at the college or departmental levels.

Section 5. Conduct of Students. The faculty’s responsibility for approving student disciplinary regulations and the rights guaranteed to students during disciplinary hearings and proceedings are as provided in the “Statement of Student Rights,” the “Student Code of Conduct,” and the “University Disciplinary Process for Alleged Violations of Student Code of Conduct.” [See 2200, 2300, and 2400.]

Section 6. Student Participation. The university faculty provides an opportunity for students of the university to be heard in all matters pertaining to their welfare as students. To this end, the students are entrusted with their own student government organization and are represented on the Faculty Senate. If students so desire, they are represented on faculty committees that deal with matters affecting them.

Section 7. Selection of Officers. The university faculty assists the regents in the selection of the president and assists the president in the selection of the provost, vice presidents and other administrative officers of the university.

Section 8. Governance of Colleges and Subdivisions. The university faculty promulgates general standards to
Section 9. Faculty Welfare. The university faculty recommends general policies and procedures concerning the welfare of faculty members, including, but not limited to, appointment, reappointment, nonreappointment, academic freedom, tenure, working conditions, promotions, salaries, leaves, fringe benefits, periodic evaluations, performance reviews, reassignment, layoff, and dismissal or termination.

Section 10. The Budget. Members of the university faculty participate in budgetary deliberations, and it is expected that the president will seek faculty advice and counsel on budgetary priorities that could significantly affect existing units of the university. [See 1640.20, University Budget and Finance Committee.]

Section 11. Committee Structure. The university faculty, through the medium of its Faculty Senate, establishes and maintains all university-wide and interdivisional standing and special committees, subcommittees, councils, boards, and similar bodies necessary to the immediate government of the university and provides for the appointment or election of members of such bodies. This section does not apply to ad hoc advisory committees appointed by the president or committees made up primarily of administrators. [See 1620 and 1640]

Section 12. Organization of the University. The university faculty advises and assists the president and the regents in establishing, reorganizing, or discontinuing major academic and administrative units of the university, such as colleges, schools, intracollege divisions, departments, and similar functional organizations.

Section 13. Bylaws of the Faculty Senate. The bylaws under which the Faculty Senate discharges its responsibilities as the representative body of the university faculty are subject to review and approval by the university faculty. [See 1580.]

ARTICLE V--FACULTY SENATE.

Section 1. Function. The Faculty Senate functions as provided in this constitution and in accordance with its bylaws as approved by the university faculty. [See I-3 and 1580.]

Section 2. Structure. The senate is constituted as follows:

(1) College Faculties. The faculty of each college, except the College of Graduate Studies, elects one senator for each 50, or major fraction thereof, full-time-equivalent faculty members in the college, provided, however, that each college faculty elects at least one senator. If, because of a reduction in the membership of a college faculty, there is to be a corresponding reduction in the college’s representation in the senate, the reduction does not take place until the expiration of the term of office of an elected senator from the college.

(2) University Centers. The resident faculty of the university centers in Boise, Coeur d’Alene and Idaho Falls each elects one senator from among its number. These senators shall have the right to participate and vote in faculty senate meetings by means of available two-way video-audio technology located at the center. If the available technology fails, telephone conferencing will be used. Senators elected to represent a center have a unique role on the senate, which is to provide a voice and vote from the perspective of their centers. That perspective is not intended to be college and/or discipline specific.

(3) Faculty-at-Large. Members of the university faculty who are not affiliated with a college faculty constitute the faculty-at-large, and this constituent faculty, in accordance with procedures adopted by the faculty-at-large, elects senators to serve with vote in the senate on the same basis as provided above for college faculties.¹

¹ The constitution of the university faculty originally provided that faculty status could be conferred by presidential designation on
certain administrative and service officers who did not hold academic rank. When the faculty, on May 13, 1986, amended the constitution by, among other things, deleting that provision, it explicitly granted continuing membership, for the duration of their then current incumbencies, to those officers who on that date were members by virtue of presidential designation. These officers are members of the constituency known as the faculty-at-large.

(4) Dean. The academic deans elect one of their number to serve with vote in the senate.

(5) Staff. The representative body (Staff Council) of the university staff elects two employees who do not have faculty status to serve with vote in the senate.

(6) Students. Two undergraduate students, one graduate student, and one law student serve as voting members of the senate, and the senate provides regulations governing the qualifications, terms of office, and election of student members, and procedures for filling vacancies in the student membership. [See 1580 VI.]

Clause B. Members Ex Officio. The president or the president’s designated representative and the secretary of the faculty are members ex officis of the senate, with voice but without vote.

Section 3. Officers. Each year the senate elects a chair and a vice chair from among the elected faculty members of the senate.

Section 4. Terms of Office. Elected faculty members of the senate serve for three years. The academic dean shall serve one year, the staff representatives shall serve for staggered two year terms. The terms of office for student members are as established by the senate. [See 1580 VI.] Newly elected members take office each year on September 1 or on the official opening date of the academic year, whichever is earlier. To carry out the requirement that approximately one-third of the elected faculty members are to take office each year, the senate may shorten the initial term of office of faculty senators elected to fill new positions in the senate to conform to a balanced rotation plan. When members are elected to fill a vacancy, they take office at the first meeting after the election and serve for the unexpired term of the vacancy. A faculty member elected to the senate may serve two consecutive terms. After serving two consecutive terms the faculty senate member must wait one full year before they are again eligible for election [see also FSH 1580 III-3].

Section 5. Eligibility. Every member of the university faculty is eligible to vote for members of the senate representing his or her college or other unit. Every member of the university faculty is eligible to serve as an elected member of the Faculty Senate and to hold an elective or appointive office in the senate.

Section 6. Elections. Regular elections for senators in the senate are held before April 15 of each year in which an election is to be held. All elections for members of the senate are by secret ballot. Appropriate procedures for nominations and elections are developed and approved by a majority vote of the faculty of the college or other unit.

Section 7. Vacancies.

Clause A. If it is necessary for a member of the senate to be absent temporarily (more than a month, but less than four months), the candidate who received the next highest number of votes in the most recent election in the college or unit acts as his or her alternate in the senate with full vote. If it is necessary for a member to be absent for more than four months, but less than one year, a special election is held to fill the temporary vacancy. When the senate member returns, he or she resumes the position in the senate. If it is necessary for a member to be absent for more than one year, or if the member is unable to complete the term of office for any reason, a special election is held to fill the unexpired term. [See 1580 VI for procedures covering student vacancies.]

Clause B. The chair of the Faculty Senate must declare a position vacant if a member is absent from three consecutive meetings unless the member has informed the chair of the senate in writing that he or she intends to participate fully in the activities of the senate in the future. When a position is declared vacant, the chair must notify the constituency concerned.

Section 8. Recall. The recall of a member of the senate may be initiated by a petition bearing the signatures of at least 10 percent, or five members, whichever is greater, of the membership of the particular constituency represented.
The petition must be delivered to the chair of the senate. On the receipt of a valid petition, the chair calls a meeting of the faculty of the college or other unit and appoints a chair. Charges against the member are presented in writing and the member is given adequate opportunity for his or her defense. A two-thirds majority vote by secret ballot of the members of the college or other unit present at the meeting is necessary for recall, providing the members present constitute a quorum as defined in the bylaws of the college or other unit. In the event that the vote is to recall the senator, the member may appeal the case to the senate within 10 days. If the case is appealed and the senate affirms the recall, or if the recall stands for 10 days without appeal, the members of the college or other unit elect another senator. Regular procedures are followed in replacing the recalled person, except that the chair of the senate appoints the chair of the election committee of the college or other unit. During the interval between recall and the election of a replacement, the candidate who received the next highest number of votes in the most recent election acts as the alternate in the senate with full vote.

ARTICLE VI--RULES OF ORDER. The rules contained in Robert’s Rules of Order Newly Revised govern all meetings of the university faculty, other faculties, the Faculty Senate, and faculty committees in all cases to which they are applicable and in which they are not in conflict with this constitution, regents’ policies, or any bylaws or rules adopted by any of those bodies for the conduct of their respective meetings. An action taken by the university faculty, a constituent or associated faculty, the Faculty Senate, or a faculty committee that conflicts with a previous action by that body takes precedence and, in effect, amends, in part or in full, the previous action.

ARTICLE VII--AMENDMENTS. This constitution may be amended by a two-thirds affirmative vote of the members of the university faculty, as defined in article II, section 1, in attendance at a regular meeting, a quorum being present. Proposed amendments must have been published in full in the agenda at least one week before the meeting or presented in writing at a meeting previous to the one at which the vote is to be taken. Amendments to this constitution are subject to review and approval by the president and by the regents.

Version History

Amended July 2019. Language from FSH 1566 was moved to a footnote to Article V, Section 2, and language in Article V, Section 3 was removed to address the restructure of the Faculty Secretary position.

Amended July 2015. Faculty Senate members were allowed to serve an additional term and language was added to Article I, Section 4 that affirms academic freedom in faculty governance and university programs and policies.


Amended July 2013. The Faculty Senate’s membership was increased by one member to represent the Student Bar Association.

Amended July 2012. The Faculty Senate Center Senator’s role/responsibility was clarified, staff membership increased to two, and the required annual venue determination removed.

Amended July 2011. The clinical faculty rank was added and language with respect to associated faculty voting was clarified.

Amended July 2009. The Faculty Council changed its name to Faculty Senate, a more common name used in academia, off campus faculty will have voting members on Senate at Coeur d’Alene, Boise, and Idaho Falls, and off-campus faculty will now be counted in the quorum at university faculty meetings with vote through designated sites and delegates given available technology (see 1640.94 and 1540 A).

Amended July 2006. Editorial changes.


Amended 1986. Content of revision unknown.

Adopted 1968.
Policy/Procedure Statement: Briefly explain the reason for the proposed addition, revision, and/or deletion.

This revision is part of a reorganization of FSH 1420, 1460, 1520, 1540, and 4120, the goal of which is to consolidate all university faculty meeting procedure into FSH 1540 Standing Rules of the University Faculty, all catalog change procedure into FSH 4120 Catalog Change Procedures, and all university-wide policy change procedure into FSH 1460 University-wide Policy Process.

The main changes to this policy are as follows:

1. The policy has been reorganized and rewritten to put the steps in the policy change process in chronological order, to reflect actual practice in policy development, to eliminate numerous redundancies, and to clarify responsibilities.
2. Section F incorporates information about the president’s role in policy approval removed from FSH 1420.
3. Section G creates a new, more flexible option for interim policies.
4. Throughout, the revision describes the role of policy owners in policy development and in board-required regularly scheduled policy review.

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

No direct impact.

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

FSH 1420
4. **Effective Date:** This policy shall be effective on July 1, or January 1, whichever arrives first after final approval (see FSH 1460 D) unless otherwise specified in the policy.
UNIVERSITY-WIDE POLICY DEVELOPMENT STATEMENT AND PROCESS

OWNER:
Scott Green
President
president@uidaho.edu

LAST REVISION: July 2019

A. General: Purpose. The combined participation of students, faculty, and staff is essential in the formulation of policies for the University of Idaho to properly discharge its responsibilities to society, and only through deliberation in the democratic tradition can the best policy decisions be made. The constitution of the university faculty (FSH 1520) provides for a democratic form of governance, including essential means of communication among students, faculty, and staff for making policy changes. This section policy contains the process applicable to the adoption of new or amended university-wide policies and procedures. The university anticipates expects that the development and amendment of unit level policies will follow similar review processes for notice and coordination, as appropriate in each case.

B. Scope. This policy applies to all employees and students of the University of Idaho.

C. Definitions.

C-1. Minor amendment. Any change to an existing policy that is limited to making the policy consistent with controlling legal authority, including Board policy, or that is a clerical or grammatical change or correction that does not change the intent, scope, application or meaning of the policy.

C-2. Policy. A governing principle that embraces general goals and mandates or constrains actions. All proposed policies should include any general procedures necessary for implementation.

C-3. Policy coordinator. The individual designated by the administration with responsibility for coordinating the development, review, and approval of all policies. The policy coordinator works closely with the office of Faculty Secretary.

C-4. Policy originator. A person or group of persons proposing a new or amended policy.

C-5. Policy owner. A person responsible for the operational administration of policies and their related procedures. Depending on the scope of the subject matter, a policy may have more than one owner. The policy owner is identified by the appropriate senior leader.

C-6. Procedure. Specific actions to be taken to implement established policies.

C-7. University-wide policy. A policy that has application across the institution.

D. Hierarchy of authority. All university policies fall within a hierarchy of laws, statutes and regulations. University policies are subject to compliance with laws and regulations instituted by higher governing authorities in the following order of hierarchy:

1. Federal laws and regulations
2. State laws and regulations
3. Board of Regents/State Board of Education policies and procedures
4. University-wide policies and procedures
5. College policies and procedures (including centers/institutes)
6. Unit policies and procedures

E. A-1. Adopting Policies: Policy

E-1. In general. University policies shall be appropriately reviewed and approved prior to implementation, be effectively communicated and easily accessible, and comply with applicable legal standards. All employees, students, and visitors to University locations are expected to comply with University policies. All university-wide policies are adopted in a common format and in the manner described below, in order to promote consistency amongst university-wide policies. This process also ensures that there is general knowledge within
UI FACULTY-STAFF HANDBOOK
Chapter I: HISTORY, MISSION, GENERAL ORGANIZATION, AND GOVERNANCE
Section 1460: University-Wide Policy Development Statement and Process

the campus community of how to adopt a concept into policy and how to access the policy-making and policy-amending process.

A-2. Context of University Policies: All university policies fall within a hierarchy of laws, statutes and regulations. University policies are subject to compliance with laws and regulations instituted by higher governing authorities in the following order of hierarchy:
1. Federal laws and regulations
2. State laws and regulations
3. Board of Regents/State Board of Education policies and procedures
4. University-wide policies and procedures
5. College policies and procedures (including centers/institutes)
6. Unit policies and procedures

E-2. Criteria. University policies must 1) advance the University’s mission or 2) be necessary to achieve compliance with higher governing authority, and meet one or more of the following criteria:

1. Reduce institutional risk
2. Promote operational efficiency
3. Have a significant impact on the University

B-1. Draft policy format: the form in which all proposed new and amended university policies shall be submitted for review and approval. The draft format is set out at the end of this chapter.

B-2. Minor amendment: any change to an existing policy that is limited to making the policy or policies consistent with controlling legal authority, including Board policy, or that is a clerical or grammatical change or correction that does not change the intent, scope, application or meaning of the policy.

B-3. Originator: a person(s) or group of person(s) with a proposed new or amended policy.

B-4. Policy: a governing principle that embraces general goals and mandates or constrains actions. All proposed policies should include any general procedures necessary for implementation.

B-5. Policy Coordinator: the individual designated by the administration with responsibility for coordinating, assisting with, and tracking all university-wide policies. The policy coordinator shall work closely with the office of faculty secretary.

B-6. Policy Sponsor: the responsible unit administrator having responsibility with the subject area of a proposed new or amended policy.

B-7. Procedure: a statement(s) that prescribes specific actions to be taken to implement established policies.

B-8. Responsible unit: an office within the university with primary responsibility for a specific area of focus. An example of a responsible unit is the office of Human Resources, which has primary responsibility for employment, benefits, and training and development issues, except in relation to faculty promotion and tenure processes which resides in the provost office.

B-9. Reviewing Body: typically a university standing committee or ad hoc task force created to review a proposed new or amended policy.

B-10. University-wide Policy: a policy that has application across the institution.

CF. Procedure for Creation or Amendment of University-wide Policy

Formatted: Indent: Left: 0"

Formatted: Indent: Left: -0.25", Hanging: 0.5", Tab stops: Not at 1" + 1.25"

Formatted: Font: Bold

Formatted: Indent: Left: 0.25"
F-2. Institutional approval process

a. Policies within the purview of faculty governance.


The policy coordinator shall refer all proposed new policies and significantly revised policies to the appropriate reviewing bodies as determined in consultation with the policy originator or owner, Faculty Secretary, legal counsel, and others as appropriate. The policy coordinator shall ensure that Faculty Senate and Staff Council leadership are consulted regarding policies relating to shared governance. The policy coordinator shall provide for general notice of the proposed policy and an opportunity for those interested in the policy to comment on it.

Policy Coordinator: Upon receipt of a proposed new or amended policy, the policy coordinator reviews the policy and decides whether (1) the necessary broad review has been completed, (2) the policy is in the proper format and, (3) if an amendment, the amendment is a minor amendment. As needed, the policy coordinator will confer with the faculty, senate, and staff council leadership, general counsel, and/or the provost to decide on appropriate review steps.

a) All proposed new policies and amendments, other than minor amendments, are referred to the appropriate reviewing bodies as identified by the policy sponsor, policy coordinator, and faculty secretary. In particular, the policy coordinator shall ensure that senate and staff council leadership are consulted regarding policies relating to shared governance. Once near final form and/or submitted to the Faculty Senate, a university policy number will be assigned by the Policy Coordinator and the policy will be posted to the university policy website. The review status of all proposed new policies and amendments is also posted and kept current on the policy website.

b) All minor amendments are approved by the policy coordinator once in final form and posted on the policy website.

b) At a minimum, the review process includes general notice of the policy, and an opportunity for those interested in the policy to comment on the policy. The policy sponsor seeks to inform and solicit comments from the appropriate individuals or groups/committees of the university community, including the groups and individuals most affected by the proposed policy within the faculty, staff, and students administration. A list of all changes is prepared, as needed (a minimum of once a year), published on the policy website, announced in the Daily Register and sent out by mass email as requested by the Policy Coordinator.

The policy sponsor and any designated review committee, review the comments, make recommendations on the policy based on the review and the comments received, and incorporates any revisions into the draft policy.
i. The final revised policy is made generally available if the policy is and, if within the purview of faculty governance, the policy coordinator shall submit it to the Faculty Senate for review and recommendation. All policies approved by Faculty Senate shall be presented for approval through the faculty to the president to the university faculty at the next university faculty meeting. Following the university faculty meeting, the policy coordinator shall forward all approved policies to the president.

All other policies shall be submitted by the policy sponsor to the president for approval and signature.

ii. If the president shall approve or disapprove the policy within sixty days of the policy’s action and provide written notification of the decision to the Faculty Secretary. Any item not approved by the president within this time will be deemed to be disapproved.

iii. Once the president takes final action on any item passed at a university faculty meeting, the Faculty Secretary shall notify the faculty of the action within two weeks.

b. Policies not within the purview of faculty governance. If the policy is not within the purview of faculty governance, the policy coordinator shall submit it to the president for approval or disapproval.

F-3. Policies requiring board approval. The President’s Office forwards approved policies to the Board of Regents/State Board of Education Regents of the University of Idaho for notification and approval, as necessary.

F-4. Minor amendments. Minor amendments are exempt from the review process set forth in F-1 through F-3. The policy coordinator approves all minor amendments and posts them on the University policy website.

vi. Notice and publication. The policy coordinator forwards the approved policy to the Faculty Secretary for publication on the policy website. All policy changes prior to the date of implementation. (See FSH 1420 for time periods for presidential action on Faculty Senate items).

C-3G. Temporary Emergency Policy. Interim policies.

i. Notwithstanding subsections C-1 and C-2, if the president may adopt, amend or suspend a policy, approve an interim policy to address legal requirements or a significant institutional risk if there is insufficient time to complete the standard review and approval process. A timeline for completing the standard review and approval of the interim policy as soon as reasonably practicable must be included in the request to the president. If approved, the policy will go into effect immediately. The policy owner must complete the standard policy review and approval processes during this approved interim period, without prior notice and comment, or upon any abbreviated notice and comment that is practicable, if it is established that a failure to act promptly will result in serious prejudice to the interests of the university or of the parties concerned.

A policy adopted, amended or suspended under this subsection is temporary and may be effective for a period of not longer than 180 days. Action under this subsection does not preclude the subsequent adoption, amendment or suspension of an identical policy under subsections C-1 and C-2.
DH. Policy Implementation. All new and amended policies go into effect on July 1, or January 1, whichever arrives first after final approval, unless otherwise specified in the policy. The policy coordinator tracks all new and amended policies approved by the president and makes the new policy available on the web by the effective date.

I. Comprehensive review cycle. Policy owners shall complete a comprehensive review of each of their policies on a regular schedule to be determined in consultation with the policy coordinator.

Version History

Amended July 2019. The policy coordinator position was removed from the Faculty Secretary as a responsibility.

Amended December 2013. Editorial changes.

Amended July 2011. Text from the removal of APM 35.31 was included in A; in addition, several processes were clarified and updated throughout the policy.


Amended July 2007. Revised to provide additional definitions to assist in policy creation/amendment, and editorial changes.

Amended July 2006. Editorial changes.

Adopted 2005. To promote consistency in the development, modification, and presentation of university-wide policies, section 1460 was adopted.
POLICY COVER SHEET

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

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

Faculty Staff Handbook (FSH)
☐ Addition X Revision* ☐ Deletion* ☐ Emergency ☐ Minor Amendment
Policy Number & Title: FSH 1540 STANDING RULES OF THE UNIVERSITY FACULTY

Administrative Procedures Manual (APM)
☐ Addition ☐ Revision* ☐ Deletion* ☐ Emergency ☐ Minor Amendment
Policy Number & Title:

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

Originator: Diane Whitney, Policy Coordinator
Policy Sponsor, if different from Originator: Diane Kelly-Riley, Vice Provost for Faculty
Reviewed by General Counsel X Yes ___No Name & Date: Kim Rytter 4/14/22

1. Policy/Procedure Statement: Briefly explain the reason for the proposed addition, revision, and/or deletion.
   This revision is part of a reorganization of FSH 1420, 1460, 1520, 1540, and 4120, the goal of which is to consolidate all university faculty meeting procedure into FSH 1540 Standing Rules of the University Faculty, all catalog change procedure into FSH 4120 Catalog Change Procedures, and all university-wide policy change procedure into FSH 1460 University-wide Policy.

   The main changes to this policy are as follows:

   1. Removes material on catalog change procedure to FSH 4120
   2. Incorporates material on UFM procedure removed from FSH 1520
   3. In order to conserve limited administrative resources, removes restriction on fall UFM voting items and removes the requirement of introducing new faculty and academic and administrative officers.

2. Fiscal Impact: What fiscal impact, if any, will this addition, revision, or deletion have? Will reduce administrative burden of organizing university faculty meetings.

3. Related Policies/Procedures: Describe other UI policies or procedures related or similar to this proposed change, or that will be impacted by it.
   FSH 4120, 1520

4. Effective Date: This policy shall be effective on July 1, or January 1, whichever arrives first after final approval (see FSH 1460 D) unless otherwise specified in the policy.
1540

STANDING RULES OF THE UNIVERSITY FACULTY

PREAMBLE: The university faculty have adopted for their convenience certain standing rules, given in this section. This section appeared for the first time in the 1979 edition of the Handbook and remains essentially in the form it took then. In 2009 constitutional changes giving off-campus faculty voting rights at faculty meetings necessitated adding venue determination to A. In July 2011 processes were clarified and updated to current practice and again in January 2012. In July 2012 changes were made to D in order to align with Idaho’s open meeting law and clarify non-members’ attendance at faculty meetings. In January 2012 changes to E were made to update processes for the fall university faculty meeting. In July 2012 changes were made to F in order to align with Idaho’s open meeting law and clarify non-members’ attendance at faculty meetings. In January 2017 changes in E were made to update processes for the fall university faculty meeting. In July 2020, A-1 was revised to allow for remote participation in university faculty meetings. For further information, consult the Office of the Faculty Secretary (208-885-6151). [ed. 7-97, rev. 7-09, 7-11, 1-12, 7-12, 1-17]

CONTENTS:

A. Voting Privilege Calling of faculty meeting
B. Referral of Catalog-Change Proposals Agenda
C. Circulation of Curricular and Policy Proposals Responsibilities of faculty secretary
D. Forum
E. Admission of Nonmembers to Faculty Meetings Attendance
F. E. Procedures for First Fall Meeting Recognition of speakers
G. Minutes Quorum
H. Identification of Speakers Voting privilege
I. Recording of votes
J. Minutes

A. VOTING PRIVILEGE. Constituent faculties of colleges and other UI units must limit the voting privilege to those who are qualified under the provisions of the constitution of the university faculty. [See 1520 II-1 and II-3.] Moreover, those who are qualified cannot be deprived of their vote in meetings of constituent faculties. [See 1520 IV-8.] Emeritus and adjunct faculty, staff, students, and others may be permitted to participate in faculty meetings in an advisory capacity only, and they may serve as voting members of committees (see FSH 1520 Article II, Section 3 for affiliate voting rights). [rev. 1-12]

A-1. Eligible faculty (see 1520 II-1) who are unable to attend in person can participate fully in faculty meetings through remote meeting and voting technology. Information on how to participate and vote from remote locations is provided prior to the meeting. Participation in person, when possible, is encouraged. [add. 7-09, ed. 2-11, rev. 1-12, 7-20]

B. REFERRAL OF CATALOG-CHANGE PROPOSALS. When substantive catalog changes of a curricular nature that have not been considered by the University Curriculum Committee are presented directly to the university faculty, such proposals are referred automatically to the University Curriculum Committee for study and recommendation.

C. CIRCULATION OF CURRICULAR AND POLICY PROPOSALS.

C-1. Routine Catalog Change Proposals. Additions, deletions, and changes of courses and changes in existing curricula may, after approval by the University Curriculum Committee, be circulated in a general curriculum report (GCR) to the faculty for consideration and published at an appropriate UI web site. [ed. 7-02, rev. 7-11]

C-2. Policy Change Proposals. Proposals that affect university policy, see FSH 1460. General university academic requirements, e.g., those in part 3 of the catalog, or that concern the addition or expansion of instructional programs may, after approval by the Faculty Senate, be circulated in a general policy report (GPR) to the faculty for consideration. The report is also published on the Faculty Senate web site and its publication announced through electronic means to the faculty. [ed. 7-02, 7-09, rev. 7-11]

Commented [WD(1)]: We currently have two policies dealing with UFM procedure. FSH 1520 Constitution of the University Faculty (Article III Faculty Meetings) and this policy, FSH 1540. Having policy spread out in this way is confusing, even to faculty senate leadership and administrative staff who regularly work with these policies, but especially to any faculty wishing to learn about UFM procedure. Since FSH 1540 is the bylaws-like policy, it is the place most people would expect to find procedural rules for UFM. We have moved most of FSH 1520 Art. III into this policy so that all university faculty meeting procedure can be found in one place.

In addition, this policy, FSH 1540, contains procedural rules for catalog change proposals, which should reside where users would expect to find them—in the policy we already have governing catalog change, FSH 4120 Catalog Change Procedures.

Formatted: Font: Bold

Commented [WD(2)]: Moved to H.
A. Calling of faculty meeting. The president shall call a meeting of the university faculty within the first six weeks of the fall semester for the purpose of opening the academic year, and shall call at least one meeting per semester at which voting items may be presented. Meetings of the university faculty may be called at any time, with due notice, by the president. Meetings of the university faculty must be called with due notice by the president on the request of the Faculty Senate or on the written petition of 25 members of the university faculty. The president, or a member of the university faculty designated by the president, presides at meetings of the university faculty.

B. Agenda. An agenda listing all subjects to be voted on, other than routine matters, must be issued to all members of the university faculty at least one week in advance of each meeting of the university faculty, except as provided in B-5. Faculty Senate actions that require approval by the university faculty must be published in full in the agenda.

B-1. Responsibility. The president is responsible for the agenda and it is issued under the president’s direction.

B-2. Agenda items from individual members. Individual members who wish to suggest items for the agenda are to submit them to the president. No items may be considered under this clause that are presented to the president less than 12 calendar days before the meeting.

B-3. Resolutions requiring action. Ten or more members of the university faculty desiring to submit a resolution that requires action at the next meeting are to submit the signed resolution to the president at least twelve calendar days before the meeting. Such resolutions must be published in full with, and included in, the agenda for a faculty meeting or in a general curriculum-policy report. Continuing approval of the change is subject to ratification at a faculty meeting or by the procedures described in C-3 and C-4. (To illustrate: Late in the spring semester, the University Curriculum Committee approves a routine catalog change that is to be effective during the next fall semester. That action is reported to the president and, if approved by the president, the change can be put into effect. If it is included in a curriculum-policy report that is circulated to the resident faculty early in the fall semester, the approval of the change may, by means of the steps outlined in C-3 and C-4, become permanent or it may be terminated at the end of that semester. Alternatively, the faculty may take either of these actions in a meeting if the change is included in the agenda.)
B-4. Proposed changes of written policies or regulations. Any proposed change in a written policy or regulation of the university to be voted on by the university faculty must be published in full in the agenda, or final action on the proposal must be delayed until the next meeting. This provision can be waived only by unanimous consent.

B-5. Agenda for emergency meetings. If circumstances require an emergency meeting of the university faculty, the president declares the emergency and calls the meeting. In such circumstances the agenda may be limited to items approved by the president and must be published not less than three calendar days before the meeting. Policy actions taken at emergency meetings require an approving vote of two-thirds of the members of the university faculty in attendance at the meeting, a quorum being present. FSH 1520 Constitution of the University Faculty cannot be amended at an emergency meeting.

C. Responsibilities of faculty secretary. [The faculty secretary is responsible for recording and distributing the minutes, tallying and recording votes, and performing such other duties as may be assigned by the president or the university faculty.]

D. Forum. Meetings of the university faculty may be held in person, by remote meeting and voting technology, or by a hybrid forum. 

E. Attendance by nonmembers of faculty. Nonmembers of faculty are welcome to attend meetings of the university faculty. Nonmembers who wish to speak at such a meeting must submit a request to the faculty secretary at least two business days in advance of the meeting specifying both the topic and purpose of their comments. The faculty secretary shall notify the senate chair and the President’s Office. The president and chair will decide whether to allow the guest to speak. All nonmember speakers must identify themselves at the onset of their remarks.

F. Recognition of speakers. Participants wishing to speak will be recognized by the presiding officer and may obtain the floor with the presiding officer’s approval.

G. Quorum. A quorum consists of one-eighth of the membership of the university faculty, as defined in FSH 1520 Article II, Section 1. If there is not a quorum at a faculty meeting, Faculty Senate actions reported in the agenda for that meeting have faculty approval and are forwarded to the president and regents.

H. Voting privilege. Constituent faculties of colleges and other UI units must limit the voting privilege to those who are qualified under the provisions of the constitution of the university faculty. [See 1520 II-1 and II-3.] Moreover, those who are qualified cannot be deprived of their vote in meetings of constituent faculties. See 1520 IV-8. Emeritus and adjunct faculty, staff, students, and others may be permitted to participate in faculty meetings in an advisory capacity only, and they may serve as voting members of committees (see FSH 1520 Article II, Section 3 for affiliate voting rights).

I. Recording of votes. In determining the outcome of motions, the secretary will determine the number of votes for or against.

D. ADMISSION OF NONMEMBERS TO FACULTY MEETINGS. Nonmembers are welcome to attend meetings of the university faculty. Nonmembers who wish to speak at such a meeting must submit a request to the faculty secretary at least two business days in advance of the meeting specifying both the topic and purpose of their comments. The faculty secretary shall notify the senate chair and the President’s Office. The president and chair will decide whether to allow the guest to speak. All nonmember speakers must identify themselves at the onset of their remarks. 

E. PROCEDURES FOR FIRST FALL MEETING.

E-1. Within the first six weeks of the fall semester, the president shall convene a meeting of the University Faculty for the purpose of opening the academic year, introducing new academic and administrative officers, and...
E.2. Substantive policy matters are not included in the agenda for the first fall meeting of the university faculty unless emergency action is needed on particular item. (rev. 7-02, ren. & rev. 1-17)

E.3. To expedite the proceedings, each new member of the faculty attending the meeting is introduced by name and department only. Faculty members outside of Moscow are similarly introduced by video conferencing. The person’s name, degree, past experience, new assignment, campus telephone number, and the location of his or her office are supplied by each dean or division head to the president’s office by the 10th day of the fall semester.

The president’s office compiles the information provided by colleges or similar units and posts it on the university’s website no later than October 1 of each year. A copy will also be sent to the Department of Special Collections and Archives in the University Library. (7-02, ran. & rev. 1-17)

J. F. MINUTES Minutes of the meetings of the university faculty, constituent faculties, and committees are to be sent on a regular basis to the Department of Special Collections and Archives in the University Library.

K. IDENTIFICATION OF SPEAKERS. Those who are recognized by the chair for the purpose of speaking at meetings of the university faculty are to identify themselves by name and discipline or position.

Version History

Amended July 2020. A-1 was revised to allow for remote participation in university faculty meetings.

Amended January 2017. Changes in E were made to update processes for the fall university faculty meeting.

Amended July 2012. Changes were made to D in order to align with Idaho’s open meeting law and clarify non-members’ attendance at faculty meetings.

Amended January 2012. Processes were clarified and updated to current practice.

Amended July 2011. Processes were clarified and updated to current practice.

Amended July 2009. Constitutional changes giving off-campus faculty voting rights at faculty meetings necessitated adding venue determination to A.


Adopted 1979.
Policy Cover Sheet

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

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

Faculty Staff Handbook (FSH)
☐ Addition ☑ Revision* ☐ Deletion* ☐ Emergency ☐ Minor Amendment
Policy Number & Title: FSH 1420 UNIVERSITY ADMINISTRATION

Administrative Procedures Manual (APM)
☐ Addition ☐ Revision* ☐ Deletion* ☐ Emergency ☐ Minor Amendment
Policy Number & Title:

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

Originator: Chantal Vella, FAC Chair

Policy Sponsor, if different from Originator: Diane Kelly-Riley, Vice Provost for Faculty

Reviewed by General Counsel ☑ Yes ___No Name & Date: Kim Rytter 4/18/22

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

This revision is part of a reorganization of FSH 1420, 1460, 1520, 1540, and 4120, the goal of which is to consolidate all university faculty meeting procedure into FSH 1540 Standing Rules of the University Faculty, all catalog change procedure into FSH 4120 Catalog Change Procedures, and all university-wide policy change procedure into FSH 1460 University-wide Policy Process.

The main changes to this policy are as follows:

1. Descriptions of administrative roles deleted because they don’t serve a policy function and appear to be left over from when the Faculty Staff Handbook was an informational employee handbook and not a policy library.
2. University faculty meeting procedure removed to FSH 1540 Standing Rules of the University Faculty.
3. Information regarding review of administrators deleted because it conflicts with FSH 3320.
4. Information regarding selection of acting, interim, and term administrators expanded and revised to provide for a more efficient and uniform university-wide process.
5. Resolved redundancy regarding appointment with rank by incorporating text of FSH 1567; FSH 1567 will be deleted.

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

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

   FSH 1540, 1567

4. **Effective Date:** This policy shall be effective on July 1, or January 1, whichever arrives first after final approval (see FSH 1460 D) unless otherwise specified in the policy.
A. THE PRESIDENT AND PROVOST AND EXECUTIVE VICE PRESIDENT. The president is the chief executive officer of the university. The provost and executive vice president supports and assists the president in providing leadership to and coordination of the activities of the central administration and the executive functions of the university.

A-1. The President.

a. The president is appointed by the regents and serves at their pleasure. The president is the chief executive officer of the university and functions as the representative of and an adviser to the regents and as the general agent through whom representations to them by UI personnel and students are regularly made. [See also 1900.] The Idaho Constitution, statutes and university policies declare the president a member and the president of the university faculty and also as the president of the other faculties referred to in 1520 I-4 and II [See 1520 I-2.] and a professor of a branch of learning in which UI regularly offers instruction.

b. The president exercises the power and authority delegated by the regents by issuing and enforcing such executive orders and invoking such measures as are reasonable and necessary for the performance of the functions and the discharge of the responsibilities and duties appurtenant to the presidency. The president exercises such rights, prerogatives, and responsibilities as normally accrue to the president and chief executive officer of an institution of higher education and discharging such other responsibilities and performing such other duties as may be assigned by the regents or required by law. The president may delegate his authority to other officers of the university as necessary. The president serves as a member ex officio of all councils, committees, boards, or similar bodies necessary to the operation of UI, regardless of how these bodies may have been established or appointed. [See 1626 B-3 and B-8.]

c. The president receives recommendations from the faculty on policy issues.

1. When the faculty, whether in a meeting or via a general policy report, approves an item which requires the president’s action, the president will approve or disapprove it within sixty days of the faculty’s action. The president will provide written notification of his or her action to Faculty Senate via the faculty secretary. Any item not approved by the president within this time will be deemed to be disapproved.

Commented [WD(1)]: These sections removed because they don’t serve a policy function and appear to be left over from when the FSH was an employee handbook and not a policy library.

Commented [WD(2)]: The president’s power to delegate is inherent.

Commented [WD(3)]: This information is already contained in FSH 1620 and can be deleted here.
2. Once the president takes final action on any item passed at a university faculty meeting or via a general policy report, notification of this action shall be sent to faculty within two weeks.

3. When an item has not been approved by the president:
   a. The Faculty Senate may reconsider; and/or
   b. A referendum may be held on the item. Such referenda will be held on the petition to the Faculty Secretary signed by fifty members of the university faculty and submitted within sixty days of the first full semester after the item has been disapproved. Such referenda will be by written ballot and conducted by the Faculty Secretary’s Office. Upon two-thirds vote of the total voting membership of the university faculty, the item will be presented by the president to the regents for their consideration.

A-2. The Provost and Executive Vice President.

a. The Provost and Executive Vice President (hereinafter “the provost”) serves as the chief academic officer of the UI, a member of the president’s cabinet, and serves as the chief executive officer of the University of Idaho when the president is unavailable. The provost has the major responsibility for the promotion of academic freedom and tenure. The provost is the president’s representative to the Faculty Senate and works closely with the vice president for finance and administration, Faculty Senate and deans in budget planning, fiscal accountability, general policy development and human resources. Acting for the president and within delegated authority and responsibility, the provost develops and requires compliance with such administrative directives and instructions as are reasonable and necessary for the discharge of assigned responsibilities and duties.

b. The provost is directly responsible for the general direction of the academic programs, endeavors, and instructional services in the several colleges, schools, departments, and other academic units on the Moscow campus and to the UI’s academic efforts throughout the state. To this end, the provost coordinates the activities of the vice presidents and other members of the senior administration to support the mission of the university. The college deans report to and work closely with the provost in these responsibilities. Among the specific duties of the provost are: general direction of curricular planning, student recruitment and retention; general direction of academic support programs and services; fostering academic excellence in UI departments and divisions; appointment, training, and review of academic administrators; oversight of the faculty personnel system and the faculty development program; general direction of UI’s research and outreach efforts; and coordination among the faculty, administration, and staff.

c. The provost also provides leadership to the dean of library services, the centers deans in Boise, Coeur d’Alene, and Idaho Falls, the WWAMI medical education program, and institutional research and assessment.

B. THE VICE PRESIDENTS AND VICE PROVOSTS (See 1440, Administrative Organization)

B-1. Vice President for Finance and Administration.

a. The vice president for finance and administration also serves as treasurer for the regents and performs the functions of 111(b)(2), as specified in the Idaho Code. The vice president works to determine UI’s requirements for funds, obtain such funds, and ensure their effective and proper use. The vice president develops and prepares operating and capital budgets and operating plans in concert with academic and staff departments. The vice president is the institutional officer designated by law and by the regents to execute contracts or agreements that, if made, would commit UI to any obligation to provide services or facilities, expend funds, or convey property. Acting for the president and within delegated authority and responsibility, the vice president develops and requires compliance with such administrative directives and instructions as are reasonable and necessary for the discharge of assigned responsibilities and duties. The vice president for finance and administration is a member of the president’s cabinet. The vice president regularly reports to the regents through the president; even so, as provided by board policy, the vice president is authorized to report to the regents through the executive director of the Office of the State Board of Education when such direct reporting is requested by the regents or the president.
The vice president oversees the division of finance and administration whose mission is to provide leadership in an environment which promotes distributed and integrated management, productivity, transparency, and accountability in implementing the university’s mission and goals, while ensuring stewardship of the institution’s human, financial, information technology, and facility resources. The division includes all functional areas in administrative operations, auxiliary services, business systems and accounting services, capital planning and budget, facilities services, financial services, and human resources. The Idaho Constitution provides the regents of the university autonomy in its activities regarding the procurement of goods, acquiring and managing real estate holdings, capital construction, and personnel management.

B-2. Vice President for University Advancement. The vice president for university advancement is responsible for developing and maintaining institutional programs for alumni relations, public relations, and development, and also serves as executive director of the UI Foundation. The vice president is specifically responsible for the effective functioning of university communications and marketing, alumni relations, and the development offices including those at extended regional campuses, and specific program fundraising efforts. These departments are coordinated to support and enhance the university’s missions of teaching, scholarly activity, and outreach. Among specific duties are to formulate and recommend policies relating to the development, public relations, and volunteer activities of the university; formulate a strategic plan for the organization and progression of long-range development programs; design and implement strategies for a comprehensive public relations program; and promote fundraising activities. The vice president works closely with the Alumni Association and the Vandal Booster Board in association with their executive directors. The vice president serves as a member of the president’s cabinet. The vice president is expected to supervise, lead, and manage the advancement area and to participate in formulating strategic plans, directions, and policies for the institution as a whole. Acting for the president and within delegated authority and responsibility, this vice president develops and requires compliance with such administrative directives and instructions as are reasonable and necessary for the discharge of assigned responsibilities and duties.

B-3. Vice President for Research. The vice president for research is responsible for the research program of the university and the university’s several research institutes as well as the Idaho Geological Survey, and is responsible for coordinating with the Idaho Research Foundation. The vice president provides vision and leadership to the research institutes and the procurement of external research support. The vice president is expected to lead, and manage the research program as well as to participate in formulating strategic plans, directions, and policies for the institution as a whole. Acting for the president and the provost and within delegated authority and responsibility, the vice president develops and requires compliance with such administrative directives and instructions as are reasonable and necessary for the discharge of assigned responsibilities and duties. The vice president is a member of the president’s cabinet.

B-4. Associate Vice President for Northern Idaho. The associate vice president for Northern Idaho identifies innovative higher education programs to meet the higher education needs of the Coeur d’Alene, Post Falls, and Sandpoint regions.

B-5. Vice Provost for Student Affairs and Dean of Students. The vice provost for student affairs and dean of students is responsible for setting the tone for the quality of student life on campus, leadership in student development, and the general direction and oversight of student services. The vice provost leads UI’s statewide efforts pertaining to student life, including residence living, student counseling, multicultural affairs, student benefits, health and wellness, child care, campus recreation, and the dean of students’ office. The vice provost also works closely with student government and intercollegiate athletics. The vice provost serves as a member of the presidents cabinet, and is expected to supervise, lead, and manage student affairs and to participate in formulating strategic plans, directions, and policies for the institution as a whole. Acting for the president and within delegated authority and responsibility, this vice provost develops and requires compliance with such administrative directives and instructions as are reasonable and necessary for the discharge of assigned responsibilities and duties.

B-6. Vice Provost for Academic Affairs and Enrollment Management. The vice provost for academic affairs and enrollment management is responsible for the following academic support areas: admissions and financial aid, non-student services, tutoring and academic assistance, the Center for Academic Advising, the College Assistance
Migrant Program, career and professional planning, Core, honors program, international programs, office, independent study, summer programs, and concurrent enrollment. The registrar’s office, office education programs, and the Center for Teaching Excellence, which include general education, student retention, and faculty development. The vice provost is responsible for delegated responsibilities from the provost in general academic areas. The vice provost promotes articulation with other colleges and universities based on academic policies and participates in formulating strategic plans, directions, and policies for the institution as a whole. Acting for the provost and within delegated authority and responsibility, the vice provost develops and requires compliance with such administrative directives and instructions as are reasonable and necessary for the discharge of assigned responsibilities and duties.

C. OTHER OFFICERS REPORTING DIRECTLY TO THE PRESIDENT.

C-1. General Counsel. The university’s general counsel is solely responsible for all legal matters pertaining to UI, including retaining outside legal counsel. The general counsel represents the university, including advising the president and all members of the central administration, and others designated by the president or other administrators. The general counsel is an ex officio member of the president’s cabinet.

C-2. Affirmative Action Officer. The affirmative action officer oversees the functioning of UI’s equal employment opportunity and affirmative action programs and advises the president on the full range of employment and educational practices concerning these matters within UI. [See also 1640.10, 3060, and 6010.]

C-3. Director of Athletics. The director of athletics supervises the intercollegiate athletic programs and ensures that they support UI’s educational objectives and comply with the regulations of the National Collegiate Athletic Association and the athletic conferences with which UI is affiliated. [See also 4320 and 4325.] The director is a member of the president’s cabinet.

C-4. Ombuds. The ombuds provides a voluntary, informal mechanism to facilitate communications between individuals in dispute, to help clarify issues involved, and to suggest avenues for dispute resolution. [See also 3820.]

C-5. Special Assistant to the President for Governmental Relations. The special assistant to the president for governmental relations is responsible for assisting members of the central administration in all matters involving the university’s relationship with congressional and legislative entities and elected officials at the state and federal levels. Located in Boise, the special assistant is a member of the president’s cabinet.

C-6. Internal Audit. The Department of Auditing Services, reporting directly to the president, is an independent appraisal activity established within the university as a service to university management and the Board of Regents. [See Governing Policies and Procedures Manual of the State Board of Education, Section V.H.4.] The department seeks to improve the management of the university’s resources and assets and provide the university’s management staff and the Board of Regents with an evaluation of the institution’s and various organizational unit’s operational functions. The scope of the audit function encompasses the examination and evaluation of the adequacy and effectiveness of the institution’s system of management controls as well as the quality of performance in carrying out assigned responsibilities.

DA. COLLEGE DEANS.

DA-1. APPOINTMENT.

a. Each college is administered by a dean who is appointed by the regents on recommendation of the president subsequent to following the provost’s hiring decision recommendation. Such recommendation is formulated through procedures that (a) solicit the advice and include the active participation of faculty members and students of the college and (b) are consistent with the bylaws of the college faculty. [See 1520 IV-7.]

b. When a vacancy in the position of dean occurs, the provost convenes a search committee to advise in the
selection of a new dean. The provost determines the size of the committee, including the number of members from outside UI, and appoints the members. The provost also names a person to chair the committee. To ensure adequate representation and participation of the college faculty in the search and selection process (see 1520 I-4-A), the following will be observed: (a) faculty members from the college concerned comprise at least 50 percent of the membership; and (b) these faculty representatives are selected by the provost from a pool of faculty members presented to him or her through procedures established in the college bylaws that provide for the representation of the major academic disciplines in the college. The pool must contain at least half again the number of members needed from the college for the committee. Additionally, search procedures must provide some means for the entire college faculty to participate in the interviewing of finalists; and for individual faculty members, staff, students, and/or external constituents to forward their comments and recommendations directly to the president/provost for their evaluation.

The search committee shall be responsible to solicit a pool of candidates to be considered for the position, evaluate applicants from the pool of candidates in accordance with criteria specified in the position description, recommend finalists for further consideration by on-site interviewing, summarize the strengths and weaknesses of each finalist, and report on their acceptability for the position. The report of the process and recommendation is submitted to the provost.

c. The college faculty may request senate leadership (Faculty Senate Chair, Vice Chair and Faculty Secretary) to discuss the selection of a dean with the president or provost.

d. The college dean serves in his or her administrative position at the pleasure of the provost, and the regents receive annual recommendations from the president concerning the dean’s status.

e. The college dean may be granted tenure in an academic discipline in accordance with regular UI procedures for tenure, but may not be granted tenure as an administrator. [See 3520 F-4.]

DA-2. RESPONSIBILITIES.

a. The various colleges differ widely in size and organization. Consequently, this statement of responsibilities is intended to be general enough to allow for different procedures and different degrees of delegation of authority and responsibility within the colleges. These matters are dealt with specifically in the bylaws of the individual colleges. The principal variation lies in the responsibilities placed in the hands of administrators of intracollege academic units.

b. The college dean is the chair of the college faculty in the development of policies and priorities governing the academic program of the college. The dean is responsible both for the exercise of leadership in these matters and for the development of the leadership roles of other faculty members in the college decision-making process. The academic program of the college is directly affected by program planning, definitions of goals and priorities, instructional methods and standards, student advising, research policies, allocation of resources, and the development of professional standards peculiar to the branches of learning for which the college is responsible. The academic program of the college includes undergraduate and graduate instruction, research and creative activity, and extension services.

c. The college dean is the chief executive officer of the college in the implementation of policies defined by the college or university faculty and approved by appropriate authority. As such, it is the dean’s responsibility to:

1. Foster academic excellence in the college and each of its units.

2. Operate a system of academic advising and counseling for students [see 4310].

3. Present to the Faculty Senate or its committees matters that have been proposed by the college faculty and require approval by the Faculty Senate.
4. Present to the Provost Council Academic Leadership Council or to other bodies problems of policy implementation that need university-wide attention, including the implementation of interdisciplinary programs.

5. Develop budget proposals.

6. Control expenditures from approved budgets.

7. Develop recommendations concerning appointments, promotions, tenure, salaries, layoffs, and terminations of college personnel.

8. Assign duties to the faculty. [See also E-1 below and 3240.]

9. Define job responsibilities, assign duties, and supervise the activities of nonfaculty personnel.

10. Maintain contacts with the professions for which the college prepares graduates.

11. Supervise the use, maintenance, and security of property entrusted to the college (responsibility for security is shared with Facilities Management and Campus Security). [See 6140.]

12. Allocate space assigned to the college within limitations imposed by the Space Governance Group (see APM 40.10).

d. College deans, individually and as members of the Provost Council Senior Leadership Council, advise the president on such university-wide matters as: (a) admission, registration, advising, counseling, retention, and dismissal of students, (b) personnel policies, (c) institutional goals, (d) budgetary priorities, (e) university relations, and (f) day-to-day problems of institutional operation that require the attention of the president’s executive staff.

e. The dean is encouraged to organize his or her activities so as to provide time for personal involvement in teaching, research, or equivalent professional endeavors.

EB. ADMINISTRATORS OF SCHOOLS, DIVISIONS, AND DEPARTMENTS. UNIT ADMINISTRATORS

EB-1. RESPONSIBILITIES. The administrator of a school, division, or department (i.e., the first organizational unit below the college level) is responsible for interpreting university and college objectives and policies for the faculty of the unit and, through leadership, ensuring faculty participation in formulating and carrying out the unit’s policies within the framework of the objectives and policies of the college and university. The role may be defined more specifically by the bylaws of each college, but it is understood that the general responsibility for leadership includes: assisting higher administration in the assignment [3240 A] and in the evaluation [3320 and 3340] of the services of each member of the unit’s faculty and staff; promoting effective leadership of personnel and management of departmental resources; providing leadership in the development and implementation of unit plans; providing for open communication with faculty and staff; fostering excellence in teaching, scholarship and outreach for faculty, students, and staff in the department; effectively representing all constituents of the department; and continuing personal professional development in areas of leadership.

EB-2. TITLE.

a. The title of the administrator of a school or division (i.e., a division that is the first organizational unit below the college level) is “director.”

b. The title of a departmental administrator may be either “department chair” or “department head,” as determined by the bylaws of the individual colleges.
The title of an administrator of a non-academic program or function or an administrator that is the second organizational unit below the college level is "program director."

**E-3. RANK AND TENURE.**

- Administrators of schools, divisions, or departments must hold an academic rank in a discipline.

- Tenure, in the academic rank only, may be granted under the usual procedures; tenure is not granted in the administrative capacity. [See 3520 E-4.]

**EB-34. SELECTION OF PERMANENT ADMINISTRATOR.**

- The responsibility for recommending unit administrators shall be shared between the voting faculty members (as defined by Article II, Section 1 of the UI Constitution) of the unit and the dean of the unit’s college.

- Administrators of schools, divisions, or departments are reviewed periodically as initiated by the dean. Each administrator is formally reviewed at least six months before the end of each appointment term, or, if there is not a fixed appointment term, at least every five years. The review will include the mechanisms of formal review as described in the approved bylaws of the individual colleges and be consistent with the procedures of E-6. The dean submits the review material and recommendations to the provost, who in turn makes a recommendation to the president regarding renewal or nonrenewal.

- The college dean has the responsibility to initiate an earlier review at any time he or she judges such a review is needed. Likewise, the faculty of the particular unit may initiate an earlier review. A summary of conclusions and recommendations resulting from the review are submitted to the dean, who in turn makes a recommendation to the president regarding renewal or nonrenewal.

**db.** When a vacancy occurs, it is the responsibility of the college dean to assemble a search committee. The search committee should represent a balance of interests including diversity, unit disciplines and specializations, and faculty rank. Appointment to the search committee shall be in accordance with the bylaws of the unit and/or the unit’s college, provided that the search committee shall be comprised as follows:

1. At least two-thirds of the members shall be voting faculty members of the unit who were nominated by the faculty.
2. At least one member shall be a UI faculty member from outside the college selected from three persons nominated by the faculty. (A role of this outside member is to assure compliance with the process for selecting administrators).
3. In consultation with the faculty of the unit, the dean will select the overall committee to represent a balance of interests including diversity, disciplines/specialization, and rank.

**ec.** As provided by the bylaws of either the unit or the college, the search committee may include student members, alumni, representatives of the unit’s constituents, and/or other UI faculty from outside the unit.

**fd.** Faculty members of the unit who are candidates for the administrative position may not serve on the search committee nor participate in any faculty voting regarding the position.

**gg.** Once the search committee has been formed, the dean of the college will select the chair after consultation with the committee.

**hf.** In accordance with the provisions of the bylaws of the unit and/or college and with the recruitment policies and procedures of the UI, the search committee shall, in consultation with college and university administration:

1. Develop a position description.
2. Determine whether an external or internal search shall be conducted. (An external or internal search is determined by circumstances unique to each vacancy; e.g. availability of funds, departmental needs, and...
departmental and/or college policy, and shall be resolved in accordance with college or unit policies and procedures.

The responsibilities of the search committee shall be to:

1. Solicit a pool of candidates to be considered for the position;
2. Evaluate applicants, from the pool of candidates, in accordance with criteria specified in the position description; and
3. Recommend finalists for further consideration by the unit’s faculty and administration.

All voting faculty members of the unit shall have the opportunity to participate in interviewing finalists for the position.

After the unit’s voting faculty members have completed interviewing the finalists, the chair of the search committee shall obtain, by secret ballot, the preferences of the unit’s voting faculty for the administrative position.

The chair of the search committee shall forward the name(s) of one or more candidates acceptable to the majority of the unit’s voting faculty and a report documenting the search process to the dean. The dean will then meet with the unit faculty members or the search committee to discuss the proposed candidates.

If, after subsequent rounds of voting, no candidate obtains a majority of votes of the unit’s faculty members, the chair of the search committee shall poll the voting faculty members for an appropriate course of action.

If the unit’s voting faculty is unable to determine a course of action for selecting a unit administrator, the matter shall be referred to the dean.

If the individual(s) selected by the voting faculty members are acceptable to the dean, the dean shall forward the recommendation to the provost.

If the dean and a majority of the unit’s faculty cannot agree on a candidate who will accept the administrative leadership, the dean prepares a written summary of the relevant issues, including the results of the faculty vote, for the provost. Faculty members are encouraged to forward their written comments to the provost. The provost shall make a reasonable attempt to achieve congruence between the dean and the majority of the faculty; and in any event, makes a recommendation to the president regarding an appointment or an alternate course of action.

In the case of a recommendation to appoint an individual not currently on the faculty, the dean must also receive the recommendation of at least the majority of the full professors (and where appropriate, of the associates) in the academic department for the academic faculty appointment and rank.

C. SELECTION OF AN ACTING DEAN OR UNIT ADMINISTRATOR

When an absence for up to six months occurs, a condensed appointment process is available in lieu of

C-1. Absence or vacancy up to 12 weeks. For an absence or vacancy in the position of dean or unit administrator anticipated to last up to 12 weeks, the supervisor-provost shall appoint an acting individual dean and the dean shall appoint an acting unit administrator, in consultation with the college or unit faculty, to oversee the administration of the unit. No further process is required. If the absence or vacancy is anticipated to extend beyond 12 weeks, the process outlined in C-2(2) must be followed before the end of the 12th week.

C-2. Absence or vacancy longer than 12 weeks but no longer than six months. For an absence greater than
12 weeks but not longer than six months, the supervisor may assemble and consult with the voting faculty members of the unit and recommend an acceptable acting administrator.

a. Absence or vacancy in position of dean. When an absence or vacancy in the position of a dean is anticipated to or does in fact last longer than 12 weeks but not longer than six months, the provost shall select a faculty member, acceptable to both the provost and a majority of the college’s voting faculty, to serve as its acting dean for up to six months or until an interim, term, or permanent dean is selected, whichever occurs first. Preference shall be given to a member of the college; if no college member is acceptable to both the provost and the majority of the college’s voting faculty, a faculty member from outside the college may be appointed following the same procedure. If no candidate is acceptable to both the provost and the majority of the college faculty then the provost shall make the final hiring decision.

b. Absence or vacancy in position of unit administrator. When an absence or vacancy in the position of a unit administrator is anticipated to or does in fact last longer than 12 weeks but not longer than six months, the college dean will recommend to the provost a faculty member, acceptable to both the dean and a majority of the unit’s voting faculty, to serve as its acting administrator for up to six months or until an interim, term, or permanent administrator is selected, whichever occurs first. Preference shall be given to a member of the unit; if no unit member is acceptable to both the dean and a majority of the unit’s voting faculty, a faculty member from outside the unit may be appointed following the same procedure. If no candidate is acceptable to both the dean and the majority of the unit’s faculty then the provost shall make the final hiring decision.

The faculty will recommend to the provost a faculty member, acceptable to both the provost and a majority of the college’s faculty, to serve as its acting administrator for up to six months or until an interim, term, or permanent administrator is selected, whichever occurs first. Preference shall be given to a member of the college; if no college member is acceptable to both the provost and the majority of the college’s voting faculty, a faculty member from outside the college may be appointed following the same procedure. If no candidate is acceptable to both the provost and the majority of the college faculty then the provost shall make the final hiring decision.

D. SELECTION OF INTERIM OR TERM DEAN OR UNIT ADMINISTRATOR. When an absence or vacancy in the position of dean or unit administrator is anticipated to last longer than six months, an internal search shall be conducted according to section B above and APM 50.01.

D-1. Interim dean or unit administrator. When an absence or vacancy in the position of dean or unit administrator is anticipated to last at least six months but not longer than 23 months, the position shall be filled by an interim dean or unit administrator.

D-2. Term dean or unit administrator. When an absence or vacancy in the position of dean or unit administrator is anticipated to last a specific term of time typically not greater than 36 months, the position shall be filled by a term dean or unit administrator.

E. APPOINTMENT WITH RANK OF ACADEMIC ADMINISTRATOR OR SERVICE OFFICER. An academic administrator or service officer may be appointed with or without academic rank, except that an administrator of an academic department must hold academic rank in a discipline. The faculty of the department in which it is proposed to grant academic rank to an administrator is asked to evaluate the person as a potential colleague.
Version History

Amended July 2012. The selection of a dean was clarified.

Amended July 2011. A formal process was put in place to communicate presidential action taken on university policies.

Amended July 2010. Section E-6 was moved to FSH 3320 to consolidate the evaluation process into one policy.


Amended June 2009. Editorial changes.


Amended July 2006. Major revisions in subsections A, B, and C appeared to reflect reorganizations of the senior administration, and editorial changes.


Amended July 1999. Major revisions in subsections A, B, and C appeared to reflect reorganizations of the senior administration.

Amended July 1999. Section E was substantially revised.

Amended July 1998. Substantial revisions were made to the subsections dealing with the selection and tenure of departmental administrators (E).


Amended July 1995. Material concerning the presidential veto (A-1-c) was added.

Amended July 1992. Material concerning the ombuds (C-4) was added.

Adopted 1979. This section is original to the 1979 edition of the Handbook.
POLICY COVER SHEET

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

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

Faculty Staff Handbook (FSH)
☐ Addition  X Revision*  ☐ Deletion*  ☐ Emergency  ☐ Minor Amendment
Policy Number & Title: FSH 1567 APPOINTMENT OF ADMINISTRATORS WITH ACADEMIC RANK

Administrative Procedures Manual (APM)
☐ Addition  ☐ Revision*  ☐ Deletion*  ☐ Emergency  ☐ Minor Amendment
Policy Number & Title:

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

Originator: Chantal Vella, FAC

Policy Sponsor, if different from Originator: Diane Kelly-Riley, Vice Provost for Faculty

Reviewed by General Counsel   XYes ___No   Name & Date: Kim Rytter 4/18/22

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

   The content of this policy will be moved to FSH 1420 to resolve a partial redundancy.

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

   None

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

   FSH 1420

4. **Effective Date:** This policy shall be effective on July 1, or January 1, whichever arrives first after final approval (see FSH 1460 D) unless otherwise specified in the policy.
Appointment of Administrators with Academic Rank

Owner:
Vice Provost for Faculty
Diane Kelly-Reilly
dkr@uidaho.edu

Last Revision: June 2009

An administrative or service officer may be appointed with or without academic rank, except that an administrator of an academic department must hold academic rank in a discipline. The faculty of the department in which it is proposed to grant academic rank to an administrator is asked to evaluate the person as a potential colleague.

Version History

Amended June 2009 — Editorial changes.

Adopted 1979.
POLICY COVER SHEET

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

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

Faculty Staff Handbook (FSH)
☐ Addition X Revision* ☐ Deletion* ☐ Emergency ☐ Minor Amendment
Policy Number & Title: FSH 1565 ACADEMIC RANKS AND RESPONSIBILITIES

Administrative Procedures Manual (APM)
☐ Addition ☐ Revision* ☐ Deletion* ☐ Emergency ☐ Minor Amendment
Policy Number & Title:

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

Originator: University Teaching Committee

Policy Sponsor, if different from Originator:

Reviewed by General Counsel Yes ___ No X Name & Date:

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

   The primary purpose for making the proposed changes to 1565 is to provide a stronger/clearer signal to faculty with teaching responsibilities about the variety of ways that they may evaluate their teaching effectiveness. For example, currently mid-term formative evaluation of instruction (FSH 2700 B-6) is effectively hidden in policy. FSH 1565 currently includes a paragraph about validating/evaluating teaching, with no mention of mid-term evaluations, and with an incomplete list of additional methods for evaluating teaching. We concluded that the proposed language strengthens that paragraph; thereby signaling to faculty about the variety of means by which they could evaluating their teaching effectiveness.

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

   No fiscal impact.

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

   We are confident that the various sections of FSH that are sufficiently interconnected with respect to the proposed changes have been addressed.
   - FSH 3320 Annual Evaluation currently points to Position Description (i.e., FSH 3050)
   - FSH 3050 Position Description currently points to FSH 1565 Academic Ranks and Responsibilities
   - FSH 1565 currently points to FSH 3050
   - In the proposed change FSH 3500 would now point to FSH 1565
   - In the proposed change FSH 1565 would now point to FSH 2700
4. **Effective Date:** This policy shall be effective on July 1, or January 1, whichever arrives first after final approval (see FSH 1460 D) unless otherwise specified in the policy. January 1
FACULTY-STAFF HANDBOOK  
CHAPTER ONE:  
HISTORY, MISSION, GENERAL ORGANIZATION, AND GOVERNANCE

1565  
ACADEMIC RANKS AND RESPONSIBILITIES

OWNER  
Vice Provost for Faculty  
Diane Kelly-Reilly  
dkr@uidaho.edu

LAST REVISION: July 2021 (editorial)

CONTENTS:  
A. Introduction  
B. Definitions  
C. Responsibility Areas  
D. University Faculty  
E. Emeriti  
F. Associated Faculty  
G. Temporary Faculty  
H. Non-Faculty  
I. Qualification of Non-faculty Members for Teaching UI Courses

A. INTRODUCTION.

A-1. The principal functions of a university are the preservation, advancement, synthesis, application, and transmission of knowledge. Its chief instrument for performing these functions is its faculty, and its success in doing so depends largely on the quality of its faculty. The University of Idaho, therefore, strives to recruit and retain distinguished faculty members with outstanding qualifications.

In order to carry out its functions and to serve most effectively its students and the public, the university supports the diversification of faculty roles. Such diversification ensures an optimal use of the university’s faculty talents and resources.

Diversification is achieved through developing a wide range of faculty position descriptions that allow the faculty to meet the varying responsibilities placed upon the institution, both internally and externally. No more than 25 percent, or a lower limit as defined by the department or similar unit’s by-laws, of the faculty positions in any department or similar unit may be held by instructors, senior instructors, and lecturers who have voting privileges under FSH 1520 II, Section 1. While the capabilities and interests of the individual faculty members are to be taken into account, it is essential that individual faculty position descriptions are consonant with carrying out the roles and mission of the university, the college, and the unit. Annual position descriptions are developed by the unit head in consultation with the unit faculty and with the incumbent or new faculty member. In each college, all position descriptions are subject to the approval of the dean and must be signed by both unit head and faculty member. If the faculty member, unit head, and dean are unable to reach agreement on the position description, the faculty member may appeal the unit head’s decision to the Faculty Appeals Hearing Board [FSH 3840].

As indicated in Section 3320 A-1, faculty performance evaluations that are used for yearly, third-year and periodic reviews as well as for promotion, tenure, and post-tenure decisions are to be based on faculty members’ annual position descriptions (FSH 3050). Each unit will develop substantive criteria in its bylaws for promotion and review of its faculty.

Faculty members shall conduct themselves in a civil and professional manner (see FSH 3160 and 3170).

B. DEFINITIONS:

B-1. Advancement: focuses on fostering relationships, building partnerships, creating awareness and generating
support with alumni, donors, leaders, business partners, legislators and the community for the university’s mission in academics, scholarship and outreach (see the office of University Advancement at http://www.uidaho.edu/givetoidaho/meetourpeople/universityadvancementvpoffice.aspx).

B-2. Cooperative education: a structured educational strategy that blends classroom studies with learning through productive work experiences. It provides progressive experiences for integrating theory and practice. Co-op education (including internships and externships) is a partnership between students, educational institutions and employers, with specified responsibilities for each party.

B-3. Distance education: the process through which learning occurs when teachers, students, and support services are separated by physical distance. Technology, sometimes in tandem with face-to-face communication, is used to bridge the distance gap.

B-4. Extension Service: Extension is an outreach activity that generally involves non-formal educational programs that transfer knowledge from the university to help improve people’s lives through research in areas like agriculture and food, environment and natural resources, families and youth, health and nutrition, and community and economic development.

B-5. Extramural Professional Service: refers to activities that extend service beyond the university and can include elements of service, outreach, scholarship, and/or teaching.

B-6. Interdisciplinary: “an activity that involves teams or individuals that integrates information, data, techniques, tools, perspectives, concepts, and/or theories from two or more disciplines or bodies of specialized knowledge to advance fundamental understanding or to solve problems whose solutions are beyond the scope of a single discipline or field of research practice.”

B-7. Professional Development: a learning process that expands the capacity of the faculty member to advance in the responsibilities as defined in his/her position description and aligns with the university’s goals. Examples include but are not limited to participation in conferences, continuing professional education (including credit and noncredit courses) and other activities that enhance a faculty member’s expertise and ability.

B-8. Service learning: an activity that integrates student learning with service and civic engagement to meet real community needs and achieve learning outcomes. Service-learning can be used in curricular settings (i.e. academic courses) or co-curricular settings, (e.g. ASUI’s volunteer/civic engagement programs).

B-9. Technology transfer: a process through which knowledge, technical information, and products developed through various kinds of scientific, business, and engineering research are provided to potential users. Technology transfer encourages and accelerates testing and using new knowledge, information and products. The benefit of technology transfer may occur either at the community (public) or firm (private) level.

B-10. Unit Administration: includes assisting higher administration in the assignment and in the evaluation of the services of each member of the unit’s faculty and staff; promoting effective leadership of personnel and management of unit resources; providing leadership in the development and implementation of unit plans; providing for open communication with faculty and staff; fostering excellence in teaching, scholarship and outreach for faculty, students, and staff in the unit; effectively representing all constituents of the unit; and continuing personal professional development in areas of leadership.

C. RESPONSIBILITY AREAS: Faculty members are expected to contribute in each of the four major responsibility areas (C-1 through C-4 below). Expectations are more specifically defined in the individual position description and are consistent with unit by-laws. Each responsibility area may include activities in advancement, extramural professional service, interdisciplinary, and/or professional development.

C-1. TEACHING AND ADVISING: The university’s goal is to engage students in a transformational experience of discovery, understanding and global citizenship. Faculty achieve this goal through effective instructing, advising

1National Academy of Science
and/or mentoring of students.]

a. Teaching: Effective teaching is the foundation for both the advancement and transmission of knowledge. The educational function of the university requires the appointment of faculty members devoted to effective teaching. Teaching may take many different forms and any instruction must be judged according to its central purposes. Active participation in the assessment of learning outcomes is expected of all faculty at the course, program, and university-wide levels. Individual colleges and units have the responsibility to determine appropriate teaching loads for faculty position descriptions. Teaching appointments must be reflected by hours and level of effort spent in teaching activity, and justified in position descriptions. Any adjustments to a teaching appointment (e.g. teaching unusually large classes, team-teaching, teaching studios or laboratories, intensive graduate or undergraduate student mentoring, technology-enhanced teaching, and others) must be documented in the position description.

Evidence of teaching effectiveness shall include student feedback on teaching, and may include course design reviews, teaching observations, self-assessment, learning outcome assessment data, teaching recognition and awards, mid-term formative feedback on instruction (FSH 2700 B-6), or other documentation of effective teaching. Additional information about evidence of teaching effectiveness can be found through the Provost’s Office. The validation of teaching may include Student Evaluations of Teaching (SETs), peer evaluations, self-assessment, documentation of effective or innovative teaching, teaching recognition and awards, and teaching loads.

b. Advising: For the purposes of this section, advising includes mentoring and student retention activities. These activities are an important faculty responsibility and a key function of academic citizenship, and may include: (1) overseeing course selection and scheduling; (2) seeking solutions to conflicts and academic problems; (3) working with students to develop career goals and identify employment opportunities; (4) making students aware of programs and sources for identifying employment opportunities, (5) facilitating undergraduate and graduate student participation in professional activities (e.g. conferences, workshops, demonstrations, applied research); and (6) serving as a faculty advisor to student organizations or clubs. Advising also includes attendance at sessions (e.g. workshops, training courses) sponsored by the university, college, unit, or professional organizations to enhance a faculty member’s capacity to advise.

Effective advising performance may be documented by: (1) the evaluation of peers or other professionals in the unit or college; (2) undergraduate or graduate student advisees’ evaluations; (3) level of activity and accomplishment of the student organization advised; (4) evaluations of persons being mentored by the candidate; (5) number of undergraduate and graduate students guided to completion; and (6) receiving awards for advising, especially those involving peer evaluation.

C-2. SCHOLARSHIP AND CREATIVE ACTIVITIES: Scholarship is creative intellectual work that is communicated and validated. The creative function of a university requires the appointment of faculty members devoted to scholarship and creative activities. The university promotes an environment that increases faculty engagement in interdisciplinary scholarship. The university’s Carnegie designation as “research university high” fosters an emphasis on scholarly and creative activities.

Scholarship and creative activities take diverse forms and are characterized by originality and critical thought. Both must be validated through internal and external peer review or critique and disseminated in ways having a significant impact on the university community and/or publics beyond the university. Both are ongoing obligations of all members of the faculty.

The basic role of a faculty member at the University of Idaho is to demonstrate and validate continuing sound and effective scholarship in the areas of teaching and learning, artistic creativity, discovery, integration, and outreach/application/engagement. While these areas may overlap, these distinctions are made for purposes of defining position descriptions and for developing performance standards. Units and colleges shall adopt criteria for the evaluation of scholarship and creative activities. Demonstrated excellence that is focused in only one of these scholarship and creative activity areas is acceptable if it is validated and judged to be in the best interests of the institution and the individual faculty member.
a. Scholarship in Teaching and Learning: can involve classroom action research (site-specific pedagogy), qualitative or quantitative research, case studies, experimental design and other forms of teaching and learning research. It consists of the development, careful study, and validated communication of new teaching or curricular discoveries, observations, applications and integrated knowledge and continued scholarly growth. Evidence that demonstrates this form of scholarship might include: publications and/or professional presentations of a pedagogical nature; publication of textbooks, laboratory manuals, or educational software; advancing educational technology; presentation in workshops related to teaching and learning; development and dissemination of new curricula and other teaching materials to peers; and individual and/or collective efforts in securing and carrying out education grants.

The validation of scholarship in the area of teaching and learning is based in large measure on evaluation by the faculty member’s peers both at the University and at other institutions of higher learning.

b. Scholarship in Artistic Creativity: involves validated communication and may be demonstrated by significant achievement in an art related to a faculty member’s work, such as musical composition, artistic performance, creative writing, mass media activity, or original design.

The validation of scholarship in the area of artistic creativity is based in large part on the impact that the activity has on the discipline and/or related fields as determined by the peer review process. Many modes of dissemination are possible depending on the character of the art form or discipline. For example, a published novel or book chapter for an anthology or edited volume or similar creative work is regarded as scholarship. Each mode of dissemination has its own form of peer review that may include academic colleagues, practitioner or performance colleagues, editorial boards, and exhibition, performance, or competition juries.

c. Scholarship in Discovery: involves the generation and interpretation of new knowledge through individual or collaborative research. It may include: novel and innovative discovery; analyzing and synthesizing new and existing knowledge and/or research to develop new interpretations and new understanding; research of a basic or applied nature; individual and collaborative effort in securing and carrying out grants and research projects; membership on boards and commissions devoted to inquiry; and scholarly activities that support the mission of university research centers.

Evidence of scholarship in this area may include: publication of papers in refereed and peer reviewed journals; published books and chapters; published law reviews; citation of a faculty member’s work by other professionals in the field; published reviews and commentary about a faculty member’s work; invited presentations at professional meetings; seminar, symposia, and professional meeting papers and presentations; direction and contribution to originality and novelty in graduate student theses and dissertations; direction and contribution to undergraduate student research; awards, scholarships, or fellowships recognizing an achievement, body of work, or career potential based on prior work; appointment to editorial boards; and significant scholarly contributions to university research centers. The validation of scholarship in the area of discovery is based on evaluation by other professionals in the faculty member’s discipline or sub-discipline.

d. Scholarship of Integration: often interdisciplinary and at the borders of converging fields, is the serious, disciplined work that seeks to synthesize, interpret, contextualize, critically review, and bring new insights into, the larger intellectual patterns of the original research. Similar to the scholarship of discovery, the scholarship of integration can also seek to investigate, consolidate, and synthesize new knowledge as it integrates the original work into a broader context. It often, but not necessarily, involves a team or teams of scholars from different backgrounds working together, and it can often be characterized by a multidisciplinary or interdisciplinary investigative approach. The consolidation of knowledge offered by the scholarship of integration has great value in advancing understanding and isolating unknowns. Beyond the differences, the scholarship of integration can include many of the activities of scholarship of discovery and thus may be rigorously demonstrated and validated in a similar manner.

e. Scholarship of Outreach/Application/Engagement: These activities apply faculty members’ knowledge and expertise to issues that impact individuals, communities, businesses, government, or the environment.
Examples may include economic development, environmental sustainability, stimulation of entrepreneurial activity, integration of arts and sciences into people’s lives, enhancement of human well being, and resolution of societal problems. Like other forms of scholarship and creative activities, the scholarship of outreach/application/engagement involves active communication and validation. Examples of validation may include (but are not limited to): peer reviewed or refereed publications and presentations; patents, copyrights, or commercial licensing; adoption or citation of techniques as standards of practice; invited presentation at a seminar, symposium or professional meeting; and citations of the faculty member’s work.

C-3. OUTREACH and EXTENSION: Outreach activities are originated by every unit on UI’s Moscow campus and from each of the University’s physical locations around the state.

Outreach includes a wide variety of activities including, but not limited to, (a) extension (see 1565 B); (b) teaching, training, certification, and other dissemination of information to the general public, practitioner, and specialty audiences; (c) volunteer development and establishment/maintenance of relationships with private and public organizations; (d) unpaid extramural consultation and other professional services to individuals, organizations, and communities; and (e) undergraduate and graduate student recruiting activities. Delivery mechanisms include distance education, service learning, cooperative education, technology transfer, noncredit courses, workshops, presentations, and publications. Most of the examples provided, such as distance education, are not exclusively outreach. Instead, they lie at the intersection of outreach and teaching or research. Likewise, professional services may be associated with teaching, scholarship, or university service and leadership. A faculty member’s position description specifies where his or her activities will be counted.

Evidence of effective outreach activities may include, but are not limited to, (1) documentation of the process by which needs were identified and what steps were taken to deliver carefully planned and implemented programs; (2) numbers of individuals and types of audiences affected; (3) evaluation by participants in outreach activities; (4) other measures of significance to the discipline/profession, state, nation, region and/or world; (5) quantity and quality of outreach publications and other mass-media outlets; (6) evaluation of the program’s effects on participants and stakeholders; (7) awards, particularly those involving peer evaluation; (8) letters of commendation from individuals within organizations to whom service was provided; (9) service in a leadership role of a professional or scientific organization as an officer or other significant position; and (10) other evidence of professional service oriented projects/outputs.

C-4. UNIVERSITY SERVICE AND LEADERSHIP: The university seeks to create formal and informal organizational structures, policies, and processes that enable the university community to be effective, while also fostering a climate of participatory decision making and mutual respect.

a. Intramural service is an essential component of the University of Idaho mission and is the responsibility of faculty members in all units. Service by members of the faculty to the university in their special capacities as scholars should be a part of both the position description and annual performance review.

Within the university, intramural service includes participation in unit, college, and university committees, and any involvement in aspects of university governance and academic citizenship. University, college, and unit committee leadership roles are seen as more demanding than those of a committee member or just regularly attending faculty meetings. Because faculty members play an important role in the governance of the university and in the formulation of its policies, recognition should be given to faculty members who participate effectively in faculty and university governance. Intramural service can include clinical service, routine support, and application of specialized skills or interpretations, and expert consultancies. The beneficiaries of these forms of service can be colleagues and co-workers.

Effective performance in intramural service may be documented by a variety of means. Examples include: (1) letters of support from university clientele to whom your service was provided; (2) serving as a member or chairperson of university, college, or unit committees; and (3) receiving University service awards, especially those involving peer evaluation.

b. Administration:
(1) **Unit Administration** (see FSH 1565 B): FSH 1420 E describes the responsibilities and the selection and review procedures for unit administrators. Unit administration is not normally considered in tenure and promotion deliberations; it is accounted for insofar as expectations are proportionally adjusted in the other sections of the position description. For faculty in nonacademic units (e.g. faculty at large), administration may be considered in tenure and promotion deliberations.

(2) **Other:** Effective conduct of university programs requires administrative activities that support scholarship, outreach and teaching. Program support activities are to be noted in position descriptions and performance reviews. The role of the principal or co-investigator of a university program or project may include the following administrative responsibilities: (1) budgetary and contract management; (2) compliance with University purchasing and accounting standards; (3) supervision and annual review of support personnel; (4) purchasing and inventory management of goods; (5) graduate student and program personnel recruitment, training in University procedures/policies, and annual review; (6) collaborator coordination and communication; (7) management of proper hazardous waste disposal; (8) laboratory safety management; (9) authorization and management of proper research animal care and use; (10) authorization and management of human subjects in research; (11) funding agency reporting; (12) intellectual property reporting; and (13) compliance with local, state, and federal regulation as well as University research policy.

Demonstration of effective administration may be documented by a variety of means. Examples include: (1) compliance with applicable rules, standards, policies, and regulations; (2) successful initiation, conduct and closeout of research contracts and grants as evidenced by timely reporting and budget management; (3) completion of the research contract or proposal scope-of-work; organized program operations including personnel and property management. Documentation of effective university program operation, beyond scholarship, may also include input by graduate and undergraduate students participating in the university program; and input by collaborators, cooperators, funding agency and beneficiaries of the program. Documentation of effective administration may include evaluations by faculty and staff, as well as objective measures of performance under the incumbent’s leadership.

D. **UNIVERSITY FACULTY (FSH 1520 Article II):**

D-1. **INSTRUCTOR:** Instructors may be appointed for the purpose of performing practicum, laboratory, or classroom teaching. Appointment to instructor constitutes a recognition of the appointee’s scholarly contributions and professional accomplishments, and confers responsibilities and privileges as stated below. To avoid confusion over university faculty (those who have voting rights per FSH 1520 II, Section 1) the title of Instructor shall not be used in any other university position.

a. **Instructor.** Appointment to this rank requires proof of advanced study in the field in which the instructor will teach, the promise of teaching effectiveness, and satisfactory recommendations. Instructors have charge of instruction in assigned classes or laboratory sections under the general supervision of the departmental administrator. When they are engaged in teaching classes with multiple sections, the objectives, content, and teaching methods of the courses will normally be established by senior members of the faculty or by departmental committees. Instructors are expected to assist in the general work of the department and to make suggestions for innovations and improvements.

b. **Senior Instructor.** Appointment to this rank requires qualifications that correspond to those for the rank of instructor and evidence of outstanding teaching ability. Instructors are promotable to senior instructor. Effective teaching is the primary responsibility of anyone holding this rank and this primary responsibility is weighted accordingly in the annual performance evaluation and when a senior instructor is being considered for tenure. Except in very rare instances, this rank is considered terminal (i.e., it does not lead to promotion to the professorial ranks and there is no limitation on the number of reappointments). Prospective appointees to the rank of senior instructor must be fully informed of its terminal nature.

D-2. **FACULTY:**
a. **Assistant Professor.** Appointment to this rank normally requires the doctorate or appropriate terminal degree. In some situations, however, persons in the final stages of completing doctoral dissertations or with outstanding talents or experience may be appointed to this rank. Evidence of potential effective teaching and potential scholarship in teaching and learning, artistic creativity, discovery, and outreach/application/engagement is a prerequisite to appointment to the rank of assistant professor. Appointees in this rank have charge of instruction in assigned classes or laboratories and independent or shared responsibility in the determination of course objectives, methods of teaching, and the subject matter to be covered. Assistant professors are expected to demonstrate the ability to conduct and direct scholarly activities, and to provide intramural and extramural professional service. [1565 C]

b. **Associate Professor.** Appointment or promotion to this rank normally requires the doctorate or appropriate terminal degree. In some situations, however, persons with outstanding talents or experience may be appointed or promoted to this rank. Associate professors must have demonstrated maturity and conclusive evidence of having fulfilled the requirements and expectations of the position description. An appointee to this rank will have demonstrated effective teaching or the potential for effective teaching, the ability to conduct and direct scholarly activities in his or her special field, and provide service to the university and/or his or her profession. Evidence of this ability includes quality publications or manuscripts of publishable merit; and/or unusually productive scholarship in teaching and learning; and/or significant artistic creativity; and/or major contributions to the scholarship of outreach/application/engagement. Associate professors generally have the same responsibilities as those of assistant professors, except that they are expected to play more significant roles in initiating, conducting, and directing scholarly activities, and in providing intramural and extramural professional service. [1565 C]

c. **Professor.** Appointment or promotion to this rank normally requires the doctorate or appropriate terminal degree. A professor should have intellectual and academic maturity, demonstrated effective teaching or the potential for effective teaching and the ability to organize, carry out, and direct significant scholarship in his or her major field. A professor will have made major scholarly contributions to his or her field as evidenced by several quality publications and/or highly productive scholarship in one or more of the areas of teaching and learning, discovery, artistic creativity, and outreach/application/engagement. Professors have charge of courses and supervise research, and are expected to play a major role of leadership in the development of academic policy, and in providing intramural and extramural professional service. [1565 C]

**D-3. RESEARCH FACULTY:**

a. **Assistant, Associate and Professor.** Appointment to these ranks requires qualifications, except for teaching effectiveness, that correspond to their respective ranks as for faculty in D-2 above.

**D-4. EXTENSION FACULTY:**

a. **Extension Faculty with Rank of Instructor.** Appointment to this rank requires: sound educational background and experience for the specific position; satisfactory standard of scholarship; personal qualities that will contribute to success in an extension role; evidence of a potential for leadership, informal instruction, and the development of harmonious relations with others.

b. **Extension Faculty with Rank of Assistant Professor.** Appointment to this rank requires a master’s degree along with the qualifications of extension faculty with rank of instructor and: demonstrated leadership ability in motivating people to analyze and solve their own problems and those of their communities; evidence of competence to plan and conduct an extension program; a record of effectiveness as an informal instructor and educational leader; proven ability in the field of responsibility; evidence of continued professional growth through study and participation in workshops or graduate training programs; acceptance of responsibility and participation in regional or national training conferences; membership in appropriate professional organizations, and scholarship in extension teaching or practical application of research; demonstrated ability to work in harmony with colleagues in the best interests of UI and of the people it serves.

c. **Extension Faculty with Rank of Associate Professor.** In addition to the qualifications required of
extension faculty with rank of assistant professor, appointment or promotion to this rank requires: achievement of a higher degree of influence and leadership in the field; continued professional improvement demonstrated by keeping up to date in subject matter, extension teaching methods, and organization procedures; progress toward an advanced degree if required in the position description; demonstrated further successful leadership in advancing extension educational programs; evidence of a high degree of insight into county and state problems of citizens and communities in which they live, and the contribution that education programs can make to their solution; an acceptance of greater responsibilities; a record of extension teaching or practical application of research resulting in publication or comparable productivity; a reputation among colleagues for stability, integrity, and capacity for further significant intellectual and professional achievement. These activities may occur in a domestic or international context.

d. Extension Faculty with Rank of Professor. In addition to the qualifications required of extension faculty with rank of associate professor, appointment or promotion to this rank requires: regional or national recognition in the special professional field or area of responsibility; a record of successful organization and direction of county, state, or national programs; an outstanding record of creative extension teaching or practical application of research resulting in significant publications or comparable scholarship; active membership and effective participation in professional committee assignments and other professional organization activities; demonstrated outstanding competence in the field of responsibility; achievement of full maturity as an effective informal teacher, wise counselor, leader of extension educational programs, and representative of the university. These activities may occur in a domestic or international context.

D-5. LIBRARIAN:

a. Librarian with Rank of Instructor. Appointment to this rank requires an advanced degree in library science from a library school accredited by the American Library Association or an equivalent terminal degree and relevant experience and: (a) evidence of potential for successful overall performance and for development as an academic librarian; (b) when required for specific positions (e.g., cataloger, assistant in a subject library), knowledge of one or more subject areas or pertinent successful experience in library work.

b. Librarian with Rank of Assistant Professor. Appointment to this rank requires the qualifications for librarian with rank of instructor and: (a) demonstrated ability, competence, and effectiveness in performing assigned supervisory-administrative, specialized public service, or technical service responsibilities; (b) demonstrated ability to establish and maintain harmonious working relationships with library colleagues and other members of the university community; (c) evidence of professional growth through study; creative activity; participation in workshops, conferences, seminars, etc.; participation in appropriate professional organizations; awareness of current developments in the profession and ability to apply them effectively in the area of responsibility; (d) service to the library, university, or community through committee work or equivalent activities.

c. Librarian with Rank of Associate Professor. Appointment or promotion to this rank requires the qualifications applicable to the lower ranks of librarians and: (a) acceptance of greater responsibilities, and conclusive evidence of success in the performance of them, e.g., bibliographical research performed in support of research activities of others; development of research collections; the preparation of internal administrative studies and reports; interpreting, and facilitating effective use of, the collections; effectively applying bibliographic techniques for organizing library collections; effective supervision of an administrative unit; (b) evidence of further professional growth, as demonstrated by keeping up to date in subject matter, methods, and procedures and by practical application of research resulting in significant improvement of library operations or in publication; effective participation in the work of appropriate professional organizations; and/or formal study, either in library science or in pertinent subject areas; (c) evaluation by colleagues as a person of demonstrated maturity, stability, and integrity, with the capacity for further significant intellectual and professional achievement. These activities may occur in a domestic or international context.

d. Librarian with Rank of Professor. Appointment or promotion to this rank requires the qualifications applicable to the lower ranks of librarians and: (a) demonstrated outstanding competence in the area of responsibility; (b) achievement of an outstanding record of creative librarianship, of effective administration,
or of practical application of research resulting in significant publications or comparable productivity; (c) an additional degree in library science or in a pertinent subject area or equivalent achievement; (d) regional or national recognition for contributions to the profession based on publications or active and effective participation in the activities of professional organizations; (e) evaluation by colleagues as an effective librarian who will continue to recognize that optimum productivity is a reasonable personal goal. These activities may occur in a domestic or international context.

D-6. PSYCHOLOGIST OR LICENSED PSYCHOLOGIST:

a. **Psychologist with Rank of Instructor.** Appointment to this rank requires: an advanced degree in counseling, counseling psychology, clinical psychology, or closely related field earned in a professional program accredited by the appropriate accrediting association; evidence of effective skills in counseling or therapy; and evidence of pursuit of a terminal degree.

b. **Psychologist or Licensed Psychologist with Rank of Assistant Professor.** Appointment to this rank requires the qualifications for psychologist with rank of instructor and: a doctoral or equivalent terminal degree; evidence of effective skills in counseling or therapy; awareness of current developments in the profession; and demonstrated potential for participation in appropriate professional organizations, service to the Counseling and Testing Center, the university, and the community through teaching, committee membership, or equivalent activities, and the development and execution of research projects or the development and execution of outreach services designed to benefit UI students.

c. **Licensed Psychologist with Rank of Associate Professor.** Appointment or promotion to this rank requires the qualifications applicable to the lower ranks of psychologists and: possession of a license as a psychologist in the state of Idaho; evidence of continued development of skills in counseling or therapy, as demonstrated by attendance at training workshops, personal study that leads to the presentation of workshops, classes, or seminars, or private study that leads to in-service training of personnel of the Counseling and Testing Center; evidence of continued professional development through service in professional organizations; evidence of effective teaching or training; completion of research that has resulted in quality publications or manuscripts of publishable merit, or the design and implementation of a continuing program in the Counseling and Testing Center that is of benefit to UI students and represents professional achievement of publishable merit; and continued service to the university and community through committee work or participation in community organizations. These activities may occur in a domestic or international context.

d. **Licensed Psychologist with Rank of Professor.** Appointment or promotion to this rank requires the qualifications applicable to the lower ranks of psychologists and: demonstration of outstanding competence in counseling or therapy; establishment of an outstanding record in research and publication or in development of continuing programs that contribute to the betterment of university students; continued professional improvement through private study, directed study, or attendance at workshops, conventions, etc.; regional or national recognition for contributions to the profession through publication, presentation of workshops, or active and effective participation in the activities of professional organizations; and recognition by colleagues as an effective psychologist who realizes that optimum productivity is a reasonable personal goal. These activities may occur in a domestic or international context.

D-7. OFFICER-EDUCATION: Appointment of persons to the faculties of the officer education programs was established for the purpose of ensuring the academic soundness of the programs. The dual role of these faculty members as military officers and academic instructors is recognized. The university expects the nominees to have demonstrated academic and intellectual capabilities and exemplary professional achievement. Specifically, UI expects:

a. **Academic Preparation.** It is desirable for officer education faculty members to have at least a master’s degree. In his or her most recent education, the officer should have a superior academic record as demonstrated by such measures as high grade-point average in graduate school, being in the upper half of the class in graduate school, or superior graduate-level ability as attested in letters of recommendation from graduate-school professors.
b. Specialized Preparation. The officer must have significant education, experience, or formal preparation in the subject areas in which he or she will teach.

c. Military Background and Preparation. A junior officer is expected to have had significant professional performance and experience. It is also desirable that the officer have some formal military education beyond commissioning. A senior officer should have broad experience with excellent performance. He or she is expected to have attended a junior or senior military college and to have made a distinguished record there.

d. Teaching. It is desirable for officers to have had some teaching experience. It is recognized that this is not always possible for junior officers. For such an officer, there should be some evidence that he or she will become a satisfactory teacher. Heads of officer education programs are expected to be experienced instructors.

e. Nominees who will pursue graduate studies at UI for one year before becoming an instructor will be given preliminary approval. In their last semester of full-time graduate enrollment, the service should submit the required information to the Officer Education Committee for regular, final approval. For preliminary approval, the officer should, in addition to the military requirement, show promise of being successful in graduate studies. This could be demonstrated by (a) a high score on the Graduate Record Examination, if taken, (b) full enrollment status as a graduate student at UI, (c) a high overall grade-point average in college (3.00 or above on a 4-point scale), (d) a high grade-point average in a major area, or (e) a good record in the final year of college and graduate-level ability as attested by letters of recommendation from college professors.

f. Appointment:

1. The following information is submitted by the nominee’s service: (1) transcripts from undergraduate and graduate academic institutions; (2) transcripts or appropriate records from military schools and staff colleges; (3) at least three letters of recommendation from appropriate sources, such as former professors, military instructors, and supervisors or commanders. These letters should be concerned with matters such as the officer’s civilian academic performance, military record and leadership ability, and actual or potential performance as a teacher. (Former supervisors or commanders could give their opinion based on the officer’s demonstration of leadership ability and his or her experience as a training officer.); (4) a summary of the officer’s duty assignments and military and teaching positions held; (5) copies of favorable communications from the officer’s file.

2. The following is provided by the program unit concerned: (1) a description of the military schools attended and courses completed by the nominee; (2) a description of the positions held by the nominee; (3) an explanation of the appropriateness of the officer’s experience and training to the courses he or she will teach.

3. Copies of the requested material are distributed by the local unit to the members of the Officer Education Committee at least 72 hours before the meeting at which the committee will consider the nominee. For appointments commencing in the fall, this information should normally be made available not later than the preceding May 1.

4. In the case of a person nominated to head an officer education program, UI may require a personal interview.

5. A minimum of two weeks, after receipt of all required information, is necessary for consideration of the nominee. UI notifies the nominee’s service of its decision within one month.

**D-8. UNIVERSITY DISTINGUISHED PROFESSOR:** Acknowledgment of outstanding academic contributions to the university is appropriate and desirable. The rank of University Distinguished Professor\(^\text{2}\) is bestowed upon

\(^\text{2}\) As a result of Development Fund efforts, endowment support eventually may be obtained for many University Distinguished Fellowships, in which case a donor’s name may be added to the title.
University of Idaho faculty in recognition of sustained excellence in teaching, scholarship, outreach, and service. The rank will be held for the remainder of the recipient’s active service at the University; if the recipient leaves the University and is eligible for emeritus status, the rank will change to University Distinguished Professor Emeritus. The rank is highly honorific and therefore will be conferred on no more than three faculty members university-wide in any given academic year. Selection of University Distinguished Professors will reflect the diversity of scholarly fields at the University. University Distinguished Faculty will receive a stipend of at least $5,000 per year for five years to be used to enhance salary or support professional activities (e.g., professional travel, student support, equipment, materials and supplies, etc.). Final discretion in conferring the rank of Distinguished Professor and the number of appointments in a given year resides with the President.

a. Selection Criteria: In general, University Distinguished Professors will have received national and usually international recognition. They will have brought distinction to the University through their work.

University Distinguished Professors will have achieved a superior record in the following areas: scholarly, creative, and artistic achievement; breadth and depth of teaching; and University service and service involving the application of scholarship, creative, or artistic activities to addressing the needs of one or more external publics.

University Distinguished Professorships will be conferred on members of the University of Idaho Faculty who have attained the rank of Professor and have completed a minimum of seven years of service at the University, typically at the rank of Professor.

b. Selection Process: University Distinguished Professorships will be awarded by the president upon recommendation of The University Distinguished Professorship Advisory Committee a standing committee composed of four faculty members and three deans. The committee members should reflect all dimensions of diversity in the university community. They will be appointed by the Provost to serve three-year terms on a staggered basis. Nominations will be made by Faculty Senate and the Academic Deans, in consultation with faculty and administrators of units. Committee members must be tenured professors who themselves have outstanding records of teaching, research and/or outreach.

1. The Provost will request nominations from faculty, deans, directors and unit administrators annually.
2. Written nominations will be submitted to the Provost and must include:
   a. A nominating letter with a brief summary of the candidate’s achievements;
   b. The candidate’s curriculum vitae, including a list of any significant previous awards;
   c. Letters of endorsement from the appropriate deans and unit administrators or director(s). The candidate may also include a maximum of three additional letters of support, as appropriate, from students, colleagues at the University of Idaho, and/or other institutions. Letters should describe the impact of the nominee on her/his field, evidence of external recognition, and the context of her/his work over the course of her/his employment.
3. The University Distinguished Professorship Advisory Committee reviews the nominations and makes recommendations to the Provost for transmittal to the President.
4. Because the rank of University Distinguished Professorship is intended to be highly honorific, it is possible that in a given year no candidates will be selected.
5. The applications of nominees who are not selected in the first year of nomination will remain active for a total of three years. Nominators will have the opportunity to update their nomination during subsequent years in which their candidate is under consideration.

D-9. CLINICAL FACULTY: Clinical faculty may be appointed for the purpose of performing practicum, laboratory, or classroom teaching. Clinical faculty is a non-tenure track position. Clinical faculty positions are appropriate for professional disciplines having strong applied and/or clinical elements or those serving university units or academic departments in a supporting capacity. Appointment to clinical-faculty status constitutes a recognition of the appointee’s scholarly contributions and professional accomplishments, and confers responsibilities and privileges as stated in a below. Clinical faculty members may be appointed and/or promoted to

3 Scholarship in this context includes scholarship of discovery, scholarship of pedagogy, scholarship of application and integration, and artistic creativity.
the ranks of clinical assistant professor, clinical associate professor or clinical full professor.

**a. Responsibilities, Privileges, and Rights.** A clinical faculty member has a primary employment responsibility in a UI unit. The relationship of a clinical faculty member to UI is essentially that of a collaborator with a UI unit, program, or faculty member. The guarantees afforded by the principle of academic freedom [see 3160] are extended to members of the clinical faculty. They have the same responsibilities and privileges as university faculty (FSH 1520 II 1)

Clinical faculty members perform administrative, analytical, and research functions that complement UI’s mission in teaching, research, and service.

1. Clinical faculty members may have teaching as a primary or major responsibility; in addition, they may advise students on their academic or professional programs, participate in research projects, serve on graduate students’ supervisory committees, engage in outreach and engagement activities, and act as expert advisers to faculty members or groups.

2. The nature and extent of the services to be rendered are determined jointly by the clinical faculty member, his or her immediate supervisor, and the unit administrator(s) concerned.

**b. Qualifications.** Assignment to a clinical faculty position is based on demonstrated knowledge and experience, academic degrees, scholarly contributions, or other professional accomplishments comparable to those expected of faculty within the unit.

**c. Conversion.** Instructors and senior instructors who meet the qualifications for clinical faculty defined in D-9 b. may be considered for clinical faculty status upon the recommendation of the unit administrator and dean, subject to approval by the provost. Credit for prior equivalent experience may be granted by the provost up to a maximum of four years. Conversion of an existing tenure-track or tenure line in a unit to clinical status requires the approval of the dean and provost. A unit must demonstrate that a clinical position better advances the university’s strategic goals than a tenure-track position.

**E. EMERITUS STATUS. (FSH 1520 II.2)**

E-1. **PURPOSE.** Emeritus status benefits both the university and emeriti by providing opportunities for emeriti to maintain ties with faculty members and continue service to the university and community.

E-2. **ELIGIBILITY.** A board-appointed, benefit-eligible member of the university faculty who holds one of the ranks described in 1565 D and who leaves the university and has a minimum of 8 years of service and attained the rule of 65 (age plus years of service is at least 65) is eligible for emeritus status.

E-3. **APPOINTMENT.**

1. Faculty must request consideration for emeritus status. This request may be made in the notice of resignation or in a request made directly to the provost. This request may be made along with or at any point following the submission of the letter of resignation. If a faculty member who is eligible for emeritus status under section E-2 does not request consideration for emeritus status in their resignation letter, then their college or department will send a notice to the faculty member asking if they wish to request emeritus status. The college or department will send a similar notice to any eligible faculty who receives a terminal contract due to program closure or similar circumstances.

2. In ordinary circumstances, the provost will grant emeritus status if the eligibility requirements specified in E-2 are satisfied. In exceptional circumstances, the provost may suspend the above eligibility rules and award, deny, or revoke a faculty member’s emeritus status with a written notification to the faculty member stating the reasons for the decision and notifying them of the ability to appeal. A faculty member may appeal this decision to the Faculty Senate Chair, Faculty Senate Vice Chair, and Faculty Secretary, where the provost’s decision must be upheld by a unanimous vote in order to be enacted§. Examples of exceptional circumstances include the reasons outlined in FSH 3910 A-1.
3. A list of emeriti is maintained by the Provost’s office.

4. Emeriti are responsible for updating contact information with the university.

E-4. PRIVILEGES.

a. **Access.** Emeriti continue to have access to research, library, and other UI facilities.

b. **Participation.** UI encourages the voluntary continued participation of emeriti in the activities of the academic community. Emeriti may take an active role in the service and committee functions of their department, college, and the university as described in FSH 1520 II.2. Other activities are subject to approval by the provost.

c. **Title.** Emeriti may use the title “professor emeritus/emerita,” “research professor emeritus/emerita,” or “extension professor emeritus/emerita,” as applicable. A faculty member without such rank has the designation “emeritus” or “emerita,” as applicable, added to the administrative or service title held at the time of retirement.

d. **Mail.** Departmental mailboxes continue to be available to emeriti who reside locally. Emeriti who have departmental mailboxes receive full distribution of departmental notices unless otherwise requested.

e. **Office supplies.** Office supplies are available under regular departmental procedures.

f. **Postage.** Departmental postage may be used for professional mail.

g. **Parking.** Emeriti receive one non-transferable gold parking permit annually.

h. **Discount programs.** Emeriti receive any discounts available to other faculty members through various UI programs.

i. **Functions.** Emeriti are invited to the same university, college, and departmental functions as active faculty.

j. **Travel funding.** Travel funding may be used to support professional activities of emeriti in service to the university (e.g. guest lectures, research design, consultation, etc.). Emeriti may have a lower priority for travel funding than active faculty and such funding is at the discretion of the unit administrator or dean.

k. **Office/lab space.** Offices and labs for emeriti are provided on a space-available basis as determined by the unit administrator or dean, giving higher priority to active faculty and unit needs. Office and lab space allocations to emeriti may be revoked upon 60 days’ notice.

l. **Information technology services.** Emeriti who elect to maintain an active computing account will retain access to services provided by Information Technology Services (ITS) including electronic communications (e.g., email, instant messaging, etc.), technical support, and offered software.

E-5. EMPLOYMENT OPPORTUNITIES.

a. Emeriti may hold a temporary or permanent part-time position (0.49 FTE or less) subject to regular employment procedures. It is the responsibility of emeriti to consult with HR regarding impact to benefits.

b. Emeriti shall not serve as supervisors of other employees unless they hold a position as outlined in E-5-a herein.

F. ASSOCIATED FACULTY: Associated faculty members (see FSH 1520 II-3) have access to the library and other UI facilities. Reimbursement for travel or for services to UI is at the unit’s discretion. They are not eligible for sabbatical leave.

F-1. AFFILIATE FACULTY:

a. **General.** The affiliate faculty consists of professional personnel who serve academic departments in a supporting capacity. Appointment to affiliate-faculty status constitutes a recognition of the appointee’s scholarly contributions and professional accomplishments, confers responsibilities and privileges as stated in subsection d below, and authorizes assignment of service functions as described in subsection d-2 below. It is also a means of encouraging greater cooperation between and among academic departments and other units. An affiliate faculty member holds a non-tenure-track faculty status in an appropriate academic discipline.
b. Employment Status. An affiliate faculty member may, by virtue of his or her employment, have either one of the following relationships with UI: (1) that of a UI employee, normally an exempt employee, who is [a] a member of the faculty or staff of a unit of the university other than the one in which he or she has affiliate-faculty status, or [b] a member of the professional support staff of the same unit of the university in which he or she has affiliate-faculty status; (2) that of an employee of a governmental or private agency who is assigned by that agency to a UI unit or to one of the agency’s units or programs that is officially associated with the university.

c. Distinction between Affiliate and Adjunct Faculties. Members of the affiliate faculty have a more direct relationship with UI than do members of the adjunct faculty [see 1565 F-2]. Members of the adjunct faculty are not UI employees. An adjunct faculty member’s primary employment is with a unit or program that is not officially associated with UI. Thus, the relationship of a member of this faculty category to UI is essentially that of a collaborator with a UI unit, program, or faculty member. An affiliate faculty member, in contrast, has a primary employment responsibility in a UI unit or in a non-UI unit that is officially associated with UI. In addition, he or she has a secondary relationship to another unit in a supporting role, or has a secondary relationship to the academic program in the same unit in which he or she has a primary employment responsibility. These latter relationships are the kind that are recognized by the affiliate faculty membership.

d. Responsibilities, Privileges, and Rights. The guarantees afforded by the principle of academic freedom [see 3160] are extended to members of the affiliate faculty. They have substantially the same responsibilities and privileges as do members of the university faculty; however, their right to vote in meetings of their constituent faculties is limited in accordance with the provisions of 1520 II-3-b. (Those who, in addition to their affiliate-faculty status, have status as members of the university faculty [e.g., psychologists in the Counseling and Testing Center and regular faculty members in other academic departments] have, of course, full rights of participation in meetings of the university faculty and of the constituent faculties to which they belong.)

Affiliate faculty members perform administrative, analytical, and research functions that complement UI’s mission in teaching, research, and service.

1. Affiliate faculty members, as such, do not normally have teaching as a primary or major responsibility; however, with the approval of academic departments, they may teach classes, advise students on their academic or professional programs, participate in research projects, serve on graduate students’ supervisory committees (with approval by the dean of graduate studies), or act as expert advisers to faculty members or groups.

2. The nature and extent of the services to be rendered are determined jointly by the affiliate faculty member, his or her immediate supervisor, and the departmental administrator(s) concerned.

3. Affiliate faculty qualify for the faculty-staff educational privilege [see 3740]

e. Qualifications. Assignment to an affiliate faculty position is based on demonstrating knowledge and experience, academic degrees, scholarly contributions, or other professional accomplishments comparable to what is expected of faculty within that unit.

f. Appointment.

1. Appointments to the affiliate faculty may be made at any time. They are reviewed by the dean of the college before publication of each issue of the General Catalog. No appointment should be continued unless the affiliate faculty member remains in UI employment or continues in his or her assignment to an entity that is officially associated with the university.

2. A recommendation for appointment to the affiliate faculty normally originates in the appropriate academic department and requires the concurrence of the nominee’s immediate supervisor and the faculty
of the appointing department. The appointment must be approved by the dean of the college, the president, and the regents.

3. An appointment, termination, or other change in affiliate-faculty status is made official by means of a “Personnel Action” form.

F-2. ADJUNCT FACULTY:

a. General. The adjunct faculty includes highly qualified persons who are not employed by UI but are closely associated with its programs. [For the distinction between the affiliate and the adjunct faculty categories, see 1565 F-1-c.]

b. Responsibilities. Members of the adjunct faculty have the same academic freedom and responsibility as do members of the university faculty; however, their right to vote in meetings of the university faculty and of their constituent faculties is limited in accordance with the provisions of 1520 II-3-b. Adjunct faculty members may be assigned to advise students on their academic or professional programs at any level; to work in cooperative research projects; to serve on committees, including graduate students’ supervisory committees (with approval by the College of Graduate Studies); to act as expert advisers to faculty members or groups; and to teach courses in their branch of learning.

c. Qualifications. Adjunct faculty members must be highly qualified in their fields of specialization and should have exhibited positive interest in UI programs in the field of their appointment. Their qualifications should ordinarily be equivalent to those required of regular members of the faculty in the area and at the level of the adjunct faculty member’s responsibility.

d. Adjunct faculty do not qualify for the faculty-staff educational privilege. (see 3740)

e. Appointment.

1. Appointments to the adjunct faculty may be made at any time. b. Appointments are for an indefinite period, but are to be reviewed by the dean of the college before publication of each issue of the General Catalog. No appointments should be continued unless the adjunct faculty member is actively engaged in the responsibilities for which he or she was appointed.

2. Recommendations for appointment to the adjunct faculty are normally developed at the departmental level and have the concurrence of the departmental faculty. For interdisciplinary degree programs, adjunct faculty may also be assigned responsibilities with respect to the degree programs with approval of the program faculty and of the program director. Appointments must be approved by the dean of the college, the provost, the president, and the regents.

3. Before formal appointment procedures are begun, the prospective adjunct faculty member must agree to serve under the provisions herein described. When necessary, the consent of the nominee’s employer, if any, will be requested and recorded.

4. Appointment information is recorded on the regular “Personnel Action” form.

5. The appointment of adjunct faculty members to graduate students’ supervisory committees requires approval by the dean of the College of Graduate Studies.

G. TEMPORARY FACULTY: Temporary faculty have access to the library and other UI facilities. Reimbursement for travel or for services to UI is at the unit’s discretion. They are not eligible for sabbatical leave.

G-1. LECTURER. A teaching title that may be used at any level, i.e., it carries no specific connotation of rank among the professorial titles. This title is conferred on one who has special capabilities or a special instructional
role. Lecturers are neither tenurable nor expected to progress through the professorial ranks. A lecturer qualifies for faculty status with vote during any semester in which he or she (a) is on an appointment greater than half-time and (b) has been on such appointment for at least four semesters. When a lecturer qualifies for faculty status they shall be reviewed at a minimum of every 5 years thereafter as determined by the unit’s bylaws. The review committee defined by the unit’s bylaws shall include tenure-track faculty within the unit.

G-2. VISITING FACULTY. A designation that, when used with a professorial title, customarily indicates that the appointee holds a regular teaching or research position at another institution. A visiting appointee who does not hold a professorial rank elsewhere may be designated as a lecturer. Appointees with visiting academic ranks (e.g., visiting associate professor, visiting professor) are considered temporary members of the university faculty. Those on full-time appointment have the privilege of voting in meetings of the university faculty and of the appropriate constituent faculties.

G-3. ACTING. Persons who are judged competent to perform particular duties may be appointed for temporary service as acting members of the faculty. An acting appointment may also be used to establish a probationary period for an initial appointment of a person who, while being considered for a regular position on the faculty, is completing the required credentials for a permanent appointment. Persons on acting status are not voting members of the university faculty or of constituent faculties.

G-4. ASSOCIATE. A title for a nonstudent with limited credentials who is assigned to a specialized teaching, research, or outreach position. Associates are exempt staff and are not members of the university faculty or of constituent faculties.

H. NON-FACULTY: Those within this category are not members of the faculty.

H-1. POSTDOCTORAL FELLOW. Postdoctoral fellows are persons who hold the doctoral degree or its equivalent at the time of their appointment and are continuing their career preparation by engaging in research or scholarly activity. Postdoctoral fellows are special exempt employees in the category of “temporary or special” (FSH 3080 D-2 a) employees recognized by the regents. [See also 3710 B-1.b.]

H-2. GRADUATE STUDENT APPOINTEES: The general nature of the following graduate assistantships is defined as an apprenticeship experience that consists of a work obligation partnered with educational and developmental activities, all of which are integrated with the graduate degree program of the student. All graduate assistants must be individually mentored by a faculty advisor and may receive additional mentoring from other faculty and/or staff on or off campus. All graduate assistant positions (H-2. a, b, c) are limited to twenty hours per week of work. All graduate student appointees must be academically qualified and registered. [See also 3080 D-2-a.]

   a. Graduate Teaching Assistant. Graduate Teaching Assistants perform duties related to the instructional efforts of the unit in which they are employed under the supervision of a member of the university faculty, associated faculty, or temporary faculty (see FSH 1565 D, F, and G). These duties, which must be associated with academic credit instruction and constitute at least 50 percent of a Graduate Teaching Assistant’s effort, may include, but not be limited to: primary teaching responsibilities; grading assignments; assisting with the delivery of instruction through technology; and providing other assistance related to instruction.

   b. Graduate Research Assistant. Graduate Research Assistants develop competence in performing professional-level work in support of research, scholarship, or creative activity. These positions can only have duties within the scope of work permitted by the funding source.

   c. Graduate Support Assistant. Graduate Support Assistants perform a wide range of duties and can have varying responsibilities in academic and non-academic campus departments and programs. The specific duties depend on the needs of the office or project and on the qualifications and experiences of the Graduate Support Assistant. Graduate Support Assistants may provide academic and/or non-academic instruction, and/or assist with research, or provide other support functions. The duties must be directly related to the Graduate Support
Assistant’s program of study. The College of Graduate Studies shall periodically publish standards governing the permissible scope of Graduate Support Assistant appointments on its website.

**I. QUALIFICATIONS OF NONFACULTY MEMBERS FOR TEACHING UI COURSES.** Persons who are not members of the university faculty but are selected to teach UI courses offered for university-level credit (including continuing-education courses and those offered by correspondence study) are required to have scholarly and professional qualifications equivalent to those required of faculty members.

**Version History**

Amended July 2021. Editorial changes.

Amended July 2020. The policy on emeritus status was extensively revised to provide greater clarity, ensure conformity with labor law, and add the ability to revoke emeritus status in exceptional circumstances. Section D-5 Librarian was revised to provide more flexibility in recruiting efforts.

Amended January 2020. The policy on office hours was moved from FSH 3240 to C-1.c. Changes were made to sections C-1 and C-3 to ensure that faculty efforts in the areas of teaching, advising, and outreach and extension are properly credited.

Amended July 2018. A new category for graduate support assistants was added to address needs that are not covered under the role of a typical teaching or research assistant position.

Amended July 2014. The cap on non-tenure track faculty appointments in a unit was adjusted and promotion processes clarified and revised.

Amended January 2014. The time necessary to qualify for emeritus status was redefined.

Amended July 2013. Definitions for research and teaching assistants were more clearly defined.

Amended July 2012. Edits were made to the Distinguished Professor under D-8 and to the qualifications for Emeritus status and a search waiver under E.

Amended July 2011. Voting for associated faculty was clarified and Clinical Faculty under “G. Temporary Faculty” moved to “D. University Faculty” as D-9 and was revised.

Amended July 2010. The affiliate and adjunct terms were switched to conform to national norms and the rank of Distinguished Professor was added.

Amended January 2010. Changes to the faculty position description and evaluation forms integrating faculty interdisciplinary activities into the evaluation processes were incorporated into this policy. Ranks for Associated Faculty in F were removed because the promotion process as detailed in 3560 for faculty ranks was deemed excessive for associated faculty. Those currently holding a specific rank in adjunct or affiliate will retain that privilege.

Amended July 2008. The policy was reorganized to better reflect classifications as stated in FSH 1520 Article II.

Amended July 2006. Substantial revisions were made to Section A.

Amended July 2001. Section J-1, voting rights for lecturers, was changed.

Amended July 2000. Revisions were made to C-1, D-1, and E-1.
Amended 1998. Extensive revisions were made to B (entirely new), C, D, and E.

Amended July 1998. Section A underwent additional substantial revision.

Amended July 1996. The definitions of ‘postdoctoral fellow’ (J-5), ‘graduate assistant’ (K-3) and ‘research fellow’ (K-4) were revised.

Amended July 1994. Section A was substantially revised, so as to underline better the importance of both teaching and scholarship. The so-called “Voxman Amendment” (the addition of ‘in the classroom and laboratory’ to the list of possible venues wherein the evaluation of scholarship might take place) made its first appearance.

Amended 1987. The material in section I was added.

Adopted 1979.
POLICY COVER SHEET

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

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

Faculty Staff Handbook (FSH)
☐ Addition X Revision* ☐ Deletion* ☐ Emergency ☐ Minor Amendment
Policy Number & Title: FSH 3160 ACADEMIC FREEDOM, RIGHTS, AND RESPONSIBILITIES
(New Policy Number & Title FSH 4000 ACADEMIC FREEDOM AND RESPONSIBILITIES)

Administrative Procedures Manual (APM)
☐ Addition ☐ Revision* ☐ Deletion* ☐ Emergency ☐ Minor Amendment
Policy Number & Title:

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

Originator: Diane Whitney, Policy and Compliance Coordinator
Policy Sponsor, if different from Originator: Jim Craig, General Counsel
Reviewed by General Counsel ☑Yes ___No Name & Date: Jim Craig, 2/25/22

1. Policy/Procedure Statement: Briefly explain the reason for the proposed addition, revision, and/or deletion.
   This revision is made to align institutional academic freedom policy with the newly adopted SBOE Policy III.B. Academic Freedom and Responsibilities. The institutional policy has historically addressed only academic freedom of faculty and therefore was placed in Chapter 3 Employment Information. The new Board policy addresses academic freedom of both faculty and students so this revision moves the UI policy to Chapter 4 General Academic Policies.

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

3. Related Policies/Procedures: Describe other UI policies or procedures related or similar to this proposed change, or that will be impacted by it.
   3170 University Ethics
   1565 Academic Ranks and Responsibilities
   3500 Promotion and Tenure

4. Effective Date: This policy shall be effective on July 1, or January 1, whichever arrives first after final approval (see FSH 1460 D) unless otherwise specified in the policy.
A POLICY. It is the policy of the University of Idaho to protect the academic freedom and promote the academic responsibilities of faculty, students, and the institution as set forth in Board of Regents Policy III.B. Academic Freedom and Academic Responsibility. RGP III.B. The Board of Regents has affirmed its beliefs that academic freedom is essential for the protection of the rights of faculty members in teaching and of students in learning, that freedom in research and teaching is fundamental to the advancement of truth, that therefore, academic freedom should not be abridged or abused and that academic freedom carries with it responsibilities correlative with rights. (RGP III.B.)

B. RESEARCH AND TEACHING RIGHTS AND RESPONSIBILITIES.

B-1. Research. Teachers are entitled to full freedom in research and in the publication of the results, subject to the adequate performance of their other duties, but research and consulting for pecuniary return should be based on and consistent with the established written policies of the institution.

B-2. Teaching. Teachers are entitled to freedom in the classroom in discussing their subjects, but they should be careful not to introduce into their teaching controversial matter that is unrelated to their subjects.

B-3. Responsibilities.

a. Membership in the academic community imposes on teachers, administrators, other institutional employees, and students an obligation to respect the dignity of others, to acknowledge the right of others to express differing opinions, and to foster and defend intellectual honesty, freedom of inquiry and instruction, and freedom of expression on and off campus of the institution.

b. Teachers are citizens, members of learned professions, and representatives of their institutions. When they speak or write as citizens, they should be free from institutional censorship or discipline. However, as members of the academic community and as representatives of their institutions, they should at all times be accurate, exercise appropriate restraint, show respect for the opinions of others, and make every effort to indicate that they do not officially speak for the institution.

c. Faculty members must refrain from using institutional resources for the furtherance of their interests or activities which are not a part of their assigned responsibilities to the institution.

Version History
Amended December 2006. Editorial changes.
Amended July 1996. Added section B-3-c.
Amended June 1989. Added section B-3a/b.
Adopted 1979.
POLICY COVER SHEET
For instructions on policy creation and change, please see https://www.uidaho.edu/governance/policy

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

**Faculty Staff Handbook (FSH)**
- X Addition
- □ Revision*
- □ Deletion*
- □ Emergency
- □ Minor Amendment

Policy Number & Title: **FSH 4170 MAINTAINING INSTRUCTIONAL ORDER**

**Administrative Procedures Manual (APM)**
- □ Addition
- □ Revision*
- □ Deletion*
- □ Emergency
- □ Minor Amendment

Policy Number & Title:

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

Originator: Chantal Vella, FAC Chair

Policy Sponsor, if different from Originator: Torrey Lawrence, Provost

Reviewed by General Counsel  x Yes ___No  Name & Date: Jim Craig, 1/3/22

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

   To clarify an instructor’s authority to manage the classroom and outline the procedure for temporary or permanent dismissal from a class.

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

   None.

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

4. **Effective Date:** This policy shall be effective on July 1, or January 1, whichever arrives first after final approval (see FSH 1460 D) unless otherwise specified in the policy.
FSH 4170
Maintaining Instructional Order

A. Scope. This policy applies to all instructors and students at the University of Idaho.

B. Purpose. The University seeks to promote a productive and respectful learning environment. Disruptive behavior by students in the academic setting hinders the educational process. Instructors have the responsibility and authority to effectively manage their instructional environments and may determine the time and manner for student participation in the instructional setting. This policy is not intended to discourage appropriate expression, discussion, or disagreement, but to promote a productive and respectful learning environment.

C. Definitions

C-1. College dean, unit administrator, and Dean of Students. A reference to any of these positions means the position or designee.

C-2. Disruptive behavior. Disruptive behavior is behavior that interferes with the teaching or learning process in the classroom or educational setting and continues after an instructor’s request to cease. Examples of disruptive behavior may include but are not limited to comments or behaviors that a reasonable person would find to be inappropriate; persistently interrupting other speakers or speaking without being recognized; and harassing behavior or personal insults. Disagreement with the instructor or other students on controversial subjects is not in itself disruptive, and, per RGP III.B.2.a., “students have the right to express personal opinions about concepts and theories presented in their courses and to disagree with opinions expressed by faculty and fellow students.”

C-3. Educational setting. Educational setting is any environment in which an educational activity takes place. Examples include classrooms, field trips, labs, activities conducted via electronic meeting technology, and conferences.

D. Policy. A student may be dismissed, temporarily or permanently, from participating in an educational activity when the student exhibits disruptive behavior. Acts or threats of violence by students must be reported immediately to campus security and the Dean of Students Office.

E. Procedure

E-1. Advisor. A student may have an advisor of their choice present with them for all meetings conducted under this policy. The advisor may provide support and advice to the student but may not speak on behalf of the student.

E-2. Temporary Dismissal
a. The instructor must attempt to meet with the student, in person or by remote meeting technology, as soon as possible after the first incident of disruptive behavior to identify the behavior, review the course rules and this policy, and instruct the student on the behavior that is required in the future. If desired by either the instructor or student, the unit administrator or dean of the college may participate in this meeting.

b. Either immediately or subsequent to the communication described in E-2.a, as appropriate, the instructor may dismiss a student from an educational activity for up to two class periods or equivalent. If a student is instructed to leave an educational activity while instruction is ongoing, the student must immediately comply. No later than one business day after the dismissal, the instructor must report the dismissal to the unit administrator, the college dean, and the Dean of Students, and must notify the student that they may choose to meet with the Dean of Students to discuss the dismissal and their options.

c. The instructor shall provide alternative arrangements for any missed work during the period of temporary dismissal.

F. Permanent Dismissal. An instructor may request the dismissal of a student from an educational activity for the remainder of the semester through the following procedure:

F-1. The instructor must prepare a written request for permanent dismissal. The request must include:
   a. The name of the student being dismissed;
   b. The factual details of the incident(s) prompting the request for dismissal, including, to the extent possible, dates, times and places; and
   c. The names of any witnesses.

F-2. The instructor shall submit the request to the unit administrator, who shall meet with both the student and instructor, either separately or together, as appropriate, to discuss the matter and possible solutions. If appropriate, the unit administrator may forward recommendation for permanent dismissal to the college dean. Prior to issuing a final decision the college dean shall consult with the Dean of Students. The college dean shall communicate their decision to the instructor and the student within three business days of receiving the recommendation.

F-3. The student may request review by the provost. The provost shall uphold or overturn the dismissal within two business days.

F-4. During the pendency of the decision making process outlined in F-2 and F-3, the student shall not attend the educational activity; however, the instructor
shall, to the extent reasonable under the circumstances, provide alternative arrangements to ensure continuity in the student’s education.

**F-5.** If the student is permanently dismissed from the educational activity, the college dean shall identify an appropriate alternative education solution for the student, which may include completing the class online, an independent study, changing into another course section, or other arrangement.

**F-6.** If the permanent dismissal is denied, the college dean or associate dean will work with the instructor and student to reintegrate the student into the educational activity.

**G.** Behavior triggering use of this policy may also be subject to discipline under FSH 2400.

**H.** All timeframes designated in this policy are subject to reasonable adjustment by the Dean of Students, with due consideration to any negative impact that a delay may cause to the student’s educational experience.
POLICY COVER SHEET

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

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

Faculty Staff Handbook (FSH)
□ Addition X Revision* X Deletion* □ Emergency □ Minor Amendment
Policy Number & Title:
- FSH 5300 COPYRIGHTS, PROTECTABLE DISCOVERIES AND OTHER INTELLECTUAL PROPERTY RIGHTS (revision)
- FSH 5400 EMPLOYMENT AGREEMENT CONCERNING INTELLECTUAL PROPERTY (deletion)
- FSH 1640.56 INTELLECTUAL PROPERTY COMMITTEE (deletion)

Administrative Procedures Manual (APM)
□ Addition □ Revision* □ Deletion* □ Emergency □ Minor Amendment
Policy Number & Title:
*Note: If revision or deletion, request original document from ui-policy@uidaho.edu. All changes must be made using “track changes.”

Originator: Committee on Committees (Alistair Smith), Vanessa Sielert, and Jeremey Tamsen

Policy Sponsor, if different from Originator:

Reviewed by General Counsel X Yes ___No Name & Date: Manisha Wilson, 2/24/22

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

   This change proposes to remove redundancy between FSH 1640.56 and FSH 5300 in which each establishes a committee to handle IP and copyright infringement situations. The function of 1640.56 was “to consider, investigate, and make recommendations toward resolution of disputes concerning (1) ownership of mask works and copyrightable and patentable materials, and (2) allegations of unauthorized use of copyright infringement of UI sponsored materials.” As part of the proposed revision to FSH 5300 we are altering the structure of the provost appointed committee to ensure that half of the faculty members will be selected from Research Council to preserve the intent of shared governance that was achieved with FSH 1640.56.

   In addition, the forms contained in FSH 5400 will now be attachments to FSH 5300. This change is being made because the forms themselves are not policy but rather implement the policy contained in 5300.

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

   Reduced effort. Currently the committee on committees is tasked with filling a standing committee. The revision allows this committee to only be created on an ad hoc basis. The changes also remove redundancy of two redundant committees.
3. **Related Policies/Procedures:** Describe other UI policies or procedures related or similar to this proposed change, or that will be impacted by it.

   None.

4. **Effective Date:** This policy shall be effective on July 1, or January 1, whichever arrives first after final approval (see FSH 1460 D) unless otherwise specified in the policy.

   July 1
UI FACULTY-STAFF HANDBOOK
CHAPTER FIVE:
RESEARCH POLICIES

COPYRIGHTS, PROTECTABLE DISCOVERIES AND OTHER INTELLECTUAL PROPERTY RIGHTS

PREAMBLE: This section outlines UI policy concerning copyrights as they arise from university research. Particularly, this section discusses the assignment of ownership to such copyrights. This section was part of the 1979 Handbook but was revised in a significant way, 1) in July of 1992 to reflect changes in applicable federal law; 2) in January of 1995 by the addition of subsection C-5 to reflect the change in the Regents’ intellectual property and conflict of interest rule (former IDAPA 08.01.09.101.03c), and 3) in 2007 to update terminology and add clarity to the rights and obligations of the University and its employees and students in dealing with intellectual property, and in 2008, edited to reflect the restructuring of technology transfer functions from Idaho Research Foundation to the Office of Technology Transfer. In 2009, revisions were made to B-2 to comply with federal law. The policy was revised in November 2015 for consistency with the revised intellectual property policy of the Board of Regents of the University of Idaho. Unless otherwise noted, the text is as of July 1996. For more information, contact the Research Office (208-885-6651).

CONTENTS:
A. Introduction
B. Copyrights
C. Protectable Discoveries
D. Dispute Resolution
E. Special Arrangements for Federal, State, and Private Grants
F. Record-Keeping
G. Present Assignment of Rights in Intellectual Property

A. INTRODUCTION. The UI encourages the creation of scholarly works as an integral part of its mission. UI participation in the development, marketing, and dissemination of educational materials has as its aim the improvement of the quality, effectiveness, and efficiency of student learning and of faculty and staff development. The UI recognizes its obligation to transfer technology and useful discoveries to society. With respect to all types of intellectual property, the rights and obligations of UI, its employees and students and other third parties shall be governed by this policy. To the extent permitted by this policy, individuals may enter into contracts with UI to address intellectual property, in which case the contract terms shall control, provided that the contract was entered into in a manner consistent with this policy.

A-1. DEFINITIONS. For purposes of this Section 5300 and Section 5400, the following terms shall have the following meanings:

a. “electronic” shall mean relating to technology having electrical, digital, magnetic, wireless, optical, electromagnetic, or similar capabilities.
b. “written” or “in writing” shall include information created, generated, sent, communicated, received, or stored by electronic means, including without limitation email, telecopy, and facsimile transmissions.
c. “natural person or persons” means natural person or persons involved in the creation or development of intellectual property.
d. “designated agent” means the person or entity acting on behalf of the UI, within the scope of and under authorization through a written agreement between the person or entity and UI, to protect, commercialize, other otherwise transfer rights in intellectual property subject to this policy and to, as authorized by the UI, to enforce rights in such intellectual property. A designated agent of the University may include, by way of example and not limitation, a UI-affiliated foundation approved by the Regents of the University of Idaho and acting under an operating agreement between UI and the foundation.

November 2015
July 2022
B. COPYRIGHTS. UI participation in the development of copyrightable works raises questions concerning the ownership and use of materials in which UI has become an active and intentional partner through substantial investment of resources. This policy is established to clarify the rights of the natural person or persons and the UI regarding ownership and use of copyrightable materials in the absence of a valid written agreement between the natural person or persons and UI. The UI acknowledges the right of faculty and staff members and students to prepare and publish certain materials that are copyrightable in the name of the natural person or persons and that may generate royalty income for the natural person or persons.

B-1. Coverage. The types of materials to which this policy applies include:

a. Study guides, tests, syllabi, bibliographies, texts, books, and articles.

b. Films, filmstrips, photographs, slides, charts, transparencies, illustrations, and other visual aids.

c. Programmed instructional materials.

d. Audio and video recordings.

e. Simultaneously recorded live audio and video broadcasts.

f. Dramatic, choreographic, and musical compositions.

g. Pictorial, graphic, and sculptural works.

h. Computer software, including computer programs, procedural design documents, program documents, and databases as defined below:

(1) “Computer program” means a set of instructions that direct a computer to perform a sequence of tasks.

(2) “Procedural design document” refers to material that describes the procedural steps involved in the creation of a computer program.

(3) “Program document” refers to material created for the purpose of aiding the use, maintenance, or other interaction with a computer program.

(4) “Data base” means a collection of data elements grouped together in an accessible format.

i. Other copyrightable materials, including materials generated in the production of any of the above works.

B-2. Assignment of Ownership. UI employees and students retain all rights in the copyrightable materials they create except in the cases of “UI-Sponsored Materials” as defined in Subsection B-2.b below, materials subject to grant of a non-exclusive license to UI for public access as described in Subsection B-2.c below, materials covered by a Grant or Contract as discussed in Subsection E below, and materials covered by a valid written agreement between the natural person or persons and the UI as discussed in Subsection B-5 below. Faculty members, staff members, and students shall, consistent with Subsection G, assign rights in copyrightable materials claimed by UI under the above-identified exceptions and shall co-operate with reasonable requests from UI for the creation of any documents and records needed to vest and memorialize UI’s rights, if any.

a. Retention of Rights by Faculty. Except as otherwise provided in Subsection B-2 above, the natural person or persons retain the rights to: (1) copyrightable works produced while on sabbatical leave; (2) course materials, study guides, and similar works prepared by faculty in the furtherance of their instructional responsibilities at UI (see FSH 1565 D-G); and (3) works prepared by faculty as part of the general...
obligation to produce scholarly or other creative works, such as, but not limited to, articles, books, musical compositions, and works of art. See FSH 1565 C-2.

b. UI-Sponsored Materials. Materials are “UI-Sponsored Materials” within the meaning of this policy and shall be and are assigned to UI consistent with Subsection G, if the natural person or persons: (1) prepared the work as part of their employment duties at UI; (2) was specially ordered or commissioned in writing by UI or one of its distinct units to develop the work; (3) received extra pay from UI to prepare the specific materials pursuant to a valid written agreement providing that the extra pay is consideration for the preparation of the specific materials; (4) received release time from regular duties to produce the specific materials; or (5) made “substantial use” of UI resources in the creation or development of the specific materials, provided however that the use of UI resources openly available to the public shall not be considered “substantial use” of UI resources. Works identified in Section B-2 of this policy shall not be considered, even if they otherwise fall within the definition of UI-Sponsored Materials, unless there is a valid written agreement between the University and the Faculty member providing for University ownership of specific work(s) or such disposition is contrary to the requirements of a sponsored program award. See Section E, below.

c. University Non-exclusive License for Public Access. In order to permit UI to comply with public access mandates established by federal law or federal agency or university policy (e.g. the National Institutes of Health Public Access Policy, Division G, Title II, Section 218 of PL 110-161 [Consolidated Appropriations Act, 2008]) and related terms and conditions of research agreements, UI employees and students accepting research grants or contracts from, and conducting research from United States federal agencies do hereby grant UI an irrevocable, non-exclusive, non-transferable, non-commercial, royalty-free license in copyrightable materials produced as a result of such research, such license to be used solely to comply with public access mandates. This grant of non-exclusive license is deemed by UI to be a special arrangement for federal grants and contracts, per Subsection E below, and is not subject to the disposition of rights described in B-2, or to negotiation under Section B-5 below.

B-3. UI Administration of UI Sponsored Materials. Absent a valid written agreement otherwise, UI Sponsored Materials are to be registered in the name of the Regents of the University of Idaho or its assignee. UI, through the provost or his or her designee, has the right to file registrations of UI Sponsored copyrightable works. Additionally, UI, through the provost or the provost’s designee, may market, protect, transfer, convey, license, or otherwise derive income from University-Sponsored Materials. The provost, or designee, shall undertake evaluation, protection, transfer, and commercialization of UI Sponsored Materials consistent with this policy and the policies of the Board of Regents of the University of Idaho, including but not limited to Idaho State Board of Education Policy Section V. Financial Affairs, Subsection M. Intellectual Property and the related Idaho State Board of Education Institution Technology Licensing Guidelines. In light of the university’s educational mission and its role in the creation of the copyrightable materials, when entering into agreements to transfer, convey, or license the copyrightable works, the university may retain an irrevocable, non-exclusive, non-transferable, royalty-free license in University-Sponsored Materials.

B-4. Royalties and Income.

a. Out of the gross receipts from royalties and other income from sale or licensing of UI Sponsored Materials, the UI, college, department, other unit, or UI’s designated agent may recover reasonable expenses that it incurred in the development, marketing, or dissemination of the materials.

b. Absent a valid written agreement to the contrary, the net proceeds are distributed as follows: 40 percent to the natural person or persons, 40 percent to UI or its designated agent, and 20 percent to the college or service unit of the natural person or persons. In the event that any UI Sponsored Material is a jointly authored work, the portion of the net proceeds allocated to the natural person or persons, 40 percent, shall be divided among the original authors of the UI Sponsored Material and the portion of the net proceeds allocated to the college or service unit of the natural person or persons, 20 percent, shall be divided among the appropriate colleges and/or service units. At least half of the share allocated to the college or other unit is
Section 5300: Copyrights, Protectable Discoveries and Other Intellectual Property Rights

B-5. Written Agreements.

a. The provost, or designee, represents UI in negotiating agreements with the natural person or persons pursuant to this policy. The natural person or persons who authored the copyrightable material may negotiate with the provost and arrive at a mutually agreeable contract. The provost consults with the dean or departmental administrator of the department of the natural person or persons in drafting these agreements. (For purposes of this policy, “dean” includes persons with equivalent administrative capacities. [rev. 7-16]

b. Valid written agreements concerning copyright ownership, use of copyrighted materials, and distribution of royalties and income from copyrightable works which are entered into by one or more natural person or persons and the provost, or designee, supersede the provisions of this Section 5300. To be valid, such agreements must (1) comply with the terms of any relevant Grants or Contracts as discussed in Subsection E below, (2) comply with the policies of the UI Board of Regents, and 3) comply with Idaho state and federal law. [rev. 4-08, ed. 7-16]

c. The provost, or designee, represents UI in negotiating and exercising agreements with third parties with respect to the transfer and/or commercialization of UI Sponsored Materials. [add. 7-16]

B-6. Use of UI-Sponsored Materials. Use of UI Sponsored Materials under this policy is subject to the following conditions:

a. For as long as any natural person or persons involved in the creation or development of UI Sponsored Materials remains a UI employee or student, such natural person or persons may, in a professionally appropriate manner, propose revisions of the material. [rev. 7-16]

B-7. Protection.

a. Allegations of unauthorized use or copyright infringement of UI Sponsored Materials should be made to the Intellectual Property Committee for investigation. The committee will recommend appropriate action to the provost.

b. If such action is initiated by UI alone or in concert with the natural person or persons, the costs are borne by UI or UI’s agent. Proceeds from the action in excess of costs are shared as provided in Subsection B-4.-b.

c. If the natural person or persons involved in the creation or development of the allegedly infringed intellectual property desires to institute a suit and UI decides not to act, UI will co-operate either by assigning to the natural person or persons such rights as are necessary for the natural person or persons to pursue redress or by some other reasonable method acceptable to UI. The costs of the suit will be born by the natural person or persons desiring to sue, who will also obtain any monetary relief obtained from the alleged infringer due to the prosecution of the suit.

B-8. Liability. Defense of claims against UI employees arising from creation, development or use will be governed by the Idaho Tort Claims Act. [rev. 7-16]

B-9. Waiver. Any person involved in the development of copyrightable materials governed by Section 5300 B
waives any claim that otherwise legal use of the material by UI, its agents, employees, or distinct units, creates legal liability by UI, its agents, employees, or distinct units on any theory of indirect liability for allegedly infringing actions of third parties. [ed. 4-08]

C. PROTECTABLE DISCOVERIES. “Protectable Discoveries,” for purposes of this Section 5300 is defined to include anything which might be protected by utility patent, plant patent, design patent, plant variety protection certificate, maskwork, or trade secret. All Protectable Discoveries made by UI employees or students at any of its facilities in the course of programs carried on by UI or made by persons in the course of working on such programs or projects under contracts or agreements with UI belong to UI. The natural person or persons involved in the creation or development of such Protectable Discoveries shall and do(es) hereby assign to UI, as required by Subsection G, all such (1) Protectable Discoveries, (2) applications for legal protection of such Protectable Discoveries, and (3) utility patents, plant patents, design patents, and plant variety protection certificates resulting from such Protectable Discoveries. Absent a valid written agreement to the contrary, any Protectable Discoveries made by UI employees, students, or such other natural person or persons identified above with the use of facilities (other than those resources openly available to the public) owned by UI or made available to it for project or research purposes are deemed to have been made in the course of working on a research program or project of UI. [rev. 7-16]

C-1. Ownership by Other Than UI. A Protectable Discovery conceived and reduced to practice by a natural person or persons wholly on his or her own time outside of his or her duties at UI and without the use of UI facilities (other than those resources openly available to the public) belongs to that natural person or persons, even though it falls within the field of competence relating to the person’s UI position. This provision also allows any Protectable Discovery made by a natural person or persons in the course of private consulting services carried out by the person in conformance with the UI’s policy on professional consulting and additional workload [see 3260] to be assigned to the consulting sponsor. [rev. 7-16].

C-2. UI Processes. All Protectable Discoveries made by a natural person or persons in the course of working on a UI research program or project must be submitted to the Office of Technology Transfer (OTT). If a Protectable Discovery is accepted by OTT for development, management, marketing, licensing, or assignment in any manner for the purposes of this policy, OTT must ensure that such property is conveyed, assigned, or transferred to UI. OTT shall have full power to manage such rights and to enter into contracts and licenses concerning such rights, including the right to join in agreements with other nonprofit intellectual property-management entities. At its discretion, UI shall, through OTT, initiate and control the prosecution of patents on or otherwise secure the legal protection of Protectable Discoveries subject to assignment to UI under this policy. OTT shall be responsible for financing associated with such Protectable Discoveries, including but not limited to the payment of legal fees associated with the prosecution and/or protection of such Protectable Discoveries. In those circumstances in which OTT decides to seek legal protection for Protectable Discoveries, OTT shall provide direction to and shall be responsible for payment of legal counsel engaged by UI. OTT may, however, enter into alternate arrangements for legal protection of Protectable Discoveries by third parties, through written agreement with such third parties. OTT shall undertake protection and commercialization of Protectable Discoveries consistent with this policy and the policies of the Board of Regents of the University of Idaho, including but not limited to Idaho State Board of Education Policy Section V. Financial Affairs, Subsection M. Intellectual Property and the related Idaho State Board of Education Institution Technology Licensing Guidelines. [rev. 7-97, 7-06, 4-08, 7-16]

a. Upon submission of intellectual property to OTT, OTT must make a formal written decision to pursue commercialization for that property within three months. If OTT does not file for protection of the intellectual property within eighteen months of the date the disclosure was submitted, the rights shall be evaluated for return to the inventors. If OTT submits a provisional patent application for intellectual property protection, a “full” and non-provisional patent application must be submitted within nine months of the date of the submission of the provisional patent. [add. 7-97; ed. 7-98, rev. 4-08]

b. The OTT shall submit semi-annual reports, as long as UI owns the property, to both the inventor/natural
person or persons of and to the college or center where the inventor(s) are located. The report will include on 1) the status of the application until such time that protection is granted, 2) the marketing activities for the property being serviced, and 3) an accounting for funds received from the property. In the event that OTT has been unsuccessful in transferring a property or filing a patent application within three years after its first acceptance, OTT must notify the college or center and inventor(s) in writing.\footnote{add. 7-07, rev. 7-06, 4-08} 

c. If OTT determines not to pursue commercialization of a Protectable Discovery, the University may elect, subject to controlling federal law, including but not limited to 37 CFR 401 ("Bayh-Dole"), to reconvey, assign and transfer the Protectable Discovery to the natural person or persons (inventors) involved in the creation of the intellectual property.\footnote{rev. 4-08} 

d. OTT may, in furtherance of the dissemination, use, or commercialization of UI Protectable Discoveries, engage in a range of activities including but not limited to: granting exclusive or non-exclusive licenses; assigning rights in Protectable Discoveries; entering into contracts with third parties to provide controlled access to information concerning Protectable Discoveries, materials closely related to Protectable Discoveries, or Protectable Discoveries; negotiating for acceptance of an equity interest by the Idaho Research Foundation in a company licensing a Protectable Discovery; offering guidance with respect to business planning; or making University facilities available for further development of licensed UI Protectable Discoveries or business incubation, subject to contract.\footnote{add. 7-16} 

C-3. Proceeds. OTT will make provision to share the net proceeds, management, and licensing of any Protectable Discovery as follows:\footnote{ed. 4-08} 

a. Legal and development expenses incurred by OTT will be reimbursed first out of the net proceeds, prior to any distributions.\footnote{rev. 4-08} 

b. Absent a valid written agreement to the contrary, the net proceeds in excess of legal and development expenses shall be distributed as follows: 40 percent to the natural person or persons; 40 percent to OTT; and 20 percent to the college or service unit of the natural person or persons. At least half of the share allocated to the college or other unit is given to the department of the natural person or persons for use in furthering its goals.\footnote{rev. 4-08} 

C-4. Ownership Questions. Questions as to the ownership of a Protectable Discovery or division of proceeds between persons involved in development of such discoveries and departments are referred in the first instance to the Intellectual Property Dispute Committee. The disputes will be decided in accordance with Section 5300 (D).\footnote{ed. 7-16} 

D. DISPUTE RESOLUTION. From time to time, disputes will inevitably occur concerning ownership of the intellectual property (copyrights and Protectable Discoveries) contemplated in this Section 5300. Resolution of such disputes shall be achieved by the following procedure:

D-1. Intellectual Property Dispute Committee (IPD Committee). The Intellectual Property Dispute Committee (IPD Committee) shall be an Ad-hoc Committee formed when necessary to consider, investigate, and make recommendations toward resolution of disputes concerning (1) ownership of mask works and copyrightable and patentable materials, and (2) allegations of unauthorized use or copyright infringement of UI-sponsored materials by appointments made by the Provost in consultation with the Chair of Faculty Senate, the Chair of Research Council, and the President of the Graduate and Professional Student Association (GPSA). Normal members of the IPD Committee shall be composed of five faculty members, a majority of which shall be members of Research Council, and two graduate students, where a majority of the faculty members shall be members of Research Council. The Provost shall appoint the chair from among the faculty members. In the event the GPSA shall fail to appoint one or more student members, the IPD Committee may nonetheless be formed by the Provost and conduct business without the GPSA student representatives. The provost shall appoint the chair from among the faculty members.\footnote{ed. 1-10}
Function of Intellectual Property Dispute Committee. To consider, investigate, and make recommendations toward resolution of disputes concerning (1) ownership of copyrightable materials and Protectable Discoveries, and (2) allegations of unauthorized use or copyright infringement of UI sponsored materials.

D-2. Recommendation by the Intellectual Property Dispute Committee. The IPD Committee considers, investigates, and makes recommendations toward resolution of disputes concerning (1) ownership of copyrightable materials and Protectable Discoveries, and (2) allegations of unauthorized use or copyright infringement of UI sponsored Materials. The IPD reviews all relevant evidence submitted to it before making its recommendation to the provost. The IPD Committee’s recommendation is to be made shall make its recommendation no later than 60 days after receiving the matter for consideration. The IPD Committee’s recommendation is determined by a majority of all its members voting by secret ballot at a meeting at which over one-half its appointed members are present. No member may participate in any matter in which their ownership rights are being determined.

D-3. Decision by the Provost. After receiving the recommendation of the IPD Committee, the provost makes a decision concerning ownership or infringement. The provost’s decision is made no later than 30 days after receiving the IPD Committee’s recommendation. That decision is transmitted in writing to the natural person or persons and to their departmental administrator and dean.

D-4. Appeal of the Decision of the Provost. The decision of the Provost may be appealed to the President of the University. Further appeals shall be made as from any other decision of an administrative body under the laws of the State of Idaho in effect from time to time.

E. SPECIAL ARRANGEMENTS. Nothing in this policy shall prevent UI from accepting research grants from, and conducting research for, agencies of the United States upon terms and conditions under applicable provisions of federal law or regulations that require a different disposition of rights in any form of intellectual property. Moreover, nothing herein shall prevent cooperative arrangements with other agencies of the state of Idaho for research. Where receipt of a grant in support of research from any nonprofit agency or group may be dependent upon acceptance of terms and conditions of the established intellectual property policy of the grantor that differ from those stated herein, UI may specifically authorize acceptance of such grant upon such terms and conditions. UI may also specifically authorize contractual arrangements with an industrial sponsor for different disposition of rights in any form of intellectual property resulting from its sponsored research. UI may assign and license intellectual property rights to any third party, regardless of whether that third party is a research sponsor.

F. RECORD-KEEPING. See Section 5500 for record-keeping procedures that are recommended in order to safeguard the property rights of UI or the faculty member in research and potentially patentable results.

G. PRESENT ASSIGNMENT OF RIGHTS IN INTELLECTUAL PROPERTY. All intellectual property to which UI claims ownership by this policy shall belong to UI, and UI employees, students, and other persons subject to this policy do hereby assign to UI all rights, including future rights, in intellectual property to which UI claims ownership by this policy or as otherwise required by policy of the UI Board of Regents, and in any related application for legal protection of such intellectual property. Any person assigning intellectual property to UI subject to this Section G. shall cooperate fully with UI in preserving, perfecting, and protecting legal rights associated with such assigned intellectual property. Such cooperation may include, but is not limited to the execution, of confirmatory assignment to the University of particular intellectual property.

H. FORMS. The following forms are to be used in implementing this policy and may not be altered without following the procedures in FSH 1460.

H-1. Employment Agreement Concerning Intellectual Property
Section 5300: Copyrights, Protectable Discoveries and Other Intellectual Property Rights

H-3. Disclosure of Invention Work in Progress
H-4. Disclosure of Prior Contracts

[For form of employment agreement concerning patents, see 5400.]

Version History:

Amended July 2022. Consolidated information about the Intellectual Property Dispute Committee into this policy and deleted FSH 1640.56; attached Employment Agreement Concerning Intellectual Property and related forms to this policy and deleted FSH 5400.


Amended 2009. Revisions made to subsection B-2 to reflect changes in federal law.

Amended 2008. Edited to reflect the restructuring of technology transfer from the Idaho Research Foundation to the Office of Technology Transfer.

Amended 2007. Updated terminology and clarified rights and obligations of the University and its employees and students regarding intellectual property.

Amended July 2006. Added subsection A-1. Substantial edits to most of the sections to clarify language and add policy. Changed subsection C’s title from “patents” to “protectable discoveries.”


Amended July 1992. Updated to reflect changes in applicable federal law.

Adopted 1979.
EMPLOYMENT AGREEMENT CONCERNING INTELLECTUAL PROPERTY

PREAMBLE: UI uses the following form of employment agreement concerning patents and copyrights. This section was added to the Handbook in June of 1988 and revised in July of 1992, given a substantial but temporary revision in April 2003, it was given a second temporary revision in April 2005 and a final version in 2007. For further information, contact the Technology Transfer Office (208-885-4630) or the Office of the Faculty Secretary (208-885-6151).

ADDITIONAL NOTICE: The UI uses the Memorandum of Understanding form of agreement concerning patents and copyrights with non-employee students and visitors participating in university research activities. This allows the non-employee student to participate in the university’s patent/copyright income distribution program (FSH 5300) while protecting the interests of the faculty, staff, student, and university. This section was added to the Handbook in May 2003. For further information, contact the Research Office (208-885-6651).

Employment Agreement Regarding Intellectual Property
Between
The University of Idaho and _________________________

As an employee of the University of Idaho (the university), I acknowledge that I am subject to the policies and rules of the Regents of the University of Idaho (Regents) published at the Idaho State Board of Education’s website https://boardofed.idaho.gov/board-policies-rules/board-policies/ (Section V. Financial Affairs) and to the policies and procedures of the university as published in the university’s Faculty-Staff Handbook and Administrative Procedures Manual. [ed. 7-18]

Pursuant to those policies, I hereby agree to the following:

A. With regard to protectable discoveries (which include discoveries potentially protectable as a utility patent, plant patent, design patent, plant variety protection certificate, maskwork, and trade secret):

   A-1. I understand that under UI policy FSH 5300, the university owns all protectable discoveries made by UI employees at any of its facilities in the course of projects or research programs carried on by UI or made by persons in the course of working on such programs or projects under contracts or agreements with UI. I will exercise my best effort in notifying the university’s Research Office of potentially protectable discoveries conceived or first reduced to practice in whole or in part in the course of my university responsibilities. If in doubt about the protectability of a discovery, I will confer with the university’s Research Office.

   A-2. I will exercise my best effort in notifying the university’s Research Office of potentially protectable discoveries conceived or first reduced to practice in whole or in part through the use of university resources when that use is more than incidental (FSH 5300). Again, if in doubt as to what is incidental use I will confer with the university’s Research Office.

   A-3. I agree to collaborate with the university in the assignment of rights, title and interests in such protectable discoveries, as required by the policies of the Regents and the university.

   A-4. I will exercise my best efforts in providing relevant documentation and participate in actions to complete the assignment of rights, title and interests in such protectable discoveries.

   A-5. I will refrain from actions which jeopardize the university’s potential rights, including any action which might create a statutory bar preventing grant of patent on an otherwise patentable invention. I recognize that publication, public use, sale or offering for sale of such protectable discovery may create a statutory bar. When in doubt, I will consult with the university’s Research Office.

B. I acknowledge that some of the copyrightable materials that I create may be the property of the university as explained in FSH 5300 B. I acknowledge that I have read these provisions and agree to them. I will cooperate with reasonable requirements of the university to promptly assign or confirm in writing any possible right I might otherwise have in any copyrightable work when such right belongs to the university according to FSH
C. I agree to inform all students and visiting scholars wishing to participate in my university research programs, about the university “Memorandum of Understanding Regarding Research Participation and the University Intellectual Property Rights” available from the Technology Transfer Office and about the FSH 2300 - Article II.2 Student Code of Conduct. I will not allow any student or visiting scholar to participate in my university research program who has not signed a copy of the “Memorandum of Understanding Regarding Research Participation and the University Intellectual Property Rights” or an alternative document negotiated between the university’s Research Office and the individual.

D. Attached to this agreement are 1. a Disclosure of Invention Work in Progress, and 2. a Disclosure of Prior Contracts (together the “Disclosures”). The Disclosures set forth inventions and/or work with prior employers or firms with which I currently consult that may be protectable discoveries. The work referenced in the Disclosures is excluded specifically from the university’s ownership claims so long as no university facilities (other than library resources, normal office use, incidental use of the university’s internet network consistent with university’s internet use policy, and other facilities for which the person has paid use fees) are used in further development of the works referenced in the Disclosures.

E. I acknowledge that I am under no consulting or other obligation to any third person, organization or corporation that is in conflict with this Intellectual Property Agreement with respect to rights to protectable discoveries or copyrightable materials. [NOTE - Any individual who believes that s/he cannot comply with this provision must contact the University Research Office and Idaho Research Foundation]

___________________________________  _______________________________________
Signature                                Title

_______________________________________  __________________________________________
Printed Name                               Date
Memorandum of Understanding
Regarding Research Participation
And
University Intellectual Property Rights

This memorandum of understanding is entered into by _____________________, a student at the University of Idaho ("participant"), _______________________, a professor/researcher at University of Idaho ("faculty"), and the Regents of the University of Idaho ("Regents").

The participant is involved in research activities or enrolled in ____________________, which may involve working on research or design projects. These activities or projects may or may not result in the development of intellectual property in which the University of Idaho ("UI") and/or a sponsor may have a proprietary interest.

Therefore, it is important that the participant, faculty, and the UI have a full understanding of the participant’s rights and obligations regarding these proprietary interests, and intellectual property. This memorandum sets forth the understanding of the parties.

a. The participant acknowledges receipt of copies of the relevant intellectual property policies of the Regents and the UI.

b. The participant agrees to promptly disclose any discoveries he/she makes that may be protectable under any intellectual property theory, including patent and copyright.

c. The participant has the right to submit any thesis, dissertation, or other academic product based upon or resulting from his/her work as part of the fulfillment of the requirements for obtaining an undergraduate, masters, or doctoral degree from the UI resulting from collaboration with the UI provided that such submission is done in a manner that does not create a statutory bar to the later grant of patent rights in an otherwise protectable discovery.

d. In exchange for the opportunity to participate in these projects and the right to receive royalties, the participant agrees to assign his/her right, title, and interest in any research or other project outcome, including intellectual property rights, derived from the participant’s work in this class or research activities to the UI. This assignment vests rights in the UI as provided for in the UI’s intellectual property policies and is subject to the participant’s right to share in royalties in the same manner as employees of the UI.

Participant ________________________________  Date ________________

Supervising Faculty ________________________________  Date ________________
DISCLOSURE OF INVENTION WORK IN PROGRESS

This disclosure is made this ___ day of __________, 20__, as part of that Employment Agreement Regarding Intellectual Property between The University of Idaho (UI) and __________________, a student or employee of UI (the “Inventor”), dated this ___ day of __________, 20 __. This Disclosure lists all inventions and developments of the Inventor made prior to employment by, or matriculation as a student at, UI. Subject to UI legal review and verification by UI’s Technology Transfer Officer, the UI acknowledges that the inventions and developments listed below constitute the property of the Inventor or the party with whom the Inventor has contracted. A brief description of each invention is provided.

INVENTION DATES OF WORK RIGHTS OWNED BY

DISCLOSURE OF PRIOR CONTRACTS

This disclosure is made this ___ day of __________, 20__, as part of that Employment Agreement Regarding Intellectual Property between The University of Idaho (UI) and __________________, a student or employee of UI (the “Inventor”), dated this ___ day of __________, 20 __. This Disclosure lists all contractual obligations of the Inventor entered into prior to employment by, or matriculation at, UI. Subject to UI legal review and verification by UI’s Technology Transfer Officer, the UI acknowledges that prior contracts that remain in effect may be honored by the Inventor. A brief description of each contract is provided below. The types of contracts listed below include, but are not limited to, employment, non-disclosure, non-compete, and fiduciary obligations.

COMPANY OR PERSON TYPE OF CONTRACT RELEVANT TERMS
EMPLOYMENT AGREEMENT CONCERNING INTELLECTUAL PROPERTY

PREAMBLE: UI uses the following form of employment agreement concerning patents and copyrights. This section was added to the Handbook in June of 1988 and revised in July of 1992, given a substantial but temporary revision in April 2003, it was given a second temporary revision in April 2005 and a final version in 2007. For further information, contact the Technology Transfer Office (208-885-4630) or the Office of the Faculty Secretary (208-885-6151).

ADDITIONAL NOTICE: The UI uses the Memorandum of Understanding form of agreement concerning patents and copyrights with non-employee students and visitors participating in university research activities. This allows the non-employee student to participate in the university’s patent/copyright income distribution program (FSH 5300) while protecting the interests of the faculty, staff, student, and university. This section was added to the Handbook in May 2003. For further information, contact the Research Office (208-885-6651).

Employment Agreement Regarding Intellectual Property
Between
The University of Idaho and ________________________

As an employee of the University of Idaho (the University), I acknowledge that I am subject to the policies and rules of the Regents of the University of Idaho (Regents), published at the Idaho State Board of Education’s website https://boardofed.idaho.gov/board-policies-rules/board-policies/ (Section V. Financial Affairs) and to the policies and procedures of the university, as published in the university’s Faculty-Staff Handbook and Administrative Procedures Manual (ed. 7-18).

Pursuant to those policies, I hereby agree to the following:

A. With regard to protectable discoveries (which include discoveries potentially protectable as a utility patent, plant patent, design patent, plant variety protection certificate, maskwork, and trade secret):

A-1. I understand that under UI policy FSH 5300, the university owns all protectable discoveries made by UI employees at any of its facilities in the course of projects or research programs carried on by UI or made by persons in the course of working on such programs or projects under contracts or agreements with UI. I will exercise my best effort in notifying the university’s Research Office of potentially protectable discoveries conceived or first reduced to practice in whole or in part in the course of my university responsibilities. If in doubt about the protectability of a discovery, I will confer with the university’s Research Office.

A-2. I will exercise my best effort in notifying the university’s Research Office of potentially protectable discoveries conceived or first reduced to practice in whole or in part through the use of university resources when that use is more than incidental (FSH 5300). Again, if in doubt as to what is incidental use I will confer with the university’s Research Office.

A-3. I agree to collaborate with the university in the assignment of rights, title and interests in such protectable discoveries, as required by the policies of the Regents and the university.

A-4. I will exercise my best efforts in providing relevant documentation and participate in actions to complete the assignment of rights, title and interests in such protectable discoveries.

A-5. I will refrain from actions which jeopardize the university’s potential rights, including any action which might create a statutory bar preventing grant of patent on an otherwise patentable invention. I recognize that publication, public use, sale or offering for sale of such protectable discovery may create a statutory bar. When in doubt, I will consult with the university’s Research Office.
B. I acknowledge that some of the copyrightable materials that I create may be the property of the university as explained in FSH 5300 B. I acknowledge that I have read these provisions and agree to them. I will cooperate with reasonable requirements of the university to promptly assign or confirm in writing any possible right I might otherwise have in any copyrightable work when such right belongs to the university according to FSH 5300 B.

C. I agree to inform all students and visiting scholars wishing to participate in my university research programs, about the university “Memorandum of Understanding Regarding Research Participation and the University Intellectual Property Rights” available from the Technology Transfer Office and about the FSH 2300 – Article II.2 Student Code of Conduct. I will not allow any student or visiting scholar to participate in my university research program who has not signed a copy of the “Memorandum of Understanding Regarding Research Participation and the University Intellectual Property Rights” or an alternative document negotiated between the university’s Research Office and the individual.

D. Attached to this agreement are 1. a Disclosure of Invention Work in Progress, and 2. a Disclosure of Prior Contracts (together the “Disclosures”). The Disclosures set forth inventions and/or work with prior employers or firms with which I currently consult that may be protectable discoveries. The work referenced in the Disclosures is excluded specifically from the university’s ownership claims so long as no university facilities (other than library resources, normal office use, incidental use of the university’s internet network consistent with university’s internet use policy, and other facilities for which the person has paid use fees) are used in further development of the works referenced in the Disclosures.

E. I acknowledge that I am under no consulting or other obligation to any third person, organization or corporation that is in conflict with this Intellectual Property Agreement with respect to rights to protectable discoveries or copyrightable materials. [NOTE – Any individual who believes that s/he cannot comply with this provision must contact the University Research Office and Idaho Research Foundation]

______________________________  ______________________________
Signature     Title

______________________________  ______________________________
Printed Name     Date
Memorandum of Understanding  
Regarding Research Participation  
And  
University Intellectual Property Rights

This memorandum of understanding is entered into by _____________________, a student at the University of Idaho (“participant”), _______________________, a professor/researcher at University of Idaho (“faculty”), and the Regents of the University of Idaho (“Regents”).

The participant is involved in research activities or enrolled in ____________________, which may involve working on research or design projects. These activities or projects may or may not result in the development of intellectual property in which the University of Idaho (“UI”) and/or a sponsor may have a proprietary interest.

Therefore, it is important that the participant, faculty, and the UI have a full understanding of the participant’s rights and obligations regarding these proprietary interests, and intellectual property. This memorandum sets forth the understanding of the parties.

a. The participant acknowledges receipt of copies of the relevant intellectual property policies of the Regents and the UI.

b. The participant agrees to promptly disclose any discoveries he/she makes that may be protectable under any intellectual property theory, including patent and copyright.

c. The participant has the right to submit any thesis, dissertation, or other academic product based upon or resulting from his/her work as part of the fulfillment of the requirements for obtaining an undergraduate, masters, or doctoral degree from the UI resulting from collaboration with the UI provided that such submission is done in a manner that does not create a statutory bar to the later grant of patent rights in an otherwise protectable discovery.

d. In exchange for the opportunity to participate in these projects and the right to receive royalties, the participant agrees to assign his/her right, title, and interest in any research or other project outcome, including intellectual property rights, derived from the participant’s work in this class or research activities to the UI. This assignment vests rights in the UI as provided for in the UI’s intellectual property policies and is subject to the participant’s right to share in royalties in the same manner as employees of the UI.

Participant _____________________________ Date __________________

Supervising Faculty _____________________________ Date __________________
**DISCLOSURE OF INVENTION WORK IN PROGRESS**

This disclosure is made this ___ day of __________, 20__, as part of that Employment Agreement Regarding Intellectual Property between The University of Idaho (UI) and __________________, a student or employee of UI (the “Inventor”), dated this ___ day of __________, 20__. This Disclosure lists all inventions and developments of the Inventor made prior to employment by, or matriculation as a student at, UI. Subject to UI legal review and verification by UI’s Technology Transfer Officer, the UI acknowledges that the inventions and developments listed below constitute the property of the Inventor or the party with whom the Inventor has contracted. A brief description of each invention is provided.

<table>
<thead>
<tr>
<th>INVENTION</th>
<th>DATES OF WORK</th>
<th>RIGHTS OWNED BY</th>
</tr>
</thead>
</table>

**DISCLOSURE OF PRIOR CONTRACTS**

This disclosure is made this ___ day of __________, 20__, as part of that Employment Agreement Regarding Intellectual Property between The University of Idaho (UI) and __________________, a student or employee of UI (the “Inventor”), dated this ___ day of __________, 20__. This Disclosure lists all contractual obligations of the Inventor entered into prior to employment by, or matriculation at, UI. Subject to UI legal review and verification by UI’s Technology Transfer Officer, the UI acknowledges that prior contracts that remain in effect may be honored by the Inventor. A brief description of each contract is provided below. The types of contracts listed below include, but are not limited to, employment, non-disclosure, non-compete, and fiduciary obligations.

<table>
<thead>
<tr>
<th>COMPANY OR PERSON</th>
<th>TYPE OF CONTRACT</th>
<th>RELEVANT TERMS</th>
</tr>
</thead>
</table>
INTELLECTUAL PROPERTY COMMITTEE

A. FUNCTION.

A-1. To consider, investigate, and make recommendations toward resolution of disputes concerning (1) ownership of maskworks and copyrightable and patentable materials, and (2) allegations of unauthorized use of copyright infringement of UI-sponsored materials.

A-2. To present annually to the Faculty Senate and the president a report on any problems regarding intellectual property at UI and to make recommendations.

B. STRUCTURE AND MEMBERSHIP. The committee consists of five faculty members, one of whom is a departmental administrator, and at least a majority of whom are from disciplines which historically have given rise to substantial numbers of copyrights, maskworks, and patents. In addition, two faculty members are appointed as alternates from a list of those who have previously served on the committee, to serve, as appropriate, when a principal member is deemed to have a conflict of interest and the director of technology transfer, or designee (w/o vote). The chair of the committee is chosen by the Committee on Committees.
POLICY COVER SHEET

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

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

Faculty Staff Handbook (FSH)
X Addition □ Revision* □ Deletion* □ Emergency □ Minor Amendment
Policy Number & Title: FSH 3715 GRADUATE STUDENT PARENTING LEAVE

Administrative Procedures Manual (APM)
□ Addition □ Revision* □ Deletion* □ Emergency □ Minor Amendment
Policy Number & Title:

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

Originator: Seth Rose, President GPSA

Policy Sponsor, if different from Originator: Jerry McMurtry, COGS

Reviewed by General Counsel X Yes ___No Name & Date: Erin Tomlin, 3/22/22

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

   This policy will provide full-time graduate students four weeks of parenting leave after the birth, adoption, or foster placement of a child. A student taking parenting leave will maintain current status as a degree-seeking student, applicable tuition waivers, appointment without pay, and be shielded from discrimination or retaliation in response to the parenting leave.

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

   None.

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

4. Effective Date: This policy shall be effective on July 1, or January 1, whichever arrives first after final approval (see FSH 1460 D) unless otherwise specified in the policy.
A. Purpose. The purpose of the Graduate Student Parenting Leave Policy is to enable graduate students, including international students, to maintain status in their degree program while taking leave from that program to bond with a new child.

B. Scope. This policy applies to all graduate students at the University of Idaho.

C. Definitions

C-1. Graduate student. A student admitted to the College of Graduate Studies or the College of Law.
C-2. Graduate student appointee. A graduate research, teaching, or support assistant as defined by FSH 1565 H-2.
C-3. Child. A biological, adopted, or foster child; a stepchild; a legal ward; or a child of a person standing in loco parentis, who is either under age 18, or age 18 or older and incapable of self-care because of a mental or physical disability.
C-4. Parenting. The period of bonding that occurs following the birth, adoption, or foster placement of the child in the family.
C-5. Parenting leave. Leave taken by a graduate or professional student pursuant to the terms of this policy for the purposes of parenting.

D. Policy

D-1. Eligibility and duration

a. Graduate students enrolled full time at the University of Idaho are eligible for parenting leave on or after 180 days from their matriculation date.
b. Eligible graduate students are entitled to four weeks of parenting leave within the first twelve months following the birth, adoption, or foster placement of a child.
c. If both parents are graduate students at the University of Idaho, each is afforded a parenting leave period of four weeks. There can be no transfer of time of leave from one parent to another in order to extend one parent’s parenting leave period to longer than four weeks.
d. Students should apply for an official leave of absence from their studies if they anticipate being absent for more than four weeks.
e. Parenting leave is not intended to provide leave for medical problems or complications due to childbirth. Graduate programs may choose to provide additional unpaid time off beyond the parenting leave period based on the student’s documented needs, but such leave is not the subject of this policy.
f. Parenting leave may not be used for both foster care and adoption consecutively if foster placement leads to the adoption of the child.

D-2. Protections

a. A student taking parenting leave will:
   i. Maintain current status as degree-seeking student,
   ii. Maintain applicable tuition waivers,
   iii. If a graduate student appointee, maintain their appointment during the period of parenting leave, which shall be without pay, and
   iv. Be shielded from discrimination or retaliation in response to parenting leave both before and after the parenting leave period.

b. After the end of the parenting leave period, students are expected to resume the full duties of their graduate student appointments and graduate studies in accordance with the Parenting Leave Academic Plan described in E-2.d.
E. Procedure.

E-1. Prior to applying

a. Students receiving federal financial aid. A student receiving federal financial aid of any kind must meet with the Financial Aid Office prior to submitting the application to discuss the potential consequences of the leave of absence on the student’s financial aid, including the effects that the student's failure to return from a leave of absence may have on the student's loan repayment terms. The student’s application must have the signature of a financial aid staff member indicating that the student met with that office.

b. International students. A student in the US on a visa must comply with US Immigration regulations to maintain legal status including full-time enrollment for the duration of their academic program and must meet with the International Programs Office to discuss potential consequences prior to applying for leave under this policy. The student’s application must have the signature of an International Programs Office staff member indicating that the student met with that office.

c. Students receiving benefits from the Department of Veteran Affairs. A student receiving educational benefits from the Department of Veteran Affairs must meet with the Military and Veteran Services Office to discuss potential consequences prior to applying for leave under this policy. The student’s application must have the signature of a Military and Veteran Services Office staff member indicating that the student met with that office.

d. All students. A student applying for parenting leave must work with their mentors, course instructors, and major advisor, as appropriate, to make appropriate alternative arrangements during the parenting leave period in the form of a written Parenting Leave Academic Plan approved by the student’s course instructors, if applicable, and the major advisor.

E-2. Application

a. A student must apply for parenting leave by submitting the Request for Graduate Student Parenting Leave form as well as an approved Parenting Leave Academic Plan to the College of Graduate Studies or College of Law, as appropriate. The application must be signed and dated by the student and contain the reason for the request for leave.

b. When the need for parenting leave is foreseeable, the student must submit the application prior to the start of the leave. It is recommended that the application be submitted at least ten weeks in advance of the need for leave. When the need for parenting leave is not foreseeable, the student must submit the application as soon as possible.
University of Idaho

POLICY COVER SHEET

(See Faculty Staff Handbook 1460 for instructions at UI policy website: www.webs.uidaho.edu/uipolicy) [3/09]

Faculty/Staff Handbook [FSH] □ Addition ■■ Revision* □ Deletion* □ Emergency
Minor Amendment □

Chapter & Title: FSH3080 CLASSIFICATION AND APPOINTMENT OF UNIVERSITY POSITIONS

Minor Amendment □

Chapter & Title:

All policies must be reviewed, approved and returned by a policy sponsor, with a cover sheet attached to apm@uidaho.edu or fsh@uidaho.edu respectively.

*Note: If revision/deletion request original document from apm@uidaho.edu or fsh@uidaho.edu, all changes must be made using “track changes.”

Originator(s):
(Please see FSH 1460 C)

Telephone & Email:  

Policy Sponsor: (If different than originator.)

Telephone & Email:

Reviewed by General Counsel  X  Yes ___ No Name & Date: Kim Rytter on September 23, 2021.

I. Policy/Procedure Statement: Briefly explain the purpose/reason of proposed addition, revision, and/or deletion to the Faculty/Staff Handbook or the Administrative Procedures Manual. Revising policy to remove redundancy of offer letter and salary agreement. Offer letter serves as salary agreement for the remainder of that agreement period. Regular annual salary agreements will remain as part of the process. This change mirrors the faculty process currently in place.

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

None

III. Related Policies/Procedures: Describe other policies or procedures existing that are related or similar to this proposed change.

IV. Effective Date: This policy shall be effective on July 1, or January 1, whichever arrives first after final approval (see FSH 1460 D) unless otherwise specified in the policy. Request effective as soon as possible

If not a minor amendment forward to:

Policy Coordinator
Appr. & Date:  
[Office Use Only]

APM
F&A Appr.:  
[Office Use Only]

FSH
Appr.  
FC  
GFM  
Pres./Prov.  
[Office Use Only]

Track #  
Date Rec.:  
Posted: t-sheet  
h/c  
web  
Register:  
(Office Use Only)
A. POSITIONS CLASSIFIED ON THE BASIS OF DURATION.

A-1. Permanent Positions. A permanent position is one that is established with the intention that it will continue indefinitely. Once established, it continues to exist, whether filled or vacant, until abolished. In summary, a position is designated as “permanent” solely on the basis of intent as to its duration, irrespective of the duties, the appointment, the funding source, or any other consideration.

a. A permanent position may be a faculty (teaching, research, extension, or service) position or a staff (exempt or classified) position.

b. A permanent position may be part time (50% or greater) or full time and it may be filled by an appointment that is temporary, probationary, fixed-term, continuing, or at the pleasure of the president or the regents. It is the position, not the appointment, that is permanent.

c. A permanent position may be supported by appropriated or nonappropriated funds.

A-2. Authorization of Permanent Positions. Any permanent new position, regardless of funding source, requires Board approval prior to any form or manner of recruitment of applicants. [RGP II.B.3]

A-3. Temporary Positions. A temporary position is one that is established for a definite period: typically, the duration corresponds to the period of a grant, contract, or duration of work or project. Temporary hourly positions are governed by FSH 3090.

A-4. Authorization of Temporary Positions. Temporary positions may be established by the president or designee. There can be no commitment to continue a temporary position beyond the length of time specified when it is established; in particular, there can be no commitment to continue on appropriated funds a position initially established with nonappropriated funding.

B. EMPLOYEE CLASSIFICATIONS. Every UI employee, belongs to one of two categories--classified or exempt--that are defined as follows:

B-1. Classified Employees. “Classified employees at the University of Idaho are subject to the policies and procedures of the University of Idaho for its classified employees. Such policies and procedures require approval by the Board, and should be, in so much as practical, parallel to the provisions provided for state of Idaho classified employees in Chapter 53, Title 67, Idaho Code.” [RGP II.D.1.]

B-2. Exempt Employees. Exempt means any person appointed to or holding a position at an institution, agency, or school designated by the Board as non-classified and thus is not subject to the provisions of Chapter 53, Title 67, Idaho Code or the policies and procedures of the University of Idaho for its classified employees.
The Board's designation of a position or employee as non-classified constitutes any designation necessary under Idaho law to designate such position or employee as an officer. [RGP II.D.2, see also FSH 3460 A-3.] Faculty employees comprise a large and unique subset of the Board's exempt employees. Thus, faculty employees are addressed specifically throughout these policies and procedures. [RGP II.D.2.]

C. APPOINTING AUTHORITY AND LEGAL COMPLIANCE. In the case of all appointments, compliance with UI's affirmative action and equal employment opportunity policy (see FSH 3065) and with the requirements of all applicable immigration and naturalization laws (see FSH 3070) is required. These procedures must be followed to ensure legal compliance.

C-1. Regents policy provides: “The Board [Regents] delegates all authority for personnel management not specifically retained to the executive director [of the State Board of Education] and the chief executive officers consistent with the personnel policies and procedures adopted by the Board. In fulfilling this responsibility, the executive director and chief executive officers, or their designees, may exercise their authority consistent with these policies and procedures provided, however, that the Board retains the authority for taking final action on any matter so identified anywhere in these policies and procedures.” [RGP II.B.2.]

C-2. The Regents specifically retain the authority to make the initial appointment of all employees to any type of position at a salary that is equal to or higher than 75% of president’s annual salary (RGP II.B.3.). In addition, the Regents specifically retain the authority to approve, for longer than one year, the employment agreement of any head coach or athletic director and all amendments thereto. [RGP II.B.3.]

D. TERMS OF APPOINTMENT.

D-1. Classified Employees. UI classified employees are appointed subject to the policies of the University and the Regents. (RGP II.D.1.) Initial appointment procedures are included in FSH 3065.

D-2. Exempt Employees. All salaried employees of UI, except faculty members with tenure, and the category described in D-2.b below, have fixed terms of employment. A contract for a fixed term of employment may not exceed one year without prior approval by the Regents. Employment beyond the contract period cannot legally be presumed. Reappointment to an additional fixed-term contract is at the discretion of the president and where applicable of the Regents. (RGP II.F.1.) Policies and procedures covering reappointment or nonreappointment of these employees are included in FSH 3900.

a. A category of exempt employees, referred to as “temporary or special project nonclassified employees,” is recognized by the Regents. (RGP II.D.2.) This category includes (1) employees who are appointed to positions that are either temporary or for special projects [see A-3 above], and who generally meet specific position requirements for (a) grants or contracts of specified duration, or (b) part-time teaching or other responsibilities, and (2) employees who are appointed to fulfill the responsibilities of continuing positions on an emergency or temporary basis. [RGP II.D.2. These employees have no expectation of continuing employment beyond an existing contract period, and their service in no way qualifies them for consideration for tenure in that position. In no case are such employees legally entitled to advance notice of or reasons for a decision not to enter into another contract of employment for another period and such decision is not grievable or appealable in any way.

b. The UI president serves as such at the pleasure of the Board of Regents and may be dismissed from that position at any time with or without cause or written notice. [See also FSH 1420 A-1.]

E. INSTRUMENTS OF APPOINTMENT.
E-1. **Classified Employees.** Each classified employee receives on appointment a letter from the department that defines his or her appointment and specifies the terms of employment (offer letter). Approved offer letter templates are available on the HR webpage.

E-2. **Exempt Employees.** Each salaried exempt employee serves pursuant to a letter of appointment (offer letter) that includes (1) the specific annual salary, (2) anticipated date of entry on duty, and (3) any special conditions of employment applying to the position. Approved offer letter templates are available on the HR webpage and a salary agreement. The employee acknowledges receipt and acceptance of the terms of the letter by signing and returning a copy to the administrator who initiated the offer of appointment. Failure or refusal of the employee to sign and return a copy of the letter The employee acknowledges receipt and acceptance of the terms of the letter and salary agreement by signing and returning a copy of each to the administrator who initiated the offer of appointment. Failure or refusal of the employee to sign and return a copy of the letter and salary agreement within the specified time is deemed rejection of the offer of employment unless the parties have mutually agreed to extend the time. If the employee does not sign and return the initial offer within the specified time UI may, at its discretion, extend another offer to the employee. Any alteration by the employee of the offer is deemed a counteroffer requiring an affirmative act of acceptance by the president or the president’s designee.

E-3. **Faculty Members.** Offers of academic employment are made by academic colleges. Every faculty hire is approved by the dean to ensure consistent and diligent hiring practices have been followed. The letter offering the position should indicate: (1) that the offer is made on recommendation of the appropriate department faculty and with the approval of the president and Regents, (2) the specific salary, (3) the term of service and date of entry on duty, and (4) any special conditions of employment applying to this appointment. In addition, in the case of joint academic appointments, the letter of appointment will specify a single tenure-granting department. The letter may also specify such other matters as are desirable in order to define the primary elements of the contract of employment. In the case of joint academic appointments, the letter of appointment will specify a single tenure-granting department for the faculty member to advance in rank. The department administrator of the tenure-granting department will be responsible for coordinating the annual performance evaluation and other performance reviews with the other department(s) participating in the joint appointment.

**Version History**

Amended January 2008. Revised A-1, A-3, A-4, B, B-1, B-2, C, C-2, D-2, and E-3. Editorial changes were made to A-1, C-1, and D-1.

Amended January 2006. Editorial changes.

Amended July 2002. Many sections of the handbook, including this one, underwent comprehensive review and substantial revision to bring them in line with revised SBOE/Regents policy.


Amended 1996.

Amended 1988.

Amended 1983.

Adopted 1979.
UNIVERSITY OF IDAHO

SALARY AGREEMENT FOR FACULTY AND EXEMPT PERSONNEL

( )

Date:

( )

(Name, Department, Title, and Rank)

TERM OF APPOINTMENT*: Base Salary:

*Enter dates if for period shorter than fiscal or academic year.

FROM: TO:

This agreement confirms the concurrence of the University and the employee regarding the compensation to be provided to the employee for services rendered during the period indicated. The employee is subject to, and responsible for compliance with, the Idaho State Board of Education and Regents of the University of Idaho Governing Policies and Procedures Manual and Rule Manual, as well as the University of Idaho Faculty-Staff Handbook, as all may be amended from time-to-time without notice. The employee specifically recognizes and agrees to abide by the terms set forth in Faculty-Staff Handbook Section 5400, Employment Agreement concerning Patents and Copyrights, as all may be amended from time-to-time without notice.

Academic-year appointees are committed to fulfill duties and assignments for 1,560 hours (19.5 bi-weeks or 39 weeks — nine-month appointments). The majority of the faculty will fulfill this assignment during the fall and spring semesters, beginning on August __________ and ending on May __________. Payroll dates for academic year employees are June __________ through June __________.

It is further agreed that any academic-year appointee who ceases to work for the University during the term of employment provided herein and has received more than a pro-rata portion of the salary to which that person is entitled must repay the University the excess payment within 30 days after the termination of his or her service. This provision is applicable to persons who resign, are discharged for cause, or are granted leave of absence without pay.

All fiscal-year employees are subject to regular assignment throughout the year. Appointment and payroll dates for fiscal year employees are June __________ through June __________.

Salary will be paid in bi-weekly installments on the usual paydays of the University.

This agreement constitutes the entire agreement of the parties, and there are no oral or other written agreements existing relative to the employment relationship of the parties unless specifically incorporated under “Other Conditions” below. This agreement may be modified only in writing when signed by all parties and approved by the Regents of the University of Idaho.

This agreement is subject to final approval by the Regents of the University of Idaho and must be signed by the employee and returned to your college/unit administrator by ____________, to make the appointment effective.
UI FACULTY-STAFF HANDBOOK
Chapter III: EMPLOYMENT INFORMATION CONCERNING FACULTY AND STAFF
Section 3080: Classification and Appointment of University Positions
January 2008

OTHER CONDITIONS:

ACCEPTED:

Employee Date For the University Date

Formatted: Centered, Line spacing: Exactly 14 pt

Formatted: Centered, Line spacing: Exactly 14 pt, Tab stops: Not at 6.5"

Formatted: Centered, Line spacing: Exactly 14 pt

Formatted: Centered, Line spacing: Exactly 14 pt, Tab stops: Not at 1" + 3.5" + 4" + 6.5"
POLICY COVER SHEET

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

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

<table>
<thead>
<tr>
<th>Faculty Staff Handbook (FSH)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>□ Addition X Revision* □ Deletion* □ Emergency □ Minor Amendment</td>
<td></td>
</tr>
<tr>
<td>Policy Number &amp; Title: FSH 3320 ANNUAL PERFORMANCE EVALUATIONS OF FACULTY MEMBERS AND PERFORMANCE EVALUATION OF ACADEMIC ADMINISTRATORS</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Administrative Procedures Manual (APM)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>□ Addition □ Revision* □ Deletion* □ Emergency □ Minor Amendment</td>
<td></td>
</tr>
<tr>
<td>Policy Number &amp; Title:</td>
<td></td>
</tr>
</tbody>
</table>

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

Originator: Chantal Vella, FAC Chair

Policy Sponsor, if different from Originator: Diane Kelly-Riley, Vice Provost for Faculty

Reviewed by General Counsel     X Yes ___No    Name & Date: Kim Rytter 4/14/22

1. **Policy/Procedure Statement**: Briefly explain the reason for the proposed addition, revision, and/or deletion.
   Language clarified throughout and conflicting information resolved. New provision introduced allowing bylaws to require regular review of administrators but requiring such review to follow the same process as faculty-initiated review, to avoid disparities in review process across units. Review committee reconfigured.

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

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

4. **Effective Date**: This policy shall be effective on July 1, or January 1, whichever arrives first after final approval (see FSH 1460 D) unless otherwise specified in the policy.
A. ANNUAL PERFORMANCE EVALUATION FOR FACULTY MEMBERS.

A-1. PERFORMANCE EVALUATION. Annual evaluation of the performance of each member of the faculty is primarily the responsibility of the faculty member and unit administrator. The provost is responsible for preparing supplementary instructions each year, including the schedule for completion of the annual performance evaluation. Personnel on international assignment see FSH 3380 C.

a. Forms. The Annual Performance Evaluation Form is available below. The form may not be altered without following the appropriate governance process set forth in (see FSH 1460). The unit administratorsupervisor is responsible for ensuring that each faculty member uses the proper form together with the supplementary instructions as provided by the Provost’s Office.

b. Evaluation ratings. Performance expectations evaluation ratings are described below. The narrative in the evaluation form shall provide evidence to support the evaluation.

i. Performance that Meets meets or Exceeds exceeds Expectations expectations is at least satisfactory performance during the review period of a faculty member relative to the position description.

ii. Performance that does not Meet meet Expectations expectations denotes is performance during the review period that is less than expected of a faculty member relative to the position description and means improvement is necessary. An evaluation of not meeting expectations in one or more responsibility areas triggers procedures outlined in FSH 3320section B below.

c. Annual Report report of Efforts efforts and A acomplishments by Faculty faculty Membermember. Each faculty member shall provide his or her their unit administratorsupervisor with the following materials in preparation for the annual performance evaluation:

   (1) Current Curriculum curriculum VitaeVitae
   (2) UI Faculty PP Position Description for Annual Performance Review the time under review.
   (3) Written detailed summary report of faculty activity for the period of the annual performance review that compares accomplishments to expectations in the position Description for the review period. This report may be in the form of a self-evaluation using the annual evaluation form included in this policy.
   (4) Other materials necessary to document efforts and accomplishments for the review period.

d. Evaluation of Faculty faculty by Unit supervisorsAdministrators. Unit administratorsSupervisors shall evaluate the faculty members in their unit. The performance of each faculty member during the review period is judged on the basis of the position description in effect during that period. In the case of a faculty member holding a joint appointment s and or involved in interdisciplinary activities, as described in the position description, in two or more academic or administrative units, it is the responsibility of the administrator-supervisor in the faculty member’s primary academic discipline to solicit and consider relevant information on job performance from other administrators with responsibility for the faculty member’s work. [See also 3080 E-3.]

Whether a faculty member’s performance meets expectations is determined by comparing the faculty member’s performance to the position description for the review period. For each area of responsibility, the
unit administrator shall describe the basis for the evaluation of the faculty member’s performance in the narrative on the form. The supervisor shall also describe the basis for their overall evaluation of the faculty member’s performance. The overall evaluation is not weighted by the percentage and rating of each responsibility area in the position description; rather, the overall evaluation is a holistic assessment of the faculty member’s performance. The supervisor shall also include comments and recommendations for the faculty member’s progress toward tenure, promotion, and continued satisfactory performance, as applicable, in the appropriate place on the annual evaluation form. After the unit administrator and supervisor have completed the narrative evaluation for all faculty for the review period, the unit administrator shall provide the following items to each reviewed individual:

1. A copy of the individual’s annual evaluation form prior to the conference described in A-1.e. as they become available.
2. If requested, comparative information to help assess performance evaluation.

The unit administrator shall also include comments and recommendations for the faculty member’s progress toward tenure, promotion or continued satisfactory performance in the appropriate place on the annual evaluation form.

e. Conference. It is strongly recommended that the unit administrator meet with each faculty member. The unit administrator shall provide each faculty member with the opportunity to meet to discuss the supervisor’s evaluation, either in person or by remote meeting technology. Suitable alternate arrangements shall be made for off-campus personnel. The purpose of the meeting is to review and discuss the supervisor’s evaluation and the faculty member’s detailed report of activities. The supervisor shall explain the narrative providing a formative assessment on progress towards tenure, promotion, and continued satisfactory performance, as appropriate. The faculty member and the supervisor shall work to identify strategies and goals to help the faculty member improve performance. The evaluation may be modified as a result of the discussion.

f. Signature. At the conclusion of the review process, each faculty member shall sign the evaluation form indicating that he/she has had the opportunity to read the evaluation report and to discuss it with the supervisor. If the faculty member wishes to respond to the contents of the review, he/she shall be permitted to append a response to the supervisor’s evaluation within five days of receipt of the supervisor’s evaluation. A copy of the supervisor’s final evaluation shall be given to the faculty member. The supervisor shall give the faculty member a copy of the supervisor’s final evaluation signed by both parties. The employee’s signature does not signify agreement with the content of the evaluation; it signifies that the employee has had the opportunity to review the evaluation and to meet with the supervisor.

g. Opportunity for response. If the faculty member wishes to respond to the contents of the review, they shall be permitted to append a response to the supervisor’s evaluation within five days of receipt of the supervisor’s evaluation.

h. College-Level Action Forwarding to dean. Copies of the performance evaluation materials forwarded by the unit administrator shall forward to the appropriate dean(s) the following materials, for evaluation at the college(s) level, shall include:

1. The evaluation form with the complete narrative and the comments and recommendations on progress towards tenure, promotion, and continued satisfactory performance, as appropriate, and any comments provided by interdisciplinary center administrators or those administrators of faculty holding joint appointments provided pursuant to subsection A-1.d. above.

g. If the supervisor or unit administrator fails to include the required narrative, comments, or recommendations, or the signed copy of the evaluation, the college shall return the materials to the supervisor unit administrator.

b. Responses to evaluation of a faculty member. If the faculty member has attached a response to the evaluation, the response shall be provided to the administrator who shall provide the response to the dean for consideration.

Commented [WD(2)]: This change to clarify that the administrator is to give an overall rating and that the overall rating is not weighted by percentage of responsibility area.

Commented [WD(3)]: Deleted to resolve conflict with next sentence (“strongly recommend” vs. “shall”).

Commented [WD(4)]: This change requested by the provost’s office as there have been issues with faculty not receiving a signed copy of the evaluation.

Commented [WD(5)]: This change to clarify significance of signature.
B. FACULTY PERFORMANCE THAT DOES NOT MEET EXPECTATIONS.

B-1. IN GENERAL. If the unit administrator determines that a faculty member is not meeting expectations, the unit administrator should consider the reasons for and explanations of the performance. See FSH 3190.

The unit administrator, in consultation with the faculty member, should address the possible causes of the problem, suggest appropriate resources and encourage the employee to seek such help. Faculty members and unit administrators may obtain referral information and advice from the Ombuds, Human Resources, or the Provost’s Office. Additional required procedures are set forth below.

B-2. PROVOST INVOLVEMENT. In the event of an overall evaluation of “does not meet expectations” where the faculty member’s performance is so far below expectations that it is not acceptable in relation to the position description, the provost may, in consultation with the dean and unit administrator, determine that further review of the faculty member’s performance is required pursuant to FSH 3320 B-5 below.

B-23. FIRST OCCURRENCE. In the event that a faculty member has not met expectations overall or within one or more areas of responsibility, the unit administrator shall offer to meet with the faculty member. At this meeting, the faculty member and the unit administrator shall review the faculty member’s position description and examine strategies that would permit the faculty member to improve performance. A mentoring committee shall be formed upon the request of either the faculty member or the unit administrator. The committee shall be composed of two or more faculty members agreed upon by the unit administrator and faculty member.

B-43. TWO OCCURRENCES WITHIN THREE YEARS. In the event of two annual evaluations within three years concluding that the faculty member has not met expectations overall or within one or more areas of responsibility, the unit administrator shall arrange a meeting of the faculty member, the unit administrator and the college dean.
The intent purpose of the meeting is to review:

a. the current position description and revise it if necessary to address the issues identified during the discussion.

b. the strategies implemented in the previous year(s) and to identify why the strategies did not result in the faculty member meeting expectations. The parties should re-examine strategies that would support improved performance by the faculty member.

**B-54. THREE OCCURRENCES WITHIN FIVE YEARS.** In the event of three annual evaluations of “does not meet expectations” within a five-year period, either overall or within one or more areas of responsibility, the dean shall initiate a formal peer review. The purpose of the review is to assess the level of performance of the faculty member, the reasonableness of the previous evaluations, and the appropriateness of the strategies put in place to assist the faculty member. The dean shall first consult with the provost’s office to obtain guidance regarding the review process.

a. **Composition of the Review Committee.** The Review Committee shall consist of at least four (4) members, comprise four members from within the unit and one member from outside of the unit. If the faculty member is tenured or tenurable, the committee shall include tenured faculty unless no tenured faculty are available appointed as follows:

   (1) The faculty member may submit to the unit administrator a list of the names of up to three faculty members from within the unit and up to at least one faculty member from outside of the unit. If the faculty member is tenured or on the tenure track, faculty on the committee should be tenured faculty unless no tenured faculty are available. The faculty member may also submit the names of up to two faculty members who shall be excluded from serving on the committee. The unit administrator shall appoint the committee, including, if provided, at least two names from the faculty member’s list.

   (2) The committee members shall select a chair from their membership.

b. **Report and Timing.** The committee report includes the review and possible recommendation(s), and shall be complete its review and report, as described below, within sixty 60 days of the annual evaluation submission of the evaluation to the Office of the Provost.

c. **The Review Materials.** The purpose of the review is to assess the level of performance of the faculty member, the reasonableness of the previous evaluations, and the appropriateness of the strategies put in place to assist the faculty member. The review shall be based on the materials described below.

1. **Materials submitted by faculty member.** The faculty member and the unit administrator shall provide the following materials for the review period to the committee:

   a. Updated Curriculum Vitae of the faculty member,

   b. Position Descriptions,

   c. Annual evaluation materials submitted by the faculty member,

   d. Annual Evaluations of the faculty member by the unit administrator and the dean,

   e. Student and peer evaluations (if any) of teaching,

   f. A summary of the strategies put in place to assist the faculty member,

   g. A self-assessment summary of each area of the faculty member’s responsibility and what the faculty member has learned and achieved during the review period, including contributions to the department, university, state, nation, and field, not to exceed five pages. (about 2 pages).

The faculty member may submit any additional information he or she desires, and the committee may request additional materials as it deems necessary.
UI FACULTY-STAFF HANDBOOK
Chapter III: EMPLOYMENT INFORMATION CONCERNING FACULTY AND STAFF
Section 3320: Annual Performance Evaluations and Salary Determination of Faculty Members
and Performance Evaluation of Academic Administrators

2. Materials submitted by unit administrator. The unit administrator shall provide the following materials to the committee:
   a. Position descriptions for the period under review.
   b. The official record, as maintained by the provost’s office, of annual evaluation materials for the period under review.
   c. Student and any peer evaluations of teaching for the period under review.
   d. A summary of the strategies put in place to assist the faculty member.

3. Additional materials requested by committee. The committee may request additional materials from the faculty member or unit administrator as it deems necessary.
   d. Responses to committee report. The committee chair shall submit the report to the faculty member, unit administrator, and dean. Each recipient shall have fifteen 15 days from the report’s date to submit written responses to the review committee. The committee chair shall send the report and all responses to the provost.

   e. Provost. The provost shall be responsible for determining the appropriate resolution, which may include:
      1.1. Continuing the status quo;
      1.2. Mentorship to address areas of concern;
      1.3. Termination for cause;
      1.4. Consideration of other recommended resolutions.

4. CIRCUMSTANCES WARRANTING IMMEDIATE REVIEW BY PROVOST. In the event of an overall evaluation of “does not meet expectations” where the faculty member’s performance is so far below expectations that immediate corrective action is deemed necessary to protect the interests of the university, the provost may, in consultation with the dean and unit administrator, determine that immediate further review of the faculty member’s performance is required. In such a case, the review will follow the procedure set forth in B-4.a. through e.

B-6. Non-Tenured Faculty. Pursuant to Regent’s policy, non-tenured faculty do not have an expectation of contract renewal beyond that stated in FSH 3900 B-2, absent a specific written multi-year contract. The process set forth in FSH 3320 B does not require the University to renew a non-tenured faculty contract. The process set forth in FSH 3320 B shall not be required for a non-tenured faculty member who has been given notice of non-renewal.

C. ANNUAL PERFORMANCE EVALUATION AND REVIEW OF ADMINISTRATORS HOLDING FACULTY APPOINTMENTS. This policy applies to all administrators holding faculty appointments including, but not limited to, those reporting directly to the provost and deans.

C-1. Annual Performance Evaluation of Administrators. Each administrator holding an appointment as a faculty member shall complete a position description pursuant to FSH 3050, and shall complete under the annual performance evaluation process described above. The performance evaluation shall be conducted by the person to whom the administrator reports, the administrator’s direct supervisor. When the administrator holds a faculty appointment in a unit not under the supervision of the evaluator, the evaluator shall seek input from the unit administrator of the unit in which the administrator holds a faculty appointment that unit regarding the evaluation of Teaching and Advising, Scholarship and Creative Activities, Outreach and Extension to the extent the administrator’s position description includes expectations in these areas. The evaluator shall also review the administrator’s performance in the area of University Service and Leadership. The evaluation of administrators in the area of University Service and Leadership shall focus on the responsibilities set forth in FSH 1420, if applicable, the responsibilities set forth in the unit bylaws, if applicable, and the expectations set forth in the administrator’s position description. An administrator’s annual performance evaluation shall be completed using the Faculty Annual Performance Evaluation Form or the Annual Performance Self-Evaluation Form for Direct Reports to the Provost and Executive Vice President form, as appropriate, appended to this policy. The review shall state whether the administrator met or did not meet expectations.
UI FACULTY-STAFF HANDBOOK
Chapter III: EMPLOYMENT INFORMATION CONCERNING FACULTY AND STAFF
Section 3320: Annual Performance Evaluations and Salary Determination of Faculty Members and Performance Evaluation of Academic Administrators

C-2. Faculty and staff feedback. This annual evaluation of administrators in the area of University Service and Leadership shall focus on the responsibilities set forth in FSH 1420, if applicable, the responsibilities set forth in the unit bylaws, if applicable, and the expectations set forth in the administrator’s position description. The evaluator shall ensure that faculty and staff interacting with the administrator have the opportunity to provide confidential feedback regarding the administrator’s performance to the evaluator. All feedback will be collected by Institutional Effectiveness and Accreditation (IEA) Research to maintain confidentiality. Identifying information will be redacted from the feedback by IEA Institutional Research before the feedback is provided to the evaluator.

C-3. No expectation of continued service. Administrators do not have an expectation of continued service in their administrative appointments. The President, Provost and/or Dean may determine at any time that it is not in the best interest of the university, college or unit that the administrator continue to serve in his or her administrative capacity.

C-4. Review initiated by faculty. An administrator review may be initiated through a petition signed by at least 50% of the faculty members in the unit and delivered to the provost. The names and percentages of faculty signing the petition shall be maintained in confidence by the provost.

   a. A review under this sub-section shall be conducted by a three-person committee appointed by the provost or dean composed of at least one individual in a similar position to the administrator as well as at least one tenured faculty member from the unit. The review shall focus on the administrator’s performance of the responsibilities.

   b. The committee shall consider the following information:

      (1) Any report submitted by the administrator regarding their performance;
      (2) Input from the administrator’s supervisor regarding their performance;
      (3) Input from the faculty and staff in the unit;
      (4) Input from other constituencies that engage with the administrator.

   c. The committee shall prepare a written report summarizing its findings and recommendations regarding the administrator’s performance. This report shall be provided to the administrator. The administrator shall have the opportunity to respond to the committee report within five business days. The committee report, and any response, shall be forwarded to the administrator’s supervisor and the provost.

   d. The supervisor and provost may provide further feedback and performance recommendations to the administrator based on the report.

   e. Upon completion, the supervisor or provost shall notify the faculty and staff in the relevant unit of the review that the review has been completed.

C-5. Periodic review as required by unit bylaws. Unit bylaws may require review of administrators at prescribed intervals, provided the review follows the process set forth in section C-4.a. through e.

D. SEQUENCE OF EVALUATION OF FACULTY MEMBERS AND ADMINISTRATORS. The provost prepares the schedule for completion of steps in the performance evaluation and salary determination process each year. The schedule will ensure that faculty members’ evaluations of unit or center administrators and assistant and associate deans have been received by the dean before the administrators’ recommendations on faculty salary, promotion, and tenure are made known to the faculty. Likewise, the summaries of faculty evaluations of unit or center administrators, assistant and associate deans, and deans will be communicated to the persons evaluated after their recommendations on faculty salary, promotion, and tenure have been transmitted to the provost.
Version History

Amended July 2019. Section C. was completely rewritten and all faculty will now use one form.

Amended July 2018. The words “and goals” to FSH 3320 A-1. e were added to encourage a discussion.

Amended July 2018. Revised A-1 c and B-2.

Amended January 2018. An emergency revision (rewrite of the faculty section, not the administrator section) to this policy was put in place to address the new narrative evaluation process so as to be effective before the next evaluation process.

Amended January 2017. A temporary fix to this policy was put in place to allow for a pilot narrative evaluation process for 2016 and ensure that existing policy would apply.

Amended July 2014. Changes were incorporated to ensure all faculty go through a review by their peers.

Amended July 2010. B was added and FSH 1420 E-6 was incorporated into D to consolidate the evaluation process into one policy.

Amended July 2009. Revised to reflect recent changes to the faculty position description and evaluation forms to better integrate faculty interdisciplinary activities.

Amended January 2008. Form 1 was revised to include a Disclosure of Conflicts statement to comply with FSH 6240.

Amended July 2007. Form 1 underwent substantial revisions to address enforcement and accountability issues in the UI promotion and the tenure process as well to align the form with the Strategic Action Plan.

Amended January 2007. Revised A-1 j, B-1, and B-4


Amended July 2002. Policies concerning performance evaluation were completely rewritten.

Adopted 1979.
POLICY COVER SHEET

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

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

Faculty Staff Handbook (FSH)
☐ Addition X Revision* ☐ Deletion* ☐ Emergency ☐ Minor Amendment
Policy Number & Title: FSH 6990 COMMUNICABLE DISEASE EMERGENCY RESPONSE

Administrative Procedures Manual (APM)
☐ Addition ☐ Revision* ☐ Deletion* ☐ Emergency ☐ Minor Amendment
Policy Number & Title:

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

Originator: Jim Craig, General Counsel

Policy Sponsor, if different from Originator:

Reviewed by General Counsel x Yes ___No Name & Date: Jim Craig, 1/7/22

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

   1. To bring FSH 6990 into alignment with recent revisions to SBOE policy I.E.5.
   2. To revise section D-3 regarding termination of temporary policies and procedures.
   2. To add section D-4 requiring Infectious Disease Response Protocol.

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

   None.

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

   None.

4. Effective Date: This policy shall be effective on July 1, or January 1, whichever arrives first after final approval (see FSH 1460 D) unless otherwise specified in the policy.
FSH 6990

Communicable\textit{Contagious or Infectious} Disease Emergency Response

A. Scope. This policy applies to all University of Idaho students and employees.

B. Purpose. The purpose of this policy is to ensure that the University is able to respond quickly and effectively to protect the UI community and the interests of the institution in the event of a public health emergency caused by a communicable\textit{contagious or infectious} disease outbreak.

C. Definitions

C-1. 
\textit{Communicable\textit{Contagious or Infectious} disease: A disease which may be transmitted from one person or an animal to another person either by direct contact or through an intermediate host, vector, inanimate object, or other means which may result in infection, illness, disability or death.}


C-3. Public health emergency: For the purposes of this policy, a communicable\textit{contagious or infectious} disease outbreak is determined to be a public health emergency by local, state, or federal health authorities or other appropriate governmental authority.

D. Policy

D-1. Applicability. In the event of a communicable\textit{contagious or infectious} disease outbreak, the president will consult with local, state, or federal health authorities as appropriate. If the outbreak is determined by the appropriate public health governmental authorities to be a public health emergency, the president may take action under the provisions of D-2. In the absence of a declaration of public health emergency, and if necessary to protect the UI community and the interests of the institution, the president may, after consultation with public health authorities, Faculty Senate leadership and Staff Council leadership, take action under the provisions of D-2.

D-2. 
\textbf{Emergency Actions}

\begin{itemize}
  \item a. Temporary closures. Pursuant to RGP I.E.5, the president may submit a request to the Executive Director of the State Board of Education to seek approval to close the University as a whole or any of its buildings or campuses.
  \item b. Temporary limitations or cancellations. Pursuant to RGP I.E.5., the president may implement measures required to prevent the spread of contagious or infectious disease, including limiting programs or activities.
  \item c. Temporary policies and procedures. To the extent necessary to implement or enforce the University’s response to a public health emergency caused by a communicable\textit{contagious or infectious} disease outbreak, the University may establish
temporary policies and procedures which may be inconsistent with existing policies and procedures. Prior to final implementation, the administration shall seek the input of affected constituencies, Staff Council leadership, and Faculty Senate leadership as appropriate and reasonable under the circumstances. Any such policy or procedure must be approved by the president or designee and published online, with a notice published in the Register as soon as reasonably practical.

**D-3. Termination.** If there is a declaration of public health emergency by local, state, or federal authorities, temporary policies and procedures enacted under D-2.b.c. of this policy will remain in effect only for so long as the declaration of public health emergency remains in effect, unless the president determines that it is necessary for the health and safety of the University community for the temporary policies and procedures to remain in effect, in which case the actions will remain in effect for up to 180 days. In the absence of a declaration of public health emergency, actions taken under this policy in the absence of a declaration of public health emergency will remain in effect for up to 180 days.

a. At any time prior to the expiration of 180 days, the president, in consultation with Faculty Senate, Staff Council, and public health authorities, may terminate the temporary actions if deemed no longer necessary.

b. Actions taken under this policyD-2.c. may be granted a one-time 180-day renewal by the president. Prior to renewing the actions, the president shall seek input from Faculty Senate, Staff Council, and public health authorities.

**D-4. Infectious Disease Response Protocol.** The Infectious Disease Response Team shall draft and publish an Infectious Disease Response Protocol to develop and implement specific strategies for response to and prevention of communicable infectious diseases in the University of Idaho community. This protocol shall be reviewed by the team on an annual basis and updated as necessary.

**E. Effective date.** This policy shall be effective as of the date of final approval.
POLICY COVER SHEET
For instructions on policy creation and change, please see
https://www.uidaho.edu/governance/policy

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

Faculty Staff Handbook (FSH)
☐ Addition ☐ Revision* ☒ Deletion* ☐ Emergency ☐ Minor Amendment
Policy Number & Title: FSH 4500 INQUIRIES FROM PROSPECTIVE STUDENTS

Administrative Procedures Manual (APM)
☐ Addition ☐ Revision* ☐ Deletion* ☐ Emergency ☐ Minor Amendment
Policy Number & Title:

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

Originator: Dean Kahler, Vice Provost for SEM

Policy Sponsor, if different from Originator:

Reviewed by General Counsel       Yes ☒ No ☐ Name & Date:

1. Policy/Procedure Statement: Briefly explain the reason for the proposed addition, revision, and/or deletion.
   Policy is not needed.

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

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

4. Effective Date: This policy shall be effective on July 1, or January 1, whichever arrives first after final approval (see FSH 1460 D) unless otherwise specified in the policy.
INQUIRIES FROM PROSPECTIVE STUDENTS

PREAMBLE: Original to the 1979 Handbook; revised in July of 1996 by the addition of appropriate references to the newly-created Graduate Admissions Office and in February of 2007 this section was completely revised to reflect current information. For further information, contact the Admissions Office (208-885-6326), New Student Services (208-885-6163), the Graduate Admissions Office (208-885-4001), or College of Law Office of Admissions (208-885-6423).

Members of the faculty and staff who receive inquiries from students interested in attending the University of Idaho as an undergraduate, graduate, or law student should forward them to the New Student Services Office, the Graduate Admissions Office, or the Director of Admissions in the College of Law, respectively. They may, of course, acknowledge the inquiry and furnish specific program information requested. Specific questions or inquiries about undergraduate admissions policies and procedures can also be directed to the Admissions Office.

Upon receipt of a request, either directly from the student or from another office, New Student Services will send the following materials: a view book, residence hall and greek housing information, financial aid information, WUE information (if student is from a WUE participating state), a scholarship brochure, an application for admission, and any other materials specifically requested. Graduate Admissions and the Director of Law Admissions will respond to inquiries from prospective students with a letter addressing graduate/law information and procedures, and reference to websites providing additional information on graduate/law admissions and financial aid. If printed materials are specifically requested, Graduate Admissions will send students the Financial Aid Informer, an application for admission, information on application deadlines, and a list of degrees and programs. The College of Law will provide an application for admission, information on application deadlines, and other information as requested.
43: REGULATION J-3-E ADDITIONS AND REMOVALS

In Workflow
1. Registrar’s Office (none)
2. Ready for UCC (disable)
3. UCC (none)
4. Post-UCC Registrar (none)
5. Faculty Senate Chair (mstout@uidaho.edu; jvalkovic@uidaho.edu)
6. UFM (mstout@uidaho.edu; jvalkovic@uidaho.edu)
7. President’s Office (brendah@uidaho.edu; mstout@uidaho.edu; jvalkovic@uidaho.edu; lindalundgren@uidaho.edu)
8. Catalog Update (sstubbs@uidaho.edu)

Approval Path
1. Tue, 01 Feb 2022 17:05:58 GMT
   Steve Stubbs (sstubbs): Approved for Registrar’s Office
2. Thu, 03 Feb 2022 16:09:53 GMT
   David Barnes (dabarnes): Approved for Ready for UCC
3. Tue, 08 Feb 2022 17:19:17 GMT
   David Barnes (dabarnes): Approved for UCC
4. Fri, 11 Feb 2022 17:05:18 GMT
   David Barnes (dabarnes): Approved for Post-UCC Registrar

New Proposal
Date Submitted: Tue, 30 Nov 2021 17:01:38 GMT

Viewing: Regulation J-3-e additions and removals
Last edit: Tue, 30 Nov 2021 17:01:37 GMT
Changes proposed by: Rebecca Frost

Faculty Contact

<table>
<thead>
<tr>
<th>Faculty Name</th>
<th>Faculty Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rebecca Frost</td>
<td><a href="mailto:catalog@uidaho.edu">catalog@uidaho.edu</a></td>
</tr>
</tbody>
</table>

Request Type
Add/Drop/Change an academic regulation

Effective Catalog Year
2022-2023

Title
Regulation J-3-e additions and removals

Request Details
Regulation J-3-e. Humanistic and Artistic Ways of Knowing and Social and Behavioral Ways of Knowing

Humanistic Ways of Knowing:
Add: FLEN 243 English Word Origins (3 credits)
HiST 270 Intro to Greek and Roman Civilization (3 credits)
RSTM 106 Intro to Sport Management (3 credits)

Social and Behavioral Ways of Knowing:
Add: RSTM 380 Principles of Travel & Tourism (3 credits)
Remove: SOC 201 Intro to Inequalities and Inclusion
SOC 340 Environmental Sociology & Globalization
SOC 343 Power, Politics, and Society
SOC 423 Economic (In)Justice in the United States
SOC 424 Sociology of Gender
SOC 427 Race and Ethnic Relations
See attached form for list of all J-3-e courses.

Supporting Documents
J-3-e Humanities-Social Sciences.docx
43: Regulation J-3-e additions and removals

Key: 43
J-3-e. Humanistic and Artistic Ways of Knowing (6 credits, from two different disciplines) and Social and Behavioral Ways of Knowing (6 credits, from two different disciplines)

The purpose of these liberal arts courses is to provide students with critical tools for understanding the human experience and providing the means for students to respond to the world around them.

Humanistic and Artistic Ways of Knowing courses enable students to reflect upon their lives and ask fundamental questions of value, purpose, and meaning in a rigorous and systematic interpretative manner, with the goal of fostering understanding of culture and inspiring a citizenry that is more literate, respectful of diverse viewpoints, and intellectually inquisitive.

Social and Behavioral Ways of Knowing courses enable students to apply rigorous analytic skills for the purpose of explaining the dynamic interaction among history, institutions, society and ideas that shape the behaviors of individuals, communities and societies. With these skills students can critically address the social issues of our contemporary world.

Some courses on the humanities and social science lists may also satisfy the American diversity or international requirement.

Approved Humanistic and Artistic Ways of Knowing Courses:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>AMST 301</td>
<td>Studies in American Culture</td>
<td>3</td>
</tr>
<tr>
<td>ARCH 151</td>
<td>Introduction to the Built Environment</td>
<td>3</td>
</tr>
<tr>
<td>ART 100</td>
<td>World Art and Culture</td>
<td>3</td>
</tr>
<tr>
<td>ART 205</td>
<td>Visual Culture</td>
<td>3</td>
</tr>
<tr>
<td>ART 213</td>
<td>History and Theory of Modern Design</td>
<td>3</td>
</tr>
<tr>
<td>ART 302</td>
<td>Modern Art and Theory</td>
<td>3</td>
</tr>
<tr>
<td>ART 382</td>
<td>History of Photography</td>
<td>3</td>
</tr>
<tr>
<td>ART 407</td>
<td>New Media</td>
<td>3</td>
</tr>
<tr>
<td>CHIN 101</td>
<td>Elementary Chinese I</td>
<td>4</td>
</tr>
<tr>
<td>Code</td>
<td>Title</td>
<td>Hours</td>
</tr>
<tr>
<td>--------</td>
<td>------------------------------------------------------------</td>
<td>-------</td>
</tr>
<tr>
<td>CHIN 102</td>
<td>Elementary Chinese II</td>
<td>4</td>
</tr>
<tr>
<td>DAN 100</td>
<td>Dance in Society</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 175</td>
<td>Literature and Ideas</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 221</td>
<td>History of Film 1895-1945</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 222</td>
<td>History of Film 1945-Present</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 257</td>
<td>Survey of Western World Literature I</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 258</td>
<td>Survey of Western World Literature II</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 267</td>
<td>Survey of British Literature I</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 268</td>
<td>Survey of British Literature II</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 277</td>
<td>Survey of American Literature I</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 278</td>
<td>Survey of American Literature II</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 290</td>
<td>Introduction to Creative Writing</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 322</td>
<td>Studies in Environmental Literature and Culture</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 345</td>
<td>Studies in Shakespeare</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 375</td>
<td>The Bible as Literature</td>
<td>3</td>
</tr>
<tr>
<td>FLEN 210</td>
<td>Introduction to Classic Mythology</td>
<td>3</td>
</tr>
<tr>
<td>FLEN 243</td>
<td>English Word Origins</td>
<td>3</td>
</tr>
<tr>
<td>FLEN 313</td>
<td>French/ Francophone Literature in Translation</td>
<td>3</td>
</tr>
<tr>
<td>FLEN 324</td>
<td>Topics in German Literature in Translation</td>
<td>3</td>
</tr>
<tr>
<td>FLEN 331</td>
<td>Japanese Anime</td>
<td>3</td>
</tr>
<tr>
<td>FLEN 391</td>
<td>Hispanic Film</td>
<td>3</td>
</tr>
<tr>
<td>FLEN 394</td>
<td>Latin American Literature in Translation</td>
<td>3</td>
</tr>
<tr>
<td>FREN 101</td>
<td>Elementary French I</td>
<td>4</td>
</tr>
<tr>
<td>FREN 102</td>
<td>Elementary French II</td>
<td>4</td>
</tr>
<tr>
<td>GERM 101</td>
<td>Elementary German I</td>
<td>4</td>
</tr>
<tr>
<td>GERM 102</td>
<td>Elementary German II</td>
<td>4</td>
</tr>
<tr>
<td>HIST 270</td>
<td>Intro to Greek and Roman Civ</td>
<td>3</td>
</tr>
<tr>
<td>HIST 357</td>
<td>Women in Pre-Modern European History</td>
<td>3</td>
</tr>
<tr>
<td>HIST 379</td>
<td>History of Science II: 1700- Present</td>
<td>3</td>
</tr>
<tr>
<td>HIST 414</td>
<td>History and Film</td>
<td>3</td>
</tr>
<tr>
<td>HIST 442</td>
<td>The Medieval Church: Europe in the Early and High Middle Ages</td>
<td>3</td>
</tr>
<tr>
<td>HIST 443</td>
<td>The Medieval State: Europe in the High and Late Middle Ages</td>
<td>3</td>
</tr>
<tr>
<td>HIST 445</td>
<td>Medieval English Constitutional and Legal History: 1066-1485</td>
<td>3</td>
</tr>
<tr>
<td>HIST 447</td>
<td>The Renaissance</td>
<td>3</td>
</tr>
<tr>
<td>HIST 448</td>
<td>The Reformation</td>
<td>3</td>
</tr>
<tr>
<td>HIST 485</td>
<td>Chinese Social and Cultural History</td>
<td>3</td>
</tr>
<tr>
<td>IS 370</td>
<td>African Community, Culture, and Music</td>
<td>1-3</td>
</tr>
<tr>
<td>JAPN 101</td>
<td>Elementary Japanese I</td>
<td>4</td>
</tr>
<tr>
<td>JAPN 102</td>
<td>Elementary Japanese II</td>
<td>4</td>
</tr>
<tr>
<td>LAS 391</td>
<td>Hispanic Film</td>
<td>3</td>
</tr>
</tbody>
</table>
## Course List

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>LAS 394</td>
<td>Latin American Literature in Translation</td>
<td>3</td>
</tr>
<tr>
<td>MUSH 111</td>
<td>Introduction to Music Literature</td>
<td>3</td>
</tr>
<tr>
<td>MUSH 201</td>
<td>History of Rock and Roll</td>
<td>3</td>
</tr>
<tr>
<td>MUSI 100</td>
<td>Introduction to Music</td>
<td>3</td>
</tr>
<tr>
<td>NEZP 101</td>
<td>Elementary Nez Perce I</td>
<td>4</td>
</tr>
<tr>
<td>NEZP 102</td>
<td>Elementary Nez Perce II</td>
<td>4</td>
</tr>
<tr>
<td>PHIL 103</td>
<td>Introduction to Ethics</td>
<td>3</td>
</tr>
<tr>
<td>PHIL 200</td>
<td>Philosophy of Alcohol</td>
<td>3</td>
</tr>
<tr>
<td>PHIL 201</td>
<td>Critical Thinking</td>
<td>3</td>
</tr>
<tr>
<td>PHIL 208</td>
<td>Business Ethics</td>
<td>3</td>
</tr>
<tr>
<td>PHIL 240</td>
<td>Belief and Reality</td>
<td>3</td>
</tr>
<tr>
<td>PHIL 351</td>
<td>Philosophy of Science</td>
<td>3</td>
</tr>
<tr>
<td>PHIL 361</td>
<td>Professional Ethics</td>
<td>3</td>
</tr>
<tr>
<td>RELS 375</td>
<td>The Bible as Literature</td>
<td>3</td>
</tr>
<tr>
<td>RELS 443</td>
<td>The Medieval State: Europe in the High and Late Middle Ages</td>
<td>3</td>
</tr>
<tr>
<td>RELS 448</td>
<td>The Reformation</td>
<td>3</td>
</tr>
<tr>
<td>RSTM 106</td>
<td>Intro to Sport Management</td>
<td>3</td>
</tr>
<tr>
<td>SPAN 101</td>
<td>Elementary Spanish I</td>
<td>4</td>
</tr>
<tr>
<td>SPAN 102</td>
<td>Elementary Spanish II</td>
<td>4</td>
</tr>
<tr>
<td>THE 101</td>
<td>Introduction to the Theatre</td>
<td>3</td>
</tr>
<tr>
<td>THE 468</td>
<td>Theatre History I</td>
<td>3</td>
</tr>
<tr>
<td>THE 469</td>
<td>Theatre History II</td>
<td>3</td>
</tr>
<tr>
<td>WGSS 201</td>
<td>Introduction to Women's, Gender, and Sexuality Studies</td>
<td>3</td>
</tr>
</tbody>
</table>

### Approved Social and Behavioral Ways of Knowing Courses:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANTH 100</td>
<td>Introduction to Anthropology</td>
<td>3</td>
</tr>
<tr>
<td>ANTH 101</td>
<td>Biological Anthropology</td>
<td>3</td>
</tr>
<tr>
<td>ANTH 102</td>
<td>Cultural Anthropology</td>
<td>3</td>
</tr>
<tr>
<td>ANTH 261</td>
<td>Language and Culture</td>
<td>3</td>
</tr>
<tr>
<td>ANTH 329</td>
<td>Contemporary North American Indians</td>
<td>3</td>
</tr>
<tr>
<td>ANTH 350</td>
<td>Food, Culture, and Society</td>
<td>3</td>
</tr>
<tr>
<td>ANTH 462</td>
<td>Human Issues in International Development</td>
<td>3</td>
</tr>
<tr>
<td>COMM 233</td>
<td>Interpersonal Communication</td>
<td>3</td>
</tr>
<tr>
<td>COMM 335</td>
<td>Intercultural Communication</td>
<td>3</td>
</tr>
<tr>
<td>COMM 410</td>
<td>Conflict Management</td>
<td>3</td>
</tr>
<tr>
<td>CRIM 101</td>
<td>Introduction to Criminology</td>
<td>3</td>
</tr>
<tr>
<td>CRIM 336</td>
<td>Comparative Criminal Justice Systems</td>
<td>3</td>
</tr>
<tr>
<td>CRIM 439</td>
<td>Inequalities in the Justice System</td>
<td>3</td>
</tr>
<tr>
<td>ECON 201</td>
<td>Principles of Macroeconomics</td>
<td>3</td>
</tr>
<tr>
<td>Code</td>
<td>Title</td>
<td>Hours</td>
</tr>
<tr>
<td>--------</td>
<td>---------------------------------------------------------</td>
<td>-------</td>
</tr>
<tr>
<td>ECON 202</td>
<td>Principles of Microeconomics</td>
<td>3</td>
</tr>
<tr>
<td>ECON 272</td>
<td>Foundations of Economic Analysis</td>
<td>4</td>
</tr>
<tr>
<td>EDCI 201</td>
<td>Contexts of Education</td>
<td>3</td>
</tr>
<tr>
<td>EDCI 301</td>
<td>Learning, Development, and Assessment</td>
<td>3</td>
</tr>
<tr>
<td>FLEN 270</td>
<td>Introduction to Greek and Roman Civilization</td>
<td>3</td>
</tr>
<tr>
<td>FLEN 307</td>
<td>Institutions of the European Union</td>
<td>3</td>
</tr>
<tr>
<td>FOR 235</td>
<td>Society and Natural Resources</td>
<td>3</td>
</tr>
<tr>
<td>GEOG 165</td>
<td>Human Geography</td>
<td>3</td>
</tr>
<tr>
<td>GEOG 200</td>
<td>World Regional Geography</td>
<td>3</td>
</tr>
<tr>
<td>GEOG 260</td>
<td>Introduction to Geopolitics</td>
<td>3</td>
</tr>
<tr>
<td>GEOG 365</td>
<td>Political Geography</td>
<td>3</td>
</tr>
<tr>
<td>HIST 101</td>
<td>World History I</td>
<td>3</td>
</tr>
<tr>
<td>HIST 102</td>
<td>World History II</td>
<td>3</td>
</tr>
<tr>
<td>HIST 111</td>
<td>United States History I</td>
<td>3</td>
</tr>
<tr>
<td>HIST 112</td>
<td>United States History II</td>
<td>3</td>
</tr>
<tr>
<td>HIST 180</td>
<td>Introduction to East Asian History</td>
<td>3</td>
</tr>
<tr>
<td>HIST 270</td>
<td>Introduction to Greek and Roman Civilization</td>
<td>3</td>
</tr>
<tr>
<td>HIST 315</td>
<td>Comparative African-American Cultures</td>
<td>3</td>
</tr>
<tr>
<td>HIST 462</td>
<td>History of the American West</td>
<td>3</td>
</tr>
<tr>
<td>HIST 461</td>
<td>Idaho and the Pacific Northwest</td>
<td>3</td>
</tr>
<tr>
<td>HIST 380</td>
<td>Disease and Culture: History of Western Medicine</td>
<td>3</td>
</tr>
<tr>
<td>HIST 420</td>
<td>History of Women in American Society</td>
<td>3</td>
</tr>
<tr>
<td>HIST 424</td>
<td>American Environmental History</td>
<td>3</td>
</tr>
<tr>
<td>HIST 430</td>
<td>U.S. Diplomatic History</td>
<td>3</td>
</tr>
<tr>
<td>HIST 438</td>
<td>Modern Mexico and the Americas</td>
<td>3</td>
</tr>
<tr>
<td>HIST 439</td>
<td>Modern Latin America</td>
<td>3</td>
</tr>
<tr>
<td>HIST 440</td>
<td>Social Revolution in Latin America</td>
<td>3</td>
</tr>
<tr>
<td>HIST 441</td>
<td>Slavery and Freedom in the Americas</td>
<td>3</td>
</tr>
<tr>
<td>HIST 449</td>
<td>Tudor-Stuart Britian 1485-1660</td>
<td>3</td>
</tr>
<tr>
<td>HIST 452</td>
<td>Europe in the Age of the Revolution, 1770-1880</td>
<td>3</td>
</tr>
<tr>
<td>HIST 454</td>
<td>Pictures and Power: Photography, Politics, and American History</td>
<td>3</td>
</tr>
<tr>
<td>HIST 456</td>
<td>Anti-Semitism and the Holocaust</td>
<td>3</td>
</tr>
<tr>
<td>HIST 457</td>
<td>History of the Middle East</td>
<td>3</td>
</tr>
<tr>
<td>HIST 460</td>
<td>Conspiracies and Secret Societies in History</td>
<td>3</td>
</tr>
<tr>
<td>HIST 466</td>
<td>Eastern Europe Since 1774</td>
<td>3</td>
</tr>
<tr>
<td>HIST 467</td>
<td>Russia to 1894</td>
<td>3</td>
</tr>
<tr>
<td>HIST 468</td>
<td>Russia and Soviet Union Since 1894</td>
<td>3</td>
</tr>
<tr>
<td>HIST 482</td>
<td>Japan, 1600 to Present</td>
<td>3</td>
</tr>
<tr>
<td>HIST 484</td>
<td>Modern China, 1840s to Present</td>
<td>3</td>
</tr>
<tr>
<td>IS 325</td>
<td>The Contemporary Muslim World</td>
<td>3</td>
</tr>
<tr>
<td>IS 326</td>
<td>Africa Today</td>
<td>3</td>
</tr>
<tr>
<td>Code</td>
<td>Title</td>
<td>Hours</td>
</tr>
<tr>
<td>--------</td>
<td>-----------------------------------------------</td>
<td>-------</td>
</tr>
<tr>
<td>IS 350</td>
<td>Sports and International Affairs</td>
<td>3</td>
</tr>
<tr>
<td>LAS 462</td>
<td>Human Issues in International Development</td>
<td>3</td>
</tr>
<tr>
<td>NRS 125</td>
<td>Introduction to Conservation and Natural</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Resources</td>
<td></td>
</tr>
<tr>
<td>NRS 235</td>
<td>Society and Natural Resources</td>
<td>3</td>
</tr>
<tr>
<td>POLS 101</td>
<td>American National Government</td>
<td>3</td>
</tr>
<tr>
<td>POLS 205</td>
<td>Introduction to Comparative Politics</td>
<td>3</td>
</tr>
<tr>
<td>POLS 237</td>
<td>Introduction to International Politics</td>
<td>3</td>
</tr>
<tr>
<td>POLS 275</td>
<td>American State and Local Government</td>
<td>3</td>
</tr>
<tr>
<td>POLS 307</td>
<td>Institutions of the European Union</td>
<td>3</td>
</tr>
<tr>
<td>POLS 331</td>
<td>American Political Parties and Elections</td>
<td>3</td>
</tr>
<tr>
<td>POLS 332</td>
<td>American Congress</td>
<td>3</td>
</tr>
<tr>
<td>POLS 333</td>
<td>American Political Culture</td>
<td>3</td>
</tr>
<tr>
<td>POLS 338</td>
<td>American Foreign Policy</td>
<td>3</td>
</tr>
<tr>
<td>POLS 381</td>
<td>European Politics</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 101</td>
<td>Introduction to Psychology</td>
<td>3</td>
</tr>
<tr>
<td>RSTM 380</td>
<td>Principles of Travel &amp; Tourism</td>
<td>3</td>
</tr>
<tr>
<td>SOC 101</td>
<td>Introduction to Sociology</td>
<td>3</td>
</tr>
<tr>
<td>SOC 201</td>
<td>Introduction to Inequalities and Inclusion</td>
<td>2</td>
</tr>
<tr>
<td>SOC 230</td>
<td>Social Problems</td>
<td>3</td>
</tr>
<tr>
<td>SOC 340</td>
<td>Environmental Sociology and Globalization</td>
<td>3</td>
</tr>
<tr>
<td>SOC 342</td>
<td>Power, Politics, and Society</td>
<td>2</td>
</tr>
<tr>
<td>SOC 350</td>
<td>Food, Culture, and Society</td>
<td>3</td>
</tr>
<tr>
<td>SOC 423</td>
<td>Economic (In)Justice in the United States</td>
<td>2</td>
</tr>
<tr>
<td>SOC 424</td>
<td>Sociology of Gender</td>
<td>3</td>
</tr>
<tr>
<td>SOC 427</td>
<td>Racial and Ethnic Relations</td>
<td>3</td>
</tr>
</tbody>
</table>
44: REGULATION J-3-F ADDITIONS AND REMOVALS

In Workflow
1. Registrar's Office (none)
2. Ready for UCC (disable)
3. UCC (none)
4. Post-UCC Registrar (none)
5. Faculty Senate Chair (mstout@uidaho.edu; jvalkovic@uidaho.edu)
6. UFM (mstout@uidaho.edu; jvalkovic@uidaho.edu)
7. President's Office (brendah@uidaho.edu; mstout@uidaho.edu; jvalkovic@uidaho.edu; lindalundgren@uidaho.edu)
8. Catalog Update (sstubbs@uidaho.edu)

Approval Path
1. Tue, 01 Feb 2022 17:06:00 GMT
   Steve Stubbs (sstubbs): Approved for Registrar's Office
2. Thu, 03 Feb 2022 16:09:49 GMT
   David Barnes (dabarnes): Approved for Ready for UCC
3. Tue, 08 Feb 2022 17:19:22 GMT
   David Barnes (dabarnes): Approved for UCC
4. Fri, 11 Feb 2022 17:05:26 GMT
   David Barnes (dabarnes): Approved for Post-UCC Registrar

New Proposal
Date Submitted: Tue, 30 Nov 2021 17:14:38 GMT
Viewing: Regulation J-3-f additions and removals
Last edit: Tue, 30 Nov 2021 17:14:38 GMT
Changes proposed by: Rebecca Frost

Faculty Contact

<table>
<thead>
<tr>
<th>Faculty Name</th>
<th>Faculty Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rebecca Frost</td>
<td><a href="mailto:catalog@uidaho.edu">catalog@uidaho.edu</a></td>
</tr>
</tbody>
</table>

Request Type
Add/Drop/Change an academic regulation

Effective Catalog Year
2022-2023

Title
Regulation J-3-f additions and removals

Request Details
J-3-f. American Diversity and International
American Diversity
Add: RSTM 106 Intro to Sport Management (3 credits)
Remove: SOC 101 Introduction to Sociology
SOC 230 Social Problems
SOC 423 Economic (In)Justice in the United States
SOC 424 Sociology of Gender
SOC 427 Racial and Ethnic Relations
International
Add: MUSH 111 Introduction to World of Music (3 credits)
RSTM 380 Principles of Travel & Tourism (3 credits)
Remove: SOC 340 Environmental Sociology and Globalization
SOC 343 Power, Politics, and Society
THE 468 Theatre History I
THE 469 Theatre History II
See attached file for full list of J-3-f courses.
Supporting Documents
J-3-f AD-International.docx

Key: 44
J-3-f. One American Diversity course and One International course (Or an approved study abroad experience)

As we live in an increasingly diverse and multicultural world, the purpose of these courses is to prepare students to understand, communicate and collaborate with those from diverse communities within the United States and throughout the world.

The American diversity courses seek to increase awareness of contemporary and historical issues surrounding the social and cultural diversity in the U.S. Students engage in critical thinking and inquiry into the issues, complexities, and implications of diversity, and how social, economic, and/or political forces have shaped American communities. Diversity includes such characteristics as ability, age, ethnicity, gender, race, religion, sexual orientation, and socioeconomic status.

One course chosen from the approved American diversity courses listed below. If a student takes a General Education course in another category that also appears on the list of approved American diversity courses, then this requirement is considered to be completed.

The international courses seek to develop an understanding of international values, belief systems and social issues that have contributed to current balances of power and cultural relations. Students develop an understanding of the roles that the United States and other countries have played in global relations and the ways cultures have interacted and influenced each other.

One course chosen from the approved international courses listed below. If a student takes a General Education course in another category that also appears on the list of approved International courses, then this requirement is considered to be completed. The international requirement may be waived if a student
successfully completes an approved Summer, Fall, or Spring program abroad through the International Programs Office.

**Approved American Diversity Courses:**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>AIST 320</td>
<td>Native American &amp; Indigenous Film</td>
<td>3</td>
</tr>
<tr>
<td>AIST 411</td>
<td>Native American Architecture</td>
<td>3</td>
</tr>
<tr>
<td>AIST 422</td>
<td>Contemporary Pacific Northwest Indians</td>
<td>3</td>
</tr>
<tr>
<td>AIST 484</td>
<td>American Indian Literature</td>
<td>3</td>
</tr>
<tr>
<td>AMST 301</td>
<td>Studies in American Culture</td>
<td>3</td>
</tr>
<tr>
<td>ANTH 329</td>
<td>Contemporary North American Indians</td>
<td>3</td>
</tr>
<tr>
<td>ANTH 350</td>
<td>Food, Culture, and Society</td>
<td>3</td>
</tr>
<tr>
<td>ANTH 422</td>
<td>Contemporary Pacific Northwest Indians</td>
<td>3</td>
</tr>
<tr>
<td>ARCH 411</td>
<td>Native American Architecture</td>
<td>3</td>
</tr>
<tr>
<td>COMM 302</td>
<td>Gender and Communication</td>
<td>3</td>
</tr>
<tr>
<td>COMM 491</td>
<td>Communication and Aging</td>
<td>3</td>
</tr>
<tr>
<td>CORS 232</td>
<td>Science on Your Plate: Food Safety, Risks and Technology</td>
<td>3</td>
</tr>
<tr>
<td>CRIM 439</td>
<td>Inequalities in the Justice System</td>
<td>3</td>
</tr>
<tr>
<td>DAN 100</td>
<td>Dance in Society</td>
<td>3</td>
</tr>
<tr>
<td>EDCI 302</td>
<td>Teaching Culturally Diverse Learners</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 380</td>
<td>Studies in U.S. Ethnic Literatures</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 384</td>
<td>Studies in American Indian Literature</td>
<td>3</td>
</tr>
<tr>
<td>HIST 111</td>
<td>United States History I</td>
<td>3</td>
</tr>
<tr>
<td>HIST 112</td>
<td>United States History II</td>
<td>3</td>
</tr>
<tr>
<td>HIST 315</td>
<td>Comparative African-American Cultures</td>
<td>3</td>
</tr>
<tr>
<td>HIST 316</td>
<td>American Indian History</td>
<td>3</td>
</tr>
<tr>
<td>HIST 414</td>
<td>History and Film</td>
<td>3</td>
</tr>
<tr>
<td>HIST 420</td>
<td>History of Women in American Society</td>
<td>3</td>
</tr>
<tr>
<td>HIST 424</td>
<td>American Environmental History</td>
<td>3</td>
</tr>
<tr>
<td>HIST 454</td>
<td>Pictures and Power: Photography, Politics, and American History</td>
<td>3</td>
</tr>
<tr>
<td>HIST 461</td>
<td>Idaho and the Pacific Northwest</td>
<td>3</td>
</tr>
<tr>
<td>HIST 462</td>
<td>History of the American West</td>
<td>3</td>
</tr>
<tr>
<td>IAD 443</td>
<td>Universal Design</td>
<td>3</td>
</tr>
<tr>
<td>JAMM 340</td>
<td>Cultural Diversity and the Media</td>
<td>3</td>
</tr>
<tr>
<td>JAMM 445</td>
<td>History of Mass Media</td>
<td>3</td>
</tr>
<tr>
<td>LAS 306</td>
<td>Culture and Institutions of Latin America</td>
<td>3</td>
</tr>
<tr>
<td>MUSH 410</td>
<td>Studies in Jazz History</td>
<td>3</td>
</tr>
<tr>
<td>MUSI 100</td>
<td>Introduction to Music</td>
<td>3</td>
</tr>
<tr>
<td>POLS 101</td>
<td>American National Government</td>
<td>3</td>
</tr>
<tr>
<td>POLS 333</td>
<td>American Political Culture</td>
<td>3</td>
</tr>
<tr>
<td>POLS 468</td>
<td>Civil Liberties</td>
<td>3</td>
</tr>
<tr>
<td>Code</td>
<td>Title</td>
<td>Hours</td>
</tr>
<tr>
<td>---------</td>
<td>------------------------------------------------</td>
<td>-------</td>
</tr>
<tr>
<td>PSYC 315</td>
<td>Psychology of Women</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 419</td>
<td>Adult Development and Aging</td>
<td>3</td>
</tr>
<tr>
<td>RELS 422</td>
<td>Contemporary Pacific Northwest Indians</td>
<td>3</td>
</tr>
<tr>
<td>RSTM 106</td>
<td>Intro to Sport Management</td>
<td>3</td>
</tr>
<tr>
<td>SOC 104</td>
<td>Introduction to Sociology</td>
<td>3</td>
</tr>
<tr>
<td>SOC 201</td>
<td>Introduction to Inequalities and Inclusion</td>
<td>3</td>
</tr>
<tr>
<td>SOC 230</td>
<td>Social Problems</td>
<td>3</td>
</tr>
<tr>
<td>SOC 350</td>
<td>Food, Culture, and Society</td>
<td>3</td>
</tr>
<tr>
<td>SOC 423</td>
<td>Economic (In)Justice in the United States</td>
<td>3</td>
</tr>
<tr>
<td>SOC 424</td>
<td>Sociology of Gender</td>
<td>3</td>
</tr>
<tr>
<td>SOC 427</td>
<td>Racial and Ethnic Relations</td>
<td>3</td>
</tr>
<tr>
<td>SPAN 306</td>
<td>Culture and Institutions of Latin America</td>
<td>3</td>
</tr>
<tr>
<td>SPAN 411</td>
<td>Chicano and Latino Literature</td>
<td>3</td>
</tr>
<tr>
<td>SPAN 413</td>
<td>Spanish American Short Fiction</td>
<td>3</td>
</tr>
<tr>
<td>WGSS 201</td>
<td>Introduction to Women's, Gender, and Sexuality Studies</td>
<td>3</td>
</tr>
</tbody>
</table>

**Approved International Courses:**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>AFST 101</td>
<td>Introduction to Africana Studies</td>
<td>3</td>
</tr>
<tr>
<td>AGEC 447</td>
<td>International Development Economics</td>
<td>3</td>
</tr>
<tr>
<td>AGEC 481</td>
<td>Agricultural Markets in a Global Economy</td>
<td>3</td>
</tr>
<tr>
<td>AGED 406</td>
<td>Exploring International Agriculture</td>
<td>3</td>
</tr>
<tr>
<td>ANTH 102</td>
<td>Cultural Anthropology</td>
<td>3</td>
</tr>
<tr>
<td>ANTH 261</td>
<td>Language and Culture</td>
<td>3</td>
</tr>
<tr>
<td>ANTH 462</td>
<td>Human Issues in International Development</td>
<td>3</td>
</tr>
<tr>
<td>ART 100</td>
<td>World Art and Culture</td>
<td>3</td>
</tr>
<tr>
<td>ART 213</td>
<td>History and Theory of Modern Design</td>
<td>3</td>
</tr>
<tr>
<td>ART 302</td>
<td>Modern Art and Theory</td>
<td>3</td>
</tr>
<tr>
<td>ART 303</td>
<td>Contemporary Art and Theory</td>
<td>3</td>
</tr>
<tr>
<td>ART 313</td>
<td>History and Theory of Modern Design</td>
<td>3</td>
</tr>
<tr>
<td>ART 382</td>
<td>History of Photography</td>
<td>3</td>
</tr>
<tr>
<td>CHIN 101</td>
<td>Elementary Chinese I</td>
<td>4</td>
</tr>
<tr>
<td>CHIN 102</td>
<td>Elementary Chinese II</td>
<td>4</td>
</tr>
<tr>
<td>CHIN 201</td>
<td>Intermediate Chinese I</td>
<td>4</td>
</tr>
<tr>
<td>CHIN 202</td>
<td>Intermediate Chinese II</td>
<td>4</td>
</tr>
<tr>
<td>COMM 335</td>
<td>Intercultural Communication</td>
<td>3</td>
</tr>
<tr>
<td>CRIM 336</td>
<td>Comparative Criminal Justice Systems</td>
<td>3</td>
</tr>
<tr>
<td>ECON 446</td>
<td>International Economics</td>
<td>3</td>
</tr>
<tr>
<td>ECON 447</td>
<td>International Development Economics</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 221</td>
<td>History of Film 1895-1945</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 222</td>
<td>History of Film 1945-Present</td>
<td>3</td>
</tr>
<tr>
<td>ENVS 225</td>
<td>International Environmental Issues Seminar</td>
<td>3</td>
</tr>
<tr>
<td>FCS 411</td>
<td>Global Nutrition</td>
<td>3</td>
</tr>
<tr>
<td>Code</td>
<td>Title</td>
<td>Hours</td>
</tr>
<tr>
<td>-------</td>
<td>------------------------------------------------------------</td>
<td>-------</td>
</tr>
<tr>
<td>FCS 419</td>
<td>Dress and Culture</td>
<td>3</td>
</tr>
<tr>
<td>FLEN 307</td>
<td>Institutions of the European Union</td>
<td>3</td>
</tr>
<tr>
<td>FLEN 313</td>
<td>French/Francophone Literature in Translation</td>
<td>3</td>
</tr>
<tr>
<td>FLEN 315</td>
<td>French/Francophone Cinema in Translation</td>
<td>3</td>
</tr>
<tr>
<td>FLEN 324</td>
<td>Topics in German Literature in Translation</td>
<td>3</td>
</tr>
<tr>
<td>FLEN 331</td>
<td>Japanese Anime</td>
<td>3</td>
</tr>
<tr>
<td>FLEN 391</td>
<td>Hispanic Film</td>
<td>3</td>
</tr>
<tr>
<td>FLEN 394</td>
<td>Latin American Literature in Translation</td>
<td>3</td>
</tr>
<tr>
<td>FREN 101</td>
<td>Elementary French I</td>
<td>4</td>
</tr>
<tr>
<td>FREN 102</td>
<td>Elementary French II</td>
<td>4</td>
</tr>
<tr>
<td>FREN 201</td>
<td>Intermediate French I</td>
<td>4</td>
</tr>
<tr>
<td>FREN 202</td>
<td>Intermediate French II</td>
<td>4</td>
</tr>
<tr>
<td>FREN 301</td>
<td>Advanced French Grammar</td>
<td>3</td>
</tr>
<tr>
<td>FREN 302</td>
<td>Advanced French Writing Skills</td>
<td>3</td>
</tr>
<tr>
<td>FREN 304</td>
<td>Connecting French Language and Culture</td>
<td>3</td>
</tr>
<tr>
<td>FREN 307</td>
<td>French Phonetics</td>
<td>3</td>
</tr>
<tr>
<td>FREN 308</td>
<td>Advanced French Conversation</td>
<td>3</td>
</tr>
<tr>
<td>FREN 407</td>
<td>French &amp; Francophone Literatures</td>
<td>3</td>
</tr>
<tr>
<td>FREN 408</td>
<td>French and Francophone Culture and Institutions</td>
<td>3</td>
</tr>
<tr>
<td>GEOG 165</td>
<td>Human Geography</td>
<td>3</td>
</tr>
<tr>
<td>GEOG 200</td>
<td>World Regional Geography</td>
<td>3</td>
</tr>
<tr>
<td>GEOG 260</td>
<td>Introduction to Geopolitics</td>
<td>3</td>
</tr>
<tr>
<td>GEOG 350</td>
<td>Geography of Development</td>
<td>3-4</td>
</tr>
<tr>
<td>GEOG 360</td>
<td>Population Dynamics and Distribution</td>
<td>3-4</td>
</tr>
<tr>
<td>GEOG 365</td>
<td>Political Geography</td>
<td>3</td>
</tr>
<tr>
<td>GERM 101</td>
<td>Elementary German I</td>
<td>4</td>
</tr>
<tr>
<td>GERM 102</td>
<td>Elementary German II</td>
<td>4</td>
</tr>
<tr>
<td>GERM 201</td>
<td>Intermediate German I</td>
<td>4</td>
</tr>
<tr>
<td>GERM 202</td>
<td>Intermediate German II</td>
<td>4</td>
</tr>
<tr>
<td>GERM 301</td>
<td>German Reading and Writing</td>
<td>3</td>
</tr>
<tr>
<td>GERM 302</td>
<td>German Listening and Speaking</td>
<td>3</td>
</tr>
<tr>
<td>GERM 420</td>
<td>Topics in German Culture &amp; Literature - Themes</td>
<td>3</td>
</tr>
<tr>
<td>GERM 440</td>
<td>German Media</td>
<td>3</td>
</tr>
<tr>
<td>HIST 101</td>
<td>World History I</td>
<td>3</td>
</tr>
<tr>
<td>HIST 102</td>
<td>World History II</td>
<td>3</td>
</tr>
<tr>
<td>HIST 180</td>
<td>Introduction to East Asian History</td>
<td>3</td>
</tr>
<tr>
<td>HIST 270</td>
<td>Introduction to Greek and Roman Civilization</td>
<td>3</td>
</tr>
<tr>
<td>HIST 315</td>
<td>Comparative African-American Cultures</td>
<td>3</td>
</tr>
<tr>
<td>HIST 357</td>
<td>Women in Pre-Modern European History</td>
<td>3</td>
</tr>
<tr>
<td>HIST 371</td>
<td>History of England</td>
<td>3</td>
</tr>
<tr>
<td>HIST 372</td>
<td>History of England</td>
<td>3</td>
</tr>
<tr>
<td>HIST 379</td>
<td>History of Science II: 1700-Present</td>
<td>3</td>
</tr>
<tr>
<td>Code</td>
<td>Title</td>
<td>Hours</td>
</tr>
<tr>
<td>------</td>
<td>-------</td>
<td>-------</td>
</tr>
<tr>
<td>HIST 380</td>
<td>Disease and Culture: History of Western Medicine</td>
<td>3</td>
</tr>
<tr>
<td>HIST 414</td>
<td>History and Film</td>
<td>3</td>
</tr>
<tr>
<td>HIST 430</td>
<td>U.S. Diplomatic History</td>
<td>3</td>
</tr>
<tr>
<td>HIST 438</td>
<td>Modern Mexico and the Americas</td>
<td>3</td>
</tr>
<tr>
<td>HIST 439</td>
<td>Modern Latin America</td>
<td>3</td>
</tr>
<tr>
<td>HIST 440</td>
<td>Social Revolution in Latin America</td>
<td>3</td>
</tr>
<tr>
<td>HIST 441</td>
<td>Slavery and Freedom in the Americas</td>
<td>3</td>
</tr>
<tr>
<td>HIST 442</td>
<td>The Medieval Church: Europe in the Early and High Middle Ages</td>
<td>3</td>
</tr>
<tr>
<td>HIST 443</td>
<td>The Medieval State: Europe in the High and Late Middle Ages</td>
<td>3</td>
</tr>
<tr>
<td>HIST 445</td>
<td>Medieval English Constitutional and Legal History: 1066-1485</td>
<td>3</td>
</tr>
<tr>
<td>HIST 447</td>
<td>The Renaissance</td>
<td>3</td>
</tr>
<tr>
<td>HIST 448</td>
<td>The Reformation</td>
<td>3</td>
</tr>
<tr>
<td>HIST 449</td>
<td>Tudor-Stuart Britain 1485-1660</td>
<td>3</td>
</tr>
<tr>
<td>HIST 452</td>
<td>Europe in the Age of the Revolution, 1770-1880</td>
<td>3</td>
</tr>
<tr>
<td>HIST 456</td>
<td>Anti-Semitism and the Holocaust</td>
<td>3</td>
</tr>
<tr>
<td>HIST 457</td>
<td>History of the Middle East</td>
<td>3</td>
</tr>
<tr>
<td>HIST 460</td>
<td>Conspiracies and Secret Societies in History</td>
<td>3</td>
</tr>
<tr>
<td>HIST 466</td>
<td>Eastern Europe Since 1774</td>
<td>3</td>
</tr>
<tr>
<td>HIST 467</td>
<td>Russia to 1894</td>
<td>3</td>
</tr>
<tr>
<td>HIST 468</td>
<td>Russia and Soviet Union Since 1894</td>
<td>3</td>
</tr>
<tr>
<td>HIST 482</td>
<td>Japan, 1600 to Present</td>
<td>3</td>
</tr>
<tr>
<td>HIST 484</td>
<td>Modern China, 1840s to Present</td>
<td>3</td>
</tr>
<tr>
<td>HIST 485</td>
<td>Chinese Social and Cultural History</td>
<td>3</td>
</tr>
<tr>
<td>IAD 281</td>
<td>History of Interiors I</td>
<td>3</td>
</tr>
<tr>
<td>IAD 282</td>
<td>History of Interiors II</td>
<td>3</td>
</tr>
<tr>
<td>IS 225</td>
<td>International Environmental Issues Seminar</td>
<td>3</td>
</tr>
<tr>
<td>IS 325</td>
<td>The Contemporary Muslim World</td>
<td>3</td>
</tr>
<tr>
<td>IS 326</td>
<td>Africa Today</td>
<td>3</td>
</tr>
<tr>
<td>IS 350</td>
<td>Sports and International Affairs</td>
<td>3</td>
</tr>
<tr>
<td>IS 370</td>
<td>African Community, Culture, and Music</td>
<td>1-3</td>
</tr>
<tr>
<td>JAMM 490</td>
<td>Global Media</td>
<td>3</td>
</tr>
<tr>
<td>JAPN 101</td>
<td>Elementary Japanese I</td>
<td>4</td>
</tr>
<tr>
<td>JAPN 102</td>
<td>Elementary Japanese II</td>
<td>4</td>
</tr>
<tr>
<td>JAPN 201</td>
<td>Intermediate Japanese I</td>
<td>4</td>
</tr>
<tr>
<td>JAPN 202</td>
<td>Intermediate Japanese II</td>
<td>4</td>
</tr>
<tr>
<td>JAPN 301</td>
<td>Japanese Reading</td>
<td>3</td>
</tr>
<tr>
<td>JAPN 303</td>
<td>Japanese Speaking</td>
<td>3</td>
</tr>
<tr>
<td>LARC 390</td>
<td>Italian Hill Towns and Urban Centers</td>
<td>3</td>
</tr>
<tr>
<td>LARC 491</td>
<td>Italian Hill Towns and Urban Centers</td>
<td>3</td>
</tr>
<tr>
<td>Code</td>
<td>Title</td>
<td>Hours</td>
</tr>
<tr>
<td>--------</td>
<td>-------------------------------------------------------------</td>
<td>-------</td>
</tr>
<tr>
<td>LAS 306</td>
<td>Culture and Institutions of Latin America</td>
<td>3</td>
</tr>
<tr>
<td>LAS 391</td>
<td>Hispanic Film</td>
<td>3</td>
</tr>
<tr>
<td>LAS 394</td>
<td>Latin American Literature in Translation</td>
<td>3</td>
</tr>
<tr>
<td>LAS 402</td>
<td>Readings: Spanish American Literature</td>
<td>3</td>
</tr>
<tr>
<td>LAS 409</td>
<td>Modern Latin American Society</td>
<td>3</td>
</tr>
<tr>
<td>LAS 413</td>
<td>Spanish American Short Fiction</td>
<td>3</td>
</tr>
<tr>
<td>LAS 422</td>
<td>Mexican Culture through Cinema</td>
<td>3</td>
</tr>
<tr>
<td>LAS 438</td>
<td>Modern Mexico and the Americas</td>
<td>3</td>
</tr>
<tr>
<td>LAS 439</td>
<td>Modern Latin America</td>
<td>3</td>
</tr>
<tr>
<td>LAS 441</td>
<td>Slavery and Freedom in the Americas</td>
<td>3</td>
</tr>
<tr>
<td>LAS 447</td>
<td>International Development Economics</td>
<td>3</td>
</tr>
<tr>
<td>LAS 462</td>
<td>Human Issues in International Development</td>
<td>3</td>
</tr>
<tr>
<td>MUSH 111</td>
<td><strong>Introduction to World of Music</strong></td>
<td>3</td>
</tr>
<tr>
<td>MUSH 420</td>
<td>Studies in World Music</td>
<td>3</td>
</tr>
<tr>
<td>NRS 493</td>
<td>International Land Preservation and Conservation Systems</td>
<td>3</td>
</tr>
<tr>
<td>PHIL 367</td>
<td>Global Justice</td>
<td>3</td>
</tr>
<tr>
<td>POLS 205</td>
<td>Introduction to Comparative Politics</td>
<td>3</td>
</tr>
<tr>
<td>POLS 237</td>
<td>Introduction to International Politics</td>
<td>3</td>
</tr>
<tr>
<td>POLS 307</td>
<td>Institutions of the European Union</td>
<td>3</td>
</tr>
<tr>
<td>POLS 338</td>
<td>American Foreign Policy</td>
<td>3</td>
</tr>
<tr>
<td>POLS 381</td>
<td>European Politics</td>
<td>3</td>
</tr>
<tr>
<td>POLS 385</td>
<td>Political Psychology</td>
<td>3</td>
</tr>
<tr>
<td>POLS 420</td>
<td>Introduction to Asian Politics</td>
<td>3</td>
</tr>
<tr>
<td>POLS 441</td>
<td>Genes and Justice: Comparative Biotechnology</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Policy Formation</td>
<td></td>
</tr>
<tr>
<td>POLS 449</td>
<td>World Politics and War</td>
<td>3</td>
</tr>
<tr>
<td>POLS 480</td>
<td>Politics of Development</td>
<td>3</td>
</tr>
<tr>
<td>POLS 487</td>
<td>Political Violence and Revolution</td>
<td>3</td>
</tr>
<tr>
<td>RSTM 380</td>
<td>Principles of Travel &amp; Tourism</td>
<td>3</td>
</tr>
<tr>
<td>SOC 340</td>
<td>Environmental Sociology and Globalization</td>
<td>3</td>
</tr>
<tr>
<td>SOC 343</td>
<td>Power, Politics, and Society</td>
<td>3</td>
</tr>
<tr>
<td>SPAN 101</td>
<td>Elementary Spanish I</td>
<td>4</td>
</tr>
<tr>
<td>SPAN 102</td>
<td>Elementary Spanish II</td>
<td>4</td>
</tr>
<tr>
<td>SPAN 104</td>
<td>Elementary Spanish Transition</td>
<td>4</td>
</tr>
<tr>
<td>SPAN 201</td>
<td>Intermediate Spanish I</td>
<td>4</td>
</tr>
<tr>
<td>SPAN 202</td>
<td>Intermediate Spanish II</td>
<td>4</td>
</tr>
<tr>
<td>SPAN 301</td>
<td>Advanced Grammar</td>
<td>3</td>
</tr>
<tr>
<td>SPAN 302</td>
<td>Advanced Composition</td>
<td>3</td>
</tr>
<tr>
<td>SPAN 303</td>
<td>Spanish Conversation</td>
<td>3</td>
</tr>
<tr>
<td>SPAN 305</td>
<td>Culture and Institutions of Spain</td>
<td>3</td>
</tr>
<tr>
<td>SPAN 306</td>
<td>Culture and Institutions of Latin America</td>
<td>3</td>
</tr>
<tr>
<td>SPAN 308</td>
<td>Proficiency in Reading</td>
<td>3</td>
</tr>
<tr>
<td>Code</td>
<td>Title</td>
<td>Hours</td>
</tr>
<tr>
<td>--------</td>
<td>-------------------------------------------------</td>
<td>-------</td>
</tr>
<tr>
<td>SPAN 310</td>
<td>Spanish for the Professions I</td>
<td>3</td>
</tr>
<tr>
<td>SPAN 401</td>
<td>Readings: Spanish Literature</td>
<td>3</td>
</tr>
<tr>
<td>SPAN 402</td>
<td>Readings: Spanish American Literature</td>
<td>3</td>
</tr>
<tr>
<td>SPAN 409</td>
<td>Modern Latin American Society</td>
<td>3</td>
</tr>
<tr>
<td>SPAN 411</td>
<td>Chicano and Latino Literature</td>
<td>3</td>
</tr>
<tr>
<td>SPAN 412</td>
<td>Spanish Short Fiction</td>
<td>3</td>
</tr>
<tr>
<td>SPAN 413</td>
<td>Spanish American Short Fiction</td>
<td>3</td>
</tr>
<tr>
<td>SPAN 419</td>
<td>Latin America Theatre Through Literature</td>
<td>3</td>
</tr>
<tr>
<td>SPAN 420</td>
<td>Modern Spanish Theatre Through Literature</td>
<td>3</td>
</tr>
<tr>
<td>SPAN 421</td>
<td>Bilingual and Bicultural Identities</td>
<td>3</td>
</tr>
<tr>
<td>SPAN 422</td>
<td>Mexican Culture through Cinema</td>
<td>3</td>
</tr>
<tr>
<td>SPAN 423</td>
<td>Culture and Identity in Spanish Cinema</td>
<td>3</td>
</tr>
<tr>
<td>THE 468</td>
<td>Theatre History I</td>
<td>3</td>
</tr>
<tr>
<td>THE 469</td>
<td>Theatre History II</td>
<td>3</td>
</tr>
</tbody>
</table>
45: REGULATION J-3-G REMOVAL

In Workflow
1. Registrar's Office (none)
2. Ready for UCC (disable)
3. UCC (none)
4. Post-UCC Registrar (none)
5. Faculty Senate Chair (mstout@uidaho.edu; jvalkovic@uidaho.edu)
6. UFM (mstout@uidaho.edu; jvalkovic@uidaho.edu)
7. President's Office (brendah@uidaho.edu; mstout@uidaho.edu; jvalkovic@uidaho.edu; lindalundgren@uidaho.edu)
8. Catalog Update (sstubbs@uidaho.edu)

Approval Path
1. Tue, 01 Feb 2022 17:06:02 GMT
   Steve Stubbs (sstubbs): Approved for Registrar's Office
2. Thu, 03 Feb 2022 16:09:46 GMT
   David Barnes (dabarnes): Approved for Ready for UCC
3. Tue, 08 Feb 2022 17:19:27 GMT
   David Barnes (dabarnes): Approved for UCC
4. Fri, 11 Feb 2022 17:05:32 GMT
   David Barnes (dabarnes): Approved for Post-UCC Registrar

New Proposal
Date Submitted: Tue, 30 Nov 2021 17:17:46 GMT

Viewing: Regulation J-3-g removal

Last edit: Tue, 30 Nov 2021 17:17:46 GMT
Changes proposed by: Rebecca Frost

Faculty Contact

<table>
<thead>
<tr>
<th>Faculty Name</th>
<th>Faculty Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rebecca Frost</td>
<td><a href="mailto:catalog@uidaho.edu">catalog@uidaho.edu</a></td>
</tr>
</tbody>
</table>

Request Type
Add/Drop/Change an academic regulation

Effective Catalog Year
2022-2023

Title
Regulation J-3-g removal

Request Details
J-3-g. Senior Experience
Remove: ANTH 416 Qualitative Social Science Methods
See attachment for full listing of J-3-g courses.

Supporting Documents
J-3-g Senior Experience.docx

Key: 45
J-3-g. Senior Experience
One course chosen from the approved Senior Experience courses listed below.

**Approved Senior Experience Courses:**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>AGEC 478</td>
<td>Advanced Agribusiness Management</td>
<td>3</td>
</tr>
<tr>
<td>AGED 471</td>
<td>Senior Capstone in Agricultural Education</td>
<td>2</td>
</tr>
<tr>
<td>AGED 498</td>
<td>Internship (Max 10 credits)</td>
<td></td>
</tr>
<tr>
<td>ANTH 416</td>
<td>Qualitative Social Science Methods</td>
<td>2</td>
</tr>
<tr>
<td>ARCH 454</td>
<td>Architectural Design: Vertical Studio</td>
<td>6</td>
</tr>
<tr>
<td>ART 410</td>
<td>Professional Practices</td>
<td>2</td>
</tr>
<tr>
<td>ART 490</td>
<td>BFA Art/Design Studio</td>
<td>6</td>
</tr>
<tr>
<td>ART 495</td>
<td>Critical Art Writing Seminar</td>
<td>3</td>
</tr>
<tr>
<td>AVS 450</td>
<td>Issues in Animal Agriculture</td>
<td>2</td>
</tr>
<tr>
<td>BE 478</td>
<td>Engineering Design I</td>
<td>3</td>
</tr>
<tr>
<td>BE 479</td>
<td>Engineering Design II</td>
<td>3</td>
</tr>
<tr>
<td>BE 491</td>
<td>Senior Seminar</td>
<td>1</td>
</tr>
<tr>
<td>BIOL 401</td>
<td>Undergraduate Research</td>
<td>1-4</td>
</tr>
<tr>
<td>BIOL 407</td>
<td>Practicum in Biology Laboratory Teaching</td>
<td>2-6</td>
</tr>
<tr>
<td>BIOL 408</td>
<td>Human Anatomy and Physiology Laboratory Pedagogy</td>
<td>2-4</td>
</tr>
<tr>
<td>BIOL 411</td>
<td>Senior Capstone</td>
<td>2</td>
</tr>
<tr>
<td>BIOL 425</td>
<td>Special Topics: Experimental Field Ecology</td>
<td>3</td>
</tr>
<tr>
<td>BUS 490</td>
<td>Strategic Management</td>
<td>3</td>
</tr>
<tr>
<td>CE 494</td>
<td>Senior Design Project</td>
<td>3</td>
</tr>
<tr>
<td>CHE 452</td>
<td>Environmental Management and Design</td>
<td>1-16</td>
</tr>
<tr>
<td>CHE 454</td>
<td>Process Analysis and Design II</td>
<td>3</td>
</tr>
<tr>
<td>CHEM 409</td>
<td>Proseminar</td>
<td>1</td>
</tr>
<tr>
<td>COMM 453</td>
<td>Communication Theory</td>
<td>3</td>
</tr>
<tr>
<td>CRIM 461</td>
<td>Capstone:Justice Policy Issues</td>
<td>3</td>
</tr>
<tr>
<td>CRIM 462</td>
<td>Senior Practicum</td>
<td>3</td>
</tr>
<tr>
<td>CRIM 464</td>
<td>Criminology Abroad</td>
<td>3</td>
</tr>
<tr>
<td>CS 481</td>
<td>CS Senior Capstone Design II</td>
<td>3</td>
</tr>
<tr>
<td>ECE 481</td>
<td>EE Senior Design II</td>
<td>3</td>
</tr>
<tr>
<td>ECE 483</td>
<td>Computer Engineering Senior Design II</td>
<td>3</td>
</tr>
<tr>
<td>ECON 490</td>
<td>Economic Theory and Policy</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 440</td>
<td>Client-Based Writing</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 490</td>
<td>Senior Seminar</td>
<td>3</td>
</tr>
<tr>
<td>EDCI 401</td>
<td>Internship Seminar</td>
<td>1</td>
</tr>
<tr>
<td>EDCI 485</td>
<td>Secondary Internship</td>
<td>15</td>
</tr>
<tr>
<td>Code</td>
<td>Title</td>
<td>Hours</td>
</tr>
<tr>
<td>---------</td>
<td>---------------------------------------------------------</td>
<td>-------</td>
</tr>
<tr>
<td>ENT 438</td>
<td>Pesticides in the Environment</td>
<td>3</td>
</tr>
<tr>
<td>ENVS 497</td>
<td>Senior Research</td>
<td>2-4</td>
</tr>
<tr>
<td>FCS 401</td>
<td>Professional Ethics and Practice in CFCS</td>
<td>1</td>
</tr>
<tr>
<td>FCS 424</td>
<td>Senior Experience: Apparel Design</td>
<td>4</td>
</tr>
<tr>
<td>FCS 432</td>
<td>Apparel Promotion and Merchandising</td>
<td>3</td>
</tr>
<tr>
<td>FCS 486</td>
<td>Nutrition in the Life Cycle</td>
<td>3</td>
</tr>
<tr>
<td>FCS 492</td>
<td>Nutrition Education in the Life Cycle</td>
<td>3</td>
</tr>
<tr>
<td>FCS 497</td>
<td>INTERN: Preschool</td>
<td>1-16</td>
</tr>
<tr>
<td>FISH 418</td>
<td>Fisheries Management</td>
<td>4</td>
</tr>
<tr>
<td>FISH 473</td>
<td>ECB Senior Presentation</td>
<td>1</td>
</tr>
<tr>
<td>FISH 495</td>
<td>Fisheries Seminar</td>
<td>1</td>
</tr>
<tr>
<td>FL 401</td>
<td>MLC International Experience</td>
<td>1</td>
</tr>
<tr>
<td>FOR 424</td>
<td>Silviculture Principles and Practices</td>
<td>4</td>
</tr>
<tr>
<td>FOR 427</td>
<td>Prescribed Burning Lab</td>
<td>3</td>
</tr>
<tr>
<td>FOR 473</td>
<td>ECB Senior Presentation</td>
<td>1</td>
</tr>
<tr>
<td>FOR 490</td>
<td>The Resilient Landscape</td>
<td>3</td>
</tr>
<tr>
<td>FS 489</td>
<td>Food Product Development</td>
<td>3</td>
</tr>
<tr>
<td>FSP 473</td>
<td>Ecology and Conservation Biology Senior Thesis</td>
<td>1</td>
</tr>
<tr>
<td>FSP 495</td>
<td>Product Development and Brand Management</td>
<td>3</td>
</tr>
<tr>
<td>GEOG 493</td>
<td>Senior Capstone in Geography</td>
<td>3</td>
</tr>
<tr>
<td>GEOL 490</td>
<td>Geology Field Camp</td>
<td>3</td>
</tr>
<tr>
<td>HIST 495</td>
<td>History Senior Seminar</td>
<td>3</td>
</tr>
<tr>
<td>IAD 452</td>
<td>Interior Architecture and Design VI</td>
<td>6</td>
</tr>
<tr>
<td>INDT 484</td>
<td>Industrial Technology Capstone I</td>
<td>3</td>
</tr>
<tr>
<td>INTR 401</td>
<td>Career and Leadership Development</td>
<td>2</td>
</tr>
<tr>
<td>IS 495</td>
<td>International Studies Senior Seminar</td>
<td>3</td>
</tr>
<tr>
<td>JAMM 448</td>
<td>Law of Mass Media</td>
<td>3</td>
</tr>
<tr>
<td>JAMM 476</td>
<td>Advanced Filmmaking II</td>
<td>3</td>
</tr>
<tr>
<td>LARC 480</td>
<td>The Resilient Landscape</td>
<td>3</td>
</tr>
<tr>
<td>MATH 415</td>
<td>Cryptography</td>
<td>3</td>
</tr>
<tr>
<td>ME 424</td>
<td>Mechanical Systems Design I</td>
<td>3</td>
</tr>
<tr>
<td>ME 426</td>
<td>Mechanical Systems Design II</td>
<td>3</td>
</tr>
<tr>
<td>MKTG 495</td>
<td>Product Development and Brand Management</td>
<td>3</td>
</tr>
<tr>
<td>MSE 454</td>
<td>Process Analysis &amp; Design II</td>
<td>3</td>
</tr>
<tr>
<td>MUSA 490</td>
<td>Half Recital</td>
<td>0</td>
</tr>
<tr>
<td>MUSA 491</td>
<td>Recital</td>
<td>0</td>
</tr>
<tr>
<td>MUSC 481</td>
<td>Senior Thesis in Music Theory II</td>
<td>1</td>
</tr>
<tr>
<td>MUSC 490</td>
<td>Senior Recital</td>
<td>0</td>
</tr>
<tr>
<td>MUSH 481</td>
<td>Senior Thesis in Music History II</td>
<td>1</td>
</tr>
<tr>
<td>MUST 432</td>
<td>Practicum: Music Teaching</td>
<td>11</td>
</tr>
<tr>
<td>MVSC 486</td>
<td>Healthy Active Lifestyle Assessment and Intervention</td>
<td>3</td>
</tr>
<tr>
<td>Code</td>
<td>Title</td>
<td>Hours</td>
</tr>
<tr>
<td>--------</td>
<td>---------------------------------------------------------</td>
<td>-------</td>
</tr>
<tr>
<td>NRS 473</td>
<td>ECB Senior Presentation</td>
<td>1</td>
</tr>
<tr>
<td>NRS 476</td>
<td>Environmental Project Management and Decision Making</td>
<td>4</td>
</tr>
<tr>
<td>ORGS 410</td>
<td>Capstone Project in Organizational Sciences</td>
<td>1-6</td>
</tr>
<tr>
<td>PEP 495</td>
<td>Practicum</td>
<td>1</td>
</tr>
<tr>
<td>PEP 498</td>
<td>Internship in Exercise Science &amp; Health</td>
<td>1-16</td>
</tr>
<tr>
<td>PHIL 490</td>
<td>Senior Seminar</td>
<td>3</td>
</tr>
<tr>
<td>PHYS 407</td>
<td>Communicating Science</td>
<td>1</td>
</tr>
<tr>
<td>PHYS 492</td>
<td>Senior Research</td>
<td>1</td>
</tr>
<tr>
<td>PLSC 438</td>
<td>Pesticides in the Environment</td>
<td>3</td>
</tr>
<tr>
<td>POLS 490</td>
<td>Senior Experience</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 415</td>
<td>History and Systems of Psychology</td>
<td>3</td>
</tr>
<tr>
<td>REM 456</td>
<td>Integrated Rangeland Management</td>
<td>3</td>
</tr>
<tr>
<td>REM 473</td>
<td>ECB Senior Presentation</td>
<td>1</td>
</tr>
<tr>
<td>REM 495</td>
<td>Teaching Practicum</td>
<td>1-3</td>
</tr>
<tr>
<td>RSTM 498</td>
<td>Internship in Recreation, Sport, and Tourism</td>
<td>1-16</td>
</tr>
<tr>
<td>SOC 460</td>
<td>Capstone: Sociology in Action</td>
<td>3</td>
</tr>
<tr>
<td>SOIL 427</td>
<td>Sustainable Food Systems</td>
<td>3</td>
</tr>
<tr>
<td>THE 483</td>
<td>Senior Capstone Project</td>
<td>1</td>
</tr>
<tr>
<td>VTD 457</td>
<td>Capstone Design Studio I</td>
<td>6</td>
</tr>
<tr>
<td>WLF 473</td>
<td>ECB Senior Presentation</td>
<td>1</td>
</tr>
<tr>
<td>WLF 492</td>
<td>Wildlife Management</td>
<td>4</td>
</tr>
</tbody>
</table>
50: REGULATION J CHANGES FOR AS DEGREES

In Workflow
1. Registrar’s Office (none)
2. Ready for UCC (disable)
3. UCC (none)
4. Post-UCC Registrar (none)
5. Faculty Senate Chair (mstout@uidaho.edu; jvalkovic@uidaho.edu)
6. UFM (mstout@uidaho.edu; jvalkovic@uidaho.edu)
7. President’s Office (brendah@uidaho.edu; mstout@uidaho.edu; jvalkovic@uidaho.edu; lindalundgren@uidaho.edu)
8. Catalog Update (sstubbs@uidaho.edu)

Approval Path
1. Wed, 26 Jan 2022 16:47:17 GMT
   Steve Stubbs (sstubbs): Approved for Registrar’s Office
2. Fri, 28 Jan 2022 16:19:26 GMT
   David Barnes (dabarnes): Approved for Ready for UCC
3. Tue, 01 Feb 2022 20:36:05 GMT
   David Barnes (dabarnes): Approved for UCC
4. Fri, 11 Feb 2022 17:05:36 GMT
   David Barnes (dabarnes): Approved for Post-UCC Registrar

New Proposal
Date Submitted: Tue, 25 Jan 2022 23:26:04 GMT
Viewing: Regulation J changes for AS degrees
Last edit: Wed, 26 Jan 2022 16:39:17 GMT
Changes proposed by: Rebecca Frost

Faculty Contact

<table>
<thead>
<tr>
<th>Faculty Name</th>
<th>Faculty Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rebecca Frost</td>
<td><a href="mailto:catalog@uidaho.edu">catalog@uidaho.edu</a></td>
</tr>
</tbody>
</table>

Request Type
Add/Drop/Change an academic regulation

Effective Catalog Year
2022-2023

Title
Regulation J changes for AS degrees

Request Details
General Education requirement language needs to be changed to accommodate new AS degrees if passed by the SBOE. These changes are contingent on the University being granted board approval to offer AS degrees.
Please see attached file for markup as it will appear in the catalog.
Primary change to accommodate AS degree is to change the name of J-3-g from "Senior Experience" to "Capstone Experience."

Supporting Documents
J - General Requirements for Baccalaureate Degrees_ASdegrees_1-26-22.docx

Key: 50
J - General Requirements for Baccalaureate Undergraduate Degrees

Candidates for baccalaureate-undergraduate degrees must fulfill the following requirements. (See the College of Graduate Studies section for the requirements for graduate degrees. See the College of Law section for the requirements for the degree of Juris Doctor.)

J-1. Credit Requirements

J-1-a
Students must have earned a minimum of 120 credits to be granted a baccalaureate degree and a minimum of 60 credits to be granted an associate degree from the University of Idaho. Some programs require a higher minimum. For the minimum number of credits required in each degree program, see the major curricula of the various degree-granting units in the individual departmental section.

J-1-b
A minimum of 36 credits in upper-division courses (numbered 300 or above) is required for a baccalaureate degree.

J-2. Residency Requirements

A baccalaureate student must earn a minimum of 30 upper-division credits in UI courses. An associate student must earn a minimum of 15 credits in UI courses. No credits awarded for alternative credit opportunities (see regulation I) or non-U of I sponsored independent study courses can be counted among these 30 UI credits. Study abroad and student exchange credits may be counted toward this requirement with prior approval by the student's academic department and dean.

J-3. General Education Curriculum and Learning Outcomes

First-year baccalaureate and associate degree-seeking students (see Admissions Status) are to complete the University of Idaho General Education curriculum. A university education is a preparation both for living and for making a living. It offers an opportunity not only to lay the foundations of a career, but also to develop the mind to its highest potential, to cultivate the imagination as well as the power to reason, and to gain the intellectual curiosity that makes education a life-long enterprise. See the University Learning Outcomes for more information.
A student working toward a baccalaureate or associate degree must complete the necessary course work in the seven categories described below (J-3-a through J-3-g). This requirement is to be satisfied by earning a total of 36 credits and meeting the minimum number of credits specified for each category. (Transfer students have two options for fulfilling this requirement; these are described under "General Education Requirements for Transfer Students" in the Undergraduate Admission section of this catalog). University of Idaho general education courses accepted as transferable as general education courses to other Idaho state-funded institutions are listed as General Education Matriculated - (GEM) courses in the General Catalog. Courses that fulfill requirements in each category are reviewed each year and the list is updated in the Spring. Students and advisors are encouraged to check the list when it is published in the Spring to be aware of any additional courses that have been added to meet specific requirements. Courses that are approved to satisfy a general education requirement can be used to satisfy those requirements even if the course is completed prior to being approved as a general education course.

Note: Remedial courses may not be used to satisfy any of this requirement. Degree-seeking students must be enrolled in ENGL 109, ENGL 101, or ENGL 102 in their first semester in residence and in each subsequent semester until they have passed ENGL 102. They must also be enrolled in MATH 108 or in a course that meets the general education requirement in mathematics, statistics, or computer science in their first year in residence and in each subsequent semester until the general education requirement in mathematics, statistics, or computer science has been satisfied.

J-3-a. Written Communication (3-6 credits, depending on placement)

The purpose of this requirement is to develop the ability to organize one's thoughts, to express them simply and clearly through oral, written and visual means, to observe the standards and conventions of language usage, and to suit tone to audience. The requirement is proficiency in written English equal to that needed for the completion of ENGL 102.

To fulfill this requirement, students must complete ENGL 101 and ENGL 102 or attain satisfactory scores for both courses. The following specific provisions apply to the English composition component:

1. Based on placement, a student may be required to take up to 6 credits to satisfy this requirement. Students are provisionally placed in a required English composition course based on their SAT Verbal and/or ACT English scores. The University of Idaho offers an additional placement tool, the Write Class UIdaho: www.writeclassuidaho.com

2. Students who attain a satisfactory score on the College Board English Achievement or Scholastic Aptitude (Verbal) Test or the American College Testing (ACT) English Test will be awarded credit and grades of P for ENGL 101 and ENGL 102. Also, students who attain a score of 4 on the Advanced Placement Test in English will be awarded credit and a grade of P for ENGL 101 and students who attain a score of 5 on the Advanced Placement Test in English will be awarded credit and grades of P for ENGL 101 and ENGL 102.
3. UI accepts credits earned in comparable writing courses taken at other accredited institutions. (See credit limitation in J-5-d.)

**J-3-b. Oral Communication (2-3 credits)**

Students who receive a passing grade in one of the following courses are expected to meet the proficiencies for Oral Communication courses contained in Section III-N of the Idaho State Board of Education Governing Policies and Procedures. Students should be able to demonstrate basic competency in

1. organization and preparation,
2. oral language use and presentation, and
3. addressing audience needs and interests.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMM 101</td>
<td>Fundamentals of Oral Communication</td>
</tr>
<tr>
<td>COMM 150</td>
<td>Online Oral Communication</td>
</tr>
<tr>
<td>PHIL 102</td>
<td>Reason and Rhetoric</td>
</tr>
</tbody>
</table>

**J-3-c. Scientific Ways of Knowing (8 credits, from two different disciplines, which include two accompanying labs OR 7 credits which includes a Core Science (CORS) course and one course with lab)**

The purpose of this requirement is to develop a better understanding of the physical and biological world by learning some of the principles that explain the natural phenomena of the universe, the experimental method used to derive those principles, and their applications.

Study in this area is undertaken as part of the general education requirements in order to promote scientific literacy, that is, the ability to read and understand the science issues being debated in society. Scientific literacy is essential if citizens are to make informed judgments on the wide range of issues that affect their everyday lives. Students receiving passing grades in the natural and applied science courses of the general education curriculum will demonstrate competency in the following areas:

1. knowledge of scientific principles;
2. the ability to write clearly and concisely using the style appropriate to the sciences;
3. the ability to interpret scientific data;
4. the ability to analyze experimental design critically; and
5. the development of laboratory skills.
<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 102</td>
<td>Biology and Society</td>
</tr>
<tr>
<td>&amp; 102L</td>
<td>and Biology and Society Lab</td>
</tr>
<tr>
<td>BIOL 114</td>
<td>Organisms and Environments</td>
</tr>
<tr>
<td>BIOL 115</td>
<td>Cells and the Evolution of Life</td>
</tr>
<tr>
<td>&amp; 115L</td>
<td>and Cells and the Evolution of Life Laboratory</td>
</tr>
<tr>
<td>BIOL 250</td>
<td>General Microbiology</td>
</tr>
<tr>
<td>&amp; BIOL 255</td>
<td>and General Microbiology Lab</td>
</tr>
<tr>
<td>CHEM 101</td>
<td>Introduction to Chemistry</td>
</tr>
<tr>
<td>&amp; 101L</td>
<td>and Introduction to Chemistry Laboratory</td>
</tr>
<tr>
<td>CHEM 111</td>
<td>General Chemistry I</td>
</tr>
<tr>
<td>&amp; 111L</td>
<td>and General Chemistry I Laboratory</td>
</tr>
<tr>
<td>CHEM 112</td>
<td>General Chemistry II</td>
</tr>
<tr>
<td>&amp; 112L</td>
<td>and General Chemistry II Laboratory</td>
</tr>
<tr>
<td>CORS 205-297</td>
<td>Introduction to Environmental Science</td>
</tr>
<tr>
<td>&amp; ENVS 102</td>
<td>and Field Activities in Environmental Sciences</td>
</tr>
<tr>
<td>EPPN 154</td>
<td>Microbiology and the World Around Us</td>
</tr>
<tr>
<td>&amp; EPPN 155</td>
<td>and Microbiology and the World Around Us: Laboratory</td>
</tr>
<tr>
<td>GEOG 100</td>
<td>Physical Geography</td>
</tr>
<tr>
<td>&amp; 100L</td>
<td>and Physical Geography Lab</td>
</tr>
<tr>
<td>GEOL 101</td>
<td>Physical Geology</td>
</tr>
<tr>
<td>&amp; 101L</td>
<td>and Physical Geology Lab</td>
</tr>
<tr>
<td>GEOL 102</td>
<td>Historical Geology</td>
</tr>
<tr>
<td>&amp; 102L</td>
<td>and Historical Geology Lab</td>
</tr>
<tr>
<td>PHYS 100</td>
<td>Fundamentals of Physics</td>
</tr>
<tr>
<td>&amp; 100L</td>
<td>and Fundamentals of Physics Lab</td>
</tr>
<tr>
<td>PHYS 103</td>
<td>General Astronomy</td>
</tr>
<tr>
<td>&amp; PHYS 104</td>
<td>and Astronomy Lab</td>
</tr>
<tr>
<td>PHYS 111</td>
<td>General Physics I</td>
</tr>
<tr>
<td>&amp; 111L</td>
<td>and General Physics I Lab</td>
</tr>
<tr>
<td>PHYS 112</td>
<td>General Physics II</td>
</tr>
<tr>
<td>&amp; 112L</td>
<td>and General Physics II Lab</td>
</tr>
<tr>
<td>PHYS 211</td>
<td>Engineering Physics I</td>
</tr>
<tr>
<td>&amp; 211L</td>
<td>and Laboratory Physics I</td>
</tr>
<tr>
<td>PHYS 212</td>
<td>Engineering Physics II</td>
</tr>
<tr>
<td>&amp; 212L</td>
<td>and Laboratory Physics II</td>
</tr>
<tr>
<td>SOIL 205</td>
<td>The Soil Ecosystem</td>
</tr>
<tr>
<td>&amp; SOIL 206</td>
<td>and The Soil Ecosystem Lab</td>
</tr>
<tr>
<td>Course List</td>
<td>J-3-d. Mathematical Ways of Knowing (3 credits)</td>
</tr>
</tbody>
</table>


These courses develop analytical, quantitative, and problem solving skills by involving students in doing mathematics, statistics, or computer science and by focusing on understanding the concepts of these disciplines.

Students receiving passing grades in mathematics, statistics, or computer science will have the ability to recognize, analyze, and solve problems.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>CS 112</td>
<td>Computational Thinking and Problem Solving</td>
</tr>
<tr>
<td>MATH 123</td>
<td>Math in Modern Society</td>
</tr>
<tr>
<td>MATH 130</td>
<td>Finite Mathematics</td>
</tr>
<tr>
<td>MATH 143</td>
<td>College Algebra</td>
</tr>
<tr>
<td>MATH 153</td>
<td>Introduction to Statistical Reasoning</td>
</tr>
<tr>
<td>MATH 160</td>
<td>Survey of Calculus</td>
</tr>
<tr>
<td>MATH 170</td>
<td>Calculus I</td>
</tr>
<tr>
<td>MATH 175</td>
<td>Calculus II</td>
</tr>
<tr>
<td>MATH 275</td>
<td>Calculus III</td>
</tr>
<tr>
<td>STAT 153</td>
<td>Introduction to Statistical Reasoning</td>
</tr>
<tr>
<td>STAT 251</td>
<td>Statistical Methods</td>
</tr>
</tbody>
</table>

Course List

J-3-e. Humanistic and Artistic Ways of Knowing (6 credits, from two different disciplines) and Social and Behavioral Ways of Knowing (6 credits, from two different disciplines)

The purpose of these liberal arts courses is to provide students with critical tools for understanding the human experience and providing the means for students to respond to the world around them.

Humanistic and Artistic Ways of Knowing courses enable students to reflect upon their lives and ask fundamental questions of value, purpose, and meaning in a rigorous and systematic interpretative manner, with the goal of fostering understanding of culture and inspiring a citizenry that is more literate, respectful of diverse viewpoints, and intellectually inquisitive.

Social and Behavioral Ways of Knowing courses enable students to apply rigorous analytic skills for the purpose of explaining the dynamic interaction among history, institutions, society and ideas that shape the behaviors of individuals, communities and societies. With these skills students can critically address the social issues of our contemporary world.

Some courses on the humanities and social science lists may also satisfy the American diversity or international requirement.
<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>AGED 263</td>
<td>History of U.S. and World Agriculture</td>
</tr>
<tr>
<td>AMST 301</td>
<td>Studies in American Culture</td>
</tr>
<tr>
<td>ARCH 151</td>
<td>Introduction to the Built Environment</td>
</tr>
<tr>
<td>ART 100</td>
<td>Introduction to Art: Why Art Matters</td>
</tr>
<tr>
<td>ART 205</td>
<td>Visual Culture</td>
</tr>
<tr>
<td>ART 213</td>
<td>History and Theory of Modern Design</td>
</tr>
<tr>
<td>ART 302</td>
<td>Modern Art and Theory</td>
</tr>
<tr>
<td>ART 382</td>
<td>History of Photography</td>
</tr>
<tr>
<td>ART 407</td>
<td>New Media</td>
</tr>
<tr>
<td>CHIN 101</td>
<td>Elementary Chinese I</td>
</tr>
<tr>
<td>CHIN 102</td>
<td>Elementary Chinese II</td>
</tr>
<tr>
<td>DAN 100</td>
<td>Dance in Society</td>
</tr>
<tr>
<td>ENGL 175</td>
<td>Literature and Ideas</td>
</tr>
<tr>
<td>ENGL 257</td>
<td>Survey of Western World Literature I</td>
</tr>
<tr>
<td>ENGL 258</td>
<td>Survey of Western World Literature II</td>
</tr>
<tr>
<td>ENGL 267</td>
<td>Survey of British Literature I</td>
</tr>
<tr>
<td>ENGL 268</td>
<td>Survey of British Literature II</td>
</tr>
<tr>
<td>ENGL 277</td>
<td>Survey of American Literature I</td>
</tr>
<tr>
<td>ENGL 278</td>
<td>Survey of American Literature II</td>
</tr>
<tr>
<td>ENGL 290</td>
<td>Introduction to Creative Writing</td>
</tr>
<tr>
<td>ENGL 322</td>
<td>Studies in Environmental Literature and Culture</td>
</tr>
<tr>
<td>ENGL 345</td>
<td>Studies in Shakespeare</td>
</tr>
<tr>
<td>ENGL 375</td>
<td></td>
</tr>
<tr>
<td>FLEN 210</td>
<td>Introduction to Classic Mythology</td>
</tr>
<tr>
<td>FLEN 313</td>
<td>French/ Francophone Literature in Translation</td>
</tr>
<tr>
<td>FLEN 324</td>
<td>Topics in German Literature in Translation</td>
</tr>
<tr>
<td>FLEN 331</td>
<td>Japanese Anime</td>
</tr>
<tr>
<td>FLEN 391</td>
<td>Hispanic Film</td>
</tr>
<tr>
<td>FLEN 394</td>
<td>Latin American Literature in Translation</td>
</tr>
<tr>
<td>FREN 101</td>
<td>Elementary French I</td>
</tr>
<tr>
<td>FREN 102</td>
<td>Elementary French II</td>
</tr>
<tr>
<td>FTV 100</td>
<td>Film History and Aesthetics</td>
</tr>
<tr>
<td>GERM 101</td>
<td>Elementary German I</td>
</tr>
<tr>
<td>GERM 102</td>
<td>Elementary German II</td>
</tr>
<tr>
<td>HIST 357</td>
<td>Women in Pre-Modern European History</td>
</tr>
<tr>
<td>HIST 379</td>
<td>History of Science II: 1700-Present</td>
</tr>
<tr>
<td>HIST 414</td>
<td>History and Film</td>
</tr>
<tr>
<td>HIST 442</td>
<td>The Medieval Church: Europe in the Early and High Middle Ages</td>
</tr>
<tr>
<td>HIST 443</td>
<td>The Medieval State: Europe in the High and Late Middle Ages</td>
</tr>
<tr>
<td>HIST 445</td>
<td>Medieval English Constitutional and Legal History: 1066-1485</td>
</tr>
<tr>
<td>HIST 447</td>
<td>The Renaissance</td>
</tr>
<tr>
<td>Code</td>
<td>Title</td>
</tr>
<tr>
<td>--------</td>
<td>-----------------------------------------------</td>
</tr>
<tr>
<td>HIST 448</td>
<td>The Reformation</td>
</tr>
<tr>
<td>HIST 485</td>
<td>Chinese Social and Cultural History</td>
</tr>
<tr>
<td>IS 370</td>
<td>African Community, Culture, and Music</td>
</tr>
<tr>
<td>JAPN 101</td>
<td>Elementary Japanese I</td>
</tr>
<tr>
<td>JAPN 102</td>
<td>Elementary Japanese II</td>
</tr>
<tr>
<td>LAS 391</td>
<td>Hispanic Film</td>
</tr>
<tr>
<td>LAS 394</td>
<td>Latin American Literature in Translation</td>
</tr>
<tr>
<td>MUSH 104</td>
<td>Jazz: An African American Art Form</td>
</tr>
<tr>
<td>MUSH 106</td>
<td>Women in American Popular Music</td>
</tr>
<tr>
<td>MUSH 111</td>
<td>Introduction to the World of Music</td>
</tr>
<tr>
<td>MUSH 201</td>
<td>History of Rock and Roll</td>
</tr>
<tr>
<td>MUSI 100</td>
<td>Introduction to Music</td>
</tr>
<tr>
<td>NEZP 101</td>
<td>Elementary Nez Perce I</td>
</tr>
<tr>
<td>NEZP 102</td>
<td>Elementary Nez Perce II</td>
</tr>
<tr>
<td>PHIL 103</td>
<td>Introduction to Ethics</td>
</tr>
<tr>
<td>PHIL 200</td>
<td>Philosophy of Alcohol</td>
</tr>
<tr>
<td>PHIL 201</td>
<td>Critical Thinking</td>
</tr>
<tr>
<td>PHIL 208</td>
<td>Business Ethics</td>
</tr>
<tr>
<td>PHIL 240</td>
<td>Belief and Reality</td>
</tr>
<tr>
<td>PHIL 351</td>
<td>Philosophy of Science</td>
</tr>
<tr>
<td>PHIL 361</td>
<td>Professional Ethics</td>
</tr>
<tr>
<td>RELS 375</td>
<td></td>
</tr>
<tr>
<td>RELS 443</td>
<td>The Medieval State: Europe in the High and Late Middle Ages</td>
</tr>
<tr>
<td>RELS 448</td>
<td>The Reformation</td>
</tr>
<tr>
<td>SPAN 101</td>
<td>Elementary Spanish I</td>
</tr>
<tr>
<td>SPAN 102</td>
<td>Elementary Spanish II</td>
</tr>
<tr>
<td>THE 101</td>
<td>Introduction to the Theatre</td>
</tr>
<tr>
<td>THE 468</td>
<td>Theatre History I</td>
</tr>
<tr>
<td>THE 469</td>
<td>Theatre History II</td>
</tr>
<tr>
<td>WGSS 201</td>
<td>Introduction to Women’s, Gender, and Sexuality Studies</td>
</tr>
</tbody>
</table>

Course List

### Approved Social and Behavioral Ways of Knowing Courses:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANTH 100</td>
<td>Introduction to Anthropology</td>
</tr>
<tr>
<td>ANTH 101</td>
<td>Biological Anthropology</td>
</tr>
<tr>
<td>ANTH 102</td>
<td>Cultural Anthropology</td>
</tr>
<tr>
<td>ANTH 261</td>
<td>Language and Culture</td>
</tr>
<tr>
<td>ANTH 329</td>
<td>Contemporary North American Indians</td>
</tr>
<tr>
<td>ANTH 350</td>
<td>Food, Culture, and Society</td>
</tr>
<tr>
<td>ANTH 462</td>
<td>Human Issues in International Development</td>
</tr>
<tr>
<td>COMM 233</td>
<td>Interpersonal Communication</td>
</tr>
<tr>
<td>Code</td>
<td>Title</td>
</tr>
<tr>
<td>----------</td>
<td>------------------------------------------------------------</td>
</tr>
<tr>
<td>COMM 335</td>
<td>Intercultural Communication</td>
</tr>
<tr>
<td>COMM 410</td>
<td>Conflict Management</td>
</tr>
<tr>
<td>CRIM 101</td>
<td>Introduction to Criminology</td>
</tr>
<tr>
<td>CRIM 336</td>
<td>Comparative Criminal Justice Systems</td>
</tr>
<tr>
<td>CRIM 439</td>
<td>Inequalities in the Justice System</td>
</tr>
<tr>
<td>ECON 201</td>
<td>Principles of Macroeconomics</td>
</tr>
<tr>
<td>ECON 202</td>
<td>Principles of Microeconomics</td>
</tr>
<tr>
<td>ECON 272</td>
<td>Foundations of Economic Analysis</td>
</tr>
<tr>
<td>EDCI 201</td>
<td>Contexts of Education</td>
</tr>
<tr>
<td>EDCI 301</td>
<td>Learning, Development, and Assessment</td>
</tr>
<tr>
<td>FLEN 270</td>
<td>Introduction to Greek and Roman Civilization</td>
</tr>
<tr>
<td>FLEN 307</td>
<td>Institutions of the European Union</td>
</tr>
<tr>
<td>FOR 235</td>
<td>Society and Natural Resources</td>
</tr>
<tr>
<td>GEOG 165</td>
<td>Human Geography</td>
</tr>
<tr>
<td>GEOG 200</td>
<td>World Regional Geography</td>
</tr>
<tr>
<td>GEOG 260</td>
<td>Introduction to Geopolitics</td>
</tr>
<tr>
<td>GEOG 365</td>
<td>Political Geography</td>
</tr>
<tr>
<td>HIST 101</td>
<td>World History I</td>
</tr>
<tr>
<td>HIST 102</td>
<td>World History II</td>
</tr>
<tr>
<td>HIST 111</td>
<td>United States History I</td>
</tr>
<tr>
<td>HIST 112</td>
<td>United States History II</td>
</tr>
<tr>
<td>HIST 180</td>
<td>Introduction to East Asian History</td>
</tr>
<tr>
<td>HIST 270</td>
<td>Introduction to Greek and Roman Civilization</td>
</tr>
<tr>
<td>HIST 315</td>
<td>Comparative African-American Cultures</td>
</tr>
<tr>
<td>HIST 462</td>
<td>History of the American West</td>
</tr>
<tr>
<td>HIST 461</td>
<td>Idaho and the Pacific Northwest</td>
</tr>
<tr>
<td>HIST 380</td>
<td>Disease and Culture: History of Western Medicine</td>
</tr>
<tr>
<td>HIST 420</td>
<td>History of Women in American Society</td>
</tr>
<tr>
<td>HIST 424</td>
<td>American Environmental History</td>
</tr>
<tr>
<td>HIST 430</td>
<td>U.S. Diplomatic History</td>
</tr>
<tr>
<td>HIST 438</td>
<td>Modern Mexico and the Americas</td>
</tr>
<tr>
<td>HIST 439</td>
<td>Modern Latin America</td>
</tr>
<tr>
<td>HIST 440</td>
<td>Social Revolution in Latin America</td>
</tr>
<tr>
<td>HIST 441</td>
<td>Slavery and Freedom in the Americas</td>
</tr>
<tr>
<td>HIST 449</td>
<td>Europe in the Age of the Revolution, 1770-1880</td>
</tr>
<tr>
<td>HIST 452</td>
<td>Pictures and Power: Photography, Politics, and American History</td>
</tr>
<tr>
<td>HIST 454</td>
<td>Anti-Semitism and the Holocaust</td>
</tr>
<tr>
<td>HIST 457</td>
<td>History of the Middle East</td>
</tr>
<tr>
<td>HIST 460</td>
<td>Conspiracies and Secret Societies in History</td>
</tr>
<tr>
<td>HIST 466</td>
<td>Eastern Europe Since 1774</td>
</tr>
<tr>
<td>HIST 467</td>
<td>Russia to 1894</td>
</tr>
</tbody>
</table>
### Course List

**HIST 468**  
Russia and Soviet Union Since 1894

**HIST 482**  
Japan, 1600 to Present

**HIST 484**  
Modern China, 1840s to Present

**IS 325**  
The Contemporary Muslim World

**IS 326**  
Africa Today

**IS 350**  
Sports and International Affairs

**JAMM 100**  
Media and Society

**LAS 462**  
Human Issues in International Development

**MKTG 321**  
Marketing

**NRS 125**  
Introduction to Conservation and Natural Resources

**NRS 235**  
Society and Natural Resources

**POLS 101**  
American National Government

**POLS 205**  
Introduction to Comparative Politics

**POLS 237**  
Introduction to International Politics

**POLS 275**  
American State and Local Government

**POLS 307**  
Institutions of the European Union

**POLS 331**  
American Political Parties and Elections

**POLS 332**  
American Congress

**POLS 333**  
American Political Culture

**POLS 338**  
American Foreign Policy

**POLS 381**  
European Politics

**PSYC 101**  
Introduction to Psychology

**RSTM 104**  
Recreation, Sport, and Tourism in Healthy Communities

**SOC 101**  
Introduction to Sociology

**SOC 201**  
Introduction to Inequity and Justice

**SOC 230**  
Social Problems

**SOC 340**  
Environmental Sociology and Globalization

**SOC 343**  
Power, Politics, and Society

**SOC 350**  
Food, Culture, and Society

**SOC 423**  
Economic (In)Justice in the United States

**SOC 424**  
Sociology of Gender

**SOC 427**  
Racial and Ethnic Relations

---

**J-3-f. One American Diversity course and One International course (Or an approved study abroad experience)**

As we live in an increasingly diverse and multicultural world, the purpose of these courses is to prepare students to understand, communicate and collaborate with those from diverse communities within the United States and throughout the world.

The American diversity courses seek to increase awareness of contemporary and historical issues surrounding the social and cultural diversity in the U.S. Students
engage in critical thinking and inquiry into the issues, complexities, and implications of diversity, and how social, economic, and/or political forces have shaped American communities. Diversity includes such characteristics as ability, age, ethnicity, gender, race, religion, sexual orientation, and socioeconomic status.

One course chosen from the approved American diversity courses listed below. If a student takes a General Education course in another category that also appears on the list of approved American diversity courses, then this requirement is considered to be completed.

The international courses seek to develop an understanding of international values, belief systems and social issues that have contributed to current balances of power and cultural relations. Students develop an understanding of the roles that the United States and other countries have played in global relations and the ways cultures have interacted and influenced each other.

One course chosen from the approved international courses listed below. If a student takes a General Education course in another category that also appears on the list of approved International courses, then this requirement is considered to be completed. The international requirement may be waived if a student successfully completes an approved Summer, Fall, or Spring program abroad through the International Programs Office.

Approved American Diversity Courses:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>AIST 320</td>
<td>Native American &amp; Indigenous Film</td>
</tr>
<tr>
<td>AIST 411</td>
<td>Native American Architecture</td>
</tr>
<tr>
<td>AIST 422</td>
<td>Contemporary Pacific Northwest Indians</td>
</tr>
<tr>
<td>AIST 484</td>
<td>American Indian Literature</td>
</tr>
<tr>
<td>AMST 301</td>
<td>Studies in American Culture</td>
</tr>
<tr>
<td>ANTH 329</td>
<td>Contemporary North American Indians</td>
</tr>
<tr>
<td>ANTH 350</td>
<td>Food, Culture, and Society</td>
</tr>
<tr>
<td>ANTH 422</td>
<td>Contemporary Pacific Northwest Indians</td>
</tr>
<tr>
<td>ARCH 411</td>
<td>Native American Architecture</td>
</tr>
<tr>
<td>COMM 432</td>
<td>Gender and Communication</td>
</tr>
<tr>
<td>COMM 491</td>
<td>Communication and Aging</td>
</tr>
<tr>
<td>CORS 232</td>
<td>Science on Your Plate: Food Safety, Risks and Technology</td>
</tr>
<tr>
<td>CRIM 439</td>
<td>Inequalities in the Justice System</td>
</tr>
<tr>
<td>DAN 100</td>
<td>Dance in Society</td>
</tr>
<tr>
<td>EDCI 302</td>
<td>Teaching Culturally Diverse Learners</td>
</tr>
<tr>
<td>ENGL 380</td>
<td>Studies in U.S. Ethnic Literatures</td>
</tr>
<tr>
<td>ENGL 384</td>
<td>Studies in American Indian Literature</td>
</tr>
<tr>
<td>ENGL 402</td>
<td>Internship in Tutoring Writing</td>
</tr>
<tr>
<td>HIST 111</td>
<td>United States History I</td>
</tr>
<tr>
<td>Code</td>
<td>Title</td>
</tr>
<tr>
<td>----------</td>
<td>----------------------------------------------------------------------</td>
</tr>
<tr>
<td>HIST 112</td>
<td>United States History II</td>
</tr>
<tr>
<td>HIST 316</td>
<td>American Indian History</td>
</tr>
<tr>
<td>HIST 414</td>
<td>History and Film</td>
</tr>
<tr>
<td>HIST 420</td>
<td>History of Women in American Society</td>
</tr>
<tr>
<td>HIST 424</td>
<td>American Environmental History</td>
</tr>
<tr>
<td>HIST 454</td>
<td>Pictures and Power: Photography, Politics, and American History</td>
</tr>
<tr>
<td>HIST 461</td>
<td>Idaho and the Pacific Northwest</td>
</tr>
<tr>
<td>HIST 462</td>
<td>History of the American West</td>
</tr>
<tr>
<td>IAD 443</td>
<td>Universal Design</td>
</tr>
<tr>
<td>JAMM 340</td>
<td>Media and Diversity</td>
</tr>
<tr>
<td>JAMM 441</td>
<td>(s) Adv Concpts Media/Diversit</td>
</tr>
<tr>
<td>JAMM 445</td>
<td>History of Mass Media</td>
</tr>
<tr>
<td>MUSH 104</td>
<td>Jazz: An African American Art Form</td>
</tr>
<tr>
<td>MUSH 106</td>
<td>Women in American Popular Music</td>
</tr>
<tr>
<td>MUSH 410</td>
<td>Studies in Jazz History</td>
</tr>
<tr>
<td>MUSI 100</td>
<td>Introduction to Music</td>
</tr>
<tr>
<td>POLS 101</td>
<td>American National Government</td>
</tr>
<tr>
<td>POLS 333</td>
<td>American Political Culture</td>
</tr>
<tr>
<td>POLS 468</td>
<td>Civil Liberties</td>
</tr>
<tr>
<td>PSYC 315</td>
<td>Psychology of Women</td>
</tr>
<tr>
<td>PSYC 419</td>
<td>Adult Development and Aging</td>
</tr>
<tr>
<td>RELS 422</td>
<td>Contemporary Pacific Northwest Indians</td>
</tr>
<tr>
<td>SOC 101</td>
<td>Introduction to Sociology</td>
</tr>
<tr>
<td>SOC 201</td>
<td>Introduction to Inequity and Justice</td>
</tr>
<tr>
<td>SOC 230</td>
<td>Social Problems</td>
</tr>
<tr>
<td>SOC 350</td>
<td>Food, Culture, and Society</td>
</tr>
<tr>
<td>SOC 423</td>
<td>Economic (In)Justice in the United States</td>
</tr>
<tr>
<td>SOC 424</td>
<td>Sociology of Gender</td>
</tr>
<tr>
<td>SOC 427</td>
<td>Racial and Ethnic Relations</td>
</tr>
<tr>
<td>SPAN 411</td>
<td>Chicano and Latino Literature</td>
</tr>
<tr>
<td>SPAN 413</td>
<td>Spanish American Short Fiction</td>
</tr>
<tr>
<td>WGSS 201</td>
<td>Introduction to Women's, Gender, and Sexuality Studies</td>
</tr>
</tbody>
</table>

Course List

Approved International Courses:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>AGEC 447</td>
<td>International Development Economics</td>
</tr>
<tr>
<td>AGEC 481</td>
<td>Agricultural Markets in a Global Economy</td>
</tr>
<tr>
<td>AGED 406</td>
<td>Exploring International Agriculture</td>
</tr>
<tr>
<td>ANTH 102</td>
<td>Cultural Anthropology</td>
</tr>
<tr>
<td>ANTH 261</td>
<td>Language and Culture</td>
</tr>
<tr>
<td>ANTH 462</td>
<td>Human Issues in International Development</td>
</tr>
<tr>
<td>ART 100</td>
<td>Introduction to Art: Why Art Matters</td>
</tr>
<tr>
<td>Code</td>
<td>Title</td>
</tr>
<tr>
<td>--------</td>
<td>------------------------------------------------------------</td>
</tr>
<tr>
<td>ART 213</td>
<td>History and Theory of Modern Design</td>
</tr>
<tr>
<td>ART 302</td>
<td>Modern Art and Theory</td>
</tr>
<tr>
<td>ART 303</td>
<td>Contemporary Art and Theory</td>
</tr>
<tr>
<td>ART 382</td>
<td>History of Photography</td>
</tr>
<tr>
<td>CHIN 101</td>
<td>Elementary Chinese I</td>
</tr>
<tr>
<td>CHIN 102</td>
<td>Elementary Chinese II</td>
</tr>
<tr>
<td>CHIN 201</td>
<td>Intermediate Chinese I</td>
</tr>
<tr>
<td>CHIN 202</td>
<td>Intermediate Chinese II</td>
</tr>
<tr>
<td>COMM 335</td>
<td>Intercultural Communication</td>
</tr>
<tr>
<td>CRIM 336</td>
<td>Comparative Criminal Justice Systems</td>
</tr>
<tr>
<td>ECON 446</td>
<td>International Economics</td>
</tr>
<tr>
<td>ECON 447</td>
<td>International Development Economics</td>
</tr>
<tr>
<td>ENVS 225</td>
<td>International Environmental Issues Seminar</td>
</tr>
<tr>
<td>FCS 411</td>
<td>Global Nutrition</td>
</tr>
<tr>
<td>FCS 419</td>
<td>Dress and Culture</td>
</tr>
<tr>
<td>FLEN 307</td>
<td>Institutions of the European Union</td>
</tr>
<tr>
<td>FLEN 313</td>
<td>French/Francophone Literature in Translation</td>
</tr>
<tr>
<td>FLEN 315</td>
<td>French/Francophone Cinema in Translation</td>
</tr>
<tr>
<td>FLEN 324</td>
<td>Topics in German Literature in Translation</td>
</tr>
<tr>
<td>FLEN 331</td>
<td>Japanese Anime</td>
</tr>
<tr>
<td>FLEN 391</td>
<td>Hispanic Film</td>
</tr>
<tr>
<td>FLEN 394</td>
<td>Latin American Literature in Translation</td>
</tr>
<tr>
<td>FREN 101</td>
<td>Elementary French I</td>
</tr>
<tr>
<td>FREN 102</td>
<td>Elementary French II</td>
</tr>
<tr>
<td>FREN 201</td>
<td>Intermediate French I</td>
</tr>
<tr>
<td>FREN 202</td>
<td>Intermediate French II</td>
</tr>
<tr>
<td>FREN 301</td>
<td>Advanced French Grammar</td>
</tr>
<tr>
<td>FREN 302</td>
<td>Advanced French Writing Skills</td>
</tr>
<tr>
<td>FREN 304</td>
<td>Connecting French Language and Culture</td>
</tr>
<tr>
<td>FREN 307</td>
<td>French Phonetics</td>
</tr>
<tr>
<td>FREN 308</td>
<td>Advanced French Conversation</td>
</tr>
<tr>
<td>FREN 407</td>
<td>French &amp; Francophone Literatures</td>
</tr>
<tr>
<td>FREN 408</td>
<td>French and Francophone Culture and Institutions</td>
</tr>
<tr>
<td>FTV 200</td>
<td>Global Film Styles</td>
</tr>
<tr>
<td>GEOG 165</td>
<td>Human Geography</td>
</tr>
<tr>
<td>GEOG 200</td>
<td>World Regional Geography</td>
</tr>
<tr>
<td>GEOG 260</td>
<td>Introduction to Geopolitics</td>
</tr>
<tr>
<td>GEOG 350</td>
<td>Geography of Development</td>
</tr>
<tr>
<td>GEOG 360</td>
<td>Population Dynamics and Distribution</td>
</tr>
<tr>
<td>GEOG 365</td>
<td>Political Geography</td>
</tr>
<tr>
<td>GERM 101</td>
<td>Elementary German I</td>
</tr>
<tr>
<td>GERM 102</td>
<td>Elementary German II</td>
</tr>
<tr>
<td>Code</td>
<td>Title</td>
</tr>
<tr>
<td>--------</td>
<td>----------------------------------------------------------------------</td>
</tr>
<tr>
<td>GERM 201</td>
<td>Intermediate German I</td>
</tr>
<tr>
<td>GERM 202</td>
<td>Intermediate German II</td>
</tr>
<tr>
<td>GERM 301</td>
<td>German Reading and Writing</td>
</tr>
<tr>
<td>GERM 302</td>
<td>German Listening and Speaking</td>
</tr>
<tr>
<td>GERM 420</td>
<td>Topics in German Culture &amp; Literature - Themes</td>
</tr>
<tr>
<td>GERM 440</td>
<td>German Media</td>
</tr>
<tr>
<td>HIST 101</td>
<td>World History I</td>
</tr>
<tr>
<td>HIST 102</td>
<td>World History II</td>
</tr>
<tr>
<td>HIST 180</td>
<td>Introduction to East Asian History</td>
</tr>
<tr>
<td>HIST 270</td>
<td>Introduction to Greek and Roman Civilization</td>
</tr>
<tr>
<td>HIST 315</td>
<td>Comparative African-American Cultures</td>
</tr>
<tr>
<td>HIST 357</td>
<td>Women in Pre-Modern European History</td>
</tr>
<tr>
<td>HIST 371</td>
<td>History of England</td>
</tr>
<tr>
<td>HIST 372</td>
<td>History of England</td>
</tr>
<tr>
<td>HIST 379</td>
<td>History of Science II: 1700-Present</td>
</tr>
<tr>
<td>HIST 380</td>
<td>Disease and Culture: History of Western Medicine</td>
</tr>
<tr>
<td>HIST 430</td>
<td>U.S. Diplomatic History</td>
</tr>
<tr>
<td>HIST 438</td>
<td>Modern Mexico and the Americas</td>
</tr>
<tr>
<td>HIST 439</td>
<td>Modern Latin America</td>
</tr>
<tr>
<td>HIST 440</td>
<td>Social Revolution in Latin America</td>
</tr>
<tr>
<td>HIST 441</td>
<td>Slavery and Freedom in the Americas</td>
</tr>
<tr>
<td>HIST 442</td>
<td>The Medieval Church: Europe in the Early and High Middle Ages</td>
</tr>
<tr>
<td>HIST 443</td>
<td>The Medieval State: Europe in the High and Late Middle Ages</td>
</tr>
<tr>
<td>HIST 445</td>
<td>Medieval English Constitutional and Legal History: 1066-1485</td>
</tr>
<tr>
<td>HIST 447</td>
<td>The Renaissance</td>
</tr>
<tr>
<td>HIST 448</td>
<td>The Reformation</td>
</tr>
<tr>
<td>HIST 449</td>
<td>Europe in the Age of the Revolution, 1770-1880</td>
</tr>
<tr>
<td>HIST 452</td>
<td>Anti-Semitism and the Holocaust</td>
</tr>
<tr>
<td>HIST 456</td>
<td>History of the Middle East</td>
</tr>
<tr>
<td>HIST 460</td>
<td>Conspiracies and Secret Societies in History</td>
</tr>
<tr>
<td>HIST 466</td>
<td>Eastern Europe Since 1774</td>
</tr>
<tr>
<td>HIST 467</td>
<td>Russia to 1894</td>
</tr>
<tr>
<td>HIST 468</td>
<td>Russia and Soviet Union Since 1894</td>
</tr>
<tr>
<td>HIST 482</td>
<td>Japan, 1600 to Present</td>
</tr>
<tr>
<td>HIST 484</td>
<td>Modern China, 1840s to Present</td>
</tr>
<tr>
<td>HIST 485</td>
<td>Chinese Social and Cultural History</td>
</tr>
<tr>
<td>IAD 281</td>
<td>History of Interiors I</td>
</tr>
<tr>
<td>IAD 282</td>
<td>History of Interiors II</td>
</tr>
<tr>
<td>IS 225</td>
<td>International Environmental Issues Seminar</td>
</tr>
<tr>
<td>IS 325</td>
<td>The Contemporary Muslim World</td>
</tr>
<tr>
<td>IS 326</td>
<td>Africa Today</td>
</tr>
<tr>
<td>Code</td>
<td>Title</td>
</tr>
<tr>
<td>-------</td>
<td>-------------------------------------------------</td>
</tr>
<tr>
<td>IS 350</td>
<td>Sports and International Affairs</td>
</tr>
<tr>
<td>IS 370</td>
<td>African Community, Culture, and Music</td>
</tr>
<tr>
<td>JAMM 490</td>
<td>Issues in Global Media</td>
</tr>
<tr>
<td>JAPN 101</td>
<td>Elementary Japanese I</td>
</tr>
<tr>
<td>JAPN 102</td>
<td>Elementary Japanese II</td>
</tr>
<tr>
<td>JAPN 201</td>
<td>Intermediate Japanese I</td>
</tr>
<tr>
<td>JAPN 202</td>
<td>Intermediate Japanese II</td>
</tr>
<tr>
<td>JAPN 301</td>
<td>Japanese Reading</td>
</tr>
<tr>
<td>JAPN 303</td>
<td>Japanese Speaking</td>
</tr>
<tr>
<td>LARC 390</td>
<td>Italian Hill Towns and Urban Centers</td>
</tr>
<tr>
<td>LARC 491</td>
<td>Italian Hill Towns and Urban Centers</td>
</tr>
<tr>
<td>LAS 306</td>
<td>Culture and Institutions of Latin America</td>
</tr>
<tr>
<td>LAS 391</td>
<td>Hispanic Film</td>
</tr>
<tr>
<td>LAS 394</td>
<td>Latin American Literature in Translation</td>
</tr>
<tr>
<td>LAS 402</td>
<td></td>
</tr>
<tr>
<td>LAS 409</td>
<td>Modern Latin American Society</td>
</tr>
<tr>
<td>LAS 413</td>
<td>Spanish American Short Fiction</td>
</tr>
<tr>
<td>LAS 422</td>
<td>Mexican Culture through Cinema</td>
</tr>
<tr>
<td>LAS 438</td>
<td>Modern Mexico and the Americas</td>
</tr>
<tr>
<td>LAS 439</td>
<td>Modern Latin America</td>
</tr>
<tr>
<td>LAS 441</td>
<td>Slavery and Freedom in the Americas</td>
</tr>
<tr>
<td>LAS 447</td>
<td></td>
</tr>
<tr>
<td>LAS 462</td>
<td>Human Issues in International Development</td>
</tr>
<tr>
<td>MUSH 111</td>
<td>Introduction to the World of Music</td>
</tr>
<tr>
<td>MUSH 420</td>
<td>Studies in World Music</td>
</tr>
<tr>
<td>NRS 493</td>
<td></td>
</tr>
<tr>
<td>PHIL 367</td>
<td></td>
</tr>
<tr>
<td>POLS 205</td>
<td>Introduction to Comparative Politics</td>
</tr>
<tr>
<td>POLS 237</td>
<td>Introduction to International Politics</td>
</tr>
<tr>
<td>POLS 307</td>
<td>Institutions of the European Union</td>
</tr>
<tr>
<td>POLS 338</td>
<td>American Foreign Policy</td>
</tr>
<tr>
<td>POLS 381</td>
<td>European Politics</td>
</tr>
<tr>
<td>POLS 385</td>
<td>Political Psychology</td>
</tr>
<tr>
<td>POLS 420</td>
<td>Introduction to Asian Politics</td>
</tr>
<tr>
<td>POLS 441</td>
<td>World Politics and War</td>
</tr>
<tr>
<td>POLS 449</td>
<td>Politics of Development</td>
</tr>
<tr>
<td>POLS 480</td>
<td></td>
</tr>
<tr>
<td>POLS 487</td>
<td>Political Violence and Revolution</td>
</tr>
<tr>
<td>RSTM 380</td>
<td>Principles of Travel and Tourism</td>
</tr>
<tr>
<td>SOC 340</td>
<td>Environmental Sociology and Globalization</td>
</tr>
<tr>
<td>SOC 343</td>
<td>Power, Politics, and Society</td>
</tr>
<tr>
<td>SPAN 101</td>
<td>Elementary Spanish I</td>
</tr>
<tr>
<td>Code</td>
<td>Title</td>
</tr>
<tr>
<td>----------</td>
<td>---------------------------------------------------------</td>
</tr>
<tr>
<td>SPAN 102</td>
<td>Elementary Spanish II</td>
</tr>
<tr>
<td>SPAN 104</td>
<td>Elementary Spanish Transition</td>
</tr>
<tr>
<td>SPAN 201</td>
<td>Intermediate Spanish I</td>
</tr>
<tr>
<td>SPAN 202</td>
<td>Intermediate Spanish II</td>
</tr>
<tr>
<td>SPAN 301</td>
<td>Advanced Grammar</td>
</tr>
<tr>
<td>SPAN 302</td>
<td>Advanced Composition</td>
</tr>
<tr>
<td>SPAN 303</td>
<td>Spanish Conversation</td>
</tr>
<tr>
<td>SPAN 305</td>
<td>Culture and Institutions of Spain</td>
</tr>
<tr>
<td>SPAN 306</td>
<td>Culture and Institutions of Latin America</td>
</tr>
<tr>
<td>SPAN 308</td>
<td>Proficiency in Reading</td>
</tr>
<tr>
<td>SPAN 310</td>
<td>Spanish for the Professions I</td>
</tr>
<tr>
<td>SPAN 401</td>
<td>Readings: Spanish Literature</td>
</tr>
<tr>
<td>SPAN 402</td>
<td>Readings: Spanish American Literature</td>
</tr>
<tr>
<td>SPAN 409</td>
<td>Modern Latin American Society</td>
</tr>
<tr>
<td>SPAN 412</td>
<td>Spanish Short Fiction</td>
</tr>
<tr>
<td>SPAN 419</td>
<td>Latin America Theatre Through Literature</td>
</tr>
<tr>
<td>SPAN 420</td>
<td>Modern Spanish Theatre Through Literature</td>
</tr>
<tr>
<td>SPAN 421</td>
<td>Bilingual and Bicultural Identities</td>
</tr>
<tr>
<td>SPAN 422</td>
<td>Mexican Culture through Cinema</td>
</tr>
<tr>
<td>SPAN 423</td>
<td>Culture and Identity in Spanish Cinema</td>
</tr>
<tr>
<td>THE 468</td>
<td>Theatre History I</td>
</tr>
<tr>
<td>THE 469</td>
<td>Theatre History II</td>
</tr>
</tbody>
</table>

**J-3-g. Capstone Senior Experience**

One course chosen from the approved Capstone Senior Experience courses listed below.

**Approved Senior Experience Courses:**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>AGEC 478</td>
<td>Advanced Agribusiness Management</td>
</tr>
<tr>
<td>AGED 471</td>
<td>Senior Capstone in Agricultural Education</td>
</tr>
<tr>
<td>AGED 498</td>
<td>Internship (Max 10 credits)</td>
</tr>
<tr>
<td>ANTH 416</td>
<td>Qualitative Social Science Methods</td>
</tr>
<tr>
<td>ANTH 455</td>
<td>Anthropology Senior Research</td>
</tr>
<tr>
<td>ARCH 454</td>
<td>Architectural Design: Vertical Studio</td>
</tr>
<tr>
<td>ART 410</td>
<td>Professional Practices</td>
</tr>
<tr>
<td>ART 490</td>
<td>BFA Art/Design Studio</td>
</tr>
<tr>
<td>ART 495</td>
<td>Critical Art Writing Seminar</td>
</tr>
<tr>
<td>AVS 450</td>
<td>Issues in Animal Agriculture</td>
</tr>
<tr>
<td>BE 478</td>
<td>Engineering Design I</td>
</tr>
<tr>
<td>BE 479</td>
<td>Engineering Design II</td>
</tr>
<tr>
<td>Code</td>
<td>Title</td>
</tr>
<tr>
<td>--------</td>
<td>------------------------------------------------------------</td>
</tr>
<tr>
<td>BE 491</td>
<td>Senior Seminar</td>
</tr>
<tr>
<td>BIOL 401</td>
<td>Undergraduate Research</td>
</tr>
<tr>
<td>BIOL 407</td>
<td>Practicum in Biology Laboratory Teaching</td>
</tr>
<tr>
<td>BIOL 408</td>
<td>Human Anatomy and Physiology Laboratory Pedagogy</td>
</tr>
<tr>
<td>BIOL 411</td>
<td>Senior Capstone</td>
</tr>
<tr>
<td>BIOL 425</td>
<td>Experimental Field Ecology</td>
</tr>
<tr>
<td>BUS 490</td>
<td>Strategic Management</td>
</tr>
<tr>
<td>CE 494</td>
<td>Senior Design Project</td>
</tr>
<tr>
<td>CHE 452</td>
<td>Environmental Management and Design</td>
</tr>
<tr>
<td>CHE 454</td>
<td>Process Analysis and Design II</td>
</tr>
<tr>
<td>CHEM 409</td>
<td>Proseminar</td>
</tr>
<tr>
<td>COMM 453</td>
<td>Communication Theory</td>
</tr>
<tr>
<td>CRIM 461</td>
<td>Capstone:Justice Policy Issues</td>
</tr>
<tr>
<td>CRIM 462</td>
<td>Senior Practicum</td>
</tr>
<tr>
<td>CRIM 464</td>
<td>Criminology Abroad</td>
</tr>
<tr>
<td>CS 481</td>
<td>CS Senior Capstone Design II</td>
</tr>
<tr>
<td>DAN 490</td>
<td>Senior Project</td>
</tr>
<tr>
<td>ECE 481</td>
<td>EE Senior Design II</td>
</tr>
<tr>
<td>ECE 483</td>
<td>Computer Engineering Senior Design II</td>
</tr>
<tr>
<td>ECON 490</td>
<td>Economic Theory and Policy</td>
</tr>
<tr>
<td>ENGL 440</td>
<td>Client-Based Writing</td>
</tr>
<tr>
<td>ENGL 490</td>
<td>Senior Seminar</td>
</tr>
<tr>
<td>EDCI 401</td>
<td>Internship Seminar</td>
</tr>
<tr>
<td>EDCI 485</td>
<td>Secondary Internship</td>
</tr>
<tr>
<td>ENT 438</td>
<td>Pesticides in the Environment</td>
</tr>
<tr>
<td>ENV S 497</td>
<td>Senior Research</td>
</tr>
<tr>
<td>FCS 401</td>
<td>Professional Ethics and Practice in CFCS</td>
</tr>
<tr>
<td>FCS 424</td>
<td>Senior Experience: Apparel Design</td>
</tr>
<tr>
<td>FCS 432</td>
<td>Apparel Promotion and Merchandising</td>
</tr>
<tr>
<td>FCS 486</td>
<td>Nutrition in the Life Cycle</td>
</tr>
<tr>
<td>FCS 492</td>
<td>Nutrition Education in the Life Cycle</td>
</tr>
<tr>
<td>FCS 497</td>
<td>INTERN: Preschool</td>
</tr>
<tr>
<td>FISH 418</td>
<td>Fisheries Management</td>
</tr>
<tr>
<td>FISH 473</td>
<td>ECB Senior Presentation</td>
</tr>
<tr>
<td>FISH 495</td>
<td>Fisheries Seminar</td>
</tr>
<tr>
<td>FL 401</td>
<td>MLC International Experience</td>
</tr>
<tr>
<td>FOR 424</td>
<td>Silviculture Principles and Practices</td>
</tr>
<tr>
<td>FOR 427</td>
<td>Prescribed Burning Lab</td>
</tr>
<tr>
<td>FOR 473</td>
<td>ECB Senior Presentation</td>
</tr>
<tr>
<td>FOR 490</td>
<td>The Resilient Landscape</td>
</tr>
<tr>
<td>FS 489</td>
<td>Food Product Development</td>
</tr>
<tr>
<td>FSP 473</td>
<td>Ecology and Conservation Biology Senior Thesis</td>
</tr>
<tr>
<td>Code</td>
<td>Title</td>
</tr>
<tr>
<td>--------</td>
<td>------------------------------------------------------------</td>
</tr>
<tr>
<td>FSP 495</td>
<td>Product Development and Brand Management</td>
</tr>
<tr>
<td>FTV 476</td>
<td>Advanced Filmmaking II</td>
</tr>
<tr>
<td>GEOG 493</td>
<td>Senior Capstone in Geography</td>
</tr>
<tr>
<td>GEOL 490</td>
<td>Geology Field Camp</td>
</tr>
<tr>
<td>HIST 495</td>
<td>History Senior Seminar</td>
</tr>
<tr>
<td>IAD 452</td>
<td>Interior Architecture and Design VI</td>
</tr>
<tr>
<td>INDT 484</td>
<td>Industrial Technology Capstone I</td>
</tr>
<tr>
<td>INTR 401</td>
<td>Career and Leadership Development</td>
</tr>
<tr>
<td>INTR 440</td>
<td>Honors Presentations</td>
</tr>
<tr>
<td>INTR 454</td>
<td>Honors Thesis or Portfolio</td>
</tr>
<tr>
<td>IS 495</td>
<td>International Studies Senior Seminar</td>
</tr>
<tr>
<td>JAMM 448</td>
<td>Law of Mass Media</td>
</tr>
<tr>
<td>LARC 480</td>
<td>The Resilient Landscape</td>
</tr>
<tr>
<td>MATH 415</td>
<td>Cryptography</td>
</tr>
<tr>
<td>MATH 437</td>
<td>Mathematical Biology</td>
</tr>
<tr>
<td>ME 424</td>
<td>Mechanical Systems Design I</td>
</tr>
<tr>
<td>ME 426</td>
<td>Mechanical Systems Design II</td>
</tr>
<tr>
<td>MKTG 495</td>
<td>Product Development and Brand Management</td>
</tr>
<tr>
<td>MSE 454</td>
<td>Process Analysis &amp; Design II</td>
</tr>
<tr>
<td>MUSA 490</td>
<td>Half Recital</td>
</tr>
<tr>
<td>MUSA 491</td>
<td>Recital</td>
</tr>
<tr>
<td>MUSC 481</td>
<td>Senior Thesis in Music Theory II</td>
</tr>
<tr>
<td>MUSC 490</td>
<td>Senior Recital</td>
</tr>
<tr>
<td>MUSH 481</td>
<td>Senior Thesis in Music History II</td>
</tr>
<tr>
<td>MUST 432</td>
<td>Practicum: Music Teaching</td>
</tr>
<tr>
<td>MVSC 486</td>
<td>Healthy Active Lifestyle Assessment and Intervention</td>
</tr>
<tr>
<td>NRS 473</td>
<td>ECB Senior Presentation</td>
</tr>
<tr>
<td>NRS 476</td>
<td>Environmental Project Management and Decision Making</td>
</tr>
<tr>
<td>ORGS 410</td>
<td>Capstone Project in Organizational Sciences</td>
</tr>
<tr>
<td>PEP 495</td>
<td>Practicum</td>
</tr>
<tr>
<td>PEP 498</td>
<td>Internship in Exercise Science &amp; Health</td>
</tr>
<tr>
<td>PHIL 490</td>
<td>Senior Seminar</td>
</tr>
<tr>
<td>PHYS 407</td>
<td>Communicating Science</td>
</tr>
<tr>
<td>PHYS 492</td>
<td>Senior Research</td>
</tr>
<tr>
<td>PLSC 438</td>
<td>Pesticides in the Environment</td>
</tr>
<tr>
<td>POLS 490</td>
<td>Senior Experience</td>
</tr>
<tr>
<td>PSYC 415</td>
<td>History and Systems of Psychology</td>
</tr>
<tr>
<td>REM 456</td>
<td>Integrated Rangeland Management</td>
</tr>
<tr>
<td>REM 473</td>
<td>ECB Senior Presentation</td>
</tr>
<tr>
<td>REM 495</td>
<td>Teaching Practicum</td>
</tr>
<tr>
<td>RSTM 498</td>
<td>Internship in Recreation, Sport, and Tourism</td>
</tr>
<tr>
<td>SOC 460</td>
<td>Capstone: Sociology in Action</td>
</tr>
</tbody>
</table>
J-4. Grade Requirements

To qualify for the baccalaureate undergraduate degree, a candidate must have a UI grade-point average of 2.00 or better. See exceptions under E-4 and E-5.

J-5. Credit Limitations

A candidate may count toward an undergraduate baccalaureate degree no more than:

J-5-a
Thirty credits earned in Experiential Learning and Technical Competency for a baccalaureate degree and fifteen credits for an associate degree (see regulation I-2-b and I-2-c).

J-5-b
Twelve credits earned under the pass-fail option for a baccalaureate degree and six credits for an associate degree (see regulation B-11).

J-5-c
Zero credits in remedial-level courses.

J-5-d
Zero credits earned in Professional Development courses.

J-6. Assignment of Curricular Requirements (Catalog Issue)

In addition to fulfilling the general university requirements for degrees, candidates for baccalaureate or associate degrees must satisfy the particular requirements specified for their curricula. The pertinent requirements are those contained in the most recent UI catalog issue that was in effect at the time of, or subsequent to, the candidate's initial enrollment as a degree-seeking student at UI. The earliest catalog issue available to
students re-admitted as a degree-seeking student at the UI, is the most recent catalog at the time of re-enrollment. A catalog issue is valid for a maximum of seven years from its effective date. The effective date of a catalog issue is the first Monday following spring graduation.

J-7. Concurrent and Subsequent Baccalaureate Degrees.

J-7-a. Concurrent Degrees.
A student may concurrently pursue degrees in one or more colleges. For exceptions to this rule, see general studies in part 4. In addition to the university requirements students must fulfill the departmental and college requirements for all degrees.

J-7-b. Subsequent Degrees.
Students who have earned a baccalaureate degree and who wish to complete the requirements for a subsequent degree must earn at least 15 credits as an undergraduate student after completion of the previous baccalaureate degree. And fulfill the university, departmental and college requirements for the second degree. For exceptions to this regulation, see general studies in part 4.

Students may complete two different majors (curricula) offered under a particular baccalaureate degree and have both majors shown on their academic records and diplomas, e.g., Bachelor of Arts with majors in history and political science. In addition to the university requirements students must fulfill the departmental and college requirements for all majors. Each of the majors must lead to the same degree. When majors leading to different degrees are involved, see the requirements applicable to the awarding of a concurrent baccalaureate degree (J-7-a).

J-9. Academic Minors

J-9-a
An academic minor is a prescribed course of study consisting of 18 or more credits which supplements an undergraduate major at the University of Idaho. For descriptions of minor curricula, see the programs of the degree-granting units in the individual departmental section. In the following paragraphs of J-9, "minor" denotes "academic minor," which is to be distinguished from "teaching minor"; for information on the latter, see the Department of Curriculum and Instruction section.

J-9-b
A **baccalaureate degree seeking** student may pursue one or more minors in addition to a major by filing with the registrar a declaration of intention to do so. Completion of a minor is required only if specified by the degree-granting unit, but any minor completed is recorded on the student's academic record.

### J-9-c

Transfer credits may be applied to a minor, however, at least 9 credits of those completing the minor's requirements must be in UI courses. Similar to the residency requirements for a baccalaureate degree in J-2, no credits awarded for non-U of I sponsored independent study courses, bypassed courses (see I-2-d), credit by examination (see I-1-a, I-1-c, or I-2-a), College Level Examination Program (CLEP – see I-2-b), or experiential learning (see I-2-b) can be counted among these 9 UI credits. Study abroad and student exchange credits may be counted toward this requirement with prior approval by the student’s academic department and dean.

### J-9-d

A student may complete an undergraduate minor even though he or she has already earned a baccalaureate degree at the University of Idaho. If the sole objective is to complete an undergraduate minor, the student should declare a “Minor-Only” curriculum in the department offering the minor. Students who declare a minor-only curriculum are not eligible for financial aid funds (see the [Student Financial Aid Services](#) section).
38: CHANGE MARTIN SCHOOL OF GLOBAL STUDIES TO SCHOOL OF GLOBAL STUDIES

In Workflow
1. Registrar’s Office (none)
2. Ready for UCC (disable)
3. UCC (none)
4. Post-UCC Registrar (none)
5. GCR Circulation (none)
6. Catalog Update (sstubbs@uidaho.edu)
7. Faculty Senate Chair (mstout@uidaho.edu; jvalkovic@uidaho.edu)
8. UFM (mstout@uidaho.edu; jvalkovic@uidaho.edu)
9. President’s Office (brendah@uidaho.edu; mstout@uidaho.edu; jvalkovic@uidaho.edu; lindalundgren@uidaho.edu)
10. State Approval (mstout@uidaho.edu; jvalkovic@uidaho.edu; lindalundgren@uidaho.edu)
11. NWCCU (sara@uidaho.edu; mstout@uidaho.edu)
12. Steve Stubbs (sstubbs@uidaho.edu)

Approval Path
1. Thu, 30 Sep 2021 21:20:00 GMT
   Steve Stubbs (sstubbs): Approved for Registrar’s Office
2. Tue, 05 Oct 2021 19:44:44 GMT
   Steve Stubbs (sstubbs): Approved for Ready for UCC
3. Tue, 12 Oct 2021 16:58:02 GMT
   Steve Stubbs (sstubbs): Approved for UCC
4. Thu, 14 Oct 2021 22:57:10 GMT
   Steve Stubbs (sstubbs): Approved for Post-UCC Registrar
5. Fri, 11 Feb 2022 16:57:04 GMT
   David Barnes (dabarnes): Approved for GCR Circulation
   David Barnes (dabarnes): Approved for Catalog Update

New Proposal
Date Submitted: Wed, 29 Sep 2021 17:50:03 GMT

Viewing: Change Martin School of Global Studies to School of Global Studies
Last edit: Wed, 29 Sep 2021 17:50:02 GMT
Changes proposed by Rachel Halverson

Faculty Contact

<table>
<thead>
<tr>
<th>Faculty Name</th>
<th>Faculty Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rachel J. Halverson</td>
<td><a href="mailto:rhalverson@uidaho.edu">rhalverson@uidaho.edu</a></td>
</tr>
</tbody>
</table>

Request Type
Change the name of an administrative unit

Effective Catalog Year
2022-2023

Title
Change Martin School of Global Studies to School of Global Studies

Request Details
The unit would like to change the name of the school to the School of Global Studies. This change will eliminate the existing confusion between the Martin Institute and the Martin School of Global Studies. The new name (School of Global Studies) is also more inclusive and better represents all of the programs housed within the school (ALCP, Modern Languages and Cultures, and IS).

Key: 38
171: LANDSCAPE ARCHITECTURE (BSLA)

Export to PDF Export to Word

In Workflow
1. 235 Chair (rulaa@uidaho.edu; bscott@uidaho.edu; rteal@uidaho.edu; gtrahman@uidaho.edu)
2. 09 Curriculum Committee Chair (gtrahman@uidaho.edu)
3. 09 Dean (scorry@uidaho.edu)
4. Provost’s Office (panttaja@uidaho.edu; kudas@uidaho.edu; mstout@uidaho.edu; jvalkovic@uidaho.edu)
5. Assessment (sara@uidaho.edu)
6. Curriculum Review (sstubbs@uidaho.edu)
7. Degree Audit Review (rfrost@uidaho.edu)
8. Registrar’s Office (none)
9. Ready for UCC (disable)
10. UCC (none)
11. Post-UCC Registrar (none)
12. Faculty Senate Chair (mstout@uidaho.edu; jvalkovic@uidaho.edu)
13. UFM (mstout@uidaho.edu; jvalkovic@uidaho.edu)
14. President’s Office (brendah@uidaho.edu; mstout@uidaho.edu; jvalkovic@uidaho.edu; lindalundgren@uidaho.edu)
15. State Approval (mstout@uidaho.edu; jvalkovic@uidaho.edu; lindalundgren@uidaho.edu)
16. NWCCU (sara@uidaho.edu; mstout@uidaho.edu)

Approval Path
1. Sat, 05 Feb 2022 01:12:30 GMT
   Gregory Turner-Rahman (gtrahman): Approved for 235 Chair
2. Fri, 11 Feb 2022 19:14:18 GMT
   Gregory Turner-Rahman (gtrahman): Approved for 09 Curriculum Committee Chair
   Shauna Corry (scorry): Approved for 09 Dean
4. Fri, 11 Feb 2022 20:15:33 GMT
   Dean Panttaja (panttaja): Approved for Provost’s Office
   Sara Mahuron (sara): Approved for Assessment
   Steve Stubbs (sstubbs): Approved for Curriculum Review
7. Wed, 23 Feb 2022 18:02:52 GMT
   Rebecca Frost (rfrost): Approved for Degree Audit Review
8. Wed, 23 Feb 2022 23:59:06 GMT
   Steve Stubbs (sstubbs): Approved for Registrar’s Office
   David Barnes (dabarnes): Approved for Ready for UCC
10. Wed, 02 Mar 2022 17:54:19 GMT
    David Barnes (dabarnes): Approved for UCC
11. Tue, 08 Mar 2022 17:04:29 GMT
    David Barnes (dabarnes): Approved for Post-UCC Registrar

History
1. Jun 15, 2021 by Amy Kingston (amykingston)

Date Submitted: Sun, 30 Jan 2022 22:53:00 GMT

Viewing: 171 : Landscape Architecture (BSLA)
Last approved: Tue, 15 Jun 2021 21:17:41 GMT
Last edit: Tue, 01 Mar 2022 17:05:47 GMT
Changes proposed by: Elizabeth Scott
Final Catalog
2022-2023

What will be the last semester of the teach-out period?
What is the teach-out plan?

Rationale for Inactivation

Attach State Form

Faculty Contact

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

Change Type (Choose all that apply)

- Change curriculum requirements
- Change the name of a degree, major, option, emphasis, minor, certificate, concentration or specialization
- Create an option, emphasis, concentration, specialization
- CIP code change
- Add/Edit Learning Outcomes

Description of Change

Change the name of the Bachelor of Science in Landscape Architecture program to Bachelor of Science with a major in Environmental Design to comply with changes to 2021 Landscape Architectural Accreditation Board standards. The CIP code for the degree will change. Curriculum changes reduce the total number of required credits from 127 to 121. The Learning outcomes change, now oriented toward a non-professional degree program, emphasizing knowledge areas and technical skill acquisition applicable to a broad range of environmental design career opportunities.

Will this request have a fiscal impact of $250K or greater?

No

Academic Level

Undergraduate

College

Art & Architecture

Department/Unit:

Art and Architecture

Effective Catalog Year

2022-2023

Program Title

Landscape Architecture (BSLA)

Degree Type

Major

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

Program Credits

121

Attach Program Change

CIP Code

04.0401 - Environmental Design/Architecture.

Emphasis/Option CIP Code(s)

<table>
<thead>
<tr>
<th>Code(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>04.0601</td>
</tr>
</tbody>
</table>

Will the program be Self-Support?
Will the program have a Professional Fee?

Will the program have an Online Program Fee?

Will this program lead to licensure in any state?

Will the program be a statewide responsibility?

**Financial Information**

What is the financial impact of the request?

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

Describe the financial impact

Curriculum:

Students are typically accepted into the B.S. Environmental Design as freshman or as transfer students. All students in the program must maintain at least a 2.5 cumulative GPA in landscape architecture courses. Failure to do so will require the student to meet with their advisor and repeat the landscape architecture courses that impact this overall GPA before advancing in the program. On registering for a course offered by the program, the student agrees that the college may retain work completed by the student for display, instruction, and accreditation purposes.

**Computer Equipment:** Beginning with the first year of the program, all B.S. Environmental Design students are required to have their own laptop computer and appropriate software for use in their courses.

Required course work includes the University General Education requirements (see regulation J-3 (https://catalog.uidaho.edu/general-requirements-academic-procedures/j-general-requirements-baccalaureate-degrees/)) and:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARCH 151</td>
<td>Introduction to the Built Environment</td>
<td>3</td>
</tr>
<tr>
<td>ART 110</td>
<td>Integrated Art and Design Communication</td>
<td>2</td>
</tr>
<tr>
<td>ART 121</td>
<td>Integrated Design Process</td>
<td>2</td>
</tr>
<tr>
<td>BIOL 102</td>
<td>Biology and Society</td>
<td>3</td>
</tr>
<tr>
<td>BIOL 102L</td>
<td>Biology and Society Lab</td>
<td>1</td>
</tr>
<tr>
<td>ENVS 420</td>
<td>Introduction to Bioregional Planning</td>
<td>3</td>
</tr>
<tr>
<td>ENVS 475</td>
<td>Local and Regional Environmental Planning</td>
<td></td>
</tr>
<tr>
<td>GEOL 101</td>
<td>Physical Geology</td>
<td>3</td>
</tr>
<tr>
<td>GEOL 101L</td>
<td>Physical Geology Lab</td>
<td>1</td>
</tr>
<tr>
<td>LARC 150</td>
<td>Landscape, Culture and the Environment</td>
<td>3</td>
</tr>
<tr>
<td>LARC 210</td>
<td>Landscape Architecture Representation and Media 2</td>
<td>3</td>
</tr>
<tr>
<td>LARC 251</td>
<td>Introduction to Principles of Site Design</td>
<td>3</td>
</tr>
<tr>
<td>LARC 252</td>
<td>Landscape Architecture Design Foundations Studio</td>
<td>6</td>
</tr>
<tr>
<td>LARC 253</td>
<td>Landscape Architecture Design Process Studio</td>
<td>6</td>
</tr>
<tr>
<td>LARC 288</td>
<td>Plant Materials &amp; Design 1</td>
<td>3</td>
</tr>
<tr>
<td>LARC 340</td>
<td>Grading, Drainage, and Stormwater Management</td>
<td>4</td>
</tr>
<tr>
<td>LARC 341</td>
<td>Construction Materials, Detailing, and Documentation</td>
<td>4</td>
</tr>
<tr>
<td>LARC 353</td>
<td>Landscape Architecture Studio 1</td>
<td>3</td>
</tr>
<tr>
<td>LARC 355</td>
<td>Landscape Architecture Studio 2</td>
<td>3</td>
</tr>
<tr>
<td>LARC 358</td>
<td>Professional Practice</td>
<td>2</td>
</tr>
<tr>
<td>LARC 363</td>
<td>Course LARC 363 Not Found</td>
<td></td>
</tr>
<tr>
<td>LARC 365</td>
<td>Course LARC 365 Not Found</td>
<td></td>
</tr>
<tr>
<td>LARC 389</td>
<td>History of Landscape Architecture</td>
<td>3</td>
</tr>
<tr>
<td>LARC 395</td>
<td>GIS Applications for Landscape Planning</td>
<td>4</td>
</tr>
<tr>
<td>LARC 480</td>
<td>The Resilient Landscape</td>
<td>3</td>
</tr>
<tr>
<td>FOR 221</td>
<td>Principles of Ecology</td>
<td>3</td>
</tr>
<tr>
<td>or NR 321</td>
<td>Ecology</td>
<td></td>
</tr>
<tr>
<td>MATH 143</td>
<td>College Algebra</td>
<td>3</td>
</tr>
<tr>
<td>Plus 12 credits of electives from LARC ¹</td>
<td>12</td>
<td></td>
</tr>
<tr>
<td>Plus 6 credits from LARC, ARCH, IAD, VTD, ENVS, or NR ¹</td>
<td>6</td>
<td></td>
</tr>
</tbody>
</table>
1 - Credits earned in completion of an academic minor may be substituted.

**Total Hours**

**Courses to total 121 credits for this degree**

Note: The following courses contribute to satisfying General Education Requirements:

- ARCH 151 (J-3-e)
- BIOL 102/102L, GEOL 101/101L (J-3-c)
- LARC 480 (J-3-g)
- MATH 143 (J-3-d)

**Degree Maps:**

<table>
<thead>
<tr>
<th>Term</th>
<th>Hours</th>
<th>Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fall Term 1</strong></td>
<td>3</td>
<td>ARCH 151 Introduction to the Built Environment</td>
</tr>
<tr>
<td></td>
<td></td>
<td>ART 110 Integrated Art and Design Communication</td>
</tr>
<tr>
<td></td>
<td></td>
<td>ART 121 Integrated Design Process</td>
</tr>
<tr>
<td></td>
<td></td>
<td>ENGL 101 Writing and Rhetoric I</td>
</tr>
<tr>
<td></td>
<td></td>
<td>MATH 143 College Algebra</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>Social and Behavioral Ways of Knowing Course</td>
</tr>
<tr>
<td></td>
<td>16</td>
<td></td>
</tr>
<tr>
<td><strong>Spring Term 1</strong></td>
<td>3</td>
<td>ENGL 102 Writing and Rhetoric II</td>
</tr>
<tr>
<td></td>
<td></td>
<td>GEOL 101 Physical Geology</td>
</tr>
<tr>
<td></td>
<td></td>
<td>GEOL 101L Physical Geology Lab</td>
</tr>
<tr>
<td></td>
<td></td>
<td>LARC 150 Landscape, Culture and the Environment</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>Humanistic and Artistic Ways of Knowing Course</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Oral Communications course</td>
</tr>
<tr>
<td></td>
<td>16</td>
<td></td>
</tr>
<tr>
<td><strong>Fall Term 2</strong></td>
<td>3</td>
<td>LARC 210 Landscape Architecture Representation and Media 2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>LARC 251 Introduction to Principles of Site Design</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>LARC 252 Landscape Architecture Design Foundations Studio</td>
</tr>
<tr>
<td></td>
<td>6</td>
<td>LARC 288 Plant Materials &amp; Design 1</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td></td>
</tr>
<tr>
<td></td>
<td>15</td>
<td></td>
</tr>
<tr>
<td><strong>Spring Term 2</strong></td>
<td>3</td>
<td>LARC 253 Landscape Architecture Design Process Studio</td>
</tr>
<tr>
<td></td>
<td></td>
<td>LARC 389 History of Landscape Architecture</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>BiOL 102 Biology and Society</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>BiOL 102L Biology and Society Lab</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>FOR 221 Principles of Ecology</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>or NR 321 Principles of Ecology</td>
</tr>
<tr>
<td></td>
<td>16</td>
<td></td>
</tr>
<tr>
<td><strong>Fall Term 3</strong></td>
<td>3</td>
<td>LARC 340 Grading, Drainage, and Stormwater Management</td>
</tr>
<tr>
<td></td>
<td></td>
<td>LARC 353 Landscape Architecture Studio 1</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>LARC 355 Landscape Architecture Studio 2</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>LARC 358 Professional Practice</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>Social &amp; Behavioral Ways of Knowing Course</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td></td>
</tr>
<tr>
<td></td>
<td>15</td>
<td></td>
</tr>
<tr>
<td><strong>Spring Term 3</strong></td>
<td>4</td>
<td>LARC 341 Construction Materials, Detailing, and Documentation</td>
</tr>
<tr>
<td></td>
<td></td>
<td>LARC 363 Course LARC 363 Not Found</td>
</tr>
<tr>
<td></td>
<td></td>
<td>LARC 365 Course LARC 365 Not Found</td>
</tr>
<tr>
<td></td>
<td></td>
<td>LARC 395 GIS Applications for Landscape Planning</td>
</tr>
<tr>
<td></td>
<td>8</td>
<td></td>
</tr>
<tr>
<td><strong>Fall Term 4</strong></td>
<td>3</td>
<td>ENVS 420 Introduction to Bioregional Planning</td>
</tr>
<tr>
<td></td>
<td></td>
<td>or ENVS 475 or Local and Regional Environmental Planning</td>
</tr>
<tr>
<td></td>
<td></td>
<td>LARC elective</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>LARC elective</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>LARC/ARCH/IAD/VTD/ENVS/NR Elective</td>
</tr>
<tr>
<td></td>
<td>15</td>
<td>American Diversity Course</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>The Resilient Landscape</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>LARC elective</td>
</tr>
</tbody>
</table>
The degree map is a guide for the timely completion of your curricular requirements. Your academic advisor or department may be contacted for assistance in interpreting this map. This map is not reflective of your academic history or transcript and it is not official notification of completion of degree or certificate requirements. Please contact the Registrar’s Office regarding your official degree/certificate completion status.

Distance Education Availability

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

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

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

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

Geographical Area Availability

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

Where?

Student Learning Outcomes

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

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

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

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

When will assessment activities occur and at what frequency?

Student Learning Outcomes

Have learning outcomes changed?
Yes

Learning Objectives

• SLO1: Landscape Architectural Design Principles: Understand how design of the built environment contributes to more sustainable cities and regions; demonstrate fundamental ability to identify appropriate methods to address social, cultural and ecological problems in the built environment; critically evaluate proposed solutions within the context of socio-cultural, ecological, aesthetic and technological parameters.

• SLO2: Resilience and Sustainability Principles in Environmental Design: Understand principles of resilience in community and regional planning and design; demonstrate ability to apply principles of resilience through appropriate choice of sustainable planning and design methods to promote more sustainable futures and reduce negative ecological and social impacts.
• SLO3: Design Communication: Ability to use a variety of analog, digital, verbal, and written means to think critically, organize information creatively, conceptualize, represent, and clearly communicate critical and complex planning and design proposals.
• SLO4: Problem Solving and Applied Design Research: Understand and engage in research using methods common to the disciplines of Environmental Design and Landscape Architecture to develop environmental design solutions that are responsive to place, addressing diverse technological, social, cultural, and environmental concerns.
• SLO5: Theory in Environmental Design: Apply theoretical influences of environmental design to create design proposals that promote resilient, regenerative and sustainable natural and cultural environments.
• SLO6: Through a range of opportunities including community-based engagement, international travel, independent research, internships, or field trips, the graduate will demonstrate integration of personal abilities and interests with acquired knowledge and professional skills within a global perspective.

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

The 2021 Landscape Architecture Accreditation Board standards have revised the requirements that must be met for accredited Landscape Architecture programs. The new standards no longer allow a program to be called Bachelor of Landscape Architecture or Bachelor of Science in Landscape Architecture unless the program is a stand-alone, accredited program. UI’s Bachelor of Science in Landscape Architecture is not a LAAB-accredited program. Our accredited program is the Master of Landscape Architecture. Therefore the undergraduate degree must be renamed. The program faculty, College curriculum committee and College administration agree that the appropriate new name for the undergraduate program is Bachelor of Science with a major in Environmental Design.

The proposed curriculum changes create a non-professional bachelor’s degree, the BS with a major in Environmental Design. The degree follows much of the BSLA curriculum requirements, providing a pathway for advanced standing in the MLA program (as our current BSLA does). It also provides an opportunity for potential expansion and development of emphasis options in the College of Art and Architecture.

Supporting Documents

Requires TECC Review
No

Department Voting Results

College Voting Results

Reviewer Comments

Sara Mahuron (sara) (Wed, 16 Feb 2022 19:59:06 GMT): reviewed new SLOs and made note to follow up on 7/1/2022 to update these outcomes in Anthology

Rebecca Frost (rfrost) (Wed, 23 Feb 2022 18:00:55 GMT): Updated degree plan to reflect Oral Comm credit change as well as to allow for "Or" options in two cases. Also changed descriptions to meet catalog standards for general education courses. LARC 363 and LARC 365 were discontinued with their 400-level crosslistings of LARC 454 and LARC 462 respectively. Department needs to reactivate these courses if they intended to continue to offer these courses and would like them included in this curriculum.

Key: 171

Choose Proposals to Bundle
Select any proposals you would like to bundle together for approval. Only proposals you have saved are available to bundle.

Bundle Title:

Course:
Proposal A
Program:
Proposal B

Submit Cancel
115: FISHERIES SCIENCE MINOR

Export to PDF Export to Word

In Workflow
1. 150 Chair (Iwaits@uidaho.edu)
2. 11 Curriculum Committee Chair (evas@uidaho.edu)
3. Degree Map Review (rfrost@uidaho.edu)
4. Registrar's Office (none)
5. UCC (none)
6. Post-UCC Registrar (none)
7. GCR Circulation (none)
8. Faculty Senate Chair (mstout@uidaho.edu; jvalkovic@uidaho.edu)
9. UFM (mstout@uidaho.edu; jvalkovic@uidaho.edu)
10. President's Office (brendah@uidaho.edu; mstout@uidaho.edu; jvalkovic@uidaho.edu; lindalundgren@uidaho.edu)
11. State Approval (mstout@uidaho.edu; jvalkovic@uidaho.edu; lindalundgren@uidaho.edu)
12. NWCCU (sara@uidaho.edu; mstout@uidaho.edu)
13. Steve Stubbs (sstubbs@uidaho.edu)

Approval Path
1. Fri, 17 Sep 2021 14:30:36 GMT
   Lisette Waits (Iwaits): Approved for 150 Chair
2. Wed, 29 Sep 2021 16:29:20 GMT
   Eva Strand (evas): Approved for 11 Curriculum Committee Chair
3. Wed, 29 Sep 2021 16:30:59 GMT
   Rebecca Frost (rfrost): Approved for Degree Map Review
   Steve Stubbs (sstubbs): Approved for Registrar's Office
5. Tue, 05 Oct 2021 16:37:24 GMT
   Steve Stubbs (sstubbs): Approved for UCC
6. Thu, 14 Oct 2021 22:52:54 GMT
   Steve Stubbs (sstubbs): Approved for Post-UCC Registrar
   David Barnes (dabarnes): Approved for GCR Circulation

Date Submitted: Fri, 17 Sep 2021 14:23:17 GMT

Viewing: 115: Fisheries Science Minor
Last edit: Fri, 17 Sep 2021 14:23:16 GMT
Changes proposed by: Lisette Waits
Final Catalog
2022-2023

What will be the last semester of the teach-out period?

What is the teach-out plan?

Rationale for Inactivation
%deletejustification.eschtml%

Attach State Form

Faculty Contact

<table>
<thead>
<tr>
<th>Faculty Name</th>
<th>Faculty Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lisette Waits</td>
<td><a href="mailto:Iwaits@uidaho.edu">Iwaits@uidaho.edu</a></td>
</tr>
</tbody>
</table>

Change Type (Choose all that apply)
Change curriculum requirements
Change academic component name (degree, major, option, emphasis, minor, concentration, or specialization)

Description of Change
update course list

Will this request have a fiscal impact of $250K or greater?

Academic Level
Undergraduate

College
Natural Resources

Department/Unit:
Fish & Wildlife Sciences

Effective Catalog Year
2022-2023

Program Title
Fisheries Science Minor

Degree Type
Minor

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

Program Credits
20

Attach Program Change

CIP Code
03.0301 - Fishing and Fisheries Sciences and Management.

Emphasis/Option CIP Code(s)

Will the program be Self-Support?

Will the program have a Professional Fee?

Will the program have an Online Program Fee?

Will this program lead to licensure in any state?

Will the program be a statewide responsibility?

Financial Information

What is the financial impact of the request?

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

Describe the financial impact

Curriculum:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 314</td>
<td>Ecology and Population Biology</td>
<td>3-4</td>
</tr>
<tr>
<td>or FOR 221</td>
<td>Principles of Ecology</td>
<td></td>
</tr>
<tr>
<td>or WLF 220</td>
<td>Principles of Ecology</td>
<td></td>
</tr>
<tr>
<td>FISH 314</td>
<td>Fish Ecology</td>
<td>3</td>
</tr>
<tr>
<td>FISH 315</td>
<td>Fish Ecology Field Techniques and Methods</td>
<td>2</td>
</tr>
<tr>
<td>FISH 495</td>
<td>Fisheries Seminar</td>
<td>1</td>
</tr>
</tbody>
</table>

Select three courses from the following: 11-12
<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>FISH 415</td>
<td>Limnology</td>
</tr>
<tr>
<td>FISH 418</td>
<td>Fisheries Management</td>
</tr>
<tr>
<td>FISH 422</td>
<td>Concepts in Aquaculture</td>
</tr>
<tr>
<td>FISH 424</td>
<td>Fish Health Management</td>
</tr>
<tr>
<td>FISH 430</td>
<td>Riparian and River Ecology</td>
</tr>
<tr>
<td>FISH 481</td>
<td>Ichthyology</td>
</tr>
</tbody>
</table>

**Total Hours**  
20-22

**Courses to total 20 credits for this minor**

Degree Maps:

**Distance Education Availability**

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

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

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

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

**Geographical Area Availability**

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

Where?

**Student Learning Outcomes**

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

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

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

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

When will assessment activities occur and at what frequency?

**Student Learning Outcomes**

Have learning outcomes changed?  
NoChange

Learning Objectives

Rationale for the proposed change. Include an explanation of how the department will manage the added workload, if any.
updating with new course, no workload change

Supporting Documents
Requires TECC Review
No

Department Voting Results
College Voting Results

Reviewer Comments

Key: 115
Choose Proposals to Bundle
Select any proposals you would like to bundle together for approval. Only proposals you have saved are available to bundle.

Bundle Title:

Course:
Proposal A
Program:
Proposal B

Submit Cancel
115: FISHERIES SCIENCE MINOR

Export to PDF Export to Word

In Workflow
1. 150 Chair (lwaits@uidaho.edu)
2. 11 Curriculum Committee Chair (evas@uidaho.edu)
3. Degree Map Review (rfrost@uidaho.edu)
4. Registrar's Office (none)
5. UCC (none)
6. Post-UCC Registrar (none)
7. GCR Circulation (none)
8. Faculty Senate Chair (mstout@uidaho.edu; jvalkovic@uidaho.edu)
9. UFM (mstout@uidaho.edu; jvalkovic@uidaho.edu)
10. President's Office (brendah@uidaho.edu; mstout@uidaho.edu; jvalkovic@uidaho.edu; lindalundgren@uidaho.edu)
11. State Approval (mstout@uidaho.edu; jvalkovic@uidaho.edu; lindalundgren@uidaho.edu)
12. NWCCU (sara@uidaho.edu; mstout@uidaho.edu)
13. Steve Stubbs (sstubbs@uidaho.edu)

Approval Path
1. Fri, 17 Sep 2021 14:30:36 GMT
   Lisette Waits (lwaits): Approved for 150 Chair
2. Wed, 29 Sep 2021 16:29:20 GMT
   Eva Strand (evas): Approved for 11 Curriculum Committee Chair
3. Wed, 29 Sep 2021 16:30:59 GMT
   Rebecca Frost (rfrost): Approved for Degree Map Review
   Steve Stubbs (sstubbs): Approved for Registrar's Office
5. Tue, 05 Oct 2021 16:37:24 GMT
   Steve Stubbs (sstubbs): Approved for UCC
6. Thu, 14 Oct 2021 22:52:54 GMT
   Steve Stubbs (sstubbs): Approved for Post-UCC Registrar
   David Barnes (dbarnes): Approved for GCR Circulation

Date Submitted: Fri, 17 Sep 2021 14:23:17 GMT

Viewing: 115: Fisheries Science Minor

Last edit: Fri, 17 Sep 2021 14:23:16 GMT

Changes proposed by: Lisette Waits
Final Catalog
2022-2023

What will be the last semester of the teach-out period?

What is the teach-out plan?

Rationale for Inactivation
%deletejustification.eschtm%

Attach State Form

Faculty Contact

<table>
<thead>
<tr>
<th>Faculty Name</th>
<th>Faculty Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lisette Waits</td>
<td><a href="mailto:lwaits@uidaho.edu">lwaits@uidaho.edu</a></td>
</tr>
</tbody>
</table>

Change Type (Choose all that apply)

Change curriculum requirements
Change academic component name (degree, major, option, emphasis, minor, concentration, or specialization)

Description of Change
update course list

Will this request have a fiscal impact of $250K or greater?

Academic Level
Undergraduate

College
Natural Resources

Department/Unit:
Fish & Wildlife Sciences

Effective Catalog Year
2022-2023

Program Title
Fisheries Science Minor

Degree Type
Minor

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

Program Credits
20

Attach Program Change

CIP Code
03.0301 - Fishing and Fisheries Sciences and Management.

Emphasis/Option CIP Code(s)

Will the program be Self-Support?

Will the program have a Professional Fee?

Will the program have an Online Program Fee?

Will this program lead to licensure in any state?

Will the program be a statewide responsibility?

Financial Information

What is the financial impact of the request?

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

Describe the financial impact

Curriculum:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 314</td>
<td>Ecology and Population Biology</td>
<td>3-4</td>
</tr>
<tr>
<td>or FOR 221</td>
<td>Principles of Ecology</td>
<td></td>
</tr>
<tr>
<td>or WLF 220</td>
<td>Principles of Ecology</td>
<td></td>
</tr>
<tr>
<td>FISH 314</td>
<td>Fish Ecology</td>
<td>3</td>
</tr>
<tr>
<td>FISH 315</td>
<td>Fish Ecology Field Techniques and Methods</td>
<td>2</td>
</tr>
<tr>
<td>FISH 495</td>
<td>Fisheries Seminar</td>
<td>1</td>
</tr>
</tbody>
</table>

Select three courses from the following: 11-12
Distance Education Availability

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

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

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

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

Geographical Area Availability

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

Where?

Student Learning Outcomes

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

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

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

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

When will assessment activities occur and at what frequency?

Student Learning Outcomes

Have learning outcomes changed?
NoChange

Learning Objectives

Rationale for the proposed change. Include an explanation of how the department will manage the added workload, if any,
updating with new course, no workload change

Supporting Documents

Requires TECC Review
No

Department Voting Results

College Voting Results

Reviewer Comments

Key: 115
Choose Proposals to Bundle
Select any proposals you would like to bundle together for approval. Only proposals you have saved are available to bundle.

Bundle Title:

Course:
Proposal A
Program:
Proposal B

Submit Cancel
435: NUTRITIONAL SCIENCES (M.S.)

Export to PDF  Export to Word

In Workflow
1. Trevor White (trevorw@uidaho.edu)
2. 063 Chair (smcguire@uidaho.edu)
3. CALS Review (bschroeder@uidaho.edu)
4. 07 Curriculum Committee Chair (bschroeder@uidaho.edu)
5. 07 Dean (mdoumit@uidaho.edu)
6. Provost's Office (punttaja@uidaho.edu; kudas@uidaho.edu; mstout@uidaho.edu; jvalkovic@uidaho.edu)
7. Assessment (sara@uidaho.edu)
8. Curriculum Review (sstubbs@uidaho.edu)
9. Degree Audit Review (rfrost@uidaho.edu)
10. Graduate Council Chair (slthomas@uidaho.edu)
11. Registrar's Office (none)
12. UCC (none)
13. Faculty Senate Chair (mstout@uidaho.edu; jvalkovic@uidaho.edu)
14. UFM (mstout@uidaho.edu; jvalkovic@uidaho.edu)
15. President's Office (brendah@uidaho.edu; mstout@uidaho.edu; jvalkovic@uidaho.edu; lindalundgren@uidaho.edu)
16. State Approval (mstout@uidaho.edu; jvalkovic@uidaho.edu; lindalundgren@uidaho.edu)
17. NWCCU (sara@uidaho.edu; mstout@uidaho.edu)
18. Steve Stubbs (sstubbs@uidaho.edu)

Approval Path
1. Thu, 05 Nov 2020 21:35:16 GMT
   Joana Espinoza (joanae): Approved for 063 Chair
2. Thu, 05 Nov 2020 21:35:29 GMT
   Joana Espinoza (joanae): Approved for 07 Curriculum Committee Chair
3. Thu, 05 Nov 2020 21:35:36 GMT
   Joana Espinoza (joanae): Approved for 07 Dean
4. Thu, 05 Nov 2020 21:39:09 GMT
   Joana Espinoza (joanae): Approved for Provost's Office
5. Mon, 16 Nov 2020 19:17:06 GMT
   Rebecca Frost (rfrost): Approved for Curriculum Review
6. Fri, 15 Jan 2021 23:59:46 GMT
   Lauren Perkinson (V00763280): Rollback to 063 Chair for Graduate Council Chair
7. Thu, 21 Jan 2021 17:13:29 GMT
   Michelle McGuire (smcguire): Approved for 063 Chair
8. Wed, 03 Feb 2021 17:00:58 GMT
   Joana Espinoza (joanae): Approved for 07 Curriculum Committee Chair
9. Wed, 03 Feb 2021 17:06:17 GMT
   Joana Espinoza (joanae): Approved for 07 Dean
10. Wed, 03 Feb 2021 17:10:45 GMT
    Joana Espinoza (joanae): Approved for Provost's Office
11. Wed, 10 Feb 2021 23:44:46 GMT
    Sara Mahuron (sara): Rollback to 063 Chair for Assessment
12. Thu, 24 Jun 2021 17:41:37 GMT
    Michelle McGuire (smcguire): Approved for 063 Chair
13. Tue, 31 Aug 2021 22:44:50 GMT
    Brenda Schroeder (bschroeder): Rollback to 063 Chair for 07 Curriculum Committee Chair
14. Sat, 11 Sep 2021 05:36:29 GMT
    Trevor White (trevorw): Approved for V00489170
15. Sat, 11 Sep 2021 05:36:30 GMT
    Michelle McGuire (smcguire): Approved for 063 Chair
16. Sat, 11 Sep 2021 05:37:11 GMT
    Brenda Schroeder (bschroeder): Rollback to V00489170 for CALS Review
17. Mon, 13 Sep 2021 21:11:08 GMT
    Trevor White (trevorw): Approved for V00489170
18. Mon, 13 Sep 2021 21:35:36 GMT
New Program Proposal

Date Submitted: Thu, 05 Nov 2020 19:42:26 GMT

Viewing: 435 : Nutritional Sciences (M.S.)

Last edit: Mon, 28 Mar 2022 23:04:38 GMT
Changes proposed by: Joana Espinoza

What will be the last semester of the teach-out period?

What is the teach-out plan?

Rationale for Inactivation
%deletejustification.eschtml%

Attach State Form

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>

Change Type (Choose all that apply)

Description of Change

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

Academic Level
Graduate

College
Agricultural & Life Sciences

Department/Unit:
Family and Consumer Sciences

Effective Catalog Year
2023-2024

Program Title
Nutritional Sciences (M.S.)

Degree Type
Major

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

Program Credits
30

Attach Program Change
MS_NutritionalSciences2020 FINAL 9_13.doc

CIP Code
30.1901 - Nutrition Sciences.

Emphasis/Option CIP Code(s)

Will the program be Self-Support?
No

Will the program have a Professional Fee?
No

Will the program have an Online Program Fee?
No

Will this program lead to licensure in any state?
No

Will the program be a statewide responsibility?
No

**Financial Information**

What is the financial impact of the request?

Less than $250,000 per FY

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

Describe the financial impact

The Margaret Ritchie School of Family and Consumer sciences has all classroom, instructional, and administrative resources needed to implement this program. Our Carmelita Spencer Foods Laboratory, Samantha Ramsay Research Unit, Piglet Intervention Center (PinC), and individual faculty laboratories are key to this, as they provide the needed laboratory space for nutrition courses needing these sorts of facilities.

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

Curriculum:

**Thesis Option:**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>FCS 501</td>
<td>Seminar</td>
<td>2</td>
</tr>
<tr>
<td>FCS 502</td>
<td>Directed Study</td>
<td>4</td>
</tr>
<tr>
<td>400- or 500-level Statistics course</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>400- or 500-level Research Methods course</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Select 6 credits of 500-level or above FCS courses</td>
<td>6</td>
<td></td>
</tr>
</tbody>
</table>
FCS 500 credits can not be counted in this total
Select 12 credits of 500-level or above courses 12
Up to 10 credits of FCS 500 can be counted in this total

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>FCS 501</td>
<td>Seminar</td>
<td>2</td>
</tr>
<tr>
<td>FCS 502</td>
<td>Directed Study</td>
<td>4</td>
</tr>
<tr>
<td>400- or 500-Level Statistics course</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>400- or 500-Level Research Methods course</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Select 6 credits of 500-level or above FCS courses</td>
<td></td>
<td>6</td>
</tr>
<tr>
<td>FCS 599 credits can not be counted in this total</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Select 24 credits of 500-level or above courses</td>
<td></td>
<td>24</td>
</tr>
<tr>
<td>Up to 5 credits of FCS 599 can be counted in this total</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Total Hours 30

Non-thesis Option:

Courses to total 30 credits for thesis option and 42 credits for non-thesis option for this degree.

Degree Maps:

Distance Education Availability

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

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

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

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

Geographical Area Availability

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

Where?

Student Learning Outcomes

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

• Gain in-depth fundamental principles of nutritional sciences.
• Analyze, interpret, and critique the literature pertaining to nutritional sciences.
• Understand appropriate and optimal research design, statistical analyses, and conducts.
• Develop strong written and oral communication skills.

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

The students will be assessed based on course pass rate, as well as satisfactory completion and defense of the thesis project (or non-thesis exit requirement).

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

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

During the students' oral proposal and defense of thesis (or non-thesis exit requirement), all graduate faculty will ask high-level research and application questions related and unrelated to the thesis project to comprehensively assess the students' knowledge, critical thinking skills, integrative skills, perspective, and communication skills. Additionally, graduate students will be evaluated after the first year during their annual evaluation meeting. The indirect, formative measure includes routine meetings with mentor professors, during which, mentor professor will monitor and access students’ progress.

- Gain in-depth fundamental principles of nutritional sciences
- Use FN 510 GI Physiology & Immunology Assignments to show assessment of this
- Analyze, interpret, and critique the literature pertaining to nutritional sciences.
- Use FCS 501 Graduate Seminar to show assessment of this, as well as the Review of Literature portion of their thesis proposal and defense
- Understand appropriate and optimal research design, statistical analyses, and conducts.
- Use Methodology section of defense for this
- Develop strong written and oral communication skills.
- Use thesis defense presentation for this

When will assessment activities occur and at what frequency?

Meetings with mentors will happen routinely, final class grades will be reviewed at the end of every semester, the annual evaluation will take place by the end of their first year, the thesis defense will happen at the end of students’ programs of study.

**Student Learning Outcomes**

**Have learning outcomes changed?**

**Learning Objectives**

- Gain in-depth fundamental principles of nutritional sciences.
- Analyze, interpret, and critique the literature pertaining to nutritional sciences.
- Understand appropriate and optimal research design, statistical analyses, and conducts.
- Develop strong written and oral communication skills.

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

The Margaret Ritchie School of Family and Consumer Sciences (FCS) currently offers a single Master of Science degree in Family and Consumer Sciences that includes a focus in either child development, family studies, nutrition, or apparel textile and design. As it currently exists, it is difficult for prospective students interested in graduate studies in any of the areas to locate the degree via a simple search. Furthermore, some students may feel a M.S. degree in FCS does not truly reflect what they studied in graduate school, especially on one's resume/curriculum vitae, thus may affect future job prospects. The purpose of creating a M.S. degree in Nutritional Sciences is to specifically delineate a specialization in Nutritional Sciences as a graduate degree, while maintaining the rigor of the current program. We are aware that the non-thesis option requires more credits than many other non-thesis options at the University of Idaho. Our intent was that non-thesis students would take an additional 3 credits per semester of the program (12 credits total) to make up for the absence of thesis work.

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

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

Supporting Documents

Requires TECC Review

No

Department Voting Results

College Voting Results

Reviewer Comments

Lauren Perkinson (V00763280) (Fri, 15 Jan 2021 23:59:46 GMT): Rollback: Graduate Council is requesting more information about program specifics. Members suggested that it would be helpful to see the variation of courses and more descriptive curriculum. There was also a suggestion that having the same name as the proposed Ph.D. program may create confusion, as there are clear differences between the degrees. Please contact Jerry McMurtry or Lauren Perkinson with questions.

Joana Espinoza (joanae) (Wed, 03 Feb 2021 17:00:49 GMT): Dept. submitted new state form but not sure if changes were made to CIM form. Please review to determine whether requested changes have been made. New state form is attached and it include the Learning Outcomes. If the CIM form needs to be updated, please return to the dept. to make updates.

Sara Mahuron (sara) (Wed, 10 Feb 2021 23:44:46 GMT): Rollback: Both the MS and PHD are being rolled back on behalf of Dean Panttaja, Interim VPAI, for revision of the learning outcomes. We need learning outcomes that are differentiated and/or specific at the degree level. Currently, the MS and PHD appear identical in material nature. For help revising these, please reach out to assessment@uidaho.edu or sara@uidaho.edu. These degrees should differ in breadth and depth, possibly through differentiated Bloom's taxonomy verbs or content. See example: Students will: Bachelor's level: Differentiate and evaluate theories and approaches to selected complex problems within (field of study). Master's level: Disaggregate, reformulate, and adapt principal ideas, techniques or methods at the forefront of (field of study) in carrying out an essay or project. Doctoral level: Design principal ideas, models, techniques or methods in (field of study) in carrying out a dissertation or publication.

Amy Kingston (amykingston) (Tue, 31 Aug 2021 19:25:55 GMT): Added Non-Thesis option to curriculum per department's request, so it matches SBOE paperwork.

Amy Kingston (amykingston) (Tue, 31 Aug 2021 19:37:48 GMT): Updated learning outcomes in lower box to match the ones in the upper box and on the state form, per conversation with Trevor White from the department.

Brenda Schroeder (bschroeder) (Tue, 31 Aug 2021 22:44:50 GMT): Rollback: SLO's in CIM and hardcopy do not agree the non-thesis curriculum was not entered in CIM why is the Dean listed as the faculty contact? Not sure you can do anything about this but: The APACC committee had about the lack of coursework listed in CIM relative to the information included in the hard copy. The committee is concerned that the lack of information included in CIM will result in a lot of work for COGS as they try and determine if students have met their course requirements. (I sent Amy Kingston this comment as well). Is there space to include this?

Brenda Schroeder (bschroeder) (Sun, 12 Sep 2021 20:23:51 GMT): Rollback: Friendly edits: 1. Add learning objectives to hard copy document please. 2. Add a specific number to the sunset clause 3. Seminars - please address as we discussed. 4. 4 Year program? APACC was of the consensus: 4 years is a long program that could negatively impact your reputation and ability to recruit students. Please consider moving to 3 and using language like what is found on the Cornell website.

Matthew Doumit (mdoumit) (Tue, 14 Sep 2021 19:46:14 GMT): Rollback: Mistakenly approved by APACC

Sara Mahuron (sara) (Fri, 05 Nov 2021 20:20:07 GMT): Emailed Yimin re: review the measures for the learning outcomes. Course grades are not considered direct measures of the overall program outcome statements. Please explain how each of the learning outcomes (whether thesis or not thesis) will be assessed. Currently, there is only one direct measure listed (faculty asking questions during the defense). How will student's written communication be evaluated (the fourth outcome), and the specified aspects of the literature review, etc. Students should be evaluated on each item independently, meaning it should be clear how well students did each of these statements rather than a single score or assessment of all 4 combined. Please let me know if I can help – sara@uidaho.edu or Dean Panttaja (panttaja@uidaho.edu), or if you think I missed something about the measures. Additionally, is it assumed that students do not already have strong written and communication skills upon entering the program? If so, it would be helpful to revise this statement to specify what students learn at the graduate level in this skill area to be "strong," that they didn't already learn as an undergraduate student. Or, your direct measure can be a pre/post test situation, where you measure how well students do on these items when they join the program, and then again at the end of the program, so you can demonstrate "growth" or "development" in general.

Sara Mahuron (sara) (Sat, 04 Dec 2021 00:17:26 GMT): adding the direct measures per email dated 12/3 Yimin Chen

David Barnes (dabarnes) (Mon, 28 Mar 2022 23:04:38 GMT): Admin save to update effective catalog year to 2023-2024

Key: 435
Choose Proposals to Bundle
Select any proposals you would like to bundle together for approval. Only proposals you have saved are available to bundle.

Bundle Title:
Course:
Proposal A
Program:
Proposal B

Submit Cancel
## Idaho State Board of Education

**Proposal for Undergraduate/Graduate Degree Program**
*(Fill out if you are proposing a new program, certificate over 30 credits or expansion.)*

<table>
<thead>
<tr>
<th>Date of Proposal Submission:</th>
<th>September 16, 2020</th>
</tr>
</thead>
<tbody>
<tr>
<td>Institution Submitting Proposal:</td>
<td>University of Idaho</td>
</tr>
<tr>
<td>Name of College, School, or Division:</td>
<td>College of Agricultural and Life Sciences</td>
</tr>
<tr>
<td>Name of Department(s) or Area(s):</td>
<td>Margaret Ritchie School of Family and Consumer Sciences</td>
</tr>
</tbody>
</table>

### Program Identification for Proposed New or Modified Program:

<table>
<thead>
<tr>
<th>Program Title:</th>
<th>Master of Science in Nutritional Sciences</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree:</td>
<td>Undergraduate X Graduate</td>
</tr>
<tr>
<td>Indicate if Online Program:</td>
<td>Yes X No</td>
</tr>
<tr>
<td>CIP code:</td>
<td>30.1901</td>
</tr>
<tr>
<td>Proposed Starting Date:</td>
<td>Summer 2021</td>
</tr>
<tr>
<td>Geographical Delivery:</td>
<td>Location(s) Moscow, ID Region(s)</td>
</tr>
<tr>
<td>Indicate (X) if the program is/has:</td>
<td>Self-Support Professional Fee Online Program Fee</td>
</tr>
<tr>
<td>Indicate (X) if the program is:</td>
<td>Regional Responsibility Statewide Responsibility</td>
</tr>
</tbody>
</table>

### 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
- New Graduate Program X
- New Off-Campus Instructional Program
- New Undergraduate Program
- Other (i.e., Contract Program/Collaborative; transitioning an existing program online, etc.)

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

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

The Margaret Ritchie School of Family and Consumer Sciences (FCS) currently offers a single Master of Science degree in Family and Consumer Sciences that includes a focus in either child development, family studies, nutrition, or apparel textile and design. As it currently exists, it is difficult for prospective students interested in graduate studies in any of the areas to locate the degree via a simple search. Furthermore, some students may feel a M.S. degree in FCS does not truly reflect what they studied in graduate school, especially on one’s resume/curriculum vitae, thus may affect future job prospects. The purpose of creating a M.S. degree in Nutritional Sciences is to specifically delineate a specialization in Nutritional Sciences as a graduate degree, while maintaining the rigor of the current program.

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

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

List the job titles for which this degree is relevant: There are a variety of potential job titles and examples can be seen within the links below. For example, biochemist, research specialist, health and wellness coach, and epidemiologist.

<table>
<thead>
<tr>
<th>Local (Service Area)</th>
<th>State DOL data</th>
<th>Federal DOL data</th>
<th>Other data source: (describe)</th>
</tr>
</thead>
</table>
Provide (as appropriate) additional narrative as to the workforce needs that will be met by the proposed program.

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

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

The most likely source of students who will interested in the M.S. in Nutritional Sciences will be those who are currently enrolled in the BS FCS Major in Foods and Nutrition and other pre-health majors both on campus and on other university campuses interested in pursuing a career in health-related research and development. Many students interested in nutrition do not wish to go on to pursue the credential to become a Registered Dietitian Nutritionist (RDN). In addition, pre-health students might initially hope to attend medical school, dental school, etc, but find their passion in nutritional sciences toward the conclusion of their undergraduate degree. The M.S. in Nutritional Sciences option provides a strong research science curriculum that can attract prospective students nationwide. The possibility of pursuing many advanced healthcare and academic degrees, as well as job potentials make this an attractive major. We anticipate that most students enrolled in this program will be full-time students.

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

Students with a M.S. in Nutritional Sciences will likely pursue health-related careers, enter additional graduate training, or apply for specialize degrees such as a medical or dental degree. We anticipate that offering a M.S. in Nutritional Sciences will attract a larger number of students who are eventually drawn to research related to the intersection of nutrition, health, and foods (particularly Idaho commodities, such as dairy, potatoes, and beef). Increased research around this topic will likely improve the public...
perception of these health-promoting foods and ultimately increase their sales – again, benefiting the state’s economy.

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

<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 M.S. in Nutritional Sciences will positively contribute to reversing many of today’s most serious health problems.

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

3. **Similar Programs.** Identify similar programs offered within Idaho and in the region by other in-state or bordering state colleges/universities.
### Similar Programs offered by Idaho public institutions (list the proposed program as well)

<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>University of Idaho</td>
<td>M.S. Nutritional Sciences</td>
<td>This program will optimally prepare graduate students to enter a variety of nutrition-related fields, including medicine, public health, research, industry, and academia. This is the only in-person M.S. Nutritional Sciences (non-dietetics) program in Idaho.</td>
</tr>
<tr>
<td>Idaho State University</td>
<td>M.S. Nutrition</td>
<td>From their website: This online program designed primarily for practicing RDNs interested in the overlap of nutrition and one of three emphasis areas: public health, marketing, or management.</td>
</tr>
</tbody>
</table>

### Similar Programs offered by other Idaho institutions and by institutions in nearby states

<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>M.S. Nutrition and Exercise Physiology</td>
<td>From their website: Offers students of all undergraduate disciplines a pathway into nutrition and exercise physiology education and research, preparing them for careers in healthcare, academia, and public health.</td>
</tr>
<tr>
<td>University of Washington</td>
<td>M.S. Nutritional Sciences</td>
<td>From their website: provides students with advanced understanding of human nutrition through a curriculum that includes skills with application in both research and community settings.</td>
</tr>
<tr>
<td>Montana State University</td>
<td>M.S. Exercise and Nutrition Sciences</td>
<td>From their website: The program allows students to focus on understanding the determinants of physical activity and energy expenditure, adaptations to exercise that impact human work performance and disease risk, and exercise metabolism and nutrition.</td>
</tr>
<tr>
<td>Brigham Young University</td>
<td>M.S. Nutritional Sciences</td>
<td>From their website: The program develops informed and productive nutritional scientists who personally and professionally utilize scientifically proven nutrition principles to make meaningful contributions to the discipline, to families, communities, and nations.</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.

Idaho State University offers an online M.S. Nutrition program that is designed for individuals who practice as Registered Dietitians Nutritionists. The types of science and research training designed for a clinical practitioner is vastly different from the rigor of a M.S. in Nutritional Sciences program. Our M.S. in Nutritional Sciences will focus on in-depth research designs, methods, statistics, and analytical techniques allowing the graduates to either pursue a Ph.D. in different disciplines and entry into academia, or other advanced medical careers.

To our knowledge, we will be offering the only in-person M.S. in Nutritional Sciences program in the state of Idaho. The M.S. programs offered by Washington State University and Montana State University focus on nutrition geared towards exercise fields. We will only be competing with University of Washington with high cost of living, and Brigham Young University. We believe Idaho students deserve to have a high-quality M.S. program in Nutritional Sciences in the state in which they live.

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

<table>
<thead>
<tr>
<th>Goal</th>
<th>Objective</th>
<th>M.S. 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 simply shift a portion of a current (and popular) component of the M.S. Family and Consumer Sciences major to a separate M.S. degree in Nutritional Sciences to help students find this program and meet their career goals. This proposal will rejuvenate a rigorous nutritional sciences inter-disciplinary curriculum. The M.S. in Nutritional Sciences will attract students who would have previously gone to another university or come to the University of Idaho in another program. Faculty responsible for</td>
</tr>
</tbody>
</table>
Foster educational excellence via curricular innovation and evolution

All graduate students in the M.S. Nutritional Sciences program will be expected to fulfill graduate hours in teaching experience to prepare students in achieving educational excellence in their future career.

Create and inclusive learning environment that encourages students to take an active role in their student experience

The proposed M.S. in Nutritional Sciences program emphasizes the importance of inclusive education in the classroom and learner agency. Graduate faculties are committed to creating an inclusive and equitable environment that welcomes intellectual discourse.

Foster an inclusive, diverse community of students, faculty and staff and improve cohesion and morale

Build an inclusive, diverse community that welcomes multicultural and international perspectives

M.S. in Nutritional Sciences faculty recognize the importance of an inclusive, diverse community that welcomes multicultural and international perspectives. This is particularly important in the realm of nutrition and foods. We believe that this more visible degree option will better encourage international and multicultural students into the degree, thus helping foster an even more inclusive and diverse community of students.

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

Quality will be assessed annually via a meeting of all faculty teaching in the program. Syllabi, learning objectives, required reading materials, selected quizzes/exams/assignments will be assessed via blind review by program and external faculty. Student evaluations will be carefully reviewed for negative and constructive comments, and concerns will be discussed with involved faculty. Pass rates in all classes and cohorts are expected to exceed 80%, with 3-yr graduate rates expected to exceed 80%.

7. **In accordance with Board Policy III.G., an external peer review is required for any new doctoral program.** Attach the peer review report as Appendix B.

N/A

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

Will this program lead to certification?
Yes_____ No X

If yes, on what date was the Program Approval for Certification Request submitted to the Professional Standards Commission?
9. **Five-Year Plan:** Is the proposed program on your institution’s approved 5-year plan? Indicate below.

   Yes  X  No  

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

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

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

**Criteria.** As appropriate, discuss the following:

   i. How important is the program in meeting your institution’s regional or statewide program responsibilities? Describe whether the proposed program is in response to a specific industry need or workforce opportunity.

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

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

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

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

**Curriculum, Intended Learning Outcomes, and Assessment Plan**

10. **Curriculum for the proposed program and its delivery.**

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

<table>
<thead>
<tr>
<th>Credit hours in required courses offered by the department(s) offering the program.</th>
<th>12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Credit hours in required courses offered by other departments.</td>
<td>6</td>
</tr>
<tr>
<td>Credit hours in institutional general education curriculum</td>
<td>N/A</td>
</tr>
<tr>
<td>Credit hours in free electives</td>
<td>12</td>
</tr>
<tr>
<td>Total credit hours required for degree program:</td>
<td>≥30</td>
</tr>
</tbody>
</table>

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

   **Thesis Option Curriculum**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
</table>
FCS 501  Graduate Seminar  1 X 2 = 2  
FCS 502  Graduate Teaching Seminar  2 X 2 = 4  
400- or 500-level  Statistics Course  3  
400- or 500-level  Research Methods  3  
Select 6 credits of 500-level FCS courses  6  
Select 12 credits of 500-level courses  12  
**Course to total 30 credits for this degree**  30  

**Non-thesis Option Curriculum**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>FCS 501</td>
<td>Graduate Seminar</td>
<td>1 X 2 = 2</td>
</tr>
<tr>
<td>FCS 502</td>
<td>Graduate Teaching Seminar</td>
<td>2 X 2 = 4</td>
</tr>
<tr>
<td>400- or 500-level</td>
<td>Statistics Course</td>
<td>3</td>
</tr>
<tr>
<td>400- or 500-level</td>
<td>Research Methods</td>
<td>3</td>
</tr>
<tr>
<td>Select 6 credits of 500-level FCS courses</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>Select 24 credits of 500-level courses</td>
<td>24</td>
<td></td>
</tr>
<tr>
<td><strong>Course to total 42 credits for this degree</strong></td>
<td>42</td>
<td></td>
</tr>
</tbody>
</table>

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

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

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

Graduate students are expected to complete a thesis in the thesis-option. If the student chooses the non-thesis option, the student will need to complete 12 extra 500-level course credits plus an exit requirement as decided by the graduate faculty and major advisor (an examination, presentation, portfolio, project, or any research requirement other than a thesis).

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

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

The learning outcomes of the M.S. Nutritional Sciences program will be assessed as follows.

- Gain in-depth fundamental principles of nutritional sciences.
- Analyze, interpret, and critique the literature pertaining to nutritional sciences.
- Understand appropriate and optimal research design, statistical analyses, and conducts.
- Develop strong written and oral communication skills.

12. **Assessment plans**

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

The students will be assessed based on course pass rate, as well as satisfactory completion and defense of the thesis project (or non-thesis exit requirement).

b. **Closing the loop.** How will you ensure that the assessment findings will be used to improve the program?

The graduate faculty of the Margaret Ritchie School of Family and Consumer Sciences will meet annually before the start of each fall semester to review selected metrics from each course (e.g., average grade, pass rate, grades on selected assignments) and candidly discuss findings, trends, and expectations. Graduate faculty work

*Revised 10/27/17*

*Page 11*
collaboratively to improve both individual courses and programs during these meetings and throughout the year.

c. **Measures used.** What direct and indirect measures will be used to assess student learning?

During the students’ oral proposal and defense of thesis (or non-thesis exit requirement), all graduate faculty will ask high-level research and application questions related and unrelated to the thesis project to comprehensively assess the students’ knowledge, critical thinking skills, integrative skills, perspective, and communication skills. Additionally, graduate students will be evaluated after the first year during their annual evaluation meeting. The indirect, formative measure includes routine meetings with mentor professors, during which, mentor professor will monitor and 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, the annual evaluation will take place by the end of their first year, the thesis defense will happen at the end of students’ programs of study.

**Enrollments and Graduates**

13. **Existing similar programs at Idaho Public Institutions.** Using the chart below, provide enrollments and numbers of graduates for similar existing programs at your institution and other Idaho public institutions.
# Existing Similar Programs: Historical enrollments and graduate numbers

<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>FY16-17</td>
<td>FY17-18</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>
14. **Projections for proposed program**: Using the chart below, provide projected enrollments and number of graduates for the proposed program:

<table>
<thead>
<tr>
<th>Proposed Program: Projected Enrollments and Graduates First Five Years</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Program Name</strong>: M.S. in Nutritional Sciences</td>
</tr>
<tr>
<td><strong>Projected Fall Term Headcount Enrollment in Program</strong></td>
</tr>
<tr>
<td>FY 21 (first year)</td>
</tr>
<tr>
<td>-------------------</td>
</tr>
<tr>
<td>4</td>
</tr>
<tr>
<td><strong>Projected Annual Number of Graduates From Program</strong></td>
</tr>
<tr>
<td>FY 21 (first year)</td>
</tr>
<tr>
<td>0</td>
</tr>
</tbody>
</table>

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

Initial headcount for the M.S. in Nutritional Sciences is based on 2020 enrollment in M.S. FCS (with concentration in nutrition). We anticipate 20% increase each year due to increased visibility of the program. The increase in enrollment then caps at 10 to account for number of graduate faculty and number of graduate students that can be adequately supported by the faculty. The projected number of graduates from the program is based on 100% expected graduation rate from the program starting with current 2020 enrollment to complete this 2-year program.

16. **Minimum Enrollments and Graduates.**

   a. Have you determined minimums that the program will need to meet in order to be continued? What are those minimums, what is the logical basis for those minimums?

   We do not anticipate this will be a problem given the fact that current enrollment for students entering the current and historic M.S. FCS degree with concentration in nutrition represent the majority of enrollment.

   b. What is the sunset clause by which the program will be considered for discontinuance if the projections or expectations outlined in the program proposal are not met?

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

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

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

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

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

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

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

There are no additional resources needed.

18. **Library resources**

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

There are no additional resources needed.

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

There are no additional resources needed.

19. **Personnel resources**

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

Aside from needing to replace Dr. Katie Brown and Dr. SeAnne Safaii (special search), who resigned and left the university during the summer of 2019, no additional personnel resources will be needed. We have an additional 5 faculty members with expertise in nutrition to help support this program.
b. Existing resources. Describe the existing instructional, support, and administrative resources that can be brought to bear to support the successful implementation of the program.

The Margaret Ritchie School of Family and Consumer sciences has all classroom, instructional, and administrative resources needed to implement this program. Our Carmelita Spencer Foods Laboratory, Samantha Ramsey Research Unit, Piglet Intervention Center (PInC), and individual faculty laboratories are key to this, as they provide the needed laboratory space for nutrition courses needing these sorts of facilities.

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

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

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

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

20. Revenue Sources

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

No reallocation of funds will be needed.

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

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

d) Student Fees:
   i. If the proposed program is intended to levy any institutional local fees, explain how doing so meets the requirements of Board Policy V.R., 3.b.
   ii. Provide estimated cost to students and total revenue for self-support programs and
for professional fees and other fees anticipated to be requested under Board Policy V.R., if applicable.

N/A

21. Using the budget template provided by the Office of the State Board of Education, provide the following information:

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

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

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

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

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

- Provide an explanation of the fiscal impact of any proposed discontinuance to include impacts to faculty (i.e., salary savings, re-assignments).
All policies must be reviewed, approved, and returned by the policy sponsor, with a cover sheet attached, to ui-policy@uidaho.edu.

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

Administrative Procedures Manual (APM)
☐ Addition ☒ Revision* ☐ Deletion* ☐ Emergency ☐ Minor Amendment
Policy Number & Title:

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

Originator: Ron Town

Policy Sponsor, if different from Originator:

Reviewed by General Counsel ☒ Yes ☐ No Name & Date: Jim Craig 3/30/22

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

   Yearly review and update to policy to incorporate requirements to meet PCI compliance as required by PCI-DSS standards.

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

   None

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

   Departments taking cards under APL 20.07 must also be aware of this policy.

4. Effective Date: This policy shall be effective on July 1, or January 1, whichever arrives first after final approval (see FSH 1460 D) unless otherwise specified in the policy.

   July 1, 2022
Preamble: The University of Idaho (UI) is committed to providing a secure credit and debit card processing environment for our customers to protect against loss and fraud. To protect customers and limit University liability, we must comply with Payment Card Industry (PCI) requirements for securely processing, transmitting, and disposing of cardholder data. This policy will be effective immediately upon final approval. Pursuant to delegation from the President, the Vice President for Finance and Administration approved on March 21, 2019. [rev. 3/17, 7-20]

Contents:
A. Purpose
B. Scope
C. Definitions
B. Policy Definitions
C. Scope Policy
D. Process, Procedure and Guidelines
C. Exceptions
D. Contact Information

AC. Purpose. The University of Idaho is committed to providing a secure credit and debit card processing environment for our customers to protect against loss and fraud. To protect customers and limit University liability, employees must comply with Payment Card Industry (PCI) requirements for securely processing, transmitting, and disposing of cardholder data.

B. Scope. This policy applies to all employees engaged in credit card processing activities at the University of Idaho, including processing credit cards directly or on behalf of the University of Idaho.

CA. Definitions.

CA-1. Owner. The senior employee with direct responsibility for all credit card payment processing activities for their unit. [ed. 3-17]

CA-2. Contact. The documented employee on file responsible for maintenance and coordination of payment card systems for their unit. [ed. 3-17]

CA-3. Operator. Any employee tasked with processing card payments for their unit.

CA-4. Cardholder Data. Any payment card information that is processed on behalf of the University of Idaho. This includes card numbers, expiration dates, security codes (CVC/CVV/CID code located on the back of credit cards) and cardholder personal data. [ed. 3-17]

CA-5. PCI-DSS. Payment Card Industry – Data Security Standards.

CA-6. PA-DSS. Payment Application – Data Security Standards.

CA-7. SAQ. Self-Assessment Questionnaire.

CA-8. Merchant. Any University unit that accepts debit or credit cards as part of its business process.

CA-9. Units. Primary management units within the University of Idaho (University), including recognized colleges, departments, administrative units, and recognized University Centers located remote from the main Moscow campus. [add. 3-17]
CA-10. **Vendor**: Any person or company contracted by the University to facilitate payment card transactions. [ren. 3-17]

CA-11. **Critical Technology**: Any technology device used within, or to connect to or from, the payment card processing environment network or equipment. [ren. 3-17]

**DB. Policy.** All University of Idaho owners, contacts, and operators of any point-of-sale systems, credit payment terminals, or credit processing applications or systems must maintain compliance with current PCI-DSS.

**D-1. General PCI-DSS compliance responsibilities.** [rev. 3-17, 7-20]

a. The PCI Security Standards Council publishes and regularly updates the Payment Card Industry Data Security Standard (PCI-DSS) at [https://www.pcisecuritystandards.org/document_library](https://www.pcisecuritystandards.org/document_library). The unit Contact must review updates to the PCI-DSS for changes needed and implement them by the stated effective date.

b. Prior to operation of any payment card processing system, and on an annual basis, each unit must complete a PCI-DSS Self-Assessment Questionnaire (SAQ) for each Merchant.

c. Each unit must provide an Attestation of PCI Compliance within 30 days’ notice from the Controller’s Office.

d. Documentation necessary for PCI DSS evidence and PCI certifications must be provided annually upon request by the Controller’s Office.

**DB-21. Contracting requirements Pre-approval.** [rev. 7-20]

a. Only Merchants and Vendors preapproved by the Controller’s Office are authorized to handle University credit card processing.

b. A list of known service providers and a description of the service provided will be maintained centrally by each merchant and reviewed annually for accuracy by the Merchant.

c. Effective with the issuance of this policy and for all newly signed or renewed agreements, all contracts and agreements with service providers must include provisions or acknowledgement that the service provider is responsible for the security of cardholder data they either possess or otherwise store, process, or transmit on behalf of UI, or to the extent that the service provider could impact the security of UI’s cardholder data environment.

d. Additional provisions for documentation necessary for PCI DSS evidence, Attestation of Compliance and PCI certifications must be provided annually upon request for the preparation of the UI compliance reporting.

e. At a minimum, members of the ITS Security Office and Controller’s Office staff must be involved to adequately assess and vet the providers before contracting.

f. Third-party Vendors or service providers contracted by a UI Merchant must supply a contract addendum or other certification assuring their compliance with the current PCI-DSS and/or PA-DSS as appropriate prior to contract execution.
f. Any storage of Cardholder Data after the transaction has been authorized must have prior approval of the Controller’s Office and must meet current PCI-DSS. An inventory of any storage locations for cardholder data must be kept current with the Controller’s Office. [ed. 3-17]

g. Any storage of Cardholder Data after the transaction has been authorized must have prior approval of the Controller’s Office and must meet current PCI-DSS. An inventory of any storage locations for cardholder data must be kept current with the Controller’s Office. [ed. 3-17]

B-2. Responsibility. [rev. 3-17, 7-20]

a. The unit Contact must become familiar with the most current version of PCI-DSS available at https://www.pcisecuritystandards.org/document_library. New versions are published annually and must be reviewed for changes needed by the stated effective date.

b. Prior to operation of any payment card processing system, and on an annual basis, each unit must complete a PCI-DSS Self-Assessment Questionnaire (SAQ) for each Merchant, along with a corresponding Attestation of PCI Compliance within 30 days’ notice from the Controller’s Office.

DB-3. Documentation, training, and background check requirements for personnel engaged in credit card processing activities.

a. All units that accept credit card payments will annually submit a written list of Operators within their Unit to the Controller’s Office and ITS. The list shall also include a description of procedures the unit follows to ensure that only the listed Operators have access to the unit’s credit card processing software and systems. [add. 3-17]

b. At the onset of employment, and annually thereafter, all owners, contacts and operators directly involved with acceptance or processing of payment card data for the University must complete a comprehensive PCI-DSS compliance and security awareness training as required by the Controller’s Office. Annual training must include a review of this policy and any standards set by management to ensure PCI compliance. Any unit specific processes or procedures must also be reviewed annually with each operator and internally documented by the unit for the SAQ. [ed. & ren. 3-17]

c. All employees handling cardholder data are considered security sensitive under APM 50.16 and must have completed a criminal background check prior to employment. [ren. 3-17]

DB-4. Documentation of procedures. Any unit operating payment card systems must maintain documentation of all procedures for handling payment card data and systems consistent with PCI-DSS. This documentation must be reviewed and updated annually to meet PCI-DSS requirements, and, when required, be attached as evidence to the unit’s annual SAQ. Documentation required by PCI-DSS and this policy must be readily available during business hours upon the request of the Controller’s Office or the UI Computer Security Incident Response Team. [ed. 3-17, rev. 7-20]

DB-5. Inventory. Any unit operating payment card systems must maintain a list of current devices used to process credit cards or used in the cardholder environment and be aware of attempted tampering or replacement of devices. Each device must be appropriately labeled. This list must be supplied to the Controller’s Office annually. [ed. 3-17]

a. The inventory list must include for each device: [rev. 3-17]
   1. Make and model of device
   2. Physical location of device
   3. Device serial number or asset tag
   4. List of employees with explicit permission to use the device
b. The Controller’s Office must be notified immediately when [add. 3-17]
   1. New devices are placed into service
2. Old devices are removed from service
3. A device's physical location is permanently changed

DB-6. Usage policies for critical technologies. [rev. 7-20]

a. All critical technology used within the payment processing environment must be explicitly approved by the Controller's Office and ITS Security Office and inventoried prior to operation.
b. Only employees trained in Merchant processes and this policy are permitted to use critical technology, and only if required by their job function.
c. All employees using critical technology must be authenticated with a unique user ID and password (or other authentication item or token).
   - 1. Change user passwords/passphrases at least once every 90 days.
d. All vendor employees requesting direct access to critical technology must be verified and approved prior to granting access for setup, troubleshooting, maintenance or repair services.
e. Critical technology must only be used for designated business purposes and not for general administrative use which might increase risk to the payment processing environment (e.g., no email, web surfing, instant messaging, etc.).
   1. Devices must be regularly inspected, at least monthly, for tampering or substitution and documented on the UI PCI DSS Checklist. Inspections must validate [add. 3-17]
      a. Location of device has not changed
      b. Manufacturer's name, model and serial number to inventory
      c. Color and general description has not changed
      d. No additional wires, attachments, overlays are attached
      e. Number of connections into and out of the device has not changed
   2. Documentation of inspection must be reviewed by a second employee and filed for future review. [add. 3-17]
   3. Ensure that all anti-virus mechanisms are kept current and perform periodic scans.
   4. Ensure that all system components and software are protected from known vulnerabilities by installing applicable vendor-supplied security patches. Install critical security patches within one month of release.
f. Critical technology may only be used on networks approved and designated for payment card processing, analog phone line or approved third party service provider. Please contact ITS Security Office for review and approval. [rev. 3-17]

f. Critical technology equipment removed from approved networks supporting the payment card processes must have all cardholder data securely wiped from the device prior to removal to ensure secure information is not transported unprotected. [add. 3-17]
g. Remote access to critical technologies must:
   1. Be limited to only uniquely identified employees or Vendors with a business need;
   2. Be configured to automatically disconnect when inactive. [ed. 3-17]
   a. Restrict Vendor access accounts to active monitoring, with immediate deactivation after use. [ed. 3-17]
h. Copying, moving or storing cardholder data on local hard drives or removable electronic media is prohibited.
   1. Immediately revoke access for any terminated users.

BD-7. Security of and Access to Cardholder Information. [add. 3/17, rev. 7-20]

a. Cardholder data cannot-must not be stored, shared or transmitted in any electronic format including, but not limited to, disc, network storage, email, portable hard drive, thumb-drive, and text message.
b. Under no circumstance will the CVC/CVV/CID code be stored digitally or on paper.
c. Credit card information cannot-must not be requested or accepted by email or any other digital messaging technology. If an email is received containing cardholder data it should-must be immediately deleted and removed from trash folders.
d. Define access needs for each role, including:
   1. System components and data resources that each role needs to access for their job function.
2. Level of privilege required for accessing resources.
   d. Access to stored cardholder data will be restricted to board appointed employees on a need-to-know basis only.
   
   - Temporary or student employees must not be granted access to sensitive cardholder information.
   e. All UI forms that contain a section for cardholder data must be designed so that cardholder data can be immediately removed from the form and shredded or placed into UI provided and locked shred boxes once processed.
   1. All forms containing cardholder data must be processed as soon as possible to reduce the duration of time information is stored.
   2. If hard-copy cardholder data must be stored it will be stored in securely locked storage for processing as soon as possible.
   f. Cardholder data temporarily stored on paper must be immediately disposed of when entered by
   1. Cross-cut shredding the information
   2. Placing information into an approved Vendor supplied lockbox subsequently destroyed by the Vendor.
   
   g. Use appropriate facility entry controls to limit and monitor physical access to systems.

 BD-3. Process, Procedure, and Guidelines. Additional guidelines, processes, and procedures may be distributed or published by the Controller’s Office and ITS in support of this policy and current PCI standards. Please see their websites for current information:

https://www.pcisecuritystandards.org/  [SAQ]
https://www.pcisecuritystandards.org/d
https://www.publicationslibrary.org/  [SAQ]

 BD-4. Consequences/Noncompliance. Failure to remain in compliance with the terms of this policy may result in the loss of the ability to process credit cards and the required payment of assessed fines/fees/penalties until PCI compliance has been regained to the satisfaction of the Controller’s Office and ITS Security Office. [ren. 3-17]

 BD-5. Reporting/incidents. In the event of a suspected incident, event, or tampering potentially involving the exposure of cardholder data, immediate notification of the incident must be sent to the following groups: [ren. 3-17]

- ITS Security Office (security@uidaho.edu or 208-885-25221060)
- Controller’s Office (pci-compliance@uidaho.edu or 208-885-27197105)
- The owner for the Merchant ID

After the incident has been reported, it shall be investigated and escalated in accordance with the Technology Security Incident Response Plan and current PCI requirements.

 BD-6. Standards. Technical standards are required by PCI-DSS and published regularly on the PCI Security Standards website. Complying with the published standards are required in order to complete annual SAQ successfully and remain compliant. https://www.pcisecuritystandards.org/ [SAQ]

 BD-7. Consequences/Noncompliance. Failure to remain in compliance with PCI-DSS: “All University of Idaho owners, contacts, and operators of any point-of-sale systems, credit payment terminals, or credit processing applications or systems must maintain compliance with current PCI-DSS.” [SAQ]

Commented [PM(12)]: This is in conflict with existing UI policy on video surveillance, and the specific detail, particularly retention, is a standard that should not be in the policy since it may be subject to change.

Commented [WD(13)]: Our policy already requires compliance with PCI-DSS: “All University of Idaho owners, contacts, and operators of any point-of-sale systems, credit payment terminals, or credit processing applications or systems must maintain compliance with current PCI-DSS.” Suggest deleting this section. Also, we are not saying anything with “Complying with the published standards [is] required in order to . . . remain compliant.” And this section seems redundant to the requirement for staying apprised of changes to PCI-DSS and completing the annual SAQ.

D-2. General PCI-DSS Compliance Responsibilities. [rev. 2023]

a. The unit Contact must become familiar with the most current version of PCI-DSS available at https://www.pcisecuritystandards.org/document_library. New versions are published annually and must be reviewed for changes needed by the stated effective date.

b. Prior to operation of any payment card processing system, and on an annual basis, each unit must complete a PCI-DSS Self-Assessment Questionnaire (SAQ) for each Merchant, along with a corresponding Attestation of Compliance within 30 days’ notice from the Controller’s Office.

Contact Information. The Controller’s Office can assist with questions regarding this policy and PCI compliance. Phone: (208) 885-2719 7105 or pci-compliance@uidaho.edu. [ed. 3-17]
All policies must be reviewed, approved, and returned by the policy sponsor, with a cover sheet attached, to ui-policy@uidaho.edu.

Faculty Staff Handbook (FSH)
- Addition
- Revision*
- Deletion*
- Emergency
- Minor Amendment

Policy Number & Title:

Administrative Procedures Manual (APM)
- Addition
- Revision* X Deletion*
- Emergency
- Minor Amendment

Policy Number & Title: APM 30.02 ADMINISTRATIVE SYSTEMS AND APPLICATIONS

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

Originator: Teresa Amos
Policy Sponsor, if different from Originator: Dan Ewart

Reviewed by General Counsel: Yes X No Name & Date:

1. **Policy/Procedure Statement:** Briefly explain the reason for the proposed addition, revision, and/or deletion.
   
   The policy is no longer needed.

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

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

4. **Effective Date:** This policy shall be effective on July 1, or January 1, whichever arrives first after final approval (see FSH 1460 D) unless otherwise specified in the policy.
A. **General.** ITS-MIS (Information Technology Services and Management Information Systems), in partnership with the Functional Systems Support Group (FSSG), administers and maintains enterprise-level administrative systems. These systems support a wide range of activities and users across campus. For more information on specific supported applications please go to the following home page: Management Information Services.

B. **Process**

   B-1. **New Administrative Applications.** Prior to initiating any action to implement a new administrative system, contact the MIS Manager for details on how to proceed.

   B-2. **Modifying an Existing Production Program.** Contact the appropriate module leader for the application or application module. A list of module leaders for support applications can be obtained from the Management Information Services home page. This individual is responsible for determining the modification requirements and coordinating the development of those changes. ITS-MIS is responsible for implementing any changes to the production system.

   B-3. **Error Resolution.** The primary contact for issues related to supported administrative systems is the appropriate module leader. Contact the MIS Manager (mis@uidaho.edu) if problems persist after reasonable attempts have been made at resolution.
POLICY COVER SHEET

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

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

Faculty Staff Handbook (FSH)
- □ Addition
- □ Revision*
- □ Deletion*
- □ Emergency
- □ Minor Amendment

Policy Number & Title:

Administrative Procedures Manual (APM)
- □ Addition
- □ Revision* X Deletion*
- □ Emergency
- □ Minor Amendment

Policy Number & Title: APM 30.03 INFORMATION TECHNOLOGY SERVICES SECURITY ACCESS

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

Originator: Teresa Amos

Policy Sponsor, if different from Originator: Dan Ewart

Reviewed by General Counsel: Yes X No  Name & Date:

1. Policy/Procedure Statement: Briefly explain the reason for the proposed addition, revision, and/or deletion.
   
   The policy is no longer needed.

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

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

4. Effective Date: This policy shall be effective on July 1, or January 1, whichever arrives first after final approval (see FSH 1460 D) unless otherwise specified in the policy.
A. **General.** All computer system access is tied to training and proper authorization. Contact the Administrative Hot Line for the module in question, or talk to the ITS security analyst at (208) 885-2522. [ed. 1-10]

B. **Workstation Security Policy.** All university computers that access Oracle resources on the UI network that have the ability to lock their machine by use of a password protected screen-saver shall make use of this option. The following table outlines the time limit of inactivity before the option comes on to restrict access to the machine.

<table>
<thead>
<tr>
<th>Access Privileges</th>
<th>Maximum Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Developers Access: Including access to directories that contain administrative programs, access to production database data through tools such as SQL Plus, users that have the capability to make production data and/or production programs, users with direct access to the command prompt on production machines.</td>
<td>5 min</td>
</tr>
<tr>
<td>Maintenance Access: Those users that have privileges to update production data in any of the administrative applications.</td>
<td>10 min</td>
</tr>
<tr>
<td>All Other Access: Including those that have privileges to view and query from any of the administrative applications, users that have access to run applications from any of the administrative servers and users that store data files and documents on network space.</td>
<td>15 min</td>
</tr>
</tbody>
</table>

C. **Automatic Logoff Policy.** In order to better manage limited resources and enhance the security of our administrative systems, any Oracle session attached to the production, pre-production or training databases will be automatically logged out after 120 minutes of inactivity. [rev. 9-11]

C-1. **UNIX Sessions.** In addition, any UNIX session on one of the production computers remaining inactive for 120 minutes will be automatically logged out. [Exemptions to this policy may be granted to individuals with a valid need to perform job duties outside this constraint via extraordinary application and approval of the functional leaders. Questions should be posted to the Banner director’s group. Contact names can be provided by the MIS manager.] [ed. 1-10, rev. 9-11]
All policies must be reviewed, approved, and returned by the policy sponsor, with a cover sheet attached, to ui-policy@uidaho.edu.

<table>
<thead>
<tr>
<th>Faculty Staff Handbook (FSH)</th>
<th>Addition</th>
<th>Revision*</th>
<th>Deletion*</th>
<th>Emergency</th>
<th>Minor Amendment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Policy Number &amp; Title:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Administrative Procedures Manual (APM)</th>
<th>Addition</th>
<th>Revision*</th>
<th>Deletion*</th>
<th>Emergency</th>
<th>Minor Amendment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Policy Number &amp; Title: APM 65.05 TRANSFERRING RECORDS TO THE RECORDS CENTER</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

Originator: Teresa Amos

Policy Sponsor, if different from Originator: Dan Ewart

Reviewed by General Counsel Yes X No Name & Date:

1. **Policy/Procedure Statement**: Briefly explain the reason for the proposed addition, revision, and/or deletion.
   
   The policy is no longer needed.

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

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

4. **Effective Date**: This policy shall be effective on July 1, or January 1, whichever arrives first after final approval (see FSH 1460 D) unless otherwise specified in the policy.
A. General. The Records Center serves the campus by providing low-cost, secure, centralized records storage services by employing modern and scientific records management practices. The Records Center is available to store inactive, semi-active and permanent records from all administrative and academic units (“Units”) of the University of Idaho (“University”). Records which are retrieved frequently, records of the current fiscal year or calendar year, and non-record materials (e.g., external publications, junk mail, etc.) should not be transferred to the Records Center. Refer to FSH 1470 for documents with potential historic interest.

A-1. Ownership. No change of ownership is implied by transferring records to the Records Center. Records are and remain the responsibility of the originating Unit for the life of the record (see APM 65.02 A-3 and FSH 1470). A transfer of ownership may be indicated as part of the record disposal process (see APM 65.05 C-5-1 and 65.02 C-6 a.3). Records of historic value should be transferred to the University archivist after their value as records is past (see APM 65.05 C-5-1 and FSH 1470).

B. Process. Before sending any records to the Records Center, Units must provide the records Center with a completed Access Authorization Form. Units should ensure that this Access Authorization Form is current and should update it as needed. Units should identify records series and appropriate retention periods prior to sending records to the Records Center. Records Center staff will help with this task. See APM 65.02 C-2 for guidance in this regard, or contact Records Management at records@uidaho.edu, or (208) 885-2580, for more information. Units should box records by record series or retention period prior to bringing them to the Records Center for storage. When records are transferred to the Records Center, the Unit should contact Records Center staff, in advance, to arrange storage. All records transfers must have a completed Records Transfer Form with each box. Records must be inventoried by the Unit for the Unit’s future reference. An electronic version of the inventory of the contents of each box should be sent to Records@uidaho.edu. The Records Center accepts records without regard to physical format (e.g., paper, microforms, magnetic tape, CD, audio tapes, or video tapes).

C. Procedure.

C-1. Records Containers. All records transferred to the Records Center will be contained in a standard banker box supplied by the Records Center at no charge.
C-2. **Box Contents.** The Unit should inventory the contents of each box to facilitate finding their information for legal searches and Unit business. [rev. 6-11]

C-3. **Records Center Processing.** Boxes will be processed into the Records Center and assigned an accession number for tracking each box. A copy of the transfer form will be returned to the Unit upon request. [ed. 6-11]

C-4. **References and Withdrawals.** Refer to APM 65.04 for information regarding referencing or withdrawing records stored in the Records Center. [rev. 6-11]

C-5. **Final Disposition.** The Records Center staff will notify Units when records stored in the Records Center have exceeded their retention period, and request permission to dispose of the records in the manner appropriate for the record series (See APM 65.02 C-6). The Unit records coordinator or the Unit administrator must sign the Disposition Authorization Form before the Records Center disposes of records on behalf of the Unit that owns them. [add. 6-11]

C-5-1. **Transfer of ownership to dispose of records after retention period is exceeded.** In the case of records series with historic value, a transfer of ownership to the University Archives is called for as part of the disposal process (see APM 65.02 C-6 a.3). The Records Center will prepare the paperwork for such a transfer for the Unit’s signature. [add. 6-11]

C-5-2. **No Unauthorized Disposal.** The Records Center does not dispose of records without the permission of the Unit that owns them. If such permission cannot be obtained after one (1) year, the Records Center may return records to the Unit that owns them. [add. 6-11]

D. **Information.** Additional information may be obtained from the Records Center at (208) 885–2580, records@uidaho.edu, or [http://www.uidaho.edu/records-management](http://www.uidaho.edu/records-management). [ed. 6-11]
All policies must be reviewed, approved, and returned by the policy sponsor, with a cover sheet attached, to ui-policy@uidaho.edu.

Faculty Staff Handbook (FSH)
- Addition
- Revision*
- Deletion*
- Emergency
- Minor Amendment

Policy Number & Title:

Administrative Procedures Manual (APM)
- Addition
- Revision*
- Deletion*
- Emergency
- Minor Amendment

Policy Number & Title: APM 90.36 DISPOSAL OF VANDAL IDENTIFICATION CARDS

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

Originator: Teresa Amos

Policy Sponsor, if different from Originator: Dan Ewart

Reviewed by General Counsel

Yes X No

Name & Date:

1. **Policy/Procedure Statement:** Briefly explain the reason for the proposed addition, revision, and/or deletion.
   
   The policy is no longer needed.

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

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

4. **Effective Date:** This policy shall be effective on July 1, or January 1, whichever arrives first after final approval (see FSH 1460 D) unless otherwise specified in the policy.
90.36 -- Disposal of Vandal Identification Cards and Related Card Production Materials
August 25, 2005 (formerly 80.36)

A. General. Certain information printed on the face of UI Vandal Identification Cards is considered private non-public information. As such, UI manages private non-public information in accordance with all applicable state and federal guidelines relating to the use, disclosure, retention, and disposal of such information. Specific examples of federal guidelines include the Family Educational Rights and Privacy Act (FERPA) and the Graham-Leach-Bliley Act (GLB).

B. Safeguarding and Disposal of Vandal Identification Cards. Given the sensitivity of the information found on the Vandal Card, every precaution must be taken to ensure these cards are protected and secure from unauthorized use and/or access. The following guidelines are recommended for protection of Vandal Card information:

- Lost or stolen Vandal Cards should be reported immediately to the Vandal Card Office, (208) 885-7522.
- Blank card stock should be secured in locked cabinets.
- Vandal Cards are not transferable. Vandal cards may not be lent or used by anyone other than the person whose name and photograph appears on the card.
- Disposal or destruction of Vandal cards should comply with standards established for destruction of confidential records [See 65.07]. Specifically,

B-1. Disposal of Vandal Identification Cards and Related Card Production Materials. Disposal of terminated and/or deactivated Vandal Cards should comply with standards established for destruction of confidential records. Specifically, units should utilize the services of the UI's shredding and records disposal service contract. Vandal cards can be deposited into the secured containers for collecting and transporting confidential records. [Note: Do not discard into regular garbage cans for disposal.] In addition, the printer ribbons used to produce the Vandal cards should also be disposed of through the secured containers. [Note: Unit records managers have keys for container door access, if needed, because of ribbon size restrictions.]

C. Information. Additional information regarding destruction of confidential records may be obtained from the Records Officer, (208) 885-2580, or records@uidaho.edu
POLICY COVER SHEET
For instructions on policy creation and change, please see
https://www.uidaho.edu/governance/policy

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

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

Administrative Procedures Manual (APM)
☐ Addition ☐ Revision* X Deletion* ☐ Emergency ☐ Minor Amendment
Policy Number & Title: APM 90.37 VANDAL CARD STAFF REQUIREMENTS

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

Originator: Teresa Amos

Policy Sponsor, if different from Originator: Dan Ewart

Reviewed by General Counsel Yes X No Name & Date:

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

   The policy is no longer needed.

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

   None.

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

4. Effective Date: This policy shall be effective on July 1, or January 1, whichever arrives first
after final approval (see FSH 1460 D) unless otherwise specified in the policy.
A. General. The Vandal Card system controls door access to a number of sensitive locations, including student dormitories and research laboratories where grant-related research is conducted. The grants frequently require that individuals with access or who can gain access to those laboratories undergo certain background checks.

B. Background Checks. In order to ensure student safety and that no grant is compromised, and to provide a system in which faculty, staff, and students can have confidence, all Vandal Card staff with the authority to manage door access will undergo background checks by a trusted 3rd party, usually the Federal Bureau of Investigation (FBI).

C. Escalated Background Check. Individuals with full access to the system must undergo a background check sufficient to allow them access to the most restricted locations managed by the system, in addition to the specified minimum background check. As of January 2006 this is the FBI “Bioterrorism Preparedness and Response Act Fingerprint Program”.

D. Managing Unit. Background checks will be initiated and managed by the University Research Office. Please contact 885-4989 or email vpresearch@uidaho.edu for more information.
POLICY COVER SHEET

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

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

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

Administrative Procedures Manual (APM)
☐ Addition X Revision* ☐ Deletion* ☐ Emergency ☐ Minor Amendment
Policy Number & Title: 60.02 -- Purchasing Criteria

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

Originator: Julia McIlroy

Policy Sponsor, if different from Originator: Brian Foisy

Reviewed by General Counsel X Yes ___No X Name & Date: Edith Pacillo, 4/17/22

1. Policy/Procedure Statement: Briefly explain the reason for the proposed addition, revision, and/or deletion.
Mandatory comprehensive policy review.

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

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

4. Effective Date: This policy shall be effective on July 1, or January 1, whichever arrives first after final approval (see FSH 1460 D) unless otherwise specified in the policy.
Effective 7/1/22
A. General. These policies and procedures, guidelines, standards and responsibilities set forth in APM Chapter 60 are applicable to all University of Idaho purchasing activities pursuant to local, state, and federal laws and regulations.

B. Process Policy

B-1. Compliance with Higher Governing Authority. Purchasing activities shall be administered in strict adherence with the procedures established by requirements of applicable local, state, and federal laws and regulations. [ed. 4-11]

B-2. Open and Fair Competition. Purchases shall be administered in a manner that provides maximum practicable open and free competition appropriate to the type of product or service to be provided. Where possible a solicitation of a minimum of three providers is required. [rev. 4-11]

B-3. Employee Ethics. All employees involved in purchasing activities must strictly adhere to the University of Idaho policy regarding ethics FSH 3170 University Ethics and FSH 3175 Financial Stewardship Responsibilities. All purchases must be made based on the best interests of the University. [rev. 4-11]

B-4. Efficiency and Effectiveness. Purchases shall support agency UI goals of cost efficiency and product/service quality of goods and services, and these objectives shall be given consideration in purchasing decisions. [ed. 4-11]

B-5. Proper Approval. No contract for the purchase of goods or services shall be made without proper supervisory and/or administrative approval as required by APM 60.20 Contracts and Agreements Approval Matrix. [See 60.20]. [ed. 4-11]

B-6. Prudent Procurement Practices. All procurement decisions must be made using sound and prudent business judgment and practices. [add. 4-11]

C. Competitive Bid Thresholds

<table>
<thead>
<tr>
<th>Competitive Bid Required</th>
<th>Competitive Bid Not Required</th>
</tr>
</thead>
<tbody>
<tr>
<td>Purchase orders for goods and simple maintenance agreements greater than $105,000</td>
<td>Purchase orders for goods and simple maintenance agreements up to and including $5,000 less than $10,000 or less</td>
</tr>
<tr>
<td>Service agreements for consultants, speakers, performers, writers or artists greater than $25,000</td>
<td>Service agreements for consultants, speakers, performers, writers or artists up to and including less than $25,000 or less</td>
</tr>
</tbody>
</table>

D. Purchase Orders. Units are authorized to issue purchase orders for goods in amounts below the competitive bid threshold without competitive bidding for goods and simple maintenance agreements against funds currently on deposit in budgets under their control and direction. These purchases may not utilize requests for quotation procedures based solely upon the unit’s discretion. Units have discretion as to whether to issue requests for quotations for these purchases, subject to the requirements of APM 60.10 Requests for Quotations. [add. 4-11]