University of Idaho

2019 – 2020 University Faculty Meeting Agenda

Meeting #1

Wednesday, September 18, 2019 at 2:30pm (PT) / 3:30pm (MT)

Pitman Center, International Ballroom and
ZOOM to approved site locations

President Scott Green Presiding

I.   Call to Order

II. In Memoriam

III. Meeting Logistics
- Eligible members of the faculty to vote
- Approved voting venues
- Counters present at approved voting venues
- Submit questions through Zoom chat if not in Moscow

IV. Approval of Minutes (vote)
- Minutes of the 2018-2019 University Faculty Meeting #3 (May 1, 2019) **Attach. #1**

V.   Announcements

VI. Special Orders
- Introduction of new faculty members and recognition of 2019 Promoted/Tenured Faculty including University Distinguished Faculty rank bestowed

  Each college dean will introduce the new members of the faculty by name and unit as well as the faculty who were promoted/tenured this year.

VII. President's Remarks

VIII. Discussion: Questions/Answers

IX. Adjournment

Attachments:

- **Attach. #1** Minutes of the University Faculty Meeting #3 (May 1, 2019)

University of Idaho

2019 – 2020 University Faculty Meeting <mark>Minutes</mark> – Approved on 12/11/2019

Meeting #1

Wednesday, September 18, 2019 at 2:30pm (PT) / 3:30pm (MT) Pitman Center,

International Ballroom and

ZOOM to approved site locations

President Scott Green Presiding

I. Call to Order – President Green
    - President Green called the meeting to order at 2:35pm (PDT)

II. In Memoriam – President Green
    - President Green proceeded to read the names of faculty members who died since the last General Faculty Meeting:

Jerome Dahmen
Professor Emeritus in Animal Science
April 2019

Jack Dawson
Professor Emeritus of Education
Dean of the University of Idaho Coeur d'Alene Emeritus
July 2019

Leslie L. Dean
Research Professor Emeritus of Plant Science
August 2019

Brian Dyre
Emeritus in the Department of Psychology & Communication Studies
July 2019

John H. Hallaq
Professor Emeritus of Business
May 2019

Richard T. Jacobsen
Emeritus in the Department of Mechanical Engineering
Emeritus Dean of the College of Engineering from 1990 to 1999
August 2019

Robert Kirchmeier
Research Professor Emeritus of Chemistry

June 2019

Florence Roberts
Professor Emerita of English
July 2019

Joan K. Parr
Extension Professor Emerita
June 2019

Charles M. Thomas
Extension Professor Emeritus of Agriculture
August 2019

Larry K. Wriggle
Professor Emeritus of Education
May 2019

- The President requested a moment of silence in honor of the colleagues who passed away.

III.   Meeting Logistics – Francesca Sammarruca
  - Secretary Sammarruca reminded the audience that meeting participants must be eligible members of the faculty in order to vote. She cited policy FSH 1520 II-1 and II-3 for description of voting privileges. She listed the 4 approved voting venues and their locations. She called on the 4 approved counters for each location: Penny Tenuto (Boise); Jim Ekins (CDA); Michael McKellar (Idaho Falls); Benton Glaze (Twin Falls). Celi Rivera and Francesca Sammarruca will be the counters for Moscow.
  - Secretary Sammarruca requested that off-campus participants ask questions via ZOOM chat. She asked Moscow participants to come forward to one of the microphones for questions or comments.

IV.   Approval of Minutes (vote) – Acting Faculty Senate Chair: Joseph DeAngelis
  - Quorum Count:
    o A quorum was present. 105 voting members of the faculty were required, 112 members were present (Moscow - 98, Boise - 4, Idaho Falls - 2, Twin Falls - 5, CDA – 3).
  - Minutes of the 2018-2019 University Faculty Meeting #3 (May 1, 2019)
    o Senator DeAngelis, acting Senate Chair, presented the minutes from the University Faculty Meeting of May 1, 2019. A motion (Awwad-Rafferty/Wolf) to approve the minutes of the 2018-2019 University Faculty Meeting #3 of May 1, 2019 was approved unanimously. Attach. #1.

V.   Announcements – President Scott Green
  - President Green announced that he plans to deliver a State of the University address sometime in the Spring. More information is to come.

- Kristin Haltinner (Sociology) announced that she is the new representative on the Bias Task Force. An email will go out with more information.

VI.   Special Orders – Provost John Wiencek
- The President asked the Provost to take over for the introduction of new faculty members and recognition of 2019 promoted/tenured faculty.
- The Provost started with introducing new faculty and administrators who serve in a university-wide role, beginning with new President Scott Green!
- The Provost proceeded to announce administrative changes and the new members of the Faculty Senate Leadership. Terry Grieb (new Chair of Senate, on business travel) and Barb Kirchmeier (new Vice-Chair of Senate, who is attending a General Education Summit in Boise) are not able to be present; new Faculty Secretary Francesca Sammarruca is present.
- The Provost recognized individuals who have been at UI for a long time and recently assumed administrative roles and were promoted in rank: Ben Hunter, Dean of Library, promoted to Full Professor, and David Pimentel, Associate Dean of Faculty Development, also promoted to Full Professor.
- The Provost recognized the director of the WWAMI program, Jeff Seegmiller (who could not be present), and new faculty and administrators within WWAMI.
- The Provost called on the Deans (or their designees) to recognize the new faculty in their colleges and those who were promoted/tenured in 2019.
- After the reading was completed, the Provost encouraged anyone whose names were not read but should have been to stand up. Human error is always possible.

VII.   President's Remarks
- President Green began by saying that he feels fortunate to be back in Moscow, where he has many happy memories. He thanked the university community for welcoming him into the Vandal Family.
- We are faced with budget challenges which we need to address while maintaining quality of education, but together we will "come out on the other side". The economy is still good, which is a positive aspect, because it means that we don't have to suffer cuts while in a recession.
- During his first days at UI, President Green met with the Distinguished Professors, the Faculty Senate Leadership, and traveled through the state. President Green said he wants to "get our story out". He said that we are building a positive relation with the SBOE. He felt great energy from the community and the students. President Green said that he would visit with the ASUI President later in the day. He emphasized the importance of building strong relations with student representatives.
- President Green recognized the new Athletics Director Terry Gawlik and her qualifications. Terry Gawlik is very experienced and has sat on a number of NCAA committees.
- Chandra Ford is leading the Working Groups. She has returned to Moscow after 4 years of employment with the Mayor's office at the City of Boise. Previously, she worked for 25 years in various positions at the U of I.
- We also have been able to bring back from WSU Toni Broyles, who is primarily responsible for relations with the State Board.
- The Working Groups (WGs) will operate with transparency, seeking feedback from Faculty Senate and Staff Council. A number of Alumni are also members of the Working Groups. The

WGs will offer recommendations to be passed on to Faculty Senate and Staff Council for their consideration and input, which will be taken into account before execution.

- A Sustainable Athletic Model is being worked out. Other groups will work on enrollment, online education, and more.
- Also, "Core Team" has been built who meet weekly, every Monday at 8am, to share their progress "in real time". Broader leadership meetings will be reformatted.
- A new aspect of President Green's administration is the representation of Faculty Senate Leadership on the President Cabinet.
- President Green listed 3 critical priorities:
  1. Ensure that more students attend and graduate with smaller debts; we are losing students to finances. The number of scholarships must increase.
  2. Undergraduate research involvement. This is very important at UI.
  3. Champion our story. We are a "crown jewel" in the state.
- In conclusion: President Green said that he is committed to shared governance and transparency. He called for questions.

VIII.   Discussion:
- Kenton Bird (JAMM) asked how the university is doing with regard to enrollment. He remarked that UI usually does not report enrollment figures to the State Board until mid-October.
- President Green answered that he is not sure yet, but he is very pleased about where we are heading. The overall enrollment will probably be close to flat, but the number of first-year students will go up. It will take a couple of years to "turn the ship around".
- Rajal Cohen (Psychology & Communication Studies) asked about the prospects of UI moving to the level of an R1 institution.
- President Green answered that it is a realistic plan, although we have a lot of work to do. We need to fund more Ph.D. students. It is viable, but we must increase the number of Ph.D. students to make it happen.
- Michael Overton (Politics and Philosophy) asked how faculty, particularly junior faculty, can participate into the Working Groups.
- President Green encouraged interested faculty members to contact Chandra Ford. He remarked that many nominations are being received. The goal is to have diverse and balanced groups. If not selected, one should not take it personally.
- Dale Graden (History) expressed concerns that we may not represent the university well when we send our team into Division 1 games to meet top-level opponents and come back after losing by 70 points.
- President Green answered that he agrees. However, he remarked that we are under contract, and arrangements are set in advance. We have a couple of more games with Indiana (possibly). After that, hopefully we will go to FCS division opponents.
- There were no more questions or comments.

IX.   Adjournment
- The President adjourned the meeting at 3:30pm (PDT).

Respectfully Submitted

Francesca Sammarruca

Secretary of the University Faculty

University of Idaho
University Faculty Meeting Minutes - DRAFT
2018-19 Meeting #3, May 1, 2019

Call to Order: President Staben, called the meeting to order at 3:02 pm PDT.

In Memoria. The President read the names of university faculty members who died since the last university faculty meeting:

Thomas Bitterwolf
Professor in Chemistry
February 2019

Jerome Dahmen
Professor in Animal Science
April 2019

Maxine Dakins
Professor in Environmental Science
March 2019

Anthony K. Dunnam
Professor Emeritus of Computer Science
December 2018

J.D. Makin
Extension Professor Emeritus of Animal Science
January 2019

Florence White
Professor Emerita of Education
October 2018

The President requested a moment of silence in honor of these former colleagues.

Quorum Count: A quorum was present. 107 voting members of the faculty were required, 113 members were present (Moscow - 89, Boise - 5, Idaho Falls - 10, Twin Falls - 4, CDA – 5).

Minutes: A motion (Lee-Painter/Wiencek) to approve the minutes of University Faculty Meeting #2 on December 5, 2018 was approved unanimously.

Announcements:

President Staben announced the successful VIP-Transform Projects:

1. Momentum Building Freshman Lab Experience in Cross-Disciplinary CUREs Kris Waynant, James Moberly, Mark Roll, and Paul Rowley
2. A Transformative Online Learning Approach to Enhance GenZ Learning in Engineering Courses. John Crepeau, Barry Willis, and Terence Soule

3. Blazing Trails Abroad. Kate Wray Chettri, Rachel Halverson, Bob Neuenschwander, and Laurie Barker

4. Vet2Vandal: A Bridge to College Success. Elizabeth Kochevar, Jason Nierman, Karla Eitel, and Lee Vierling

5. Multicultural Academic Success Program. Jesse Martinez, Sydel Samuels, Evelina Martinez, and Yolanda Bisbee

6. Alumni Mentor Network and Recent Alumni Mentoring Program. Robin Johnson, Kathy Barnard, Chris Cook, and Patricia Hart

The president also announced that an open forum on the university's finances will be held in the Administration Auditorium on the Moscow Campus on May 7, 2019 at 9:00-10:15 PDT/10:00-11:15 MDT. The forum will be available by Zoom.

Report of the Faculty Senate.

Prof. Aaron Johnson, Chair of Faculty Senate, presented the report:

FS-19-071: FSH 1570 – Secretary of the Faculty passed unanimously.

FS-19-072: FSH 1520 – Constitution of the University Faculty (requires quorum & 2/3rd affirmative vote). A faculty member asked how the revisions would impact the functioning of the faculty senate. Faculty Secretary Liz Brandt responded. She pointed out that the current faculty secretary position would be divided into two positions a .5 policy coordinator and a .25 faculty secretary. The faculty secretary will no longer be responsible for supporting the drafting, development and communication of university policy. This should enable the secretary to focus on faculty governance and on support of faculty senate. The proposal passed unanimously.

FS-19-073: FSH 1580 – Bylaws of Faculty Senate (requires quorum & majority vote). The proposal passed unanimously.

FS-19-075: FSH 1640.41 – Faculty/Staff Policy Group. The proposal passed unanimously.

FS-19-076: FSH 1640.28 – Committee on Committees. The proposal passed unanimously.

FS-19-077: FSH 1640.42 – Faculty Affairs. The proposal passed unanimously.

FS-19-078: FSH 1460 – University-wide Policy Development Statement and Process. The proposal passed unanimously.

FS-19-052: FSH 3730 – Retirement Privileges and Programs. The proposal passed unanimously.

FS-19-064: FSH 3720 – Sabbatical Leave. A faculty member asked why the form was eliminated from the policy. Secretary Brandt responded that she has advised eliminating forms from policy so that the forms may be more easily kept up-to-date and may be digitized where appropriate. When the form is part of policy, the policy must be revised to change the form. The proposal passed unanimously.

FS-19-053: FSH 3340 – Performance Evaluation of Staff Employees (see APM 50.21 below). The proposal passed unanimously.

FS-19-063: FSH 3320 C – Administrator Evaluation. The proposal passed unanimously.

FS-19-080: FSH 3420 – Faculty Salaries. The proposal passed unanimously.

FS-19-087: FSH 4700 – General Responsibilities of Instructors. The proposal passed unanimously.

FS-19-024: FSH 1640.46 – Arts Committee. The proposal passed unanimously.

FS-19-058: FSH 1640.91 – UCC Structure Change add Law. The proposal passed unanimously.

FS-19-062: FSH 1640.08 – Admissions Committee. The proposal passed unanimously.

FS-19-082: FSH 1640.22 – Campus Planning. The proposal passed unanimously.

FS-19-083: FSH 1640.40 – Instructional Space Committee. The proposal passed unanimously.

FS-19-084: FSH 1640.90 – General Education Assessment Committee. The proposal passed unanimously.

FS-19-088: FSH 1640.12 – Institutional Animal Care and Use Committee. The proposal passed unanimously.

FS-19-067: FSH 1520 – Constitution of the University Faculty. This change to the constitution was not substantive, but instead was a minor edit that added a historical footnote that originally resided in FSH 1566. The proposal passed unanimously.

FS-19-068: FSH 1566 – Appointment to Faculty Status. The proposal passed unanimously.

After reviewing the above changes to the *Faculty-Staff Handbook*, the chair called attention to revisions in the *Administrative Procedure Manual*. He reminded the assembly that these items come through Senate and the University Faculty as informational items to more broadly communicate these changes and invited questions. A faculty asked for an explanation of the changes in APM 30.15 regarding passwords. Mitch Parks, Director of Security for IT, explained that because the university has instituted dual authentication, it is in a position to relax its password policy. These changes reflect the relaxed policy.

Finally, Chair Johnson proceeded to the changes to the university catalog.

FS-19-070 (UCC-19-051): Plus/Minus Grading. A faculty member commented that the last time a proposal to change the grading system was before the faculty on 5/4/2015 he spoke in favor of it. He believes that the change was a good idea then and is a better idea now. He stated that President White vetoed the proposal. The faculty member commented that he was sorry it has taken so long to get through the committee and back to the faculty. He commended the Teaching and Advising Committee (TeAC) for proposing the policy. He also commented that postponing implementation of the change for four years in order to ensure that the change is only implemented for prospective students was a good idea.

A faculty member asked what students think of the proposal. Senate Vice Chair Grieb responded that several polls have been conducted. The results varied strongly across different groups. However, he stated that it appears that in general, students do not support the policy. The student votes on TeAC were mixed. The Graduate and Professional Students Association (GPSA) voted in favor of the proposal. Grieb believes that many students feel the proposal adds stress to the grading process because it will increase close

grading decisions at the end of the semester. In addition, not all students are convinced that faculty will implement the proposal fairly. In this regard, student comments echo some of the faculty input on the proposal such as making too many distinctions that will not be grounded in clear objectives. Further, students believe the plus/minus system will negatively impact top students' grades. This view seems to be especially strong among students in STEM fields and other majors that are perceived as difficult. Finally, many students perceive that the decision to postpone implementation until 2023 is an "end run" around students.

The former chair of TeAC, Prof. Stephan Flores, spoke in favor of the policy. He stated that the one student member who voted in support of the plus/minus system was the ASUI vice president who had been very engaged in the research regarding the use of plus/minus grading. This research indicated that plus/minus grading is often more nuanced and allows for greater transparency. He also stated that students with 4.0 grade point averages (GPAs) constitute less than 3% of the students. The impact of plus/minus grading will even out – helping some students and not others across that spectrum of student performance. He agreed that plus/minus grading may be a source of stress for some students, but also stated that the system offers the opportunity for more nuanced faculty judgment. Where plus/minus grading has been adopted it has lead to only a small change in overall GPAs. In the survey conducted by TeAC, 269 faculty participated and 78% supported plus/minus grading and believe they can make the required decisions to appropriately assess student work. Finally, he pointed out that the change would bring UI's grading system in line with the other Idaho institutions.

A faculty member expressed appreciation for the information provided and expressed concern that a plus/minus grading system would lead to grade inflation. He also asked to hear more of the pros and cons of the proposed system.

Chair Johnson responded that one of the pros of the new system is that it will be harder for students to "coast" on earlier grades. Students may have more incentive to keep their level of effort high because they may be able to have more influence on their grade. He also pointed out that, with regard to grade inflation, the new system does not include a grade higher than 4.0.

Flores responded that at other schools that have shifted to a plus/minus system the argument was that the system provides a greater hedge against grade inflation. Once the system has been implemented, other schools have not experienced a statistically significant shift in cumulative GPAs. In one study there was a small shift down. The plus/minus system provides a finer-grained view of student's academic performance and can provide a better understanding of a students' academic journey toward a degree.

A faculty member stated that he believes the plus/minus system will provide students more motivation to keep their level of performance up throughout the semester.

The proposal passed with 77 votes in favor.

President's Remarks. President Staben began by thanking faculty for the great professional honor of serving as president of the University of Idaho. He is thankful for the hard work and accomplishments of the past five years. He encouraged faculty to continue to strive for excellence, and he underscored his belief in the power of land grant universities and their mission to teach, discover and serve. He underscored the continuing relevance of the land grant mission to the UI.

During the past five years he has worked to enhance access to higher education through direct admissions and scholarship funding. Student retention and graduation rates have increased. UI researchers have

conducted research and scholarship with substantial impact. This research has been in both traditional and emerging fields. Staben pointed to UI's crop research and industry partnerships such as the Center for Agriculture, Food & the Environment, the Sandpoint Organic Agriculture Center and the new potato germplasm laboratory. Staben complemented the Natural Resources Fire Science and Species Restoration at the Rinker Rock Creek Ranch facility. He highlighted the Center for Secure and Dependable Systems which is competing successfully in the Cyber Grand Challenge sponsored by the Defense Advanced Research Projects Agency.

President Staben also commented on the enhanced integration of research into the undergraduate experience. The recent undergraduate research symposium had 183 participants. He noted that one student who had several posters at the symposium was currently in Washington DC presenting a different poster. These opportunities are facilitated by the undergraduate research office.

President Staben also discussed various partnerships to promote health, leadership and economic prosperity. The Caminos al Futuros program continues to thrive through the Juntos program being promoted by 4H. The WWAMI program has added programs focused on opioids and behavioral health. The program is expanding into its new facility on Sweet Avenue. The Law program has successfully expanded in Boise.

Staben thanked all those who participated in the programs he mentioned and concluded by acknowledging that they are only a partial list of the successful work at the university.

President Staben thanked faculty for their belief in the UI and for their commitment to keeping UI strong. He urged faculty to continue to work toward excellence as they meet the challenges ahead and to work together to respond to challenges. He expressed his optimism that incoming president Scott Green is bright, capable and will work closely with faculty to continue to build on the progress UI has already made.

On a personal level, President Staben urged faculty to think about meaning and importance of their work. UI is bigger than any of us. He encouraged faculty to use their window of time at the institution wisely and intentionally. The UI's special mission has motivated him and he is sure it has motivated faculty.

A faculty member thanked President Staben for his service and asked what advice Staben would give to incoming President Green to build a positive and productive relationship with the faculty and what advice he would give faculty to support Green's presidency. President Staben responded that he believes it is of critical importance that President Green take action early to build a strong relationship with faculty. Doing so will involve talking with faculty in various venues and ways. Staben stressed, however, that there is no "magic" advice he could give regarding faculty/president interactions. The president's goals are more focused on institutional concerns than are the goals of individual faculty members. Faculty should consider how they are contributing to the university's mission. President Green will want to rely on faculty for that support so that he can get the resources and authority necessary to advance the UI mission to donors and other supporters. Faculty play a large roll in building a president's credibility.

Chair Grieb thanked President Staben and read the following resolution adopted by the Faculty Senate into the record:

> In Recognition of his Service and Leadership, the Faculty, Staff and Students that Comprise the Faculty Senate at the University of Idaho Adopt this Resolution in Honor of Dr. Chuck Staben
>
> WHEREAS Dr. Staben has served since 2014 as the 18th president of the University of Idaho; and

WHEREAS Dr. Staben has worked continuously to improve the access of all Idahoans to high-quality higher education; and

WHEREAS Dr. Staben promoted the development of a state-wide direct admissions program, free admissions processing for all Idaho residents and a durable admissions program allowing admitted students to defer attendance for up to four years; and

WHEREAS Dr. Staben has championed the funding and development of the University's new ICCU Arena; and

WHEREAS Dr. Staben has fostered and supported the growth in the University's research programs including revising the university's approach to intellectual property and fostering the development of the Center for Agriculture, Food and the Environment; and

WHEREAS Dr. Staben has embraced and promoted the highest ideals of the land-grant mission for Idahoans and the United States;

NOW THEREFORE, BE IT RESOLVED that the Faculty Senate expresses its gratitude for the contributions made by Dr. Chuck Staben during his service at the University of Idaho and in support of higher-education in Idaho; and extends its best wishes as he returns to full time faculty responsibilities.

Adjournment: A motion (Wiencek/Cannon) to adjourn passed unanimously. The meeting adjourned at 4:55 PDT.

Respectfully Submitted

Liz Brandt
Faculty Secretary

University of Idaho

2019 – 2020 University Faculty Meeting Agenda

Meeting #2

Wednesday, December 11, 2019 at 2:30pm (PT) / 3:30pm (MT)

Pitman Center, International Ballroom and
ZOOM to approved site locations

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 Scott Green
- Minutes of the 2019-2020 University Faculty Meeting #1 (September 18, 2019) **Attach. #1**

VI. Announcements – President Scott Green

VII. Special Orders – Faculty Senate Chair Terry Grieb

- Proposed Changes/Additions to Faculty-Staff Handbook (VOTE)
  o UP-20-001: New FSH 3500 Promotion & Tenure, New FSH 3510 Third Year Review, Deleted FSH 3520 Faculty Tenure, Revised FSH 3530 Non-Tenure Track Faculty Positions, Deleted FSH 3560 Faculty Promotions, and Deleted FSH 3570 Professional Portfolio. **Attach. #2**

- Proposed Changes to the University of Idaho Catalog (VOTE)
  o UCC-20-011: Fall 2020 & Spring 2021 Final Exam Schedules **Attach. #3**

- Administrative Procedures Manual (Informational Item – No Vote)
  o ~~UP-20-003: APM 20.25: Non-Capital Inventories Control Policy~~ **Attach. #4**
    UP-20-017: APM 20.05: Returned Checks

VIII. President's Remarks - President Scott Green

IX. Adjournment

3.2.2020 (jee) Clerical error identified. Attachment #4 is actually APM 20.05 (UP-20-017) and that document was presented at UFM 12/11/2020. APM 20.25 (UP-20-003) was not presented at a UFM but per policy was not required to be vetted at a UFM. Policy coordinator confirmed that it was presented to the President and approved. No further action needed. Documenting clerical error.

Attachments:

- **Attach. #1** Minutes of the University Faculty Meeting #1 (September 18, 2019)
- **Attach. #2** UP-20-001: New FSH 3500 Promotion & Tenure, New FSH 3510 Third Year Review, Deleted FSH 3520 Faculty Tenure, Revised FSH 3530 Non-Tenure Track Faculty Positions, Deleted FSH 3560 Faculty Promotions, and Deleted FSH 3570 Professional Portfolio.
- **Attach. #3** UCC-20-011: Fall 2020 & Spring 2021 Final Exam Schedules
- **Attach. #4** ~~UP-20-003: APM 20.25: Non-Capital Inventories Control Policy~~
  UP-20-017: APM 20.05 Returned Checks

University of Idaho

2019 – 2020 University Faculty Meeting <mark>Minutes</mark> – Approved on 2/26/2020

Meeting #2

Wednesday, December 11, 2019 at 2:30pm (PT) / 3:30pm (MT)

Pitman Center, International Ballroom and
ZOOM to approved site locations

President Scott Green Presiding

I. President Green called the meeting to order at 2:36pm (PT).

II. President Green read the names of faculty members who died since the last General Faculty Meeting:

Walter Kochan
Professor Emeritus of Plant Physiology/Horticulture
October 2019

Jack Vincent
Borah Professor Emeritus of International Relations
September 2019

The President requested a moment of silence in honor of the colleagues who passed away.

III. Meeting Logistics:

Secretary Sammarruca reminded the audience that meeting participants must be eligible members of the faculty in order to vote. She cited policy FSH 1520 II-1 concerning voting eligibility. She listed the 4 approved voting venues and their locations and read the names of the 4 approved counters for each location: Penny Tenuto (Boise); Jim Ekins (CDA); Michael McKellar (Idaho Falls); Benton Glaze (Twin Falls). Assistant to the Senate Celi Rivera and other volunteers will be the counters for Moscow. Off-campus participants should ask questions via ZOOM chat, while Moscow participants should come forward to one of the microphones for questions or comments.

IV. A quorum was present. 107 voting members of the faculty were required for a quorum, 109 members were present (Moscow - 95, Boise - 2, Idaho Falls - 5, Twin Falls - 2, CDA – 5).

V. A motion (Kirchmeier/Grieb) to approve the minutes of the 2019-2020 University Faculty Meeting #1 (September 18, 2019) as distributed was approved unanimously.

VI.   President Green announced that the Fall 2019 Commencement will take place on December 14, starting at 12:30pm, and encouraged everyone to attend this important event.

VII.   Special Orders:

- Faculty Senate Chair Grieb reviewed the proposed policy changes/additions to the Faculty-Staff Handbook, UP-20-001. New section 3500 addresses the Promotion and Tenure procedures and replaces former sections 3520, 3560, and 3570. New section 3510 contains the updated Third Year Review process, while revised section 3530 addresses Non-Tenure Track Faculty Positions. Chair Grieb thanked the Faculty Affairs Committee and Committee Chair Alexandra Teague for their extensive efforts and Vice Provost Lawrence for his leadership throughout the project. Chair Grieb also recognized the contribution of new University Policy Coordinator, Diane Whitney, who is responsible for policy review.

  The floor was opened to discussion. Jennifer Johnson Leung (Mathematics) inquired about the location in FSH 3500 of "compassionate extensions" of the promotion and tenure timeline. In response, FSH 3500 C-4, which addresses extensions for childbirth or adoption (C-4a) and other circumstances (C-4b), was displayed.

  Kenton Bird (JAMM) asked why the (former) presumption in favor of promotion (in the case where a candidate's application reaches the university-level promotion committee with unanimously positive votes) was removed. Vice Provost Lawrence explained that, with the former presumption in favor, the university-level committee did not review cases coming to them with unanimously positive votes. This took away an opportunity for review at the top level, which may not be in the candidate's best interest since the President is not bound to follow the earlier recommendations. Furthermore, in the new policy the university-level committee makes recommendations for both promotion and tenure. By removing the formerly stated presumption, everyone is fully reviewed at the university-level, irrespective of previous votes.

  Hearing no more questions, Senate Chair Grieb called for a vote on the seconded motion from Faculty Senate to approve the above changes and additions to the Faculty-Staff Handbook. The motion carried with 92 votes in favor and 0 votes against.

- The next item from Faculty Senate was the proposed changes to the University of Idaho Catalog, UCC-20-011, Fall 2020 and Spring 2021 Final Exam Schedules. The proposed changes passed unanimously.

- The last item presented by Faculty Senate was a change to the Administrative Procedure Manual, ~~UP-20-003: APM 20.25: Non-Capital Inventories Control Policy.~~ There were no questions or comments on this informational item. UP-20-017: APM 20.05 Returned Checks

VIII.   President's Remarks:

The President thanked the Senate for their work through a busy semester.

He noted that this Fall U of I will graduate 612 students and asked everyone to join him in celebrating their accomplishments.

President Green moved to the budget challenge. He displayed the reductions, regrouped by executive level, to the fiscal year 2021 General Education base budget. Advancement brought in $51.8 million last year and was not charged with any reductions. Budgets were also left intact for University Communications and Marketing so that they may continue working on student recruiting together with Strategic Enrollment Management.

Vice presidents, deans, and unit heads are developing plans, due January 1, to address the projected $22 million shortfall. The work is being done in a collaborative and systematic way. President Green has been holding "town halls" in colleges and units to communicate and listen (as allowed by his frequent travel to Boise). Every college will have the opportunity to share their thoughts in a town hall.

Voluntary furlough was one of the suggested strategies. So far, 700 hours of voluntary furlough have been taken. The President expressed appreciation to those employees for their willingness to help the university.

The President gave a brief update on the Voluntary Separation Incentive Program (VSIP) and the Optional Retirement Incentive Program (ORIP). The application deadline is Friday, December 13. A total of 131 people have applied to ORIP or VISIP as of December 6. ORIP and VSIP applications represent about 6 million and 3 million in salary, respectively.

Other possible strategies include program prioritization (academic programs will go through the process first), public-private partnerships (P3), and centralizing services. President Green emphasized that P3 is different than outsourcing. P3 is "financial engineering" that generates money while outsourcing is an operational restructuring that saves money. P3 is a source of additional revenue, as it sets up funds which last through lease terms. Centralization of services, which is often misunderstood, is meant here as "distributed centralization". It is about stronger communication lines with the colleges to be able to move resources around more effectively.

Other ideas being considered include: contract non-renewals (a painful step to take); not filling vacant positions (these decisions must be made carefully and with the university's best interest in mind); organizational restructuring (in the sense of reformulating/combining areas for the purpose of efficiency, possibly also at the state level, by sharing resources with our sisters institutions); and (if unavoidable), university-wide salary reductions and mandatory furlough. The last option is one that the President hopes we never need to enact.

The Sustainable Financial Model Working Group proceeds with their tasks and will meet again in February. Their mandate is to focus on how we fund colleges and support services, not on where to cut. This group has broad representation across campus. Although the next few months will be difficult, this process will help us invest in strategic areas that support student success, research, and enable us to "tell our story".

Other working groups have been formed or are in operation. A Student Success Working Group has been convened to present ideas from the student perspective. This group will include representatives from ASUI, Greek Life, Multicultural Affairs, LGBTQA Office, Graduate and Student Professional Association, and Student Bar Association.

Shortly, we will launch a working group charged with planning our path to R-1. Brad Ritts, associate vice president for research, will chair that group. It will have diverse

representation, including members from the College of Graduate Studies, College of Science, CALS, College of Engineering, CLASS, Education, and CNR. There will also be student and external representatives. Communication about this initiative will be coming out soon.

We are making progress with our enrollment initiatives. There is a 1.9% increase in our freshman undergraduate enrollment. Graduate student enrollment is also up. We need to work on student retention, which is down slightly to 77.3%. This is a priority area. Reaching out to struggling students to provide advising can make a difference. It is good news that increasing numbers of high school students are attending our recruitment events. Preliminary figures for next spring are encouraging. More than 1 million emails were sent out since August to prospective students. Faculty are an important part of our recruitment effort. They are encouraged to visit the high schools to talk about their discipline, their research, and available opportunities. This work complements the efforts by recruitment staff. To be sure that all efforts are coordinated, faculty should email SEM@uidaho.edu when planning to visit schools. A faculty "tool kit" will be available to them.

We are meeting our fundraising goals. We raised $51.8 million in the last fiscal year. Our Priority is the Vandal Promise Scholarship, critical to getting students to college by closing the $5,000 funding gap. Twenty-two students have benefited this semester and more will be added next year.

We received a $1 million donation from J.R. Simplot Company which put us over the top on CAFÉ and helped us unlock $10 million appropriated by the state of Idaho. Building the nation's largest research dairy facility will enable completely new research on dairy operations. As the 3rd-largest dairy producer in the country, Idaho will provide insight into the industry's impact on land, water and the environment, as well as opportunities in energy.

Large projects such as CAFE, ICCU Arena and other capital projects are primarily funded by outside donors, such as the state and other sources. Funds are restricted – cannot be used for university operations. Thus, we would still have the same operating deficit if we didn't have these projects. So, we can go ahead and benefit from these projects in the future or lose the funds and still have the same operating deficit.

We are working collaboratively with our partners. We helped cut the ribbon on two new buildings at INL in October. The Collaborative Computing Center (C3) building and the new Cybercore Integration Center builds on a 65 year-long partnership with INL. This is an opportunity for us to again be leaders in cyberspace. Furthermore, U of I helped open the new DeArmond College and University Center at NIC in Coeur d'Alene last September.

There is hard work to be done when we return in January. It will be important to stay united and focus on our future. We can provide great value and the highest quality and we can be proud of our university. The President concluded his remarks with best wishes for the holiday season.

The President opened the Q&A session.

Kenton Bird (JAMM) thanked President Green for his positive attitude, accessibility, and transparency. He asked whether, less than 4 weeks away from the opening of the Idaho legislative session, there is hope to have any relief from the legislature, particularly from the 2% holdback requested by the Governor for the following fiscal year. He also asked what the top three priorities are for the 2020 Idaho legislature, in terms of what the president would

like to see accomplished. Further, Bird asked what we, as private "citizens", can do to help with the university agenda moving forward.

President Green replied that he does not expect much support from the legislature at this point. He did emphasize that no tuition increase is a priority. Although we need tuition money, we must find a balance in order to be competitive with neighboring institutions. He has been in Boise often in the recent past and made our case with the Governor and the House Leadership. The President noted that these communications are in progress and not much more could be reported at the present time.

Holly Wickman (identifying herself as someone who works for the University of Idaho as a whole) expressed concerns that the business model might promote isolation rather than cooperation. She asked how the university plans to reward cooperative efforts among colleges.

In response, President Green agreed on the importance of cooperative efforts. He hopes that the new financial model will incorporate those values. He also noted that the Research Working Group may be of help with suggestions to address those concerns.

IX.   A motion to adjourn the meeting (Grieb/Kirchmeier) passed unanimously. The President adjourned the meeting at 3:30pm (PDT).

Respectfully Submitted

Francesca Sammarruca

Secretary of the University Faculty

University of Idaho

2019 – 2020 University Faculty Meeting Minutes – Pending Approval

Meeting #1

Wednesday, September 18, 2019 at 2:30pm (PT) / 3:30pm (MT)

Pitman Center, International Ballroom and
ZOOM to approved site locations

President Scott Green Presiding

I. Call to Order – President Green
   - President Green called the meeting to order at 2:35pm (PDT)

II. In Memoriam – President Green
   - President Green proceeded to read the names of faculty members who died since the last General Faculty Meeting:

Jerome Dahmen
Professor Emeritus in Animal Science
April 2019

Jack Dawson
Professor Emeritus of Education
Dean of the University of Idaho Coeur d'Alene Emeritus
July 2019

Leslie L. Dean
Research Professor Emeritus of Plant Science
August 2019

Brian Dyre
Emeritus in the Department of Psychology & Communication Studies
July 2019

John H. Hallaq
Professor Emeritus of Business
May 2019

Richard T. Jacobsen
Emeritus in the Department of Mechanical Engineering
Emeritus Dean of the College of Engineering from 1990 to 1999
August 2019

Robert Kirchmeier
Research Professor Emeritus of Chemistry

June 2019

Florence Roberts
Professor Emerita of English
July 2019

Joan K. Parr
Extension Professor Emerita
June 2019

Charles M. Thomas
Extension Professor Emeritus of Agriculture
August 2019

Larry K. Wriggle
Professor Emeritus of Education
May 2019

- The President requested a moment of silence in honor of the colleagues who passed away.

III. Meeting Logistics – Francesca Sammarruca
   - Secretary Sammarruca reminded the audience that meeting participants must be eligible members of the faculty in order to vote. She cited policy FSH 1520 II-1 and II-3 for description of voting privileges. She listed the 4 approved voting venues and their locations. She called on the 4 approved counters for each location: Penny Tenuto (Boise); Jim Ekins (CDA); Michael McKellar (Idaho Falls); Benton Glaze (Twin Falls). Celi Rivera and Francesca Sammarruca will be the counters for Moscow.
   - Secretary Sammarruca requested that off-campus participants ask questions via ZOOM chat. She asked Moscow participants to come forward to one of the microphones for questions or comments.

IV. Approval of Minutes (vote) – Acting Faculty Senate Chair: Joseph DeAngelis
   - Quorum Count:
     o A quorum was present. 105 voting members of the faculty were required, 112 members were present (Moscow - 98, Boise - 4, Idaho Falls - 2, Twin Falls - 5, CDA – 3).
   - Minutes of the 2018-2019 University Faculty Meeting #3 (May 1, 2019)
     o Senator DeAngelis, acting Senate Chair, presented the minutes from the University Faculty Meeting of May 1, 2019. A motion (Awwad-Rafferty/Wolf) to approve the minutes of the 2018-2019 University Faculty Meeting #3 of May 1, 2019 was approved unanimously. Attach. #1.

V. Announcements – President Scott Green
   - President Green announced that he plans to deliver a State of the University address sometime in the Spring. More information is to come.

- Kristin Haltinner (Sociology) announced that she is the new representative on the Bias Task Force. An email will go out with more information.

VI.   Special Orders – Provost John Wiencek
- The President asked the Provost to take over for the introduction of new faculty members and recognition of 2019 promoted/tenured faculty.
- The Provost started with introducing new faculty and administrators who serve in a university-wide role, beginning with new President Scott Green!
- The Provost proceeded to announce administrative changes and the new members of the Faculty Senate Leadership. Terry Grieb (new Chair of Senate, on business travel) and Barb Kirchmeier (new Vice-Chair of Senate, who is attending a General Education Summit in Boise) are not able to be present; new Faculty Secretary Francesca Sammarruca is present.
- The Provost recognized individuals who have been at UI for a long time and recently assumed administrative roles and were promoted in rank: Ben Hunter, Dean of Library, promoted to Full Professor, and David Pimentel, Associate Dean of Faculty Development, also promoted to Full Professor.
- The Provost recognized the director of the WWAMI program, Jeff Seegmiller (who could not be present), and new faculty and administrators within WWAMI.
- The Provost called on the Deans (or their designees) to recognize the new faculty in their colleges and those who were promoted/tenured in 2019.
- After the reading was completed, the Provost encouraged anyone whose names were not read but should have been to stand up. Human error is always possible.

VII.   President's Remarks
- President Green began by saying that he feels fortunate to be back in Moscow, where he has many happy memories. He thanked the university community for welcoming him into the Vandal Family.
- We are faced with budget challenges which we need to address while maintaining quality of education, but together we will "come out on the other side". The economy is still good, which is a positive aspect, because it means that we don't have to suffer cuts while in a recession.
- During his first days at UI, President Green met with the Distinguished Professors, the Faculty Senate Leadership, and traveled through the state. President Green said he wants to "get our story out". He said that we are building a positive relation with the SBOE. He felt great energy from the community and the students. President Green said that he would visit with the ASUI President later in the day. He emphasized the importance of building strong relations with student representatives.
- President Green recognized the new Athletics Director Terry Gawlik and her qualifications. Terry Gawlik is very experienced and has sat on a number of NCAA committees.
- Chandra Ford is leading the Working Groups. She has returned to Moscow after 4 years of employment with the Mayor's office at the City of Boise. Previously, she worked for 25 years in various positions at the U of I.
- We also have been able to bring back from WSU Toni Broyles, who is primarily responsible for relations with the State Board.
- The Working Groups (WGs) will operate with transparency, seeking feedback from Faculty Senate and Staff Council. A number of Alumni are also members of the Working Groups. The

WGs will offer recommendations to be passed on to Faculty Senate and Staff Council for their consideration and input, which will be taken into account before execution.

- A Sustainable Athletic Model is being worked out. Other groups will work on enrollment, online education, and more.
- Also, "Core Team" has been built who meet weekly, every Monday at 8am, to share their progress "in real time". Broader leadership meetings will be reformatted.
- A new aspect of President Green's administration is the representation of Faculty Senate Leadership on the President Cabinet.
- President Green listed 3 critical priorities:
    1. Ensure that more students attend and graduate with smaller debts; we are losing students to finances. The number of scholarships must increase.
    2. Undergraduate research involvement. This is very important at UI.
    3. Champion our story. We are a "crown jewel" in the state.
- In conclusion: President Green said that he is committed to shared governance and transparency. He called for questions.

VIII. Discussion:
- Kenton Bird (JAMM) asked how the university is doing with regard to enrollment. He remarked that UI usually does not report enrollment figures to the State Board until mid-October.
- President Green answered that he is not sure yet, but he is very pleased about where we are heading. The overall enrollment will probably be close to flat, but the number of first-year students will go up. It will take a couple of years to "turn the ship around".
- Rajal Cohen (Psychology & Communication Studies) asked about the prospects of UI moving to the level of an R1 institution.
- President Green answered that it is a realistic plan, although we have a lot of work to do. We need to fund more Ph.D. students. It is viable, but we must increase the number of Ph.D. students to make it happen.
- Michael Overton (Politics and Philosophy) asked how faculty, particularly junior faculty, can participate into the Working Groups.
- President Green encouraged interested faculty members to contact Chandra Ford. He remarked that many nominations are being received. The goal is to have diverse and balanced groups. If not selected, one should not take it personally.
- Dale Graden (History) expressed concerns that we may not represent the university well when we send our team into Division 1 games to meet top-level opponents and come back after losing by 70 points.
- President Green answered that he agrees. However, he remarked that we are under contract, and arrangements are set in advance. We have a couple of more games with Indiana (possibly). After that, hopefully we will go to FCS division opponents.
- There were no more questions or comments.

IX. Adjournment
- The President adjourned the meeting at 3:30pm (PDT).

Respectfully Submitted

Francesca Sammarruca

Secretary of the University Faculty

Attachment 2

University of Idaho

POLICY COVER SHEET

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

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

Faculty Staff Handbook (FSH)
■ Addition ■ Revision* ■ Deletion* □ Emergency □ Minor Amendment
Chapter & Title: _3500, 3510, 3520, 3530, 3560, 3570 (see attached files for chapter titles)_____

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

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

Originator (see FSH 1460 C) _Torrey Lawrence, Vice Provost for Faculty_____11/8/19_
                                              Name   Date
208-885-7941_____tlawrence@uidaho.edu_____
Telephone   Email

Policy Sponsor, if different from Originator _Same_____
                                              Name   Date
_____
Telephone   Email

Reviewed by General Counsel _■_Yes ____No   Name & Date: _Kent Nelson and Kim Rytter (11/1/19)____

1.   **Policy/Procedure Statement:** Briefly explain the reason for the proposed addition, revision, and/or deletion to the Faculty Staff Handbook or the Administrative Procedures Manual.
      See attached memo and supporting documents.

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.
      Specified in the policy in 3500-I and 3510-H.

If not a minor amendment forward to: _Faculty Affairs Committee_____

| Policy Coordinator Appr. & Date: _____ *[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)* |

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

MEMORANDUM

DATE: November 20, 2019

TO: University Faculty

FROM: Torrey Lawrence, Vice Provost for Faculty
          Diane Whitney, University Policy and Compliance Coordinator

RE: New Promotion & Tenure Policy

As we discussed with senate, our current procedure for evaluating promotion and tenure (P&T) applications is a complex web of separate policies that are overlapping, inconsistent, and incomplete. They contradict other UI policies as well as unit/college bylaws. This complexity makes it difficult to understand and even more challenging to follow properly.

The attached policy changes were approved by Faculty Senate on November 19, 2019.

Recent changes were based on feedback from faculty senate, Faculty Affairs Committee, and university counsel. Feedback was also collected from faculty at large by sending a link to the new policy to all university faculty on Friday, October 18. That webpage was viewed by 913 people in seven days. Their feedback was collected through an online survey available from October 18-25. Further input was received in spring and fall semesters from deans, associate deans, unit administrators, and administrative staff.

Due to the significance and complexity of these changes we have attached the following documents to assist in your evaluation.

- New policy FSH 3500
- New policy FSH 3510
- Deleted policy FSH 3520
- Revised policy FSH 3530
- Deleted policy FSH 3560
- Deleted policy FSH 3570
- New/old policy map
- Frequently Asked Questions (FAQ)
- Feedback received from the online survey

Proposed Policy Changes Regarding Promotion & Tenure

(v.20 – Approved by Faculty Senate on 11/19/19)

Notes on related policies:

1. Three existing sections of FSH chapter 3.5 will be deleted from policy. They are FSH 3520, 3560, 3570, and associated forms.

2. To avoid confusion with previous policy numbers, this new policy will be added in two new chapters: FSH 3500 and 3510.

3. Section 3530 remains, but with changes.

FSH 3500
PROMOTION AND TENURE

A. INTRODUCTION.

A-1. Definitions.

a. Academic Administrator. For purposes of this section, "academic administrator" means the president, provost, vice provosts, deans, associate/assistant deans, and department chairs/directors of academic units, and vice president for research, and shall not include persons occupying other administrative positions. (RGP II.G. 6.i.i.)

b. Board. As used throughout this section, "board" refers to the State Board of Education and Board of Regents of the University of Idaho.

c. Faculty Member. For the purposes of this section and certain other sections that contain references to this subsection, "faculty member" is defined as any member of the university faculty who holds one of the following ranks: instructor, senior instructor, assistant professor, associate professor, or professor.

d. Period under Review. The "period under review" includes all years since appointment to the candidate's current rank.

e. Unit. For the purposes of this policy, "unit" means a school, division, or department (i.e., the first organizational unit below the college level), but the College of Law shall be considered a unit. For Extension educators, the unit shall be the Extension district.

f. Unit Administrator. The "unit administrator" is the administrator of the unit that holds the promotion and/or tenure candidate's appointment. In the case of an interdisciplinary appointment, the administrator of the unit that holds the majority of the appointment shall be considered the unit administrator.

g. University. As used throughout this section, "university" and "UI" refer to the University of Idaho.

A-2. Faculty Promotion.

a. General. Promotion to a rank requires the faculty member to meet the requirements for that rank. Responsibility for the effective functioning of promotion procedures rests with faculty and administrators. Decisions are based on thorough and uniform evaluation of the faculty member's performance in relation to the expectations listed in his/her position description and the criteria for promotion established in the unit and college bylaws.

b. Criteria. Promotion is awarded only to faculty members who effectively perform in the responsibility areas contained in FSH 1565 C and meet university, college and unit criteria. Promotion in rank is granted only when there is reasonable assurance, based on performance, that the faculty member will continue to meet the criteria for promotion. Each faculty member shall be evaluated based on the faculty member's individual position description. The faculty of each college or unit or both shall establish substantive promotion criteria for all types of faculty existing within that unit or college (e.g. regular faculty, clinical faculty, research faculty, etc.), consistent with the university requirements. The criteria shall include a statement regarding the role of interdisciplinary activity and shall be included in college or unit bylaws (see FSH 1590).

c. Non-Tenure Track Faculty Promotion. Non-tenure track positions at the assistant and associate professor level are eligible for promotion to the next rank. Full-time instructors are eligible for promotion to senior instructor. Senior instructor is not a rank from which a faculty member may be promoted (FSH 1565 D-1-b).

A-3. Faculty Tenure.

a. General. Tenure is intended to protect academic freedom in order to maintain a free and open intellectual atmosphere. The justification for tenure lies in the need for protection from improper influences from either outside or inside the university. Tenure strengthens UI's ability to attract and retain superior teachers and scholars as members of the faculty. UI's tenure policy improves the quality of the faculty by requiring that each faculty member's performance be carefully scrutinized before tenure is granted.

b. Definition. Tenure is a condition of presumed continuing employment accorded to a faculty member, usually after a probationary period, on the basis of an evaluation and recommendation by a unit committee and administrator, a college committee and dean, a university committee, the provost, and the president. Prior to the award of tenure, employment beyond the annual term of appointment may not be legally presumed (RGP II.G.1.b). After tenure has been awarded, the faculty member's service can be terminated only for adequate cause, the burden of proof resting with UI (FSH 3910), except under conditions of financial exigency as declared by the board (FSH 3970), in situations where extreme shifts of enrollment have eliminated the justification for a position, or where the board has authorized elimination or substantial reduction in an academic program (RGP II.G.6.a).

c. Criteria. Tenure is granted only to full-time faculty members (RGP II.G.6.a) who demonstrate that they have made and will continue to make significant contributions in their disciplines through effective performance in the responsibility areas contained in FSH 1565 C as specified in their position description and consistent with university, college and unit criteria. The faculty of each college or unit or both shall establish substantive tenure criteria consistent with the university requirements for tenure. The criteria shall include a statement regarding the role of interdisciplinary activity and shall be included in college and/or unit bylaws (see FSH 1590).

d. Tenurable Ranks. The tenurable ranks are senior instructor, assistant professor, associate professor, and professor. Senior instructors, research professors, extension faculty, psychologists, and licensed psychologists can be either tenure track or non-tenure track. See FSH 1565.

A-4. Consideration of Tenure or Promotion Alone. The procedures in this policy apply to all cases including applications for only tenure or only promotion.

B. ROLE OF THE PROVOST.

B-1. Delegation. The provost may delegate any of his or her responsibilities in this policy to a designee.

B-2. Provost's Administrative Guidance. The process of promotion and tenure is administered by the provost. The provost shall publish guidance necessary for the administration of the promotion and tenure system that is consistent with the *Faculty Staff Handbook (FSH)* and the *Regents of the University of Idaho Governing*

Policies and Procedures (RGP). This guidance shall be mandatory. The provost's administrative guidance shall include:

a. Deadlines for the promotion and tenure process;

b. The forms required to document the promotion and tenure process (e.g. dossier submission form, unit voting forms, etc.);

c. Procedures for requesting early consideration for promotion;

d. Requirements for curriculum vitae;

e. Requirements regarding the submission of promotion and tenure dossiers including format, order of materials, page limits for materials, etc.;

f. Requirements for the selection of external reviews for scholarly work;

g. Procedures for collecting feedback from faculty, staff, and students to be used by committees in this process;

h. The timing of appointments and relative representation of faculty on the university promotion & tenure committee pursuant to section G-1 herein; and

i. Other matters necessary to ensure the appropriate administration of the promotion and tenure process.

B-3. Committee Problem Resolution. If the unit administrator and/or the college dean is not able to fill membership on a committee required under this policy, the provost, in consultation with the dean, shall appoint an appropriate faculty member to fill any opening in order to comply with the requirements of this policy. If the provost takes such action under this provision, documentation of the action shall be maintained by the provost.

B-4. Procedural Error Remediation. In the event of a procedural error, the provost, dean, unit administrator, and candidate shall confer and attempt to come to an agreement that resolves the error. The provost shall decide the resolution of the procedural error and communicate the decision to the candidate in writing. If the candidate agrees to the resolution in writing, he or she may not later object to the resolution. If the candidate does not agree to the resolution in writing, he or she retains the right to appeal the final institutional decision based on that procedural ground (see H-3 herein).

C. SCHEDULE FOR PROMOTION AND TENURE CONSIDERATION.

C-1. Promotion.

a. Timing of Promotion. A faculty member shall apply and be considered for promotion according to the schedule below.

1. Instructors. Full-time instructors shall be considered for promotion to senior instructor during their sixth year of continuous, full-time service as an instructor. Part-time instructors are not eligible for promotion.

2. Tenure Track Assistant Professors. Assistant professors who are on a tenure track shall be considered for promotion at the same time they are considered for tenure and shall be promoted if they receive tenure (C-2-a herein).

3. Non-Tenure Track Assistant Professors Assistant professors who are not on a tenure track shall be considered for promotion during their sixth full year as an assistant professor.

4. Tenure Track and Non-Tenure Track Associate Professors. Faculty may be considered for promotion during their sixth full year of service, or thereafter, as an associate professor.

b. Early Consideration for Promotion. A faculty member may be considered for promotion at an earlier time than permitted by this policy with the approval of the dean. The process for requesting early consideration for promotion shall be set forth in the provost's administrative guidance pursuant to B-2 herein.

c. Reconsideration for Promotion. When a faculty member has been considered for promotion and not promoted, he or she may apply and be considered again during their third full year of service or later after denial of promotion unless earlier consideration is approved in writing by the dean.

C-2. Tenure.

a. Timing of Tenure. A faculty member shall apply and be considered by the university for tenure during the sixth full year of probationary service. Consideration at that time is mandatory (RGP II.G.6.b.ii.). If an associate or full professor is not appointed with tenure, they are considered for tenure during the fifth full year of service. Satisfactory service in any tenurable rank may be used to fulfill the probationary period

b. Early Consideration for Tenure. A faculty member may be considered for tenure at an earlier time than permitted by this policy (RGP II.G.6.d.iv.1), with the approval of the provost. The process for requesting early consideration for tenure shall be set forth in the provost's administrative guidance pursuant to section B-2 herein.

C-3. Special Circumstances.

a. Late Appointments. When the appointment begins after the eighth week of the start of the academic year (for academic year appointments) or after the eighth week of the fiscal year (for fiscal year appointments) then the timeline for promotion and tenure consideration begins the following year.

b. Transfer between Units.

1. Approval Process. When a non-tenured faculty member transfers to another unit within UI, the transfer must be approved by the provost in consultation with the units and college dean(s).

2. Impact on Time to Promotion and Tenure. The extent to which service in the first unit counts toward tenure and/or promotion in the new unit must be communicated to the faculty member in writing by the provost at the time of the transfer. (RGP II.G.6.l.ii.)

3. Tenure Status. Tenure status does not change when a tenured faculty member transfers from one unit to another within UI.

c. Effect of Lapse in Service. A non-tenured faculty member who has left the institution and is subsequently reappointed after a lapse of not more than three (3) years may have his or her prior service counted toward eligibility for the award of tenure. Eligibility for the award of tenure must be clarified in writing before reappointment. A tenured faculty member who has left the institution and is subsequently reappointed after a lapse of not more than three (3) years must have tenure status clarified in writing by the president before appointment. The faculty member may be reappointed with tenure, or may be required to serve additional years before being reviewed for tenure status. (RGP II.G.6.l.i)

d. Credit toward Promotion or Tenure at Time of Appointment. Credit toward tenure and/or promotion may be granted at the time of appointment with the approval of the provost. Such credit must be documented in the letter offering the candidate employment at UI. Where credit toward tenure and/or promotion is approved, all evidence of success in the faculty member's areas of responsibility having arisen during the years for which credit is given shall be included in the candidate's tenure and/or promotion dossier and must be considered in evaluating whether the candidate has demonstrated success in the

applicable areas of responsibility. Credit toward promotion and tenure may be granted under the following circumstances:

1. After review of the candidate's qualifications, the faculty in the unit vote that the candidate meets UI criteria for the rank to be offered, and

2. The candidate has demonstrated outstanding performance of responsibilities relevant to the position for which the person is being appointed through service at another institution, or has made substantial contributions to their field of specialization, and

3. The candidate must complete one full year of employment at UI prior to applying for promotion or tenure.

e. Appointment with Tenure. Appointment with tenure may be offered under the following circumstances:

1. The candidate has attained tenure at another college or university, and

2. After review of the candidate's qualifications, the faculty in the unit vote that the candidate meets UI criteria for tenure and the rank to be offered, and

3. The candidate has demonstrated performance of responsibilities relevant to the position for which the person is being appointed.

f. Administrative Appointment.

1. The role of an administrator is not tenurable.

2. A faculty member who serves as an academic administrator retains membership in his or her academic department and his or her academic rank and tenure. (RGP II.G.6.i.ii) The faculty member may resume duties in his or her academic department when the administrative responsibilities end. (RGP II.G.6.i.iv)

3. A candidate may be initially appointed as an associate or full professor with tenure with the approval of the president. (RGP II.G.6.i.iii) If an administrative appointment carries academic rank, evaluation for tenure is conducted by the unit in which the rank is held.

g. Unit Administrator under Review for Tenure and/or Promotion. If the unit administrator is scheduled to be evaluated for tenure and/or promotion the dean shall fulfill all the responsibilities under this policy normally fulfilled by the unit administrator.

h. Conflicts of Interest. A faculty member who is a "related individual" to the candidate as defined in FSH 6241-A shall not participate in the process of promotion and tenure.

C-4. Extensions.

a. Childbirth or Adoption: A faculty member who becomes the parent of a child by birth or adoption, may request an automatic one-year extension of the timeline for tenure and/or promotion. (RGP II.G.6.d.iv.2.)

b. Other Circumstances: An extension of the timeline for tenure and/or promotion may be granted in other exceptional circumstances (RGP II.G.6.d.iv.2) that may impede a faculty member's progress toward achieving tenure and/or promotion, including but not limited to significant responsibilities with respect to elder/dependent care, child care and/or custody, disability or chronic illness or such other reasons deemed by the provost to be exceptional and likely to impede the faculty member's progress.

c. Third Year Review. In the event that an extension is requested and granted before the third year review, the review is also automatically delayed for one year.

d. Length of Extension. In most cases, extension of the time to tenure and/or promotion shall be for one year; however, longer extensions may be granted upon a showing of need by the faculty member. Multiple extension requests may be granted.

e. Option to Shorten Extension. A faculty member may choose to be considered for promotion and/or tenure on his or her original timeline, even if an extension has been granted.

f. Procedure for Requesting an Extension:

1. The faculty member must request the extension from the provost in writing by March 15 of the calendar year in which the review process begins, as set forth in the provost's administrative guidance in B-2 herein. The written request must include appropriate documentation of the childbirth, adoption, or other exceptional circumstance.

2. Except to obtain necessary consultative assistance on medical or legal issues, only the provost shall have access to documentation pertaining to a request related to disability or chronic illness. The provost shall, in his or her discretion, determine if consultation with the dean and/or unit administrator is appropriate.

3. The provost shall notify the faculty member, unit administrator, and dean of the action taken. No information regarding extensions shall be included in the candidate's dossier.

g. Effect of Extension. If an extension is granted, the expectations for tenure and/or promotion remain the same.

D. PROMOTION AND TENURE DOSSIER. All materials provided by the candidate and by the unit administrator shall be compiled together into a single dossier in the manner prescribed by the provost's administrative guidance (B-2 herein).

D-1. Materials to be Provided by the Faculty Member. The candidate shall submit the following materials:

a. Current Curriculum Vitae. The curriculum vitae in the required UI format.

b. Candidate Statements. This section is limited to eight pages.

1. Context Statement. A Context Statement, written by the candidate, describing the candidate's academic unit and the candidate's responsibilities within his or her unit as established in the position description. It is intended to inform reviewers about the candidate's academic environment so that reviewers may consider the similarities and differences between their own academic unit and that of the candidate. The context statement should also describe the expectations placed on the candidate by interdisciplinary programs or research centers, the requirements of joint appointments or other special circumstances. If applicable, the candidate shall indicate his or her choice of unit criteria for promotion and tenure under which to be evaluated, pursuant to D-2-a-2.

2. Personal Statement of Accomplishment. The candidate has an opportunity to interpret their record of accomplishment relevant to the responsibilities in their position description and the criteria for promotion and/or tenure, but should not duplicate other materials in the dossier. The statement may explain and analyze materials submitted and include a philosophical vision as it relates to the broader impact of accomplishments. The statement explains the nature of the faculty member's activities so that others will understand them fully for purposes of assessment. The format and method of presentation is a matter of faculty choice.

c. Evidence of Accomplishment. Evidence of accomplishment may be provided for each area of responsibility in the position description. Evidence could include examples of scholarly work, teaching evaluation materials, letters of support, etc. This shall not include additional narrative written by the candidate regarding promotion or tenure. This section has no page limit.

D-2. Materials Provided by the Unit Administrator. The unit administrator shall provide the following materials to the candidate, in the format prescribed by the provost's administrative guidance (B-2 herein), at least 10 business days prior to the deadline specified in D-3-a herein:

a. Bylaw Sections. College and unit bylaw sections that cover the following areas:

1. Annual review process and annual performance criteria.

2. Criteria for promotion and tenure. If criteria change during the period under review, the candidate shall choose the version of the criteria by which he or she will be evaluated. If a candidate does not select a version, the version in effect at the time of submission shall be used.

b. Position Descriptions and Annual Evaluations. Copies of the candidate's position description(s) (FSH 3050) and annual evaluations (FSH 3320) for the period under review.

c. Teaching Effectiveness. If teaching is included in the candidate's position descriptions, copies of all of the candidate's student course evaluation summaries (RGP II.G.6.e) for the period under review and peer evaluations of teaching for the period under review as prescribed by the provost's administrative guidance (B-2 herein). The candidate may supplement this section to include other evidence of teaching effectiveness as outlined in FSH 1565 C-1-a.

d. Prior Reports. Copies of any third year review committee reports and periodic review reports made during the period under review, along with the associated unit administrator's and dean's reports (as applicable) and any responses by the faculty member to the reports.

e. External Peer Reviews. The unit administrator shall obtain three to five external reviews of the candidate's performance in the area of scholarly and creative activity, except in the case of third year review or faculty without responsibility for scholarship or creative activity as defined by FSH 1565 C-2. All review letters received shall be included in the dossier.

1. Qualifications of Reviewers. External reviewers shall be tenured faculty members who have expertise in areas closely related to the candidate's expertise. If the review is to be in support of promotion, each reviewer shall be at, or above, the rank the candidate is seeking. Because reviewers are asked to provide independent and objective review, reviewers shall not have a personal or professional relationship with the candidate that could prevent an unbiased assessment.

2. Selection. The reviewers to be solicited shall be chosen by the unit administrator, but at least two reviewers shall come from a list of at least eight qualified reviewers provided by the candidate in writing to the unit administrator by the deadline provided in B-2 herein. If the unit administrator cannot obtain letters from two reviewers on the candidate's list, the unit administrator shall ask the candidate to identify further potential reviewers. The candidate may also provide the unit administrator with the names of up to two individuals who shall be excluded from consideration as an external reviewer. If the candidate fails to submit either list, the unit administrator shall select reviewers without that input from the candidate. These lists shall not be included in the dossier but shall be kept on record by the unit administrator.

3. Request Letters to the External Reviewers. The letters of request to the reviewers shall be based on a template provided by the provost.

4. Materials Provided to the External Reviewers. The unit administrator shall provide only the candidate's CV, position descriptions for the period under review, candidate statements from D-1-b

herein, and up to four examples of the candidate's scholarly and creative activity chosen by the candidate. The unit administrator shall not provide the complete dossier or any additional materials to external peer reviewers.

5. Criteria for External Review.

a) The review shall be limited to the candidate's scholarly and creative activity in relation to the applicable tenure and/or promotion criteria and the faculty member's position description(s).

b) Reviewers may not be asked to evaluate the candidate pursuant to external criteria such as those at the reviewer's institution or other professional organizations.

c) The university shall make every effort to keep the names of the reviewers confidential from the candidate. The candidate may request to view the external reviewers' anonymized evaluations after the final institutional decision is made. Such requests shall be directed to the provost.

f. Additional Review Letters.

1. In the case of interdisciplinary appointments, administrators of units holding the minority of the candidate's appointment (see A-1-d herein) may provide an additional review letter.

2. In the case of a candidate based at a UI center, the center executive officer may provide an additional review letter.

D-3. Submission of Dossier.

a. Deadline for Submission. A candidate's dossier in support of tenure and/or promotion, containing all of the materials described in section A, must be submitted to the unit administrator either prior to the beginning of the semester in which the review is scheduled to begin or prior to the submission of the candidate's materials to the external reviewers, whichever is earlier. In the event a unit administrator fails to provide materials within the timeline referenced in D-2 above, the candidate's deadline for submission shall extend to ten days after the provision of materials by the unit administrator.

1. External peer reviews need not be submitted as part of the dossier prior to the deadline, but must be received, if required, prior to any consideration of the dossier.

2. The dossier may be supplemented with scholarship or creative accomplishments occurring after submission. Supplementation must be made pursuant to the provost's administrative guidance.

b. Finalization of Dossier. Submission is final when the faculty member has signed a dossier submission form and provided the signed form to the unit administrator. Other than supplementation provided in D-3-a herein, the dossier is final when submitted and may not be supplemented or altered after submission.

E. UNIT LEVEL REVIEW.

E-1. Unit Promotion and Tenure Committee.

a. Membership. The unit faculty shall elect a promotion and tenure committee for each candidate according to the criteria below. The unit faculty may delegate the selection of committee members to the unit administrator.

1. The committee shall be composed of five faculty members. At least three members shall be tenured faculty members in the unit. At least one member shall be a tenured faculty member from outside the unit.

2. The committee shall elect a chair from among their tenured members.

3. Because the promotion and tenure committee is a personnel committee, students and non-university employees shall not serve on the committee.

4. In cases considering promotion to full professor, unit administrators are encouraged to include full professors in the committee.

5. Neither the unit administrator nor the dean may serve as a member of a unit promotion and tenure committee.

6. If there are not three tenured faculty members available to serve on the committee, the unit administrator, in consultation with the dean, shall designate tenured faculty members from other units whose areas of expertise are closely related to the work of faculty in the unit. One such member may chair the committee if there is not a tenured member from the unit available to serve as chair.

7. Upon request by the candidate to the unit administrator, the unit administrator shall provide the candidate with the names of the committee members.

b. Basis for Evaluation. The unit administrator shall submit the completed dossier to the chair of the unit promotion and tenure committee. The review shall be based on the dossier as well as feedback collected by the committee from faculty, staff, and students in the unit. The process for requesting such feedback shall be set forth in the provost's administrative guidance pursuant to section B-2 herein. The committee shall not meet until the dossier and feedback have been available to all members for at least two weeks. The committee may provide the candidate with the opportunity to address the committee in support of his or her application for tenure and/or promotion. The committee shall evaluate the candidate in light of the unit, college and university criteria for tenure and/or promotion.

c. Unit Promotion and Tenure Committee Report. The committee shall write a report recommending whether the candidate should be promoted and/or tenured. For each candidate, the report shall include a brief rationale for the committee's recommendations and an anonymized record of the committee's vote for or against tenure and/or promotion of each candidate. Abstentions are not allowed. The chair of the committee shall deliver the report to the unit administrator. The report shall not be shared with faculty who are not members of the college or university promotion and tenure committees.

E-2. Unit Faculty Voting.

a. General.

1. The dossier must be made available at least two weeks prior to any voting.

2. Faculty who are eligible to vote may assemble to deliberate prior to voting.

3. Voting shall occur using a signed, written ballot in a format provided in the provost's administrative guidance in B-2 herein.

4. Faculty members may submit evaluative comments as part of their ballot to the unit administrator.

5. Unit faculty voting results shall not be shared with the candidate's promotion and tenure committee.

6. Faculty are not required to vote but are encouraged to do so.

b. Voting by Tenured Faculty. In the case of tenure, the unit administrator shall solicit the vote of all tenured faculty members of the candidate's unit regarding whether the candidate should be granted tenure. Non-tenured faculty shall not be eligible to vote.

c. Voting by Promoted Faculty. In the case of promotion, the unit administrator shall solicit the vote of all faculty members of the candidate's unit of the same or higher rank as that to which the candidate seeks promotion. Faculty members of lower rank shall not be eligible to vote.

E-3. Unit Administrator.

a. Unit Administrator's Report. The unit administrator shall prepare a written report after considering the tenure and/or promotion dossier, the unit promotion and tenure committee report, and the unit voting results. The unit administrator's report shall include the anonymized voting results as well as the administrator's recommendation for or against tenure and/or promotion in light of the unit, college and university criteria for tenure and/or promotion. In the event that the administrator submitting the recommendation has not had at least one year to evaluate the candidate, he or she shall disclose this as part of the report.

b. Transmission of Reports to the Candidate and Written Response. The unit administrator shall provide the candidate with copies of the unit administrator's report and the report of the unit promotion and tenure committee. The candidate may provide a written response to the reports within five business days after receiving the reports.

E-4. Forwarding Materials. The unit administrator shall forward the tenure and/or promotion dossier and all reports and the candidate's response, if any, to the dean.

F. COLLEGE LEVEL REVIEW.

F-1. College Promotion and Tenure Committee. Each college having more than one unit shall have a standing promotion and tenure committee. The members shall be tenured and shall serve staggered three-year terms. Each unit shall have one representative elected by the unit faculty. The committee shall elect its chair from among its members or may elect the dean or associate dean to serve as chair without vote. For the College of Business and Economics each major area shall serve as a "unit" for purposes of section F. Names of committee members shall be provided to the candidate upon request to the dean.

F-2. College Promotion and Tenure Committee Evaluation and Report. The committee shall not meet until the dossier has been available to all members for at least two weeks. The committee shall evaluate the dossier in light of the unit, college and university criteria. The committee chair shall write a report for each candidate recommending whether the candidate should be promoted and/or tenured. For each candidate, the report shall include a brief rationale for the committee's recommendations and an anonymized record of the committee's vote for or against tenure and/or promotion of each candidate. Abstentions are not allowed. A tie vote will result in a recommendation of "undecided."

F-3. Dean's Report. The dean shall evaluate the candidate in light of the unit, college and university criteria for tenure and/or promotion then make a written recommendation as to whether each candidate should be promoted and/or tenured after considering the materials presented in the dossier (including all reports, responses and polling information), and advice of the college committee. The dean may also confer individually or collectively with unit administrators about the qualifications of the candidate.

F-4. Transmission of Reports to Candidate and Written Response. The dean shall provide the candidate with copies of the dean's report and the college promotion and tenure committee report. The candidate may provide a written response to the reports within five business days after receiving the reports.

F-5. Forwarding Materials. The dean shall forward the completed tenure and/or promotion dossier and all reports, recommendations, and responses to the provost.

G. UNIVERSITY LEVEL REVIEW.

G-1. University Promotion and Tenure Committee Composition. A university promotion and tenure committee of faculty members, chaired by the provost without vote, is appointed each year.

a. Nominations. One-third of the committee's membership shall be selected by the provost from the previous year's committee; the remaining members shall be selected by the provost and the chair and vice chair of the Faculty Senate from nominations submitted by the senators. The delegation representing the College of Letters, Arts and Social Sciences on Faculty Senate nominates four faculty members who should be representative of the breadth of the disciplines within the college. The delegation representing the College of Agricultural & Life Sciences on Faculty Senate nominates four faculty members from the college comprising two each from (a) faculty with greater than 50% teaching and research appointments and (b) faculty with greater than 50% University of Idaho Extension appointments. The Faculty Senate delegations from the other colleges and the Faculty-at-Large each nominate two faculty members from their constituencies. If senators from a college do not submit nominations by the deadline announced by the provost, the provost shall appoint members from that college, as specified in G-1-b-2 herein.

b. Membership. The membership of the committee shall be as follows:

1. The vice president for research, the dean of the College of Graduate Studies and the provost's designee with primary responsibility for faculty promotion and tenure, to serve *ex officio* (without vote).

2. Two representatives from the College of Letters, Arts and Social Sciences, two representatives from the College of Agricultural & Life Sciences, and one representative from each of the other colleges and the Faculty-at-Large.

3. The committee shall include at least one tenured faculty member (RGP II.G.6.e).

4. Upon request by the candidate to the provost, the provost shall provide the candidate with the names of the committee members.

G-2. University Promotion and Tenure Committee Vote. The committee shall not meet until the dossier has been available to all members for at least two weeks. The committee shall deliberate and vote for or against tenure and/or promotion of each candidate in light of the unit, college and university criteria for tenure and/or promotion. Abstentions are not allowed.

G-3. Provost's Report. The provost shall write a report to the president making a recommendation regarding tenure and/or promotion of each candidate in light of the unit, college and university criteria for tenure and/or promotion. The report shall include a rationale for each recommendation and the anonymized results of voting from the university promotion and tenure committee.

H. DECISION.

H-1. Presidential Approval. The president shall confer with the provost and make the decision regarding tenure and/or promotion for each candidate in light of the unit, college and university criteria for tenure and/or promotion. The awarding of tenure and/or promotion to an eligible faculty member is made only by a positive action of approval by the president.

H-2. Notice to the Candidate. The president shall give notice in writing to the candidate of the granting or denial of tenure and/or promotion by May 1 of the academic year in which the decision is made. (RGP II.G.6.c.) The provost's recommendation shall be forwarded to the candidate at that time. Notwithstanding any provisions in this section to the contrary, no person is deemed to have been awarded tenure solely because notice is not given or received by the prescribed times. If the president fails to notify the candidate of the decision within the required timeframe, it is the responsibility of the candidate to inquire as to the decision.

H-3. Appeals. Appeals regarding promotion or tenure may be filed only after the final decision of the president, which shall be considered the institutional decision (see FSH 3840 B-2).

H-4. Denial of Tenure. If a faculty member is not awarded tenure, the president, at his or her discretion, may:

a. Notify the faculty member that the contract year in which the tenure decision is made is the terminal year of employment (RGP II.G.6.k.), or

b. Issue a contract for a terminal year of employment following the year in which the tenure decision is made (RGP II.G.6.j), or

c. Issue to the faculty member contracts of employment for successive periods of one (1) year each. Such appointment for faculty members not awarded tenure must be on an annual basis, and such temporary appointments do not vest in the faculty member any of the rights inherent in tenure and there shall be no continued expectation of employment beyond the annual appointment (RGP II.G.6.j).

I. IMPLEMENTATION.

    I-1. Effective Date. This policy shall be effective April 1, 2020.

    I-2. Applicability.

        a. The provisions of section C herein (Schedule for Promotion and Tenure Consideration) shall apply to faculty hired after the final approval of this policy.

        b. Faculty hired before the adoption of this policy shall be governed by the provisions of section C herein unless written notice of election not to be governed by Section C is provided to the unit administrator, dean and provost prior to April 1, 2020.

        c. Faculty who elect not to be governed by the provisions of section C herein are subject to the corresponding policies regarding the timing of promotion and tenure in place immediately prior to the adoption of this policy, specifically those in FSH 3520 and FSH 3560. These previous policies shall remain available on the provost's web page.

FSH 3510
THIRD YEAR REVIEW

A. GENERAL. In addition to the annual evaluation of faculty by the unit administrator, each full-time, untenured faculty member shall be reviewed by a committee of colleagues during the 24- to 36-month period after beginning employment at UI. The committee shall provide the faculty member with a detailed report regarding the faculty member's progress toward tenure and/or promotion. The third year review process shall not include a vote of the committee or unit faculty.

B. THIRD YEAR REVIEW COMMITTEE. A third year review committee shall be formed according to the process outlined in FSH 3500 E-1-a.

C. BASIS FOR EVALUATION. The unit administrator shall provide the completed dossier (FSH 3500 D), excluding external peer reviews, to the chair of the committee. The review shall be based on the dossier as well as feedback collected by the committee from faculty, staff, and students in the unit in light of the unit, college and university criteria for tenure and/or promotion. The process for requesting such feedback shall be set forth in the provost's administrative guidance pursuant to FSH 3500 B-2.

D. COMMITTEE REPORT AND CANDIDATE RESPONSE. The committee shall write a report evaluating the faculty member's progress toward tenure and/or promotion in each of the faculty member's responsibility areas. The report shall provide guidance regarding the steps necessary to continue making progress toward tenure and/or promotion. The faculty member may provide a written response to the report within five business days after receiving the report. The chair of the committee shall forward the report and any response from the candidate to the unit administrator.

E. UNIT ADMINISTRATOR'S REPORT AND CANDIDATE RESPONSE. The unit administrator shall write a report evaluating the faculty member's progress toward tenure and/or promotion in each of the faculty member's responsibility areas in light of the unit, college and university criteria for tenure and/or promotion. The report shall provide guidance regarding the steps necessary to continue making progress toward tenure and/or promotion. The faculty member may provide a written response to the report within five business days after receiving the report.

F. DEAN'S REPORT AND CANDIDATE RESPONSE. The committee report, the unit administrator's report, the candidate's response(s), if any, and the tenure and/or promotion dossier shall be forwarded to the dean. The dean shall write a report evaluating the faculty member's progress toward tenure and/or promotion in each of the faculty member's responsibility areas in light of the unit, college and university criteria for tenure and/or promotion. The report shall provide guidance regarding the steps necessary to continue making progress toward tenure and/or promotion. The faculty member may provide a written response to the report within five business days after receiving the report.

G. FORWARDING MATERIALS. The dean shall forward all materials to the faculty member and to the provost's office for recordkeeping.

H. IMPLEMENTATION. This policy shall be effective July 1, 2020.

3520

FACULTY TENURE

PREAMBLE: This section defines tenure and sets out the procedure by which a faculty member is evaluated, at the department, college, and university level, for a possible award of tenure. In general, the material gathered here was all an original part of the 1979 Handbook. The material that provides the first sentence of what is now subsection F, H-1, I-1 through I-3 was added in July 1987. At that time what is now subsection D (criteria for tenure) and subsections I-4 and J-1 (specifying review at the university level) were added and what is now H-4 (concerning the formal tenure review process) greatly enlarged. Substantial revisions to D, H-3, H-4, H-5, and I-4 were made in July 1998. The tenurability of lecturers and senior instructors was clarified (Section E) in July 2001. Subsections F, G, and H were revised and J-3 added in July 2002, G-1 and H-3 were substantially revised July 2005. In July 2007 the form underwent substantial revisions to address enforcement and accountability issues in the UI promotion and tenure process as well as align the form with the Strategic Action Plan. Minor rearrangements and clarifications were made January 2008. In January 2010 this section was again revised to reflect changes in the faculty position description and evaluation forms intended to simplify the forms while better integrating faculty interdisciplinary activities into the evaluation process. In July 2011 changes to F-9 were made to make automatic the one year extension for childbirth/adoption. In July 2012 the percentage requirement for student membership on tenure committees was removed to better align this policy with Regent's policy which states only that students be included. In July 2013 Regent's no longer required students on tenure committees, thus the university revised its policy to allow units to determine and to note same in their by-laws. In July 2017 changes were made to clarify the language in F-9 for tenure extensions. Except where specifically noted, the rest of the text was written in July 1996. More information may be obtained from the Provost's Office (208-885-6448). [ed. 7-97, 7-02, rev. 7-98, 7-01, 7-02, 7-05, 7-07, 1-08, 1-10, 7-11, 7-12, 7-13, 7-17]

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A. GENERAL. Tenure has as its fundamental purpose the protection of academic freedom in order to maintain a free and open intellectual atmosphere. The justification for tenure lies in the character of scholarly activity, which requires protection from improper influences from either outside or inside the university. A tenure policy strengthens the capability of a university to attract and retain superior teachers and scholars as members of the faculty. UI's tenure policy improves the quality of the faculty by requiring that each faculty member's performance be carefully scrutinized before tenure is granted and on an annual basis thereafter [see FSH 3320]. *[ed. 7-98, ed. & ren. 1-10]*

B. DEFINITIONS.

B-1. Board. As used throughout this section, "board" refers to the State Board of Education and Board of Regents of the University of Idaho. *[ren. 1-10]*

B-2. Tenure is a condition of presumed continuing employment accorded a faculty member by the board, usually after a probationary period, on the basis of an evaluation and recommendation by a faculty committee, by the faculty member's unit administrator, by the college dean, and by the president. After tenure has been awarded, the faculty member's service can be terminated only for adequate cause, the burden of proof resting with UI [see FSH 3910], except under conditions of financial exigency as declared by the board [see FSH 3970], in situations where extreme shifts of enrollment have eliminated the justification for a position, or where the board has authorized the elimination of, or a substantial reduction in, an academic program. *[ed. 7-98, rev. & ren. 2-10]*

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B-3. University. As used throughout this section, "university" and "UI" refer to the University of Idaho. *[ren. 1-10]*

B-4. Faculty Member. For the purposes of this section and certain other sections that contain references to this subsection, "faculty member" is defined as any member of the university faculty who holds one of the following ranks: instructor, senior instructor, assistant professor, associate professor, or professor.

C. CRITERIA FOR TENURE. Tenure is granted only to faculty members who demonstrate that they have made and will continue to make significant contributions in their disciplines through effective performance in the responsibility areas (FSH 1565 C) as specified in their position description. The college and unit criteria [see G-1 and H-2] must also be met. *[rev. 7-98, rev. & ren. 1-10].*

D. TENURABLE RANKS. The tenurable ranks are: senior instructor, assistant professor, assistant research professor, associate professor, associate research professor, professor, research professor, and librarian, psychologist/licensed psychologist, and extension faculty all with the rank of assistant professor, associate professor, and professor. The rank of senior instructor can be used with either a tenure or non-tenure track position but it is not a rank from which a faculty member may be promoted (See FSH 1565 D-1 b.) *[rev. 7-98, 7-01, ren. & rev. 1-10]*

E. TENURE ELIGIBILITY. The granting of tenure is based on the criteria formulated and described below and follows the procedures specified in subsections E, F, G, H, and I. Full time faculty members who hold tenurable ranks are eligible for appointment to tenure under the conditions and through the procedures described in this section. *[ren. & rev. 1-10]*

E-1. Tenure is not awarded automatically, but only on the basis of explicit judgment, decision, and approval. A faculty member who is eligible for consideration for tenure must be evaluated by the unit tenure recommending committee [see G-4] in accordance with the schedule in G-1. That committee's recommendation, together with the recommendations of the faculty member's unit administrator, interdisciplinary leader and center administrator if appropriate, and dean, including all narratives, is forwarded to the president for review. In the event that the administrator submitting the recommendation has not had at least one year to evaluate the candidate, he or she will, except for reasons clearly stated in writing, rely on the evaluations and recommendations of the tenure recommending committee when submitting his or her own recommendation. The candidate is responsible for demonstrating that she or he has met the criteria for tenure. The authority to award tenure rests with the board, which has delegated its authority to the president. *[rev. 7-02, 1-08, ren. & rev. 1-10]*

E-2. A unit administrator is unable to be granted tenure in his or her administrative capacity. A faculty member with tenure in an academic department who is appointed to an academic administrator position retains tenure in that department. (RGP IIG6i) *[rev. 7-02, ren. & rev. 1-10]*

E-3. The Board defines academic administrators who are eligible for tenure as the chief academic officer of the UI (provost), deans, department chairs, and their associates and assistants of academic units. An academic administrator may be appointed with or without academic rank, except that an administrator of an academic department must hold academic rank in a discipline. If the appointment carries academic rank, evaluation for tenure is conducted by the department in which the rank is held. In such cases, tenure will be granted only upon favorable recommendation of the department or upon successful appeal of an unfavorable unit recommendation. In the event that tenure is not granted, the appointee may continue to serve in the administrative or service capacity (except as administrator of an academic department), but without academic rank. *[rev. 7-02, ren. & ed. 1-10]*

F. TIME REQUIREMENTS FOR TENURE ELIGIBILITY.

F-1. Prior to the award of tenure, employment beyond the annual term of appointment may not be legally presumed. (RGP IIG6). Ordinarily a faculty member is not considered for tenure until the fourth full year of probationary service, and consideration is mandatory no later than the sixth full year of service. (RGP IIG6). Credit for prior experience may be given in accordance with the provisions of F-4. In this context, unless otherwise specified, the term "year" means the appointment year, whether that is an academic, calendar, or fiscal year. When the appointment begins after January 1, then the following fiscal year date is the start date to begin counting for consideration for tenure. A faculty member who is not awarded tenure may be given written notice of non reappointment, or be offered

a one-year terminal appointment, or be granted an additional short-term probationary appointment for not more than a twelve-month period by mutual agreement between UI and the faculty member. The decision to offer employment following a denial of tenure is in the sole discretion of the president (RGP IIG6j). [See 3900.] *[rev. 7-98, 7-02, 7-05, ren. & rev. 1-10]*

F-2. Tenure evaluation procedures must be started in sufficient time to permit completion by the end of the time periods indicated in F-1. When authorized by the president or his or her designee, the year in which the tenure decision is made may be the terminal year of employment if the decision is to deny tenure. (RGP IIG6k). *[rev. 7-02, ren. & ed. 1-10]*

F-3. Satisfactory service in any tenurable rank may be used to fulfill the probationary periods required for awarding tenure. A maximum of two years of satisfactory service in the rank of instructor at UI may be recognized in partial fulfillment of the time requirement in the tenurable ranks. *[rev. & ren. 1-10]*

F-4. In cases involving prior equivalent experience, tenure may be granted following less than the usual period of service. In particular, a new faculty member with comparable experience (see FSH 3050 B) from other institutions in relation to the expectations set forth in his/her position description may be granted credit for such experience up to a maximum of four years and may be considered for tenure after a minimum of one full year of service at UI. A faculty member initially employed as an associate or full professor, having already attained tenure at another college or university may be appointed with tenure. However, before any negotiations for appointment with tenure can begin, this action must be supported by a majority vote of the tenured faculty in the department or equivalent unit and by the university administration. If an associate or full professor is not appointed with tenure, they are considered for tenure not later than the fourth full year of service. *[ed. 7-98, rev. & ren. 1-10, rev. 1-14]*

F-5. In the event that a nontenured faculty member's service at UI has been discontinuous, prior years in the same or a similar tenurable rank may be counted toward tenure eligibility, subject to the limitation stated in F-3 with respect to instructors, and subject to the conditions that: *[rev. & ren. 1-10]*

   a. Not more than three years have passed since the faculty member left UI. *[ed. 1-10]*

   b. Applicability of the prior service toward tenure must be stated in writing before reappointment.

   c. At least one additional year is to be served before tenure is recommended.

F-6. If a tenured faculty member leaves UI and later returns to the same or a similar position after not more than three years, the appointment may be with tenure, or he or she may be required to serve an additional year before a tenure decision is made. Notification of probationary or tenure status is to be given in writing before reappointment.

F-7. When a nontenured faculty member holding academic rank moves from one department to another within UI, the faculty member must be informed in writing by the provost, after consultation with the new department, as to the extent to which prior service will count toward tenure eligibility. (RGP IIG6l) *[rev. 7-02]*.

F-8. When a tenured faculty member moves from one position to another within UI, or accepts a change from full-time to part-time appointment, his or her tenure status does not change. While a tenured faculty member is serving as a unit administrator, college dean, or in some other administrative or service capacity, he or she retains membership, academic rank, and tenure in his or her academic department. Should the administrative or service responsibilities end, the faculty member resumes duties in his or her academic discipline.

F-9. Extensions.

   a. Childbirth/Adoption: A faculty member in a tenure-track position who becomes the parent of a child by birth or adoption, may request an automatic one-year extension of the probationary period for tenure. Childbirth or adoption shall be considered an exceptional case justifying an extension under Regents' Policy II.G.(4)(b) and will not prejudice a subsequent contract renewal decision. In the event that the

extension is requested and granted before the third year review, the review is also automatically delayed for one year. *[add 7-11, rev. 7-17]*

b. Other Circumstances: An extension of the probationary period for tenure may be granted in other circumstances that may impede a faculty member's progress toward achieving tenure, including significant responsibilities with respect to elder/dependent care obligations and disability/chronic illness, or other exceptional circumstances. *[rev. 7-11, ed. 7-17]*

c. Procedure for Requesting an Extension:

1. The faculty member must request the extension from the Provost in writing by June 1st before the review process begins and must include appropriate documentation of the childbirth, adoption, or other circumstance. *[rev. 7-17]*
2. Except to obtain necessary consultative assistance on medical or legal issues, only the Provost will have access to documentation pertaining to a request related to disability or chronic illness. The provost will, at his or her discretion, determine if consultation with the dean and/or department is appropriate. The provost shall notify the faculty member, department chair, and dean of the action taken.*[ren. 7-17]*
3. In most cases, extension of the probationary period will be for one year. However, longer extensions may be granted upon a showing of need by the faculty member. Multiple extension requests may be granted. *[rev. & ren. 7-17]*
4. If a probationary period extension is approved, a reduction in productivity during the period of time addressed in the request should not prejudice a subsequent contract renewal decision. In the event the probationary period is approved before the third year review, the review is automatically delayed. *[rev. 7-11, ren. 7-17]*

G. EVALUATION FOR TENURE.

G-1. Unit Criteria. The faculty of each unit or equivalent unit establishes specific criteria for tenure. The criteria shall include a statement regarding the role of interdisciplinary activity. The unit criteria may be revised at any time by a majority vote of the unit faculty, and they must be reviewed for possible changes at intervals not to exceed five years (see FSH 1590). Revisions may not be retroactive but, for tenure evaluation purposes, are considered proportionately in conjunction with criteria that were previously in force. Unit criteria must be consistent with the college criteria and are subject to review by the college committee on tenure and promotion. *[rev. 7-06, 1-08, ren. & rev. 1-10]*

G-2. College Criteria. College criteria must be consistent with university criteria. *[add. 1-10]*

G-3. Annual Review (FSH 3320). The basis for the annual review is performance in relation to the position descriptions for the period under consideration where such descriptions have been developed according to the policies stated in FSH 3050 and in relation to the unit criteria for tenure and promotion. In the case of members of instructional faculty, the annual student evaluation of teaching is carefully weighed in this review. Each college must have procedures that guarantee that the student evaluations are considered (college procedures are subject to review and approval by the president and the board). The unit administrator's annual evaluations, including all narratives and any evaluative comments provided by interdisciplinary/center administrators or from those administrators of faculty holding joint appointments—together with the judgments of higher administrators, are used as one of the bases for recommendations concerning salary, reappointment, nonreappointment, promotion, tenure, or other personnel actions, as appropriate. *[ren. & rev. 1-10]*

G-4. Third Year Review. A more thorough review by a non-tenured faculty member's colleagues is held during the 24 to 36 month period after beginning employment at UI. The candidate creates a professional portfolio (see FSH 3570). A committee is appointed, in accordance with procedures determined by each unit, to consider the progress of each faculty member. The detailed procedures for appointing the committee and conducting the third-year review are developed by the faculty of each unit and made a part of the unit bylaws. In case of a conflict, the below requirements in a. supersede college and unit bylaws. *[rev. 7-98, 7-05, 1-08, ren. & rev. 1-10]*

a. At a minimum, the candidate must submit the following materials:

1. Current curriculum vitae;

2. Annual evaluations and other progress reviews from unit administrator(s), dean(s) and center administrator(s) where applicable; in the case of joint appointments and appointments where interdisciplinary activities are part of the faculty member's position description, or in cases where faculty are located at centers or offsite locations, the secondary unit administrator and dean and/or center administrators' evaluative comments shall also be included; *[rev. 1-10]*

3. Professional Portfolio (see FSH 3570); *[add. 1-10]*

4. At the candidate's discretion, additional material may be prepared and made available to all who are evaluating his/her suitability for tenure and/or promotion. Materials from the following areas, should also be included as appropriate: advancement, interdisciplinary activity, professional development and professional service. *[add. 1-10]*

b. The faculty member is given a copy of the committee's report and is informed in writing by the unit administrator of strong and weak points that are brought out by this review. The following materials are then submitted to the Provost's Office: *[rev. 1-10]*

1. Analysis, recommendations and narratives from: *[rev. 1-10]*
   a) Dean,
   b) Unit chair and, where applicable, interdisciplinary program administrators (those listed on the faculty member's narrative attached to his/her position description) and center administrators, and/or administrators of faculty in joint appointments, and *[rev. 1-10]*
   c) Review committee(s).
2. Complete portfolio of 3rd-year review materials.

G-5. Formal Tenure Review.

a. The formal evaluation for tenure requires assessing the faculty member's performance in meeting the criteria for tenure. To initiate the formal evaluation for the granting of tenure to a faculty member, the unit administrator (or college dean if the unit administrator is under consideration for tenure) obtains the position descriptions and annual evaluations (including all narratives) for the relevant period, the third-year review (all maintained in the unit office), the professional portfolio (from the faculty member, see FSH 3570), summary scores of student evaluations from all classes taught (Institutional Research and Assessment), and the curriculum vitae and reviews all of the previous listed documentation for its completeness and accuracy with the candidate. *[rev. 7-98, 7-02, 1-08, 1-10]*

b. The unit administrator will request an evaluation of the candidate's performance from three to five appropriate external reviewers, who should include tenured faculty at peer institutions. Persons asked to write peer reviews should be at, or above, the rank the candidate is seeking. The names of at least two of these reviewers will be selected from a list suggested by the candidate. See also External Peer Review Guidelines on the Provost website at http://www.uidaho.edu/provost/faculty/tenure.) Final selection of external reviewers should take place at the unit level, in accordance with college policy. The letter of request will include the candidate's curriculum vitae, position descriptions (including narratives) for the relevant period, the professional portfolio, and up to four examples of the candidate's scholarly work. In addition, the letter of request shall include instructions that the candidate be evaluated in relation to the candidate's personal context statement and unit and college criteria. When all deliberations within the university have been completed, the external reviewers' evaluations will be shown to the faculty member after every effort has been made to ensure the reviewer's anonymity. *[add. 7-98, rev. 7-02, 1-08, 1-10]*

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c. Copies of position descriptions, unit tenure criteria, annual evaluations including all narratives, the third year review (if applicable), the professional portfolio, summary scores of the student evaluations, the curriculum vitae, and external peer review letters are forwarded to each person participating in the review at the unit and higher levels. Supplementary material, if any, shall be available for review in the unit office. The results of the student evaluations of teaching must be carefully weighed and used as a factor in assessing the teaching component in tenure determinations. The unit administrator making the recommendation concerning tenure will solicit, and address in his/her summary, the evaluative comments regarding the candidate from all tenured faculty members of the unit, and from interdisciplinary program directors and center administrators (if applicable), and from the unit tenure recommending committee (see G 5 d). The unit administrator's summary should assess the candidate's record in light of the criteria established at the unit, college and university level. Any person having a familial or other similar significant relationship with the candidate is not permitted to serve in any capacity in the review process. Each unit is responsible for developing procedures in its bylaws that meet the requirements of this subsection (unit bylaws are subject to review and approval by the provost, see FSH 1590). A copy of the form to be used in transmitting the recommendations made at each stage of evaluation for tenure appears as the last two pages of this section. [See also FSH 3380 D.] *[rev. 7 98, 7 02, 1 08, 1 10]*

d. The unit tenure recommending committee includes the following: one or more tenured faculty members, one or more nontenured faculty members, and one or more persons from outside the unit. In cases involving the evaluation or review of members of the instructional faculty, inclusion of students shall be determined by the unit's by laws. Student members may include one or more students sufficient to ensure equity of representation and who have had experience in the unit with which the faculty member being evaluated is associated. Each member of the tenure review committee has an equal vote. If a unit decides not to include a student member(s), the unit by laws will address how sufficient student input will be accomplished, e.g. formal teaching evaluations, student testimonials, open forums for comment. In cases involving the evaluation of individuals involved significantly in interdisciplinary activities, one or more members of the appropriate interdisciplinary program(s) faculty shall be included on the committee. No faculty member serves on the unit tenure recommending committee when it is considering his or her own case. The dean is excluded from the unit committee's process. Each unit is responsible for developing procedures, including protocols for voting, in its bylaws that meet the requirements of this subsection (unit bylaws are subject to review and approval by the provost, see FSH 1590). *[rev. and ren. 1 08, rev. 1 10, 7 12, 7 13]*

G-6. Forwarding Materials. The unit administrator forwards his or her completed copy of the recommendation form for each person being considered to the dean along with the recommendation of the unit tenure committee, including all narratives and external review letters. A summary of votes, and any comments by tenured faculty members are also forwarded. Before forwarding the materials to the college, the findings of the unit faculty and unit administrator are relayed in writing to the candidate indicating strengths as well as weaknesses as perceived at the unit level. The candidate has one week from receipt of the findings to provide written clarification if he or she believes his or her record or the unit criteria for tenure have been misinterpreted. Any such clarification is forwarded with the rest of the candidate's materials to the college. *[rev. 7 98, rev. & ren. 1 10]*

G-7. Unit Administrator under Review for Tenure. If a departmental administrator is under consideration for tenure, the forms completed by the departmental tenure committee and the tenured faculty members concerned are forwarded directly to the dean and the dean is responsible for making the summary. (See also FSH 1420 E 6) *[ren. & ed. 1 10]*

H. REVIEW OF RECOMMENDATIONS AT THE COLLEGE LEVEL.

H-1. College Standing Committee. In each college there is a standing committee on tenure and promotion. The members serve terms of not less than three years on a staggered basis. The membership of the committee and the method of selection are prescribed in the bylaws of the college. *[ed. 7 98, ren. 1 10]*

H-2. College Criteria. Each college shall have bylaws, adopted by the college faculty, specifying criteria consistent with FSH 1565 C for granting tenure (and promotion to specific ranks) in that college. The criteria shall include a statement regarding the role ascribed to interdisciplinary activity. College criteria must be compatible with the university wide criteria as specified in FSH 1565 and C above, and are subject to approval by the provost. The dean

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or the faculty (by petition of 20 percent or more of the faculty members of the college) may initiate consideration for revision of the criteria at any time. *[ed. 7-98, 7-01, rev. 7-06, ren. & rev. 1-10]*

H-3. College Standing Committee Recommendations. The College standing committee makes recommendations to the dean and the provost on the tenure of individual faculty members. *[rev. 1-08, ren. 1-10]*

H-4. Dean's Recommendation. The dean considers the recommendations made by the college's committee on tenure and promotion and makes his or her own written recommendation that assesses the candidate's record in light of the criteria established at the unit, college and university level. It is advisable that the dean confer collectively with the unit administrators about the merits of the faculty members whom they are recommending for tenure. Before forwarding the materials to the provost, the findings of the college committee(s) and the dean are relayed to the candidate in writing indicating strengths as well as weaknesses as perceived at the college level. The candidate has one week from receipt of the findings to provide written clarification if he or she believes his or her record or the college criteria for tenure have been misinterpreted. Any such clarification is forwarded with the candidate's materials to the provost. *[rev. 7-98, 1-08, ren. & rev. 1-10]*

I. REVIEW OF RECOMMENDATIONS AT THE UNIVERSITY LEVEL.

I-1. The individual recommendations, together with the summary recommendations of the unit administrator, the recommendations of the college committee and those of the dean, including all narratives, are forwarded for review by the provost. Any individual signed recommendations are placed in the faculty member's personnel file. *[rev. 7-02, ren. & ed. 1-10]*

I-2. The awarding of tenure to an eligible faculty member is made only by a positive action of approval by the president. The president gives notice in writing to the faculty member of the granting or denial of tenure by proffered written contract, of appointment or nonappointment to tenure not later than June 30 (see also FSH 3900 B) after the academic year during which the decision is made. (RGP IIG6c). Notwithstanding any provisions in this section to the contrary, no person is deemed to have been awarded tenure solely because notice is not given or received by the prescribed times. No faculty member may construe the lack of notice of denial of tenure as signifying the awarding of tenure. If the president has not given notice to the faculty member as provided herein, it is the duty of the faculty member to make inquiry to ascertain the decisions of the president. *[rev. 7-02, ren. & ed. 1-10]*

I-3. The board requires the president to provide a list of the faculty members granted tenure in the university's regular semi-annual report to the board. (RGP IIC4b). *[add. 7-02, ren. 1-10]*

(Form to be put on next two pages, in separate document)

3530

NON-TENURE TRACK FACULTY POSITIONS

PREAMBLE: This section, intended to define non-tenure track appointments with faculty status, was added July 2001. Further information may be obtained from the Provost's Office (208-885-6448) or the Office of the Faculty Secretary (208-885-6151).

A. CREATION. Non-tenure track positions may be created upon the recommendation and approval of the department or unit head, the dean, and the provost. Non-tenure track appointments are made only on annual contracts.

B. RIGHTS AND PRIVILEGES. Non-tenured track faculty are eligible for emeritus status (see FSH 1565H) and have the same rights and responsibilities as other faculty at the university. Non-tenure track faculty may use the grievance processes available to other faculty. If the appointment is full-time, non-tenure track faculty receive the same benefits as other full-time employees including educational privileges, however, . Nnon-tenure track faculty are not eligible for sabbatical leaves.

C. PROMOTION. Non-tenure track positions at the assistant and associate professor level are eligible for promotion to the next rank.

> **Commented [LT-V(1):** Revised and moved to 3500-A-2-c

D. PROVOST'S REPORT TO FACULTY AFFAIRS. The provost will provide the Faculty Affairs Committee with a report on non-tenure track positions annually during the fall term.

CE. CONVERSION TO TENURE-TRACK STATUS. Conversion from non-tenure track appointments to tenure-track appointments requires the approval of the provost, dean, unit administrator, and unit faculty. Conversion from non-tenure track appointments to tenure-track appointments requires the approval of the appropriate unit faculty, in accordance with the by-laws of that unit, and compliance with all university policies for tenure-track appointments.

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3560

FACULTY PROMOTIONS

PREAMBLE: This section discusses promotion in rank and the procedures by which a faculty member is evaluated, at the department, college, and university level, for a possible promotion. In particular the charge of the University Level Promotions Committee is given (subsection G). This section was an original part of the 1979 Handbook *and has been revised in very minor ways several times since. In July 1994 it was more substantively revised: subsections A and B were largely rewritten to emphasize the faculty's responsibility for promotion, G-2 (add a "presumption in favor" of the candidate under certain conditions at the university level) and the last sentence of H (providing feedback to the candidate) added. Again in July 1998 there were substantial revisions to E-2 (making formal the requirement and procedures for an external review), and E-5 and F-5 (providing a feedback loop between candidate and subsequent evaluators). In July 2000 section B was revised to make clear that eligibility for promotion in rank necessitated a history of position descriptions that required activities consistent with the criteria for that rank. In July 2002 section D was edited to clarify promotion schedules at each rank. In July 2007 the form underwent substantial revisions to address enforcement and accountability issues in the UI promotion and tenure process as well as align the form with the Strategic Action Plan. In January 2008 the section underwent some minor editing and revising to bring it into greater conformity with other sections of the* Handbook. *In January 2010 this section was again revised to reflect changes in the faculty position description and evaluation forms intended to simplify the forms while better integrating faculty interdisciplinary activities into the evaluation process. In July 2012 the university promotions committee makeup was revised to reflect current practice and align membership to college reorganizations. In July 2014 the cap on non-tenure track faculty appointments in a unit was adjusted and promotion processes from FSH 1565 were moved into this policy and revised. Except where otherwise noted, the text is as of July 1996. Further information may be obtained from the Provost's Office (208-885-6448).* [rev. 7-00, 7-02, 7-07, 1-08, 1-10, 7-12, 7-14]

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A. GENERAL. Promotion to a rank requires the faculty member to meet the requirements for that rank. Responsibility for the effective functioning of promotion procedures rests with faculty and administrators. Decisions are based on thorough and uniform evaluation of the faculty member's performance in relation to the expectations as listed in his/her position description. Performance of university administrative duties as a unit administrator is not a consideration in promotion. *[ed. 1-08, 7-14, rev. 1-10]*

B. BASES OF EVALUATION. Promotion in rank is granted only when there is reasonable assurance, based on performance, that the faculty member will continue to meet the standards for promotion. The faculty member's position description [see FSH 3050], covering the period since appointment to his or her current rank, provides a frame of reference for the unit expectations for satisfactory performance. When the appointment occurs after January 1, the following fiscal year is the first year of the promotion consideration period. In order to form a basis for promotion in rank, the position descriptions must require activity consistent with the criteria for that rank as stated in FSH 1565. The faculty member's professional portfolio (FSH 3570) and other documents are judged in the context of unit and college by-laws as well as the documents listed in E-2-a and E-3 below. *[rev. 7-00, 1-10, ed. 1-08, 7-14]*

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C. RESPONSIBILITY. The responsibility for submitting recommendations in accordance with the prescribed schedule [see D] falls on the unit administrator or on the dean of the college if the college is not departmentalized. Small units may be joined with others for this purpose. The intent is to secure an adequate body of recommendations from those concerned and qualified to participate in the evaluation. The procedure involves successive considerations of the candidate, beginning with the faculty member's colleagues at the unit level, and proceeding through the college level to the university level. Interdisciplinary and center administrators are to be included as appropriate. *[rev. 1-08, ed. 1-10]*

D. SCHEDULE. Consideration of each faculty member for promotion is required according to the following schedule:

D-1. Instructors. Each unit will develop criteria for promotion and review of its instructors. Instructors may be considered for promotion to senior instructor before the end of the third year of full time service in this rank. Instructors who do not seek promotion shall be reviewed at the end of their third year (FSH 3570) and at a minimum of every five years thereafter as determined by the unit's by laws. The committee for third year review, periodic review and promotion, defined by the unit's bylaws, shall include tenure track faculty within the unit.

Part time service is not considered in determining the time for consideration for promotion. Periods of full time service need not be consecutive; however, if there is an interruption of more than three years' duration in an instructor's full time service, the instructor and the unit administrator may agree on an adjustment in the amount of full time service that must be completed before consideration must be given to the instructor's promotion, such adjustment being subject to approval by the provost.

Note: The rank of senior instructor, except in very rare instances, is a terminal rank that does not lead to promotion to the professorial ranks. [See 1565 D-1 b]. *[ed. 7-00, 7-04, 1-10, 7-14]*

D-2. Clinical Faculty. Clinical faculty members are eligible for promotion after completion of time in rank comparable to that for tenure-track faculty, and upon evaluation by departmental, college and university promotion committees. Clinical faculty shall be reviewed during their third year (see FSH 3570). Each unit will develop criteria for promotion and review of its clinical faculty. The promotion process will be consistent with that followed by the unit, college and university for tenure track faculty (see FSH 3560). Clinical faculty will be reviewed at least once every five years thereafter as determined by the unit's by laws. The committee for third year review, periodic review and promotion, as defined by the unit's bylaws, shall include tenure track faculty from the unit. *[add. 7-14]*

D-3. Assistant Professors. Assistant professors are considered for promotion before the end of their sixth year in that rank. When an assistant professor has been considered for promotion and not promoted, he or she will be considered again no less frequently than at five year intervals. The review may be delayed upon the request of the assistant professor and the concurrence of the unit administrator and the dean. Assistant professors who have served eight years in that rank shall be considered for promotion following the process established in this policy. *[ed. 7-97, 7-02, 1-10, ren. 7-14]*

D-4. Associate Professors. Associate professors are considered for promotion before the end of their seventh year in that rank. If review for promotion to full professor is scheduled during the fifth, sixth or seventh full year after the award of tenure then the promotion review may, if it meets substantially similar criteria and goals of the post tenure review, take the place of the periodic performance review required by the board of regents. (RGP IIG-6g) When an associate professor has been considered for promotion and not promoted, he or she should be considered again within five years. The review may be delayed upon the request of the associate professor and the concurrence of the unit administrator and the dean. *[ed. 7-02, 1-10, ren. 7-14]*

D-5. Early Consideration for Promotion. In addition to those whose consideration is mandated by this schedule, a faculty member may be considered for promotion at an earlier time if nominated for consideration by a faculty member of the recommending unit whose rank is higher than that of the nominee. It is suggested that the faculty member proposing to make the nomination confer with the administrator concerned on the merits of giving early

consideration to the nominee. If it is determined that the nomination is to be made, the evaluation process is initiated by the recommending faculty member using a copy of the form that appears at the end of this section. The remainder of the evaluation process is the same for these additional candidates as it is for those regularly scheduled for consideration. A faculty member may request consideration of himself or herself for promotion but such a request does not require that the evaluation and recommendation process be carried out. *[ed. 7-97, 1-10, rev. 1-08, ren. 7-14]*

D-6. Credit for Prior Experience. In cases involving prior equivalent experience, promotion may be considered following less than the usual period of service. In particular, a new faculty member with comparable experience (see FSH 3050 B) from other institutions in relation to the expectations set forth in his/her position description may be granted credit by the provost for such experience up to a maximum of four years. *[rev. 1-10, ren. 7-14]*

E. EVALUATION AND RECOMMENDATION AT THE UNIT LEVEL. *[ed. 7-97, 1-10]*

E-1. Unit Criteria. The faculty of each department or equivalent unit establishes, as appropriate for the unit, specific criteria that are consistent with criteria in FSH 1565 C for promotion in rank. The criteria shall include a statement regarding the role of interdisciplinary activity. Unit criteria are subject to review by the college standing committee on tenure and promotion for consistency with the college criteria. Such criteria may be revised at any time by a majority vote of the unit faculty, but they must be reviewed for possible changes at intervals not to exceed five years (see FSH 1590). Revisions may not be retroactive but, for promotion evaluation purposes, are considered proportionately in conjunction with criteria that were previously in force. *[rev. 1-08, 1-10]*

E-2. Formal Promotion Review.

a. The formal evaluation for promotion requires assessing the faculty member's performance in meeting the criteria for promotion. To initiate the formal promotion evaluation, the unit administrator (or college dean if the unit administrator is under consideration for promotion) obtains the position descriptions for the relevant period (maintained in the unit office), annual performance evaluations, and the third-year review (FSH 3520 G-4) if conducted while in the current rank, including all narratives, the professional portfolio (from the faculty member)(see FSH 3570), summary scores of the student evaluations of all classes taught (from Institutional Research and Assessment), and the curriculum vitae, and reviews the latter for completeness and accuracy with the faculty member. *[ren. & rev. 1-08, rev. 1-10]*

b. Copies of documents referred to in E-2-a., and copies of the unit, college, and university criteria for promotion are made available to each person participating in the review at the unit and higher levels. Supplementary material, if any, shall be available for review in the unit office. [See FSH 3380 D.] The results of the student evaluations of teaching must be carefully weighed and used as a factor in assessing the teaching component in promotion decisions. *[rev. 7-98, 1-10, 7-10, ren. 1-08, 7-14]*

c. All review committees shall be formed consistent with unit by-laws and must include tenure track faculty. If the unit's by-laws do not address review committee makeup, the structure of the tenure committee as described in FSH 3520 G-5 d. shall be used. *[add. 1-10, rev. & ren. 7-14]*

d. Members of the faculty of the candidate's unit (or group of small units joined together for this purpose) whose ranks are higher than that of the candidate are afforded an opportunity to submit their opinions and recommendations on the candidate's promotion on the lower portion of the front page of the prescribed form. The unit administrator making the recommendation will solicit, and address in his/her summary, the evaluative comments regarding the candidate from all faculty members (within the candidate's unit) of a higher rank than the candidate, from interdisciplinary program directors and/or center administrators (if applicable). Any person having a familial or other similar significant relationship with the candidate is not permitted to serve in any capacity in the review process. Each unit is responsible for developing procedures in its bylaws that meet the requirements of this subsection (unit bylaws are subject to review and approval by the provost, see FSH 1590). A copy of the form to be used in transmitting the recommendations made at each stage of evaluation for promotion appears as the last two pages of this section. [See FSH 3380 D.] *[rev. & ren. 1-08, 1-10, ren. 7-14]*

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f. The unit administrator completes the first section on the back of the recommendation form. In arriving at a conclusion, the administrator carefully considers the following (particularly as they relate to the factors listed in B): the information obtained from the curriculum vitae, the position descriptions (including all narratives), the conference with the candidate, the recommendations solicited from the candidate's colleagues, the external reviewers, interdisciplinary administrators and/or center administrators (if applicable) and the results of annual student evaluations of teaching (in the cases of teaching members of the faculty). *[ren. 1-08, rev. & ren. 1-10, rev. 7-14]*

E-3. External Review: In addition to E-2 above, tenure track faculty will require an external review. The unit administrator will request an evaluation of the candidate's performance from three to five appropriate external reviewers, who should include faculty at peer institutions. Persons asked to write peer reviews should be at, or above, the rank the candidate is seeking. The names of at least two of these reviewers will be selected from a list suggested by the candidate. (Also see External Peer Review Guidelines on the Provost website at http://www.uidaho.edu/provost/faculty/tenure.) Final selection of external reviewers should take place at the unit level, in accordance with college policy. The letter of request will include the candidate's curriculum vitae, position descriptions for the relevant period (including all narratives), the professional portfolio, and up to four examples of the candidate's scholarly and creative work. In addition, the letter of request shall include instructions that the candidate be evaluated in relation to the candidate's personal context statement and unit and college criteria. When all deliberations within the university are completed, the external reviewers' evaluations will be shown to the faculty member after every effort has been made to ensure the reviewers' anonymity. *[ren. 1-08, rev. 1-10, ren. & rev. 7-14]*

E-4. Forwarding Materials.

 a. Before forwarding the materials to the college, the unit administrator shall forward the following to the candidate:
- written findings of the unit and/or committee's recommendation and vote*[rev. 7-10]*
- his or her written recommendation which shall include strengths as well as weaknesses as perceived at the unit level. *[rev. 7-10]*

The candidate has one week from receipt of the above to provide written clarification if he or she believes his or her record or the unit criteria for promotion have been misinterpreted. Any such clarification is forwarded with the rest of the candidate's materials to the college.

 b. The unit administrator then forwards the following items to the dean:
- his or her completed copy of the recommendation form for each person considered
- the forms submitted by individual faculty members, including responses from external reviewers, interdisciplinary administrators and/or center administrators (if applicable)
- a summary of votes and any comments
- Any clarification received from the candidate as noted in "a" above.

[rev. 7-98, 1-10, ren. 1-08, 7-14]

E-5. The names of the members of the unit committee are made public after the committee's recommendations have been forwarded. *[rev. 7-14]*

E-6. Unit Administrator Under Review for Promotion. If a unit administrator is under consideration for promotion, the forms completed by the faculty members concerned, are forwarded directly to the dean and the dean is responsible for making the summary. (See FSH 3320-C-2) *[ren. 1-08, 7-14]*

F. REVIEW OF RECOMMENDATIONS AT THE COLLEGE LEVEL.

F-1. College Standing Committee. In each college there is a standing committee on tenure and promotion. The members serve for terms of not less than three years on a staggered basis. The membership of the committee and the method of selection are prescribed in the bylaws of the college. *[rev. 1-08]*

F-2. College Criteria. Each college shall have bylaws, adopted by the college faculty, specifying criteria consistent with FSH 1565 C for granting promotion to specific ranks in that college. The criteria shall include a statement regarding the role ascribed to interdisciplinary activity. College criteria must be compatible with the university wide criteria as specified in FSH 1565 and section A above and are subject to approval by the provost. The dean or the faculty (by petition of 20 percent or more of the faculty members of the college) may initiate consideration for revision of the criteria at any time. *[rev. 1 08, 1 10]*

F-3. College Standing Committee Recommendations. The college standing committee makes recommendations to the dean and provost on promotion of individual faculty members.

F-4. Dean's Recommendations. The dean considers the recommendations made by the college's committee on promotion and makes a written recommendation. It is advisable that the dean confer collectively with the unit administrators about the merits of the faculty members whom they are recommending for promotion. Before forwarding the materials to the provost, the findings of the college committee(s) and the dean are relayed in writing to the candidate indicating strengths as well as weaknesses as perceived at the college level. The candidate has one week from receipt of the findings to provide written clarification if he or she believes his or her record or the college criteria for promotion have been misinterpreted. Any such clarification is forwarded with the candidate's materials to the provost. *[rev. 7 98, 1 08, 7 10, ren. & rev. 1 10]*

F-5. The names of the members of the college committee are made public after the committee's recommendations have been forwarded. *[ren. 1 10]*

G. REPORT OF RECOMMENDATIONS FORWARDED. When an administrator forwards a recommendation to the next higher level, he or she simultaneously reports, in writing, the recommendation to the candidate concerned and to those who have submitted recommendations on that candidate. If the recommendation is negative, then reasons for the negative recommendation are transmitted in writing to the candidate. *[ed. 7 97, ren. 1 08, rev. 1 10]*

H. REVIEW OF RECOMMENDATIONS AT THE UNIVERSITY LEVEL BY THE PROMOTIONS REVIEW COMMITTEE. *[ren. 1 08]*

H-1. All individual recommendations, together with the summary recommendations of the unit administrator, the recommendations of the college committee and those of the dean, including all narratives, are forwarded for review by the provost. Any individually signed recommendations are placed in the faculty member's personnel file. *[rev. 1 08, 1 10]*

H-2. A University Promotions Committee of faculty members, chaired by the provost, is named each year. The committee reviews each promotion recommendation with specific reference to university guidelines and to the criteria established by the unit and college of the faculty member concerned and reflected in the faculty member's position descriptions for the relevant period. This review involves full consideration of the material that was used in making the recommendations at the unit and college levels. *[ed. 7 10]*

a. One third of the committee's membership is randomly selected by the provost from the previous year's committee; the remaining members are selected by the provost and the chair and vice chair of the Faculty Senate from nominations submitted by the senate. The random selection of carryover members is done one week before the senate makes its nominations. The delegation representing the College of Letters, Arts and Social Sciences on Faculty Senate nominates four faculty members who should be representative of the breadth of the disciplines within the college. The delegation representing the College of Agricultural & Life Sciences on Faculty Senate nominates four faculty members from the college two each from (a) faculty with greater than 50% teaching and research appointments and (b) faculty with greater than 50% University of Idaho Extension appointments. The delegations from each of the other colleges and the Faculty at Large each nominate two faculty members from their constituencies. *[rev. 7 12]*

b. Membership of the committee, including carryover members, consists of the provost (chair), two representatives from the College of Letters, Arts and Social Sciences, two representatives from the College

_____

of Agricultural & Life Sciences, one representative from each of the other colleges, the vice president for research, the dean of the college of graduate studies, and the vice provost for academic affairs. The provost, the vice president for research, the dean of the college of graduate studies, and the vice provost for academic affairs shall be *ex officio* members without vote. Applications of faculty members being considered for promotion from the University Library, Law Library, Counseling and Testing Center, and the University of Idaho Extension will be represented by the University Promotions Committee's representative whose own position most closely matches that of the applicant. The names of the members of the University Promotions Committee will be made public as soon as the committee's recommendations have been forwarded. The chair will conduct voting on candidates by closed ballots. *[rev. 7-97,1-10, ed. and ren. 1-08, 7-12, ed. 7-09]*

H-3. A presumption in favor of promotion shall exist for each candidate who comes to the University Promotions Committee with a favorable recommendation from all of the committees that have considered the matter at the unit and college level, from the unit chair and dean directly involved, and from a majority of the faculty members who submitted a recommendation pursuant to section E-2.d. above. Upon showing that the lower level recommendations were made without due regard for the university criteria for the rank sought pursuant to section 1565, Faculty Ranks and Responsibilities, the presumption shall be overcome, and in such case the University Promotions Committee shall state in writing the reasons for the decision. *[ed. 7-98, ren. 1-08, rev. 1-10]*

I. APPEAL. If the President's decision is against promotion, the faculty member has the right of appeal. [See 3840.]

J. ANNUAL TIMETABLE FOR PROMOTION CONSIDERATIONS. The process of promotion considerations is carried out annually. The unit level evaluation for promotion begins summer/early fall and shall follow the timetable provided by the provost and published on the provost's website. *[ed. 7-99, rev. 1-10]*

(Form on next two pages)

_____

REPORT OF EVALUATION AND RECOMMENDATION
FOR PROMOTION IN FACULTY RANK

Date _____

Name _____ Unit _____

Considered for promotion to the rank of _____

Has served in the rank of _____ since _____
===
REQUIRED ELEMENTS OF EVALUATION

Having reviewed the candidate's curriculum vitae, position descriptions and annual evaluations (including all narratives), we concur in their completeness and accuracy. Other documentary material deemed by either of us to be pertinent has been appended to the curriculum vitae.

_____   _____
            (Candidate)   (Unit Administrator)

Copies of the documents referenced in E 2 a. were made available to the persons or groups called upon to participate in the evaluation of the candidate and to make recommendations on his or her promotion. *[ed. 11-11]*

_____
_____ (Unit Administrator)
_____
_____ (Unit Administrator, (Faculty with joint appointments)
_____
Interdisciplinary/Center Administrator (when appropriate)
_____
Interdisciplinary/Center Administrator (when appropriate)

=========================== (cut along these lines) ===================================

RECOMMENDATIONS

Each reviewing individual enters his/her recommendation below. Reviewing faculty members must have a rank higher than the candidate. If there are any considerations that support these recommendations, other than those contained in the records presented to the reviewers, a brief statement of those considerations should be appended. *[ed. 11-11]*

I judge the candidate's performance of the duties assigned in his or her position description to be:
_____ _____ exceptional performance
_____ _____ performance above expectations
_____ _____ performance that meets expectations
_____ _____ performance below expectations
_____ _____ unacceptable performance

I _____ recommend
____ _____ do not recommend
____ _____ abstain from making a recommendation on the proposed promotion.

_____   _____   _____
(Signature)   (Rank)   (Unit)

(Recommendations continue on back of form)

_____

Evaluations of the candidate and recommendations on the proposed promotion have been submitted by _____ faculty members having a rank higher than the candidate. Of these, _____ judged the candidate's performance of assigned duties to be exceptional, _____ judged it to be above expectations, _____ meets expectations, _____ below expectations, and _____ unacceptable. *[ed. 7-10, 11-11]*

Moreover, _____ recommended promotion, _____ recommended against it, and _____ abstained from making a recommendation.

The unit promotion recommending committee _____ does _____ does not recommend that promotion be granted: there were _____ votes in favor of and _____ votes against recommending that promotion be granted, and there were _____ abstentions. *[add. 11-11]*

_____
(Committee Chair)

I _____ do _____ do not recommend that the candidate be promoted. [It is suggested that a narrative statement in support of the recommendation be appended.]

_____
_____
(Unit Administrator)

The college committee on promotions _____ does _____ does not recommend the proposed promotion. The committee's vote was: _____ in favor of, and _____ against the promotion, and there were _____ abstentions.

_____
_____
(Committee Chair)

The unit administrators of this college (did)(did not) meet to consider collectively all of the recommendations submitted by the units. The vote of this group was: _____ in favor of, and _____ against the promotion, and there were _____ abstentions.

I _____ do _____ do not recommend that the candidate be promoted. [It is suggested that a narrative statement in support of the recommendation be appended.]

_____
_____
(Dean)

In the university level review committee, the votes were: _____ in favor of, and _____ against the promotion, and there were _____ abstentions.

_____
_____
(Provost)

I _____ do _____ do not recommend that the candidate be promoted.

_____
_____
(Provost)

I _____ do _____ do not approve the promotion. *[ed. 7-10]*

_____
_____
(President)

3570

PROFESSIONAL PORTFOLIO

PREAMBLE: This section was introduced to the Handbook July 1998 as section B of 1565. For better ease of access it was made its own section in January 2008. In January 2010 this section was revised to reflect changes in the faculty position description and evaluation forms that simplified the forms while better integrating faculty interdisciplinary activities into the evaluation process and a new section C was added. In July 2014 changes were made to clarify that external reviews are not required of all faculty and ensure that tenure track faculty review course material taught by non tenure track faculty. More information may be obtained from the Provost's Office (208-885-6448)). [rev. 1-10, 7-14]

CONTENTS:

A. Introduction
B. Professional Portfolio for Third-Year Review, Tenure, and/or Promotion
C. Academic Unit Context Statement

A. **INTRODUCTION**. Evidence of effective teaching, scholarship and creative activities, outreach and extension, and organizational leadership (FSH 1565-C) is to be provided in a professional portfolio submitted by the faculty member for the third year review (FSH 3520-G-4) and when under consideration for tenure and promotion. The professional portfolio should be designed to complement the faculty member's current curriculum vitae and position descriptions. For evaluative purposes, faculty members may also submit a portfolio on an annual basis. The professional portfolio should address all aspects of the faculty member's responsibilities as defined in their position description (FSH 3050). The preparation of a portfolio encourages one's growth and development in all relevant areas. Through the collection and organization of a variety of materials in combination with self-reflection, one gains an overview of one's responsibilities as a member of the academic community. An individual faculty member understands best what he or she does and the portfolio explains the nature of the faculty member's activities so that others will understand them fully for purposes of assessment. The format and method of presentation of the professional portfolio is a matter of faculty choice, samples are available on the Provost website. *[ren. 7-00, ed. 1-08, rev. 1-10, 7-14]*

B. PROFESSIONAL PORTFOLIO FOR THIRD-YEAR REVIEW, TENURE, AND/OR PROMOTION. Diversity rather than uniformity is encouraged since the portfolio serves to reflect the academic discipline and position description of each faculty member — the context within which each faculty member does his/her job. Following are the minimum requirements for the contents of a professional portfolio. The faculty member may provide additional material that offers further insight into his/her responsibilities and accomplishments. (The portfolio that is forwarded for tenure and/or promotion is limited to twelve pages. At the candidate's discretion, additional material may be prepared and made available to all who are evaluating his/her suitability for tenure and/or promotion. This additional material, if any, is available for review in the departmental office, but is **not** forwarded with the packet.) *[ed. and ren. 7-00, ed. 1-08, rev. 1-10]*

> **B-1. Personal Context Statement** describing the faculty member's scholarly responsibilities within his or her academic unit. The personal context statement is written by the faculty member (limited to two pages) and reviewed by the relevant unit/college/center administrators. The statement may include expectations placed on a faculty member by interdisciplinary programs or research centers, the requirements of joint appointments or other special circumstances. *[rev. 1-10]*

> **B-2. Personal Philosophy Statement** regarding the faculty member's professional activities relevant to his/her position description.

_____

B-3. Evidence not included in the curriculum vitae (as appropriate to the position description) of the faculty member's productivity, scholarly ability, and student success.

B-4. Evidence of professional growth in the faculty member's areas of responsibility.

B-5. In the case of instructional or extension faculty, evidence of evaluation of course/extension material content by tenure track faculty. *[add. 7-14]*

C. ACADEMIC UNIT CONTEXT STATEMENT *[add. 1-10]*

C-1. An Academic Unit Context Statement is included in the package of materials sent to external peer reviewers, when applicable, (see FSH 3520 G-5-b and 3560 E-3). It is intended to inform reviewers about the academic environment at the University of Idaho so that reviewers may consider the similarities and differences between their own academic units and that of the candidate for tenure or promotion. The Academic Unit Context Statement shall be developed and approved by the faculty of the academic unit and reviewed regularly for accuracy. Each faculty member may clarify their unique responsibilities within their Personal Context Statement (see B-1 above). *[rev. 7-14]*

C-2. The Academic Unit Context Statement is included with other materials used in the review process at levels beyond the unit, but is distinct from the Personal Context Statement described in B above.

C-3. The Academic Unit Context Statement describes relevant features of the university, college and academic unit. The context statement should cover the following areas:

a. The usual allocation of effort as described in the position descriptions of faculty in the academic unit.
b. A description of the annual review process and annual performance criteria.
c. Unit/College criteria for promotion and tenure.
d. Resources available to support scholarly activity such as travel, teaching assistants, etc.
e. Other information deemed useful to those outside the academic unit.

Policy Map for New Promotion Tenure Policy (rev. 10/18/19)
Note: This is a rough outline of parallel policies. It does not imply equivalent policies.

NEW POLICY	OLD 3520	OLD 3560	Misc.
3500 A-1 a	B-1		
3500 A-1 b	B-3		
3500 A-1 c			1420 E-1
3500 A-1 d	B-4		
3500 A-1 e	E-3		
3500 A-2 a		A, E-1	
3500 A-2 b		B, F-2	
3500 A-3 a	A		
3500 A-3 b	B-2		
3500 A-3 c	C, E, G-1, H-2	B	
3500 A-3 d	D		
3500 A-4 a			3530 C
3500 A-4 b			3530 E
3500 B-1 -			
3500 B-2 -			
3500 B-3 -			
3500 C-1 a-1		D-1	
3500 C-1 a-2		D-3	
3500 C-1 a-3		D-2	
3500 C-1 a-4		D-4	
3500 C-1 b		D-5	
3500 C-1 c			
3500 C-2 a	F-1, F-2		
3500 C-2 b			
3500 C-3 a	F-1	B	
3500 C-3 b	F-7		
3500 C-3 c	F-8		
3500 C-3 d	F-5, F-6		
3500 C-3 e	F-1, F-2, F-4	D-6	
3500 C-3 f	F-4		
3500 C-3 g	E-2		
3500 C-3 h	G-7	E-6	
3500 C-3 i		E-2D	
3500 C-4 a	F-9A		
3500 C-4 b	F-9B		
3500 C-4 c			
3500 C-4 d			
3500 C-4 e			
3500 C-4 f	F-9C		
3500 C-4 g			
3500 D-1 a	G-5A	E-2A	
3500 D-1 b	G-5A	E-2A	3570
3500 D-1 c		E-2B	3570

NEW POLICY	OLD 3520	OLD 3560	Misc.
3500 D-2 a	G-5A		
3500 D-2 b	G-5A		
3500 D-2 c	G-5A		
3500 D-2 d	G-5A		
3500 D-2 e	G-5B	E-3	
3500 D-3 a		J	
3500 D-3 b			
3500 E-1 a	G-5D	E-2C	
3500 E-1 b	G-5C	E-2B	
3500 E-1 c	G-5D		
3500 E-2 a		E-2D, 2F	
3500 E-2 b		E-2D	
3500 E-3 a	G-5C	E-4	
3500 E-3 b	G-6		
3500 E-4 -	G-6	E-4	
3500 F-1 -	H-1	F-1	
3500 F-2 -	H-3	F-3	
3500 F-3 -	H-4	F-4	
3500 F-4 -	H-4		
3500 F-5 -	H-4	H-1	
3500 G-1 -	H-1	H-2	
3500 G-2 -			
3500 G-3 -			
3500 H-1 -	F-1, I-2		
3500 H-2 -	I-2		
3500 H-3 -		I	
3500 H-4 -	F-1, F-2		
3510 A -	G-4		
3510 B -	G-4		
3510 C -	G-4A, G-4B		
3510 D -	G-4B		
3510 E -			
3510 F -			

New Promotion & Tenure Policy
Frequently Asked Questions
Version 2: revised November 8, 2019

Why are we revising our P&T procedures?

Our current procedure is a complex web of separate policies that are overlapping, inconsistent, and incomplete. They contradict other UI policies as well as unit/college bylaws. This complexity makes it difficult to understand and even more challenging to follow properly.

What are the goals of this revision?

1. To unify provisions of the FSH regarding the promotion and tenure procedure at all levels (unit, college, and university).
2. To help faculty navigate promotion and tenure by clarifying the procedure.
3. To free reviewers to concentrate on the candidate's materials, not on complex procedures and process interpretation.

Are we changing our P&T criteria?

No. The proposed policy addresses the *procedure* for promotion and tenure evaluation. It does not change *criteria* for P&T evaluation. Criteria will remain in unit/college bylaws.

What has changed from our current policy?

All of the procedures have been rewritten. Many changes have been made to provide clarity and create a better process. In addition, the following noteworthy changes have been introduced:

1. A single process for evaluating both promotion and tenure that also allows for evaluation of promotion or tenure alone as needed.
2. Clarity regarding the promotion of non-tenure track faculty.
3. Uniform committee structures across units and colleges and clearly defined criteria for committee membership.
4. Delegation of "administrative guidance" elements to the provost.
5. Uniform dossier requirements including content, submission timelines, and supplemental materials.
6. Further clarification of special circumstances.

Is this different than a version I saw last April or a few weeks ago?

Yes. The draft policy has been continuously revised in response to input from various constituencies and legal counsel.

Where is the "redline" version of the old policy?

This policy incorporates and completely reorganizes the content of three existing FSH sections (3520, 3560, 3570), as well as the content of numerous unit and college bylaws. A

"redline" version (i.e. one that shows changes) would be nearly impossible to create and of little utility to the reader. Instead, we have created a "map" that shows where corresponding policies are located between the new and old versions. This map doesn't include every single detail, but it will guide you to the general location of parallel issues. This new policy will be added in two new chapters: FSH 3500 and 3510. FSH 3530 will remain with proposed updates.

Who has already provided initial feedback?
1. **Spring 2019**: Feedback was collected from Faculty Senate (1 meeting), Faculty Affairs Committee (FAC)(2 meetings), and unit administrators (2 meetings).
2. **Fall 2019**: Feedback was collected from deans (2 meetings), associate deans (3 meetings), Faculty Senate (1 meeting), and FAC (4 meetings).

What if this policy is different from my unit/college bylaws?
This policy contains the entire P&T process so that procedures are not needed in unit or college bylaws (the most frequent source of current conflicts). FSH policies supersede bylaws so there will be an organized effort next spring to remove conflicting policy from bylaws.

Why are clinical faculty not specifically addressed in this policy?
Clinical ranks are addressed in FSH 1565 and 3530. As a clinical faculty member goes through the P&T process, they fall under the "non-tenure track" provisions according to the appropriate rank. This is also true for research professors.

Who wrote the new policy?
The initial draft was created by former Policy Coordinator, Liz Brandt, in fall 2018. A small group of people familiar with the P&T process revised the policy throughout 2018-19 year (Liz Brandt, Torrey Lawrence, Ann Thompson, Mary Stout, and Kim Rytter). Revisions have continued in fall 2019 and feedback was collected from many different constituencies to arrive at a final version that was approved by FAC on Tuesday, October 5, 2019.

What are the next steps?
If approved, all administrative guidance materials will be updated by the Provost in early spring 2020. Training will also be revised and provided to those directly involved in March 2020. The new procedures would go into effect on April 1, 2020.

Questions Added Since October 17 FAQ

Why is the former "portfolio" now limited to eight pages?
The page limit of the candidate's narrative section (3500 D-1-b) generated significant discussion. Some faculty argued for as little as three pages while others advocated for no limit. In the end, FAC approved a limit of eight pages, balancing the need to keep the portfolio concise while still providing sufficient space for the candidate to present his or her case.

Is a department context statement no longer required?

Correct. It is no longer required. This was very problematic in our previous practice because department context statements varied greatly, if they existed at all, and many were extremely general in nature. The new policy allows for the candidate to provide context for their specific position and role at UI. Nothing prevents a candidate from using a department context statement, if they chose to do so.

Why was the "presumption in favor of promotion" not included in the new policy?
The current policy regarding presumption in favor of promotion (FSH 3560 H-3) was largely misunderstood. It was intended to strengthen the position of a case that had strong support at lower levels; however, it was sometimes interpreted to effectively prevent review of a case by the university level promotion committee, thereby weakening the review process and creating inconsistency. It was removed so that all cases are reviewed in the same manner.

Do I get to choose between the old and new policy?
The new policies take effect in spring/summer 2020, but faculty hired prior to approval may elect to use the timing provisions of the old policy or the new policy. The transition details are specified in 3500-I and 3510-H.

Questions?
Contact Torrey Lawrence with questions (tlawrence@uidaho.edu or 885-7941).

Feedback on the New P&T Policy
Collected via online survey Oct. 18-25, 2019
All input was considered by the Faculty Affairs Committee

Section	Comment/Suggestion	Response
FSH 3500 - A. Introduction	Under "Tenurable Ranks", the only ranks that should be tenurable are assistant professor, associate professor, and professor. All others should be non-tenurable. This could be particularly problematic with research professors, which are almost exclusively on soft money.	Incorrect. The new policy reflects current practice and ranks.
FSH 3500 - A. Introduction	Looks great!	Thank you.
FSH 3500 - B. Role of the Provost	The provost's role should be limited strictly to rejection for cause (i.e. academic or workplace misconduct).	The new policy does not expand the provost's role but rather provides further clarity of that role in one location.
FSH 3500 - B. Role of the Provost	This section is clear. My only hesitation is around the B-1 statement. I would suggest editing it so that it pertains to any minor responsibilities and does not include the final tenure and promotion recommendation to the president. In other words, I would not be in support of anyone else subbing for the provost for the actual decision making. If there is ever any appeal from the tenure/ promotion decision, the Provost is the one involved in the hearings, so it would not make sense to have anyone else making the recommendation but then having the provost defend that decision.	This could be added, however, the provost does have the authority to delegate hearings participation.
FSH 3500 - B. Role of the Provost	I wanted additional clarification on timeline for the important roles outlined by the Provost. While there is a timeline provided for when P&T packet materials are submitted by the candidate, there is no corollary timeline for when any mandatory guidance will be released. Particularly I would be concerned about formatting requirements for the CV, formatting for the dossier, etc. Many candidates begin preparing materials early. Is there some assurance that new formatting requirements would not be released a month before the due date? A week? In terms of shared governance, it would be helpful to see an expected timeline outlined for the Provost's duties as well.	Considered by FAC.
FSH 3500 - C. Schedule for Promotion and Tenure Consideration	C1c. This seems squarely aimed at clinical faculty and those seeking promotion to full. I would rather it be two years, rather than three years before promotion could be sought again. It is not clear who is served by this policy. I do not know of very many people who are going up every year, such that it causes a labor burden. And two years time would be sufficient for most folks to get another book, grant, or a few more papers out the door. If we want to encourage the associates who are in a slump, giving them only one shot every three years certainly discourages them from pursuing the promotion. In addition, there should be some clarification about whether letter writers or even letters might be used again? Asking an external reviewer to write ANOTHER letter for someone's promotion send a particular message to that letter writer, in smaller disciplines it may be difficult to identify new letter writers that are experts...and if the cause for failure to be promoted in round 1 was not due to external evaluation, but some other internal matter, I doubt many people would ever try again.	Yes, this does apply to NTT faculty and those seeking promotion to full. Note: with the simple approval of the dean there is no restriction. Regarding letters, we are leaving this to the discretion of chairs.
FSH 3500 - C. Schedule for Promotion and Tenure Consideration	The extension for tenure in the event of having or adopting a child needs to be automatic and not something that requires writing to the provost. This shouldn't be something that is discretionary. Most institutional automatically grant this extension and we should too. (Faculty do not HAVE to go up late in these cases - but they automatically have time added to their clocks).	It is automatic but they must tell the university in writing so that employment processes are followed and documented.
FSH 3500 - C. Schedule for Promotion and Tenure Consideration	Clear!	Thank you.

FSH 3500 - C. Schedule for Promotion and Tenure Consideration	C.1.c doesn't solve any real problem. It creates new problems by discouraging talented people and creating unnecessary barriers to promotion.	It solves the problem of faculty going up only months after being denied without significant changes to their portfolio. This is to protect time of faculty and external reviewers involved in this labor-intensive process. FAC reconsidere and decided not to change the timeline.
FSH 3500 - D. Promotion and Tenure Dossier	Why is there a limit of 8 pages instead of 12? D2C What other evidence of teaching effectiveness would we expect here? Also, why are summer teaching evaluations included in teaching evaluation summaries, when contracts and PDs do NOT include summer for AY faculty? This should be addressed explicitly. There is an error in this sentence: "Because reviewers are asked to provide independent and objective review, reviewers shall not have a personal or professional relationship with the candidate that could prevent a biased assessment." (I would hope we would WANT to prevent a biased assessment, but here it seems that NOT have a relationships that could prevent a biased assessment?) Either you mean the relationship could prevent an objective assessment or you mean that could lead to a biased assessment. D2E. Why are deans not also weighing in on the external reviewers and their appropriateness? It seems that there should be someone beyond the chair and candidate involved in this selection. D3. This timeline is not clear. The consideration for P&T begins in fall. I would hope that candidates would submit to the chair materials for external review by end of May so that external reviewers can be contacted over the summer so that a dossier complete with external reviews would be available to departments by Sept. "Prior to the beginning of the semester" is too late and/or too vague for those needing external reviews. For NTT folks or those without scholarship pieces this timeline is probably fine.	A shorter written was requested by many people. There was much discussion between 3-12 pages. FAC settled on 8. -- D2C other evidence is described in FSH 1565, thus the reference. -- Summers are currently counted. The new policy clarifies "all" evaluations are considered. -- D2E We chose to leave this to unit administrators who know their field best. -- D3 This is addressed in the policy.
FSH 3500 - D. Promotion and Tenure Dossier	Why are we shortening the 12 page narrative to 8 pages??? I personally do not think it's enough.	See above.
FSH 3500 - D. Promotion and Tenure Dossier	I have grave concerns about the state of bylaw approvals. Many units in the University have passed at least one set of bylaws at the unit level that have been sitting with legal for "final approval" for years. This seems an untenable system and runs counter to ideals of shared governance. If unit bylaws set the annual review process, performance criteria, and criteria for P&T it seems absolutely vital that those bylaws be approved by legal in a timely manner. As it stands, most units are operating under the assumption that the bylaws that they have voted on in good faith are their operating bylaws, when in fact this is not the case. Junior faculty are tasked with deciding "which bylaws" apply to them, or are also attempting to operate in good faith that the bylaws passed before they even arrived might eventually "get approved." This is an ad hoc system that must be addressed. I know it is somewhat outside the scope of this report, but it is directly tied to the stability of the P&T system. I hope that it becomes a priority.	This is a valid concern. We have a plan for bylaw approvals (and necessary changes) once this new policy is approved. It will begin in February and we expect approvals by August 2020.
FSH 3500 - D. Promotion and Tenure Dossier	Please consider the following: D-2, e: External Peer Reviews. The unit administrator shall obtain a minimum of three external reviews of the candidate's performance. . . This section requires a minimum of three external reviews, but it does not mention a maximum number of external reviews. A maximum of five external reviews is recommended.	We incorporated this change.

FSH 3500 - D. Promotion and Tenure Dossier	FSH 3500 - D-1 b. I was disheartened to see that the page limit for Candidate Statements appears to have decreased from 12 pages (3570 - B) to 8 pages. If this decrease is accurate, I would like the Faculty Affairs Committee to clarify their reasons for this change.	See above.
FSH 3500 - E. Unit Level Review	Yes! Finally excluding students!! E1a3. Specify a ballot or whether a voice/byhand vote is allowed or not. Must ballots be signed? E.1.b. Specify the ballot to be used. E.2.b. Having the chair provide a report (even a brief rationale for the vote) is a considerable amount of work in the larger colleges. Perhaps if the dean or AD serves in this role they should be providing the rationale. When you have 10 cases, I would imagine there would be a great deal of redundant language in these brief rationales. This would be extra work in our college, where the dean convenes the committee, takes notes and from the notes and conversations composes the dean's letter. This would add another week to the process to have a chair submit the committee rationale to the dean.	Yes, student feedback is collected but they will not sit on P&T committees. -- We added language to require a signed ballot to be provided by the Provost. -- Correct, but many colleges do provide college committtee reports. It must be consistent.
FSH 3500 - E. Unit Level Review	One issue that [faculty member] caught that our committee hasn't yet discussed is regarding composition of college P&T committees. Section V.B.1. states that each unit shall have one representative▢ For the CBE, which has two units, that would mean a committee of two. Yet the Business department, which has six majors, has in the past appointed one representative for each major.	FAC suggested a clarification for CBE due to their unique structure.
FSH 3500 - E. Unit Level Review	Our department currently allows all faculty to vote. I have great concerns with the formation of a five faculty panel. It seems a chair could easily set up a committee that would be in favor or against a particular candidate. In other words, this sets up the possibility of discrimination and unfair process. This would need to be remedied by either allowing entire faculties to vote OR having a random process for selecting committees. This is basic research methods in social science.	All faculty will vote as they do now (see E-2). The committee will now be elected, not appointed.
FSH 3500 - E. Unit Level Review	"1. The committee shall be composed of five members who shall elect a chair from among their tenured members. At least three of the committee members must be tenured faculty members in the unit." I contend that it is inappropriate to require the committee passing judgment on clinical faculty to be primarily from the ranks of tenured faculty. Suggest revising to have the committee reflect the designation of the individual.	Considered by FAC regarding NTT (not just clinical).
FSH 3500 - E. Unit Level Review	Tenure faculty should have a majority of tenure line faculty on their review committees, and clinical faculty should have a majority of clinical faculty on their review committees.	Considered by FAC regarding NTT (not just clinical).
FSH 3500 - E. Unit Level Review	I am concerned with the number of tenured faculty required to be on promotion committees for clinical faculty. There is a history of tenured faculty not understanding the nature of the clinical faculty position, and evaluating us based on the expectations of tenured faculty. Our positions are extremely varied and different, and our promotion committees should be primarily comprised of clinical faculty who understand the nuances and variety encompassed in our positions.	Considered by FAC regarding NTT (not just clinical).
FSH 3500 - E. Unit Level Review	Section E, Unit Level Review Dictates that the unit committee must be comprised of five members, at least three of whom must be tenured. For clinical faculty, why are the majority of members tenured? The majority should be comprised of clinical faculty who better understand clinical positions. ▢	Considered by FAC regarding NTT (not just clinical).

FSH 3500 - F. College Level Review	The college promotion and tenure committee will be voting on the promotion of clinical faculty, yet clinical faculty are not represented on that committee. Suggest separate committees: one for tenure-line and one for clinical.	Considered by FAC regarding NTT (not just clinical).
FSH 3500 - F. College Level Review	Tenure faculty should have a majority of tenure line faculty on their review committees, and clinical faculty should have a majority of clinical faculty on their review committees.	Considered by FAC regarding NTT (not just clinical).
FSH 3500 - F. College Level Review	I am concerned with the number of tenured faculty required to be on promotion committees for clinical faculty. There is a history of tenured faculty not understanding the nature of the clinical faculty position, and evaluating us based on the expectations of tenured faculty. Our positions are extremely varied and different, and our promotion committees should be primarily comprised of clinical faculty who understand the nuances and variety encompassed in our positions.	Considered by FAC regarding NTT (not just clinical).
FSH 3500 - F. College Level Review	Section F, College Level Review Dictates that the college committee must be comprised of three tenured members. For clinical faculty, why are the majority of members tenured? The majority should be comprised of clinical faculty who better understand clinical positions.	Considered by FAC regarding NTT (not just clinical).
FSH 3500 - G. University Level Review and H. Decision	"The committee shall include tenured faculty members." That could be construed in one of two ways. First, of the required positions on the committee, at least two need to be tenured. Second, the committee will be comprised of all tenured faculty members. As above, I suggest having a separate committee for clinical promotion. I'd also suggest infusing clinical faculty members into the university committee. Omitting them (us) is an indication that they (we) are not valued in the process, when we all know we rely on each other to make the U of I the great institution it is.	"Shall include" does not mean all are tenured. It means at least one.
FSH 3500 - G. University Level Review and H. Decision	Tenure faculty should not be the only faculty reviewing clinical faculty at this junction.	Considered by FAC regarding NTT (not just clinical).
FSH 3500 - G. University Level Review and H. Decision	I did not see that there was any way to appeal if the process was faulty or unfair or something like that. Should there be?	Appeals are covered in H-3.
FSH 3500 - G. University Level Review and H. Decision	I am concerned with the number of tenured faculty required to be on promotion committees for clinical faculty. There is a history of tenured faculty not understanding the nature of the clinical faculty position, and evaluating us based on the expectations of tenured faculty. Our positions are extremely varied and different, and our promotion committees should be primarily comprised of clinical faculty who understand the nuances and variety encompassed in our positions.	Considered by FAC regarding NTT (not just clinical).
FSH 3500 - G. University Level Review and H. Decision	Section G, University Level Review The committee shall include tenured faculty members. For clinical faculty, why are the majority of members tenured? The majority should be comprised of clinical faculty who better understand clinical positions.	Considered by FAC regarding NTT (not just clinical).
FSH 3500 - G. University Level Review and H. Decision	I was unclear from the report if the provost gets an actual counted vote at the University level P&T Committee. As-is, it reads that they do not, though their recommendation report will hold great weight with the President. It would be helpful for additional clarification if that report stands alone, or carries a counted "vote" as we conceive it as part of the actual P&T Committee.	We added "without vote" to the policy.

FSH 3510 - Third Year Review	If we are going through the trouble to make changes, the deadlines should also be made clear here. The 24-36 months, make it seem as though it is a rolling evaluation rather than a routine process that happens almost always in the Spring term. While we are standardizing things, it seems making this something that happens in Spring with a dossier due before close of fall term would make sense. "The dossier is due prior to the beginning of Spring term that would fall after the 24th month but before the 36th month of employment."	This comment assumes all faculty are hired in August. They are not. The policy must address all hiring possibilities.
FSH 3510 - Third Year Review	I think this process remains the most vague. While the requirements for committee and evaluation are relatively clear, upper-administration's duties are not. Are candidates notified in writing that they passed Third Year Review? If not, what is the reasoning for this? It is standard business practice to inform employees about the results of major performance evaluations. As I understand it, as of last year, Third Year Review candidates were not informed if they "passed." Instead the expectation is "no news is good news." While they see the letter written by their Dean to the Provost office, a lack of final confirmation/communication is troubling. This is not standard at most peer institutions. Candidates have an expectation of receiving a letter from upper administration confirming that they are meeting standards. This paperwork is additional good faith that faculty rely upon. It builds a paper trail that should reflect their progress towards tenure. Removing a final reporting function seems like a step away from shared governance. There should be duties beyond mere "record keeping."	There is no "pass" or "fail" in this process. The candidate receives all reports. If any employment action is taken, it is done through other policies in FSH, not part of the third year review. -- We added a required response from the dean. FYI Current policy does not require a response from anyone above the dean.
Any additional comments:	All people participating in the process should be instructed to give appropriate deference to the opinions of the department and of the outside reviewers who are the most qualified people to assess the teaching and scholarship of the candidate.	We have multiple levels of review for a variety of reasons. To defer to department/external would obviate the reasons for multiple levels of review.
Any additional comments:	I think it is important that promotion for clinical faculty be primarily considered by other clinical faculty while tenure and promotion for tenure track faculty should remain in the hands of faculty with tenure. While we value the feedback of tenure track faculty, the majority of faculty reviewing a candidate's promotion for a clinical position should also be clinical faculty.	Under consideration by FAC regarding NTT (not just clinical).
Any additional comments:	I LOVE that we are streamlining the process across the university and I really appreciate everyone's work on these changes!!! Having served in FAHB and seeing the inconsistencies across units, I couldn't be any more excited to see this work! I hope we can get it approved!	Thank you.
Any additional comments:	Generally speaking, the move towards standardizing P&T procedural practices across UI is very positive. Allowing a faculty comment period is appreciated. While I am feel like these policy changes are moving us towards a much better place in terms of clarifying the P&T process, I do have remaining concerns about: timeline for mandatory guidance, bylaws that have not been approved by legal...some have been outstanding for over 4 years (with no expected timeline given to any units), and a lack of a final letter/reporting function by upper administration in the Third Year Review process.	See above regarding bylaws, timeline, and final TYR letter.
Any additional comments:	My concern lies with the section stating that an associate professor must wait a full three years if she/he is unsuccessful at promotion to full. The university has started initiatives to reduce associate professor stall outs, which affects women and faculty of color more than white males. This policy will act as a deterrent for associate professors seeking promotion to full professor and will likely increase the number of associate professors on campus. I am strongly against this policy.	See above.

Fall Final Examination Schedule
December 14-18, 2020

Regular classrooms will be used for the exam unless the instructors make special arrangements through the Registrar's Office. In order to avoid conflicts, rooms must be reserved in the Registrar's Office for "common final" exams. Instructors will announce to their classes rooms to be used for all sectioned classes having common final exams. **Instructors may deviate from the approved schedule only upon recommendation of the college dean and prior approval of the Provost.**

First Regular Class Meeting Day of the Week	Class Start Time	Final Exam Day	Final Exam Time	
			From	To
Monday	7:30 AM	Friday	8:00 AM	10:00 AM
Monday	8:30 AM	Monday	8:00 AM	10:00 AM
Monday	9:30 AM	Tuesday	8:00 AM	10:00 AM
Monday	10:30 AM	Wednesday	10:15 AM	12:15 PM
Monday	11:30 AM	Thursday	10:15 AM	12:15 PM
Monday	12:30 PM	Friday	12:45 PM	2:45 PM
Monday	1:30 PM	Monday	12:45 PM	2:45 PM
Monday	2:30 PM	Wednesday	3:00 PM	5:00 PM
Monday	3:30 PM	Monday	3:00 PM	5:00 PM
Monday	4:30 PM	Thursday	3:00 PM	5:00 PM
Tuesday	8:00 AM	Thursday	8:00 AM	10:00 AM
Tuesday	9:30 AM	Wednesday	8:00 AM	10:00 AM
Tuesday	11:00 AM	Friday	10:15 AM	12:15 PM
Tuesday	12:30 PM	Tuesday	10:15 AM	12:15 PM
Tuesday	2:00 PM	Thursday	12:45 PM	2:45 PM
Tuesday	3:30 PM	Friday	3:00 PM	5:00 PM
Wednesday	7:30 AM	Tuesday	8:00 AM	10:00 AM
Wednesday	8:30 AM	Wednesday	8:00 AM	10:00 AM
Wednesday	9:30 AM	Thursday	8:00 AM	10:00 AM
Wednesday	10:30 AM	Monday	10:15 AM	12:15 PM
Wednesday	11:30 AM	Tuesday	10:15 AM	12:15 PM
Wednesday	12:30 PM	Wednesday	12:45 PM	2:45 PM
Wednesday	1:30 PM	Thursday	12:45 PM	2:45 PM
Wednesday	2:30 PM	Friday	12:45 PM	2:45 PM
Wednesday	3:30 PM	Tuesday	3:00 PM	5:00 PM
Wednesday	4:30 PM	Tuesday	3:00 PM	5:00 PM
Thursday	8:00 AM	Friday	8:00 AM	10:00 AM
Thursday	9:30 AM	Monday	8:00 AM	10:00 AM
Thursday	11:00 AM	Monday	10:15 AM	12:15 PM
Thursday	12:30 PM	Wednesday	12:45 PM	2:45 PM
Thursday	2:00 PM	Wednesday	12:45 PM	2:45 PM
Thursday	3:30 PM	Thursday	3:00 PM	5:00 PM
Friday	7:30 AM	Wednesday	8:00 AM	10:00 AM
Friday	8:30 AM	Thursday	8:00 AM	10:00 AM
Friday	9:30 AM	Friday	8:00 AM	10:00 AM
Friday	10:30 AM	Thursday	10:15 AM	12:15 PM
Friday	11:30 AM	Tuesday	10:15 AM	12:15 PM
Friday	12:30 PM	Monday	12:45 PM	2:45 PM
Friday	1:30 PM	Tuesday	12:45 PM	2:45 PM
Friday	2:30 PM	Friday	3:00 PM	5:00 PM
Friday	3:30 PM	Monday	3:00 PM	5:00 PM
Friday	4:30 PM	Wednesday	3:00 PM	5:00 PM

- **Common final exam** periods are from 7:00 to 9:00 p.m. on Monday, Tuesday, Wednesday, and Thursday.

- Students with more than two finals in one day may have the excess final(s) rescheduled. The **conflict exam** periods are from 5:00 to 7:00 p.m. on Thursday and Friday. A student must make arrangements with the department and the instructor of the course to schedule the final exam in one of the conflict exam periods.

- Evening classes, those starting at 5:00 p.m. or later, will have the final examinations during the final exam week at the regular class time.

- For online classes that have in person finals, the final examination will be on the Saturday following the final examination week in the Fall semester. In the Spring semester these in person finals will be held on the Saturday prior to the final examination week.

- Non-Standard time patterns will use the final exam start time in the day/time pattern of the earlier hour. For example, a Tuesday section with an 8:30 a.m. start time would use the 8:00 a.m. final exam time for Tuesday.

- If a class meeting day and time is not found in the final examination schedule above, the instructor of the class is responsible for contacting the Office of the Registrar to identify the appropriate day and time for the final examination.

Spring Final Examination Schedule
May 10-14, 2021

Regular classrooms will be used for the exam unless the instructors make special arrangements through the Registrar's Office. In order to avoid conflicts, rooms must be reserved in the Registrar's Office for "common final" exams. Instructors will announce to their classes rooms to be used for all sectioned classes having common final exams. **Instructors may deviate from the approved schedule only upon recommendation of the college dean and prior approval of the Provost.**

First Regular Class Meeting Day of the Week	Class Start Time	Final Exam Day	Final Exam Time	
			From	To
Monday	7:30 AM	Monday	8:00 AM	10:00 AM
Monday	8:30 AM	Tuesday	8:00 AM	10:00 AM
Monday	9:30 AM	Wednesday	8:00 AM	10:00 AM
Monday	10:30 AM	Thursday	10:15 AM	12:15 PM
Monday	11:30 AM	Friday	10:15 AM	12:15 PM
Monday	12:30 PM	Monday	12:45 PM	2:45 PM
Monday	1:30 PM	Tuesday	12:45 PM	2:45 PM
Monday	2:30 PM	Thursday	3:00 PM	5:00 PM
Monday	3:30 PM	Tuesday	3:00 PM	5:00 PM
Monday	4:30 PM	Friday	3:00 PM	5:00 PM
Tuesday	8:00 AM	Friday	8:00 AM	10:00 AM
Tuesday	9:30 AM	Thursday	8:00 AM	10:00 AM
Tuesday	11:00 AM	Monday	10:15 AM	12:15 PM
Tuesday	12:30 PM	Wednesday	10:15 AM	12:15 PM
Tuesday	2:00 PM	Friday	12:45 PM	2:45 PM
Tuesday	3:30 PM	Monday	3:00 PM	5:00 PM
Wednesday	7:30 AM	Wednesday	8:00 AM	10:00 AM
Wednesday	8:30 AM	Thursday	8:00 AM	10:00 AM
Wednesday	9:30 AM	Friday	8:00 AM	10:00 AM
Wednesday	10:30 AM	Tuesday	10:15 AM	12:15 PM
Wednesday	11:30 AM	Wednesday	10:15 AM	12:15 PM
Wednesday	12:30 PM	Thursday	12:45 PM	2:45 PM
Wednesday	1:30 PM	Friday	12:45 PM	2:45 PM
Wednesday	2:30 PM	Monday	12:45 PM	2:45 PM
Wednesday	3:30 PM	Wednesday	3:00 PM	5:00 PM
Wednesday	4:30 PM	Wednesday	3:00 PM	5:00 PM
Thursday	8:00 AM	Monday	8:00 AM	10:00 AM
Thursday	9:30 AM	Tuesday	8:00 AM	10:00 AM
Thursday	11:00 AM	Tuesday	10:15 AM	12:15 PM
Thursday	12:30 PM	Thursday	12:45 PM	2:45 PM
Thursday	2:00 PM	Thursday	12:45 PM	2:45 PM
Thursday	3:30 PM	Friday	3:00 PM	5:00 PM
Friday	7:30 AM	Thursday	8:00 AM	10:00 AM
Friday	8:30 AM	Friday	8:00 AM	10:00 AM
Friday	9:30 AM	Monday	8:00 AM	10:00 AM
Friday	10:30 AM	Friday	10:15 AM	12:15 PM
Friday	11:30 AM	Wednesday	10:15 AM	12:15 PM
Friday	12:30 PM	Tuesday	12:45 PM	2:45 PM
Friday	1:30 PM	Wednesday	12:45 PM	2:45 PM
Friday	2:30 PM	Monday	3:00 PM	5:00 PM
Friday	3:30 PM	Tuesday	3:00 PM	5:00 PM
Friday	4:30 PM	Thursday	3:00 PM	5:00 PM

- **Common final exam** periods are from 7:00 to 9:00 p.m. on Monday, Tuesday, Wednesday, and Thursday.

- Students with more than two finals in one day may have the excess final(s) rescheduled. The **conflict exam** periods are from 5:00 to 7:00 p.m. on Thursday and Friday. A student must make arrangements with the department and the instructor of the course to schedule the final exam in one of the conflict exam periods.

- Evening classes, those starting at 5:00 p.m. or later, will have the final examinations during the final exam week at the regular class time.

- For online classes that have in person finals, the final examination will be on the Saturday following the final examination week in the Fall semester. In the Spring semester these in person finals will be held on the Saturday prior to the final examination week.

- Non-Standard time patterns will use the final exam start time in the day/time pattern of the earlier hour. For example, a Tuesday section with an 8:30 a.m. start time would use the 8:00 a.m. final exam time for Tuesday.

- If a class meeting day and time is not found in the final examination schedule above, the instructor of the class is responsible for contacting the Office of the Registrar to identify the appropriate day and time for the final examination.

Attachment 4

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: _____

Administrative Procedures Manual [APM] ☐ Addition ☒ Revision* ☐ Deletion* ☐ Emergency
Minor Amendment ☐
    Chapter & Title: **20.05** _____

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):   **Linda Campos**   **11/20/2019**
(Please see FSH 1460 C)   Name   Date
      Telephone & Email: **5-6530**   **lcampos@uidaho.edu**

Policy Sponsor: (If different than originator.)   **Brian Foisy**   **11 - 22 - 19**
                                     Name   Date
      Telephone & Email: 5-7090   brianfoisy@uidaho.edu

Reviewed by General Counsel ___Yes ___No   Name & Date: _____

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.
    These sections of the APM have been updated to reflect the procedures more accurately and minimize unnecessary information. Will hopefully minimize the effort needed to maintain APM's accuracy going forward. In addition, we have modified to reflect that we have changed our policy on check cashing – UI will no longer cash personal checks for employees or students.

II.   **Fiscal Impact:** What fiscal impact, if any, will this addition, revision, or deletion have?
    There are no foreseeable fiscal impacts as the changes are more for clarification of current procedures rather than changes to the procedures.

III.   **Related Policies/Procedures:** Describe other policies or procedures existing that are related or similar to this proposed change.
    APM 20.02 Cashiers will need to be modified for the policy change related to check cashing. I have requested to check-out this policy (on 11/20/2019)

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.

If not a minor amendment forward to: _____

Policy Coordinator Appr. & Date: _____	*FSH* Appr. _____ FC	Track # _____ Date Rec.: _____ Posted: t-sheet

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

20.05 -- Returned Checks
Last updated ~~August 3, 2005~~November 22, 2019.

A. General. Any check ~~that is~~ issued to the UI and returned because of insufficient funds or for any other reason will be held by the ~~Controller's Office~~Student Accounts Office for collection.

B. Actions against Issuer. The ~~Controller's Office~~ Student Accounts Office will ~~also~~ take the following actions against the issuer of a check to UI that is returned unpaid because of insufficient funds or for any other reason:

> ~~A-1. Departmental Charges. Any~~The UI department or other unit that accepts a check that is subsequently returned unpaid may be charged the amount that is uncollected after all collection proceedings have been carried out. In addition, UI departments that accept checks and fail to comply with 20.06, resulting in the return of stale-dated or account-closed checks, will be charged the $20 service fee.

~~B. Process~~. The ~~Controller's~~ Student Accounts Office will initiate the following ~~penalties~~ actions for any checks returned because of insufficient funds, or for any other reason.

B~~B~~-1. Service Fee. A service fee of $20 ~~for each returned check~~ will be charged for each returned check~~. to any~~the person who issues a check to UI that is returned unpaid because of insufficient funds, because it was written against a nonexistent account, or for any other reason.

B~~B~~-2. Privileges Revoked. The privilege of making payments to UI by check ~~or of cashing checks at the cashier's window of Business and Accounting Services or at the Student Union Building~~ will be denied for the remainder of the academic year to any person who issues ~~a total of~~ three ~~(3)~~or more checks that are returned in an academic year. This privilege will not be reinstated by the redemption of the checks. Moreover, the issuer of returned checks that are not redeemed by the end of the academic year will be denied ~~check-cashing~~the privilege ~~privileges~~ of making payments by check for the succeeding academic year.

B~~B~~-3. Legal Proceedings. Legal collection proceedings may be ~~followed~~ pursued when a returned check is not redeemed within 10~~5~~ days after written notification of its return has been sent by the ~~UI Business and Accounting Services.~~ Student Accounts office.

BB-4. Registration Withheld. A student's registration at the UI may be ~~canceled~~ withheld if a check issued to UI in payment of charges on his or her ~~registration fees~~student account is returned unpaid and is not redeemed within 10 days after due notification by ~~Business and Accounting Services.~~ Student Accounts.

C. Departmental Charges. Any UI department or other unit that accepts a check that is subsequently returned unpaid may be charged the amount that is uncollected after all collection proceedings have been carried out. In addition, UI departments that accept checks and fail to comply with 20.06, resulting in the return of stale-dated or account-closed checks, will be charged the $20 service fee.

FY21 GENERAL EDUCATION BASE BUDGET REDUCTIONS BY EXECUTIVE LEVEL

Estimated targets as of Dec. 9, 2019

Area	FY20 Budget	$ Reduction	% Reduction
President	7,813,392	587,000	8%
Provost	86,572,745	11,457,000	13%
DFA	17,539,135	2,147,000	12%
ITS	6,856,148	883,000	13%
Research	5,417,527	662,000	12%
Advancement	4,643,920	-	0%
University Communications & Marketing	2,611,590	-	0%
SUBTOTAL		**15,736,000**	
Central - Fringe Benefits		6,264,000	
GRAND TOTAL		**22,000,000**	

PROCESS GOING FORWARD

▮ VPs, deans and unit leads are developing plans.

▮ Goal is to meet the budget reductions in a collaborative, systemic way.

▮ Ideas implemented so far include voluntary furlough, Voluntary Separation Incentive Program (VSIP), Optional Retirement Incentive Program (ORIP).

▮ Town halls scheduled across units and colleges to answer questions.

PROGRAM APPLICATIONS*

As of Friday, Dec. 6

- ORIP applications: 82
- VSIP applications: 49 (plus 15 who also applied for ORIP)
- Total: 131

- ORIP applications represent $5.9M in salaries.
- VSIP applications represent $3.1M in salaries.

Deadline is Friday, Dec. 13

IDEAS BEING CONSIDERED

- Program Prioritization (academic programs first)
- Public-Private Partnerships (P3)
- Centralizing Services Across the University
- Employee Contract Non-Renewals
- Not Filling Vacant Positions
- Organizational Restructuring
- University-Wide Salary Reductions and Mandatory Furlough

RECRUITMENT EFFORTS

	August 2017-18	August 2018-19	August 2019-20 (So Far)
Emails Sent:	1,553,464	1,836,967	1,069,401
Viewbooks sent	49,626	52,167	42,237

RECRUITMENT EFFORTS

- Every member of the U of I community should embrace recruitment.

- Go into high school classrooms and share your work. Show prospective students the opportunities available at U of I.

- It complements the efforts by recruitment staff.

- Coordinate your efforts. Let SEM know about classroom trips.

- Email SEM@uidaho.edu.

CAPITAL PROJECTS BREAKDOWN

CAFE - $45 Million

- CAFE has three phases that include Rupert, Jerome and Twin Falls.

- We're currently moving forward with the research component at the Rupert property.

- This phase has a $10 million state appropriation and gift dollars – both are restricted in their use and solely intended for CAFE.

- Project funds cannot be used to offset U of I budget deficit.

- Ongoing operation costs to be generated by dairy milk sales and leveraging research activity with federal, state and private support.

CAPITAL PROJECTS BREAKDOWN

ICCU Arena - $51 Million

- Funds come from donation dollars, including ICCU, U.S. Forest Service, U of I Alumni Association and U of I Foundation.

- Student fees of $30 per student, per semester, to fund project.

- Project funds cannot be used to offset U of I budget deficit.

QUESTIONS AND DISCUSSION

University of Idaho

2019 – 2020 University Faculty Meeting Agenda

Meeting #3

Wednesday, February 26, 2020 at 2:30pm (PT) / 3:30pm (MT)

Pitman Center, International Ballroom and
ZOOM to approved site locations

Provost and Executive Vice President John Wiencek (Standing in for President Scott Green)

I.   Call to Order – Provost/EVP John Wiencek

II. In Memoriam – Provost/EVP John Wiencek

III. Meeting Logistics – Faculty Secretary Francesca Sammarruca

IV. Quorum – Faculty Secretary Francesca Sammarruca

V.   Approval of Minutes (vote) – Provost/EVP John Wiencek
     • Minutes of the 2019-2020 University Faculty Meeting #2 (December 11, 2019) **Attach. #1**

VI. Announcements – Provost/EVP John Wiencek

VII. Special Orders–Faculty Senate Chair Terry Grieb

     • Proposed Changes/Additions to Faculty-Staff Handbook (vote)
       o UP-20-005: FSH 1565-C **Attach. #2**
       o UP-20-013: FSH 3240, 1565, 3120 **Attach. #3**
       o UP-20-015: FSH 1640.87, FSH 1640.88 **Attach. #4**

     • Proposed Changes to the University of Idaho Catalog (vote)
       o UCC-20-24: CNR Program Change **Attach. #5**
       o UCC-20-26: CNR Program Discontinuation **Attach. #6**
       o UCC-20-38a: CEHHS Program Discontinuation **Attach. #7**
       o UCC-20-38b: CEHHS Certificate Discontinuation **Attach. #8**
       o UCC-20-19c: CEHHS Program Discontinuation **Attach. #9**
       o UCC-20-38d: CEHHS Program Change **Attach. #10**
       o UCC-20-38e: CEHHS Program Change **Attach. #11**
       o UCC-20-31: Program Discontinuation in Music **Attach. #12**
       o UCC-20-28: COE Program Change (addition of Certificate) **Attach. #13**
       o UCC-20-38f: CEHHS Rexburg Expansion Discontinuation **Attach. #14**
       o UCC-20-45: CAA IAD Name Change **Attach. #15**
       o UCC-20-41: Cybersecurity Degree Addition **Attach. #16**
       o UCC-20-47: Geography Minor Addition **Attach. #17**
       o UCC-20-48: Graduate Certificate in Remote Sensing Addition **Attach. #18**

o UCC-20-50: Master of Natural Resources, Addition of Option **Attach. #19**
o UCC-20-51:   International Agriculture Minor Addition **Attach. #20**
o UCGE: Stopgap Proposal for the ISEM Program: **Attach. #21**

- Proposed Changes/Additions to Faculty-Staff Handbook (<u>no vote</u>)
  o UP-20-052: FSH 3910 **Attach. #22**

- Administrative Procedures Manual (Informational Item – <u>no Vote</u>)
  o UP-20-014: APM 20.01 **Attach. #23**

VIII.   Adjournment

Attachments:

- **Attach. #1** Minutes of the 2019-2020 University Faculty Meeting #2 (December 11, 2019)
- **Attach. #2** UP-20-005: FSH 1565-C
- **Attach. #3** UP-20-013: FSH 3240, 1565, 3120
- **Attach. #4** UP-20-015: FSH 1640.87, FSH 1640.88
- **Attach. #5** UCC-20-24:   CNR Program Change
- **Attach. #6** UCC-20-26:   CNR Program Discontinuation
- **Attach. #7** UCC-20-38a: CEHHS Program Discontinuation
- **Attach. #8** UCC-20-38b: CEHHS Certificate Discontinuation
- **Attach. #9** UCC-20-19c: CEHHS Program Discontinuation
- **Attach. #10** UCC-20-38d: CEHHS Program Change
- **Attach. #11** UCC-20-38e: CEHHS Program Change
- **Attach. #12** UCC-20-31:   Program Discontinuation in Music
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- **Attach. #22** UP-20-052: FSH 3910
- **Attach. #23** UP-20-014: APM 20.01

University of Idaho

2019 – 2020 University Faculty Meeting Minutes – Pending Approval

Meeting #2

Wednesday, December 11, 2019 at 2:30pm (PT) / 3:30pm (MT)

Pitman Center, International Ballroom and
ZOOM to approved site locations

President Scott Green Presiding

I. President Green called the meeting to order at 2:36pm (PT).

II. President Green read the names of faculty members who died since the last General Faculty Meeting:

Walter Kochan
Professor Emeritus of Plant Physiology/Horticulture
October 2019

Jack Vincent
Borah Professor Emeritus of International Relations
September 2019

The President requested a moment of silence in honor of the colleagues who passed away.

III. Meeting Logistics:

Secretary Sammarruca reminded the audience that meeting participants must be eligible members of the faculty in order to vote. She cited policy FSH 1520 II-1 concerning voting eligibility. She listed the 4 approved voting venues and their locations and read the names of the 4 approved counters for each location: Penny Tenuto (Boise); Jim Ekins (CDA); Michael McKellar (Idaho Falls); Benton Glaze (Twin Falls). Assistant to the Senate Celi Rivera and other volunteers will be the counters for Moscow. Off-campus participants should ask questions via ZOOM chat, while Moscow participants should come forward to one of the microphones for questions or comments.

IV. A quorum was present. 107 voting members of the faculty were required for a quorum, 109 members were present (Moscow - 95, Boise - 2, Idaho Falls - 5, Twin Falls - 2, CDA – 5).

V. A motion (Kirchmeier/Grieb) to approve the minutes of the 2019-2020 University Faculty Meeting #1 (September 18, 2019) as distributed was approved unanimously.

VI. President Green announced that the Fall 2019 Commencement will take place on December 14, starting at 12:30pm, and encouraged everyone to attend this important event.

VII. Special Orders:

• Faculty Senate Chair Grieb reviewed the proposed policy changes/additions to the Faculty-Staff Handbook, UP-20-001. New section 3500 addresses the Promotion and Tenure procedures and replaces former sections 3520, 3560, and 3570. New section 3510 contains the updated Third Year Review process, while revised section 3530 addresses Non-Tenure Track Faculty Positions. Chair Grieb thanked the Faculty Affairs Committee and Committee Chair Alexandra Teague for their extensive efforts and Vice Provost Lawrence for his leadership throughout the project. Chair Grieb also recognized the contribution of new University Policy Coordinator, Diane Whitney, who is responsible for policy review.

The floor was opened to discussion. Jennifer Johnson Leung (Mathematics) inquired about the location in FSH 3500 of "compassionate extensions" of the promotion and tenure timeline. In response, FSH 3500 C-4, which addresses extensions for childbirth or adoption (C-4a) and other circumstances (C-4b), was displayed.

Kenton Bird (JAMM) asked why the (former) presumption in favor of promotion (in the case where a candidate's application reaches the university-level promotion committee with unanimously positive votes) was removed. Vice Provost Lawrence explained that, with the former presumption in favor, the university-level committee did not review cases coming to them with unanimously positive votes. This took away an opportunity for review at the top level, which may not be in the candidate's best interest since the President is not bound to follow the earlier recommendations. Furthermore, in the new policy the university-level committee makes recommendations for both promotion and tenure. By removing the formerly stated presumption, everyone is fully reviewed at the university-level, irrespective of previous votes.

Hearing no more questions, Senate Chair Grieb called for a vote on the seconded motion from Faculty Senate to approve the above changes and additions to the Faculty-Staff Handbook. The motion carried with 92 votes in favor and 0 votes against.

• The next item from Faculty Senate was the proposed changes to the University of Idaho Catalog, UCC-20-011, Fall 2020 and Spring 2021 Final Exam Schedules. The proposed changes passed unanimously.

• The last item presented by Faculty Senate was a change to the Administrative Procedure Manual, UP-20-003: APM 20.25: Non-Capital Inventories Control Policy. There were no questions or comments on this informational item.

VIII. President's Remarks:

The President thanked the Senate for their work through a busy semester.

He noted that this Fall U of I will graduate 612 students and asked everyone to join him in celebrating their accomplishments.

President Green moved to the budget challenge. He displayed the reductions, regrouped by executive level, to the fiscal year 2021 General Education base budget. Advancement brought in $51.8 million last year and was not charged with any reductions. Budgets were also left intact for University Communications and Marketing so that they may continue working on student recruiting together with Strategic Enrollment Management.

Vice presidents, deans, and unit heads are developing plans, due January 1, to address the projected $22 million shortfall. The work is being done in a collaborative and systematic way. President Green has been holding "town halls" in colleges and units to communicate and listen (as allowed by his frequent travel to Boise). Every college will have the opportunity to share their thoughts in a town hall.

Voluntary furlough was one of the suggested strategies. So far, 700 hours of voluntary furlough have been taken. The President expressed appreciation to those employees for their willingness to help the university.

The President gave a brief update on the Voluntary Separation Incentive Program (VSIP) and the Optional Retirement Incentive Program (ORIP). The application deadline is Friday, December 13. A total of 131 people have applied to ORIP or VISIP as of December 6. ORIP and VSIP applications represent about 6 million and 3 million in salary, respectively.

Other possible strategies include program prioritization (academic programs will go through the process first), public-private partnerships (P3), and centralizing services. President Green emphasized that P3 is different than outsourcing. P3 is "financial engineering" that generates money while outsourcing is an operational restructuring that saves money. P3 is a source of additional revenue, as it sets up funds which last through lease terms. Centralization of services, which is often misunderstood, is meant here as "distributed centralization". It is about stronger communication lines with the colleges to be able to move resources around more effectively.

Other ideas being considered include: contract non-renewals (a painful step to take); not filling vacant positions (these decisions must be made carefully and with the university's best interest in mind); organizational restructuring (in the sense of reformulating/combining areas for the purpose of efficiency, possibly also at the state level, by sharing resources with our sisters institutions); and (if unavoidable), university-wide salary reductions and mandatory furlough. The last option is one that the President hopes we never need to enact.

The Sustainable Financial Model Working Group proceeds with their tasks and will meet again in February. Their mandate is to focus on how we fund colleges and support services, not on where to cut. This group has broad representation across campus. Although the next few months will be difficult, this process will help us invest in strategic areas that support student success, research, and enable us to "tell our story".

Other working groups have been formed or are in operation. A Student Success Working Group has been convened to present ideas from the student perspective. This group will include representatives from ASUI, Greek Life, Multicultural Affairs, LGBTQA Office, Graduate and Student Professional Association, and Student Bar Association.

Shortly, we will launch a working group charged with planning our path to R-1. Brad Ritts, associate vice president for research, will chair that group. It will have diverse

representation, including members from the College of Graduate Studies, College of Science, CALS, College of Engineering, CLASS, Education, and CNR. There will also be student and external representatives. Communication about this initiative will be coming out soon.

We are making progress with our enrollment initiatives. There is a 1.9% increase in our freshman undergraduate enrollment. Graduate student enrollment is also up. We need to work on student retention, which is down slightly to 77.3%. This is a priority area. Reaching out to struggling students to provide advising can make a difference. It is good news that increasing numbers of high school students are attending our recruitment events. Preliminary figures for next spring are encouraging. More than 1 million emails were sent out since August to prospective students. Faculty are an important part of our recruitment effort. They are encouraged to visit the high schools to talk about their discipline, their research, and available opportunities. This work complements the efforts by recruitment staff. To be sure that all efforts are coordinated, faculty should email SEM@uidaho.edu when planning to visit schools. A faculty "tool kit" will be available to them.

We are meeting our fundraising goals. We raised $51.8 million in the last fiscal year. Our Priority is the Vandal Promise Scholarship, critical to getting students to college by closing the $5,000 funding gap. Twenty-two students have benefited this semester and more will be added next year.

We received a $1 million donation from J.R. Simplot Company which put us over the top on CAFÉ and helped us unlock $10 million appropriated by the state of Idaho. Building the nation's largest research dairy facility will enable completely new research on dairy operations. As the 3rd-largest dairy producer in the country, Idaho will provide insight into the industry's impact on land, water and the environment, as well as opportunities in energy.

Large projects such as CAFE, ICCU Arena and other capital projects are primarily funded by outside donors, such as the state and other sources. Funds are restricted – cannot be used for university operations. Thus, we would still have the same operating deficit if we didn't have these projects. So, we can go ahead and benefit from these projects in the future or lose the funds and still have the same operating deficit.

We are working collaboratively with our partners. We helped cut the ribbon on two new buildings at INL in October. The Collaborative Computing Center (C3) building and the new Cybercore Integration Center builds on a 65 year-long partnership with INL. This is an opportunity for us to again be leaders in cyberspace. Furthermore, U of I helped open the new DeArmond College and University Center at NIC in Coeur d'Alene last September.

There is hard work to be done when we return in January. It will be important to stay united and focus on our future. We can provide great value and the highest quality and we can be proud of our university. The President concluded his remarks with best wishes for the holiday season.

The President opened the Q&A session.

Kenton Bird (JAMM) thanked President Green for his positive attitude, accessibility, and transparency. He asked whether, less than 4 weeks away from the opening of the Idaho legislative session, there is hope to have any relief from the legislature, particularly from the 2% holdback requested by the Governor for the following fiscal year. He also asked what the top three priorities are for the 2020 Idaho legislature, in terms of what the president would

like to see accomplished. Further, Bird asked what we, as private "citizens", can do to help with the university agenda moving forward.

President Green replied that he does not expect much support from the legislature at this point. He did emphasize that no tuition increase is a priority. Although we need tuition money, we must find a balance in order to be competitive with neighboring institutions. He has been in Boise often in the recent past and made our case with the Governor and the House Leadership. The President noted that these communications are in progress and not much more could be reported at the present time.

Holly Wickman (identifying herself as someone who works for the University of Idaho as a whole) expressed concerns that the business model might promote isolation rather than cooperation. She asked how the university plans to reward cooperative efforts among colleges.

In response, President Green agreed on the importance of cooperative efforts. He hopes that the new financial model will incorporate those values. He also noted that the Research Working Group may be of help with suggestions to address those concerns.

IX. A motion to adjourn the meeting (Grieb/Kirchmeier) passed unanimously. The President adjourned the meeting at 3:30pm (PDT).

Respectfully Submitted

Francesca Sammarruca

Secretary of the University Faculty

POLICY COVER SHEET

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

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

Faculty Staff Handbook (FSH)
☐ Addition X Revision* ☐ Deletion* ☐ Emergency ☐ Minor Amendment
Chapter & Title: **Section 1565: Academic Ranks and Responsibilities, Section C**
_____

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

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

Originator (see FSH 1460 C)   **Alexandra Teague, Chair, Faculty Affairs Committee**

415-702-7104   **/ ateague@uidaho.edu / 19 September 2019**

Policy Sponsor, if different from Originator   Torrey Lawrence, Vice Provost for Faculty   10/11/19
                                        Name   Date
5-7941_____tlawrence@uidaho.edu_____
Telephone   Email

Reviewed by General Counsel   __x_Yes ____No Name & Date: Kim Rytter 10/17/19_____

1. **Policy/Procedure Statement:** Briefly explain the reason for the proposed addition, revision, and/or deletion to the Faculty Staff Handbook or the Administrative Procedures Manual.

Concerns were raised to Faculty Affairs Committee, by Professor Kenton Bird, that faculty were being asked to spend time on student recruitment and retention efforts, and that this work was not being counted on Position Descriptions or evaluations (or was being counted in different ways in different departments). FAC agreed that this was an issue and that FSH policy revision could help. The revisions are intended to help guide administrators and faculty in terms of how to fairly count faculty work on student recruitment and retention efforts. Some language was also revised for consistency among FSH sections.

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

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 (except that this FSH revision should be considered when filling out or updating Position Descriptions or evaluations)

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.

If not a minor amendment forward to: _____

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1565
ACADEMIC RANKS AND RESPONSIBILITIES

PREAMBLE: This section defines the various academic ranks, both faculty and non-faculty (e.g. graduate student appointees and postdoctoral fellows), and their responsibilities. Subsections A, C, D, E, F, and I should be read in conjunction with the policy and procedures concerning granting of tenure and promotions in rank which are contained in 3520 and 3560 (subsection I only in conjunction with 3560). Most of the material assembled in this section was a part of the original 1979 Handbook. *The material in section I was added July, 1987. The definitions of 'postdoctoral fellow' (J-5), 'graduate assistant' (K-3) and 'research fellow' (K-4) were revised in July 1996. Section J-1, voting rights for lecturers, was changed in July 2001. Section A was substantially revised in July 1994, so as to underline better the importance of both teaching and scholarship. At that time 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. Section A underwent additional substantial revision in July 1998 and July 2006, always with the hope of creating greater clarity in a complex subject. Extensive revisions along those same lines were made to B (entirely new and in 2008 B was moved to 3570), C, D, and E, in July 1998. Further, less extensive revisions were made to C-1, D-1, and E-1 in July 2000. In July 2008, this section was reorganized to better reflect classifications as stated in FSH 1520 Article II, no substantive changes were made to policy. In 2009 changes to the faculty position description and evaluation forms integrating faculty interdisciplinary activities into the evaluation processes were incorporated into this policy as of January 2010. 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. In July 2010 the affiliate and adjunct terms were switched to conform to national norms and rank of Distinguished Professor was added. In 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. In 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. In July 2013 definitions for research and teaching assistants were more clearly defined. In January 2014 the time necessary to qualify for Emeritus status was redefined and in July 2014 the cap on non-tenure track faculty appointments in a unit was adjusted and promotion processes clarified and revised. In 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. Further information may be obtained from the Provost's Office (208-885-6448).* [rev. 7-98, 7-00, 7-01, 7-06, 1-08, 7-08, 1-10, 7-10, 7-11, 7-12, 7-13, 7-14, 7-18]

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. *[rev. 7-98]*

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. *[rev. 7-06]*

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]. *[ed. 1-10, rev. 7-14]*

As indicated in Sections 3320-A-1, 3520-G-3, 3560-B, 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 criteria in its bylaws for promotion and review of its faculty (FSH 1520 II, Section 1). The committee for all reviews will be defined in unit bylaws and shall include tenure-track faculty (see FSH 3560 E-2 c). *[ed. 1-08, 7-10, 7-14]*

Faculty members shall conduct themselves in a civil and professional manner (see FSH 3160 and 3170). *[add. 1-10]*

B. DEFINITIONS: *[add. 1-10]*

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."[1]

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.

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[1] National Academy of Science

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 [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 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. *[add. 1-10]*

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 and/or mentoring of students. *[add. 1-10]*

a. ~~Instruction~~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. *[rev. 7-06, ed. 1-10]*

The validation of ~~instruction~~ 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. *[add. 1-10]*

b. Advising ~~and/or Mentoring Students~~: For the purposes of this section, advising includes mentoring and student retention activities. These activities are ~~Advising students is also~~ an important faculty responsibility and a key function of academic citizenship, and . ~~Student advising~~ 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. *[add. 7-06, rev. 1-08, ed. 1-10]*

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

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for advising, especially those involving peer evaluation. *[add. 7-06, ed. 1-10]*

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. *[rev. 1-10]*

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. *[rev. 7-06, 1-10]*

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. *[rev. 7-06, 1-10]*

> **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. *[ed. 7-00, rev. 7-06]*

> 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. *[rev. 7-06]*

> **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. *[rev. 7-06, 1-10]*

> 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. *[rev. 7-06]*

> **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. *[rev. 7-06]*

> 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

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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. *[rev. 7-06]*

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. *[add. 7-06]*

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. *[add. 7-06, rev. 1-10]*

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. *[add. 1-10]*

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; ~~and~~ (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 ~~outreach~~ activities will be counted. *[rev. 1-10]*

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. *[rev. 1-10]*

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. *[add. 1-10]*

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. *[add. 7-06, rev. 1-08, ed. 1-10]*

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. *[rev. 1-10]*

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. *[rev. 1-10]*

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. *[add. 7-06, rev. 1-10]*

(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. *[add. 7-06, rev. 1-10]*

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. *[add. 7-06, rev. 1-10]*

D. UNIVERSITY FACULTY (FSH 1520 Article II):

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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 [see FSH 3560]. 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] *[rev. 7-98, 7-00, 1-10, ed. 7-12]*

   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] *[rev. 7-98, 1-10, rev. and ren. 7-00]*

   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

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academic policy, and in providing intramural and extramural professional service. [1565 C] *[rev. 7-98, 1-10, rev. and ren. 7-00]*

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. *[ed. 7-12]*

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. *[rev. 7-98]*

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. *[rev. 7-98]*

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. *[rev. 7-98, ed. 1-10]*

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. *[rev. 7-98, ed. 1-10]*

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 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.

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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. *[ed. 1-10]*

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. *[ed. 1-10]*

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

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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. *[ed. 1-10]*

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. *[ed. 1-10]*

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: *[ed. 1-10]*

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. *[ed. 1-10]*

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. *[rev. 1-10]*

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

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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[2] is bestowed upon University of Idaho faculty in recognition of sustained excellence in teaching, scholarship[3], 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. *[add. 7-10, rev. 7-12, 8-12]*

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. *[ed. 7-12]*

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. *[rev. 7-12]*

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. *[rev. 7-12]*

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

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[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.*[ed. 7-12]*
[3] Scholarship in this context includes scholarship of discovery, scholarship of pedagogy, scholarship of application and integration, and artistic creativity.

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faculty and administrators of units. Committee members must be tenured professors who themselves have outstanding records of teaching, research and/or outreach. [rev. 7-12]

1. The Provost will request nominations from faculty, deans, directors and unit administrators annually. *[rev. 7-12]*
2. Written nominations will be submitted to the Provost and must include: *[ed. 7-12]*
   a. A nominating letter with a brief summary of the candidate's achievements; *[rev. 7-12]*
   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. *[rev. 7-12]*
3. The University Distinguished Professorship Advisory Committee reviews the nominations and makes recommendations to the Provost for transmittal to the President. *[rev. 7-12]*
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. *[ed. 7-12]*
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 (FSH 3560 D-2) to the ranks of clinical assistant professor, clinical associate professor or clinical full professor. *[rev. 7-11, ed. 7-14]*

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) *[rev. 7-11]*

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. *[rev. 7-11]*

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. *[ed. 7-11]*

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. *[add. 7-11, ren. 7-14]*

E. EMERITI. (FSH 1520 II-2)

E-1. 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, has attained 55 years of age, and attained the rule of 65 (age plus years of service is at least 65), is designated as "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. *[ed. 7-00, 7-02, 1-08, rev. 7-12, 1-14]*

In exceptional circumstances the provost, with the concurrence of Senate Chair, Vice Chair and Faculty Secretary, may suspend the above eligibility rules and award or deny emeritus status to a faculty member. *[add. 1-12]*

E-2. RIGHTS, PRIVILEGES, AND RESPONSIBILITIES. Emeriti are faculty members in every respect, except for the change in salary and in certain fringe benefits, the obligation to perform duties, and the right to vote in faculty meetings. They continue to have access to research, library, and other UI facilities. Emeriti may take an active role in the service and committee functions of their department, college, and the university. UI encourages the voluntary continued participation of emeriti in the activities of the academic community.

E-3. EMPLOYMENT OPPORTUNITIES. *[add. 1-12]*

    a. Emeritus faculty may hold a part-time position at the University of Idaho after retirement, but not a full-time one. When it is in the university's interest, exceptions may be made and the full-time employment limitation may be waived by the president. *[ed. 1-14]*

    b. Units wanting to employ emeritus faculty without a search must request, in writing, a search waiver from the Director of Human Rights, Access & Inclusion.

    c. Search waivers granted to emeritus faculty remain in effect for three full years. Units need only notify Human Resources if they want to continue to employ an emeritus faculty member while the search waiver is in effect. However, a unit is not obligated to employ the emeritus faculty member during this three year period.

E-4. SPECIFIC PROVISIONS FOR EMERITUS PARTICIPATION. *[ren. 7-12]*

a. Departmental mailboxes continue to be available to emeriti who reside locally.

b. A list of emeriti and their mailing addresses is maintained at each level--department, college, and university (Human Resources). *[ed. 7-06, 1-08]*

c. The director of human resources is responsible for supplying information about emeriti for the Campus Directory.

d. Emeriti who have campus mailboxes receive University of Idaho publications by campus mail or upon request by email. *[ed. 7-12]*

e. Emeriti who have departmental mailboxes receive full distribution of notices; otherwise, special requests may be made to the departmental administrator.

f. Ordinary office materials and supplies are available under the same issuing procedures applicable to other members of the department.

g. Departmental postage may be used for professional mail.

h. Offices for emeriti are provided on a space-available basis.

i. One, free non-transferable gold parking permit each year. *[rev. 1-08]*

j. Any discounts available to other members of the faculty and staff through various UI agencies are available to emeriti.

k. Emeriti are included in appropriate university, college, and departmental faculty-staff functions.

l. In the appointment of committees, administrators at all levels and the Committee on Committees consider the availability and desire for significant service of emeriti.

m. There are many areas of activity, professional and other, such as service to the community and special groups within the community and university, in which emeriti may have the time and the inclination to make continuing contributions (e.g., guest lectures, research design, and consultation). In connection with such services, emeriti are not excluded from the travel budget, though they may generally have a lower priority.

n. 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. *[add. 7-99, ren.1-08, ed. 7-12, rev. 7-15]*

E-5. LISTING OF EMERITI IN THE COMMENCEMENT PROGRAM. Names of faculty members who retire after meeting the eligibility requirements stated in E-1 are listed in the program of the commencement exercises held during the fiscal year in which their UI duties end; also, those whose service obligations are to end on or before August 31 following a given commencement will be listed in the program for that commencement. *[ed. 1-10, ren. 7-12]*

E-6. MAINTENANCE OF TIES WITH EMERITI. The Faculty Senate has urged UI units periodically to review their contacts with emeriti and to take steps to ensure that the provisions of this section--particularly b and c, above--are being carried out; moreover, the senate has urged all members of the UI community to seek additional ways of maintaining ties with emeriti and to provide opportunities and the means for them to continue to be a part of, and of service to, the university. *[ed. 1-08, 7-09, ren. 7-12]*

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. *[ed. 1-10]*

F-1. AFFILIATE FACULTY: *[ren. 7-98, 1-08, rev. 7-10]*

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. *[ed. 7-00, 1-10, 12-16, rev. 7-10]*

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. *[rev. 7-10]*

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

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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. *[ed. 7-00, 1-08, 1-10, rev. 7-10]*

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.) *[ren. 1-10, rev. 7-10, ed. 7-11]*

Affiliate faculty members perform administrative, analytical, and research functions that complement UI's mission in teaching, research, and service. *[rev. 7-10]*

   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. *[rev. 7-10, ed. 7-12]*

   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. *[rev. 7-10]*

   3. Affiliate faculty qualify for the faculty-staff educational privilege [see 3740] *[ed. 1-10, rev. 7-10]*

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. *[ed. 7-00, rev. 1-10, 7-10]*

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. *[rev. 7-10]*

   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. *[rev. 7-10]*

   3. An appointment, termination, or other change in affiliate-faculty status is made official by means of a "Personnel Action" form. *[rev. 7-10]*

F-2. ADJUNCT FACULTY: *[rev. 7-10]*

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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.] *[ed. 7-00, 1-08, rev. 7-10]*

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. *[rev. & ren. 1-10, rev. 7-10, ed. 7-11, 7-12]*

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. *[ren. 1-10, rev. 7-10]*

d. Adjunct faculty do not qualify for the faculty-staff educational privilege. (see 3740) *[add. 1-10, rev. 7-10]*

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. *[rev. 7-10]*

   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. *[rev. 7-10]*

   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. *[rev. 7-10]*

   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. *[rev. 7-10]*

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. *[add. 1-10]*

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. *[rev. 7-01, rev. 7-14]*

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. *[ed. 1-10]*

H. NON-FACULTY: Those within this category are not members of the faculty. *[ed. 1-10]*

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.] *[ed. 1-10]*

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.] *[rev. 7-13, 7-18]*

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. *[ed. 1-10, 7-18, rev. 7-13]*

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. *[ed. 1-10, 7-18, rev. 7-13]*

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. *[add. 7-18]*

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.

University of Idaho

POLICY COVER SHEET

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

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

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

Chapter & Title: Sections 3240 Hours of Operation and Rest Periods; 1565 Academic Ranks and Responsibilities; 3120 Faculty Obligations During Period of Appointment

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

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

Originator (see FSH 1460 C)   **Alexandra Teague, Chair, Faculty Affairs Committee**

415-702-7104   / ateague@uidaho.edu / 9 December 2019

Policy Sponsor, if different from Originator _____
                                                                          Name   Date
_____
Telephone   Email

Reviewed by General Counsel   ___Yes ____No   Name & Date: _____

1.   **Policy/Procedure Statement:** Briefly explain the reason for the proposed addition, revision, and/or deletion to the Faculty Staff Handbook or the Administrative Procedures Manual.

Earlier this semester, FAC member Crystal Kolden brought to our attention concerns in her department about the expectation that office hours be held only in person—given the existence of videoconferencing, and also potential issues of being in an office rather than a more public or otherwise safer place if a student is likely to be hostile. When FAC began to review the current language in 3240, we realized that not only did it fail to reflect the reality of contemporary office hours (e.g. that distance faculty hold only online hours), but that the description of office hours belonged with faculty responsibilities in Teaching and Advising in 1565-C, rather than with overall hours of operation for the university.

We moved the office hour section to 1565-C, and made changes to the language to preserve what we saw as the intent of office hours—opportunities for regularly scheduled, synchronous communication between faculty and students—with more flexible approaches to providing that opportunity.

We further found that the Hours of Operation in 3240 included some outdated material (e.g. the Motor Pool), as well as inaccurate information about hours, which prompted a revision of 3240.

Finally, 3240 Section A: Faculty Workloads, which was already cross-referenced with 3120 B, belonged in that section, where we have moved it, which necessitated some renumbering within that section.

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

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; the new location of the office hours information and clarified expectations should just be made clear to faculty and supervisors

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.

If not a minor amendment forward to: _____

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3240

DUTY ASSIGNMENTS AND OFFICE HOURS~~HOURS OF OPERATION AND REST PERIODS~~

PREAMBLE: This section was original to the 1979 Handbook ~~and has had only minor editorial changes sin~~*and had only minor changes until 2019, when it was substantially revised. Policy on office hours was moved to FSH 1565, policy on faculty workloads was moved to FSH 3120, and policy in FSH 3240 on hours of operation was updated. ce. Further information may be obtained from the Provost's Office*, ~~(208-885-6448),~~ *the Office of the Faculty Secretary* ~~(208-885-6151~~*), and the offices of the vice presidents.*

~~**A. FACULTY WORKLOADS.** Assignments of duties to academic personnel are made by college deans [1420 D] and departmental administrators [1420 E] in such a way that the schedule of course offerings will permit each student to complete his or her curriculum in the time prescribed in the catalog and so that the research and service functions of the college and department can be carried out. [For a general statement of the service obligations of faculty members, see 3120 B.]~~

~~**B. DUTY AND OFFICE HOURS.**~~

~~**B-1. General Policy.** Instructional personnel are responsible for being available to students by appointment and at an appropriate number of office hours each week; schedules are to be posted near each faculty member's office door. Departmental administrators, college deans, and other administrative officers are responsible for overseeing the work schedules of the personnel under their jurisdiction.~~

~~**B-2. Major Offices.** Major UI offices are open from 8 a.m. to 5 p.m., including the noon hour. The cashier's window in the Controller's Office is open from 8:30 a.m. to 4:30 p.m. Departmental offices are normally open from 8 a.m. to noon and from 1 to 5 p.m. Facilities Management, Central Receiving/Stores, and Motor Pool are open from 7 to 11:30 a.m. and from 12:30 to 4 p.m.~~

~~**B-3. Summer Hours.**~~ **A. Hours of Operation.** During the academic year, the hours of operation for UI offices are 8:00 a.m. to 5:00 p.m. During the summer (beginning on the Monday following spring commencement and until the day before ~~fall-semester registration~~the beginning of fall semester) ~~administrative offices are open from~~hours of operation are 7:30 a.m. to ~~11:30 a.m. and from 12:30 to~~ 4:30 p.m. ~~This special schedule does not affect the academic schedule or the working hours of personnel in Facilities Management, Central Receiving/Stores, or Motor Pool~~Some offices may be closed for a lunch hour. [Rev. 1-20]

B.~~-4.~~ Rest Periods. Employees may take a 15-minute rest period during each four-hour period worked, provided the supervisor determines that work conditions permit it. The breaks are to be taken at times approved by supervisors and cannot be accumulated. ~~(NOTE:~~ Expenditure of UI funds to provide refreshments for breaks is not permitted. ~~)~~ [Ed. 1-20]

~~**C. HOLIDAYS.** Holidays recognized by the state of Idaho are listed in 3460 F. *[ed. 12-18]*~~

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1565
ACADEMIC RANKS AND RESPONSIBILITIES

PREAMBLE: This section defines the various academic ranks, both faculty and non-faculty (e.g. graduate student appointees and postdoctoral fellows), and their responsibilities. Subsections A, C, D, E, F, and I should be read in conjunction with the policy and procedures concerning granting of tenure and promotions in rank which are contained in 3520 and 3560 (subsection I only in conjunction with 3560). Most of the material assembled in this section was a part of the original 1979 Handbook. *The material in section I was added July, 1987. The definitions of 'postdoctoral fellow' (J-5), 'graduate assistant' (K-3) and 'research fellow' (K-4) were revised in July 1996. Section J-1, voting rights for lecturers, was changed in July 2001. Section A was substantially revised in July 1994, so as to underline better the importance of both teaching and scholarship. At that time 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. Section A underwent additional substantial revision in July 1998 and July 2006, always with the hope of creating greater clarity in a complex subject. Extensive revisions along those same lines were made to B (entirely new and in 2008 B was moved to 3570), C, D, and E, in July 1998. Further, less extensive revisions were made to C-1, D-1, and E-1 in July 2000. In July 2008, this section was reorganized to better reflect classifications as stated in FSH 1520 Article II, no substantive changes were made to policy. In 2009 changes to the faculty position description and evaluation forms integrating faculty interdisciplinary activities into the evaluation processes were incorporated into this policy as of January 2010. 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. In July 2010 the affiliate and adjunct terms were switched to conform to national norms and rank of Distinguished Professor was added. In 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. In 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. In July 2013 definitions for research and teaching assistants were more clearly defined. In January 2014 the time necessary to qualify for Emeritus status was redefined and in July 2014 the cap on non-tenure track faculty appointments in a unit was adjusted and promotion processes clarified and revised. In 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. Further information may be obtained from the Provost's Office (208-885-6448).* [rev. 7-98, 7-00, 7-01, 7-06, 1-08, 7-08, 1-10, 7-10, 7-11, 7-12, 7-13, 7-14, 7-18]

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A. INTRODUCTION. *[rev. 7-98]*

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. *[rev. 7-06]*

Diversification is achieved through developing a wide range of faculty position descriptions that allow the faculty

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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]. *[ed. 1-10, rev. 7-14]*

As indicated in Sections 3320-A-1, 3520-G-3, 3560-B, 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 criteria in its bylaws for promotion and review of its faculty (FSH 1520 II, Section 1). The committee for all reviews will be defined in unit bylaws and shall include tenure-track faculty (see FSH 3560 E-2 c). *[ed. 1-08, 7-10, 7-14]*

Faculty members shall conduct themselves in a civil and professional manner (see FSH 3160 and 3170). *[add. 1-10]*

B. DEFINITIONS: *[add. 1-10]*

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."[1]

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.

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[1] National Academy of Science

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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 [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 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. *[add. 1-10]*

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 and/or mentoring of students. *[add. 1-10]*

a. Instruction: 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. *[rev. 7-06, ed. 1-10]*

The validation of instruction may include Student Evaluations of Teaching (SETs), peer evaluations, self-assessment, documentation of effective or innovative teaching, teaching recognition and awards, and teaching loads. *[add. 1-10]*

b. Advising and/or Mentoring Students: Advising students is also an important faculty responsibility and a key function of academic citizenship. Student advising 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. *[add. 7-06, rev. 1-08, ed. 1-10]*

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. *[add. 7-06, ed. 1-10]*

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c. Office Hours: To provide students with the opportunity for regularly scheduled, synchronous communication, faculty with teaching duties must offer office hours each week. Faculty may meet with students in person or using technology such as videoconferencing. Schedules are to be posted near each faculty member's office door and, as appropriate, on the course website. College or unit bylaws may specify a minimum number of office hours.

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. *[rev. 1-10]*

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. *[rev. 7-06, 1-10]*

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. *[rev. 7-06, 1-10]*

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. *[ed. 7-00, rev. 7-06]*

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. *[rev. 7-06]*

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. *[rev. 7-06, 1-10]*

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. *[rev. 7-06]*

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

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university research centers. *[rev. 7-06]*

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. *[rev. 7-06]*

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. *[add. 7-06]*

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. *[add. 7-06, rev. 1-10]*

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. *[add. 1-10]*

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; and (d) unpaid extramural consultation and other professional services to individuals, organizations, and communities. Delivery mechanisms include distance education, service learning, cooperative education, technology transfer, noncredit courses, 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 outreach activities will be counted. *[rev. 1-10]*

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

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professional or scientific organization as an officer or other significant position; and (10) other evidence of professional service oriented projects/outputs. *[rev. 1-10]*

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. *[add. 1-10]*

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. *[add. 7-06, rev. 1-08, ed. 1-10]*

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. *[rev. 1-10]*

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. *[rev. 1-10]*

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. *[add. 7-06, rev. 1-10]*

(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. *[add. 7-06, rev. 1-10]*

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

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as objective measures of performance under the incumbent's leadership. *[add. 7-06, rev. 1-10]*

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 [see FSH 3560]. 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] *[rev. 7-98, 7-00, 1-10, ed. 7-12]*

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] *[rev. 7-98, 1-10, rev. and ren. 7-00]*

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

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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] *[rev. 7-98, 1-10, rev. and ren. 7-00]*

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. *[ed. 7-12]*

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. *[rev. 7-98]*

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. *[rev. 7-98]*

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. *[rev. 7-98, ed. 1-10]*

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. *[rev. 7-98, ed. 1-10]*

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 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. *[ed. 1-10]*

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. *[ed. 1-10]*

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. *[ed. 1-10]*

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. *[ed. 1-10]*

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: *[ed. 1-10]*

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. *[ed. 1-10]*

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. *[rev. 1-10]*

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

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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[2] is bestowed upon University of Idaho faculty in recognition of sustained excellence in teaching, scholarship[3], 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. *[add. 7-10, rev. 7-12, 8-12]*

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. *[ed. 7-12]*

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. *[rev. 7-12]*

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. *[rev. 7-12]*

b. Selection Process: University Distinguished Professorships will be awarded by the president upon recommendation of The University Distinguished Professorship Advisory Committee a standing committee

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[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.*[ed. 7-12]*
[3] Scholarship in this context includes scholarship of discovery, scholarship of pedagogy, scholarship of application and integration, and artistic creativity.

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. [rev. 7-12]

1. The Provost will request nominations from faculty, deans, directors and unit administrators annually. *[rev. 7-12]*
2. Written nominations will be submitted to the Provost and must include: *[ed. 7-12]*
   a. A nominating letter with a brief summary of the candidate's achievements; *[rev. 7-12]*
   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. *[rev. 7-12]*
3. The University Distinguished Professorship Advisory Committee reviews the nominations and makes recommendations to the Provost for transmittal to the President. *[rev. 7-12]*
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. *[ed. 7-12]*
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 (FSH 3560 D-2) to the ranks of clinical assistant professor, clinical associate professor or clinical full professor. *[rev. 7-11, ed. 7-14]*

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) *[rev. 7-11]*

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. *[rev. 7-11]*

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. *[ed. 7-11]*

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,

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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. *[add. 7-11, ren. 7-14]*

E. EMERITI. (FSH 1520 II-2)

E-1. 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, has attained 55 years of age, and attained the rule of 65 (age plus years of service is at least 65), is designated as "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. *[ed. 7-00, 7-02, 1-08, rev. 7-12, 1-14]*

In exceptional circumstances the provost, with the concurrence of Senate Chair, Vice Chair and Faculty Secretary, may suspend the above eligibility rules and award or deny emeritus status to a faculty member. *[add. 1-12]*

E-2. RIGHTS, PRIVILEGES, AND RESPONSIBILITIES. Emeriti are faculty members in every respect, except for the change in salary and in certain fringe benefits, the obligation to perform duties, and the right to vote in faculty meetings. They continue to have access to research, library, and other UI facilities. Emeriti may take an active role in the service and committee functions of their department, college, and the university. UI encourages the voluntary continued participation of emeriti in the activities of the academic community.

E-3. EMPLOYMENT OPPORTUNITIES. *[add. 1-12]*

    a. Emeritus faculty may hold a part-time position at the University of Idaho after retirement, but not a full-time one. When it is in the university's interest, exceptions may be made and the full-time employment limitation may be waived by the president. *[ed. 1-14]*

    b. Units wanting to employ emeritus faculty without a search must request, in writing, a search waiver from the Director of Human Rights, Access & Inclusion.

    c. Search waivers granted to emeritus faculty remain in effect for three full years. Units need only notify Human Resources if they want to continue to employ an emeritus faculty member while the search waiver is in effect. However, a unit is not obligated to employ the emeritus faculty member during this three year period.

E-4. SPECIFIC PROVISIONS FOR EMERITUS PARTICIPATION. *[ren. 7-12]*

a. Departmental mailboxes continue to be available to emeriti who reside locally.

b. A list of emeriti and their mailing addresses is maintained at each level--department, college, and university (Human Resources). *[ed. 7-06, 1-08]*

c. The director of human resources is responsible for supplying information about emeriti for the Campus Directory.

d. Emeriti who have campus mailboxes receive University of Idaho publications by campus mail or upon request by email. *[ed. 7-12]*

e. Emeriti who have departmental mailboxes receive full distribution of notices; otherwise, special requests may be made to the departmental administrator.

f. Ordinary office materials and supplies are available under the same issuing procedures applicable to other members of the department.

g. Departmental postage may be used for professional mail.

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h. Offices for emeriti are provided on a space-available basis.

i. One, free non-transferable gold parking permit each year. *[rev. 1-08]*

j. Any discounts available to other members of the faculty and staff through various UI agencies are available to emeriti.

k. Emeriti are included in appropriate university, college, and departmental faculty-staff functions.

l. In the appointment of committees, administrators at all levels and the Committee on Committees consider the availability and desire for significant service of emeriti.

m. There are many areas of activity, professional and other, such as service to the community and special groups within the community and university, in which emeriti may have the time and the inclination to make continuing contributions (e.g., guest lectures, research design, and consultation). In connection with such services, emeriti are not excluded from the travel budget, though they may generally have a lower priority.

n. 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. *[add. 7-99, ren.1-08, ed. 7-12, rev. 7-15]*

E-5. LISTING OF EMERITI IN THE COMMENCEMENT PROGRAM. Names of faculty members who retire after meeting the eligibility requirements stated in E-1 are listed in the program of the commencement exercises held during the fiscal year in which their UI duties end; also, those whose service obligations are to end on or before August 31 following a given commencement will be listed in the program for that commencement. *[ed. 1-10, ren. 7-12]*

E-6. MAINTENANCE OF TIES WITH EMERITI. The Faculty Senate has urged UI units periodically to review their contacts with emeriti and to take steps to ensure that the provisions of this section--particularly b and c, above--are being carried out; moreover, the senate has urged all members of the UI community to seek additional ways of maintaining ties with emeriti and to provide opportunities and the means for them to continue to be a part of, and of service to, the university. *[ed. 1-08, 7-09, ren. 7-12]*

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. *[ed. 1-10]*

F-1. AFFILIATE FACULTY: *[ren. 7-98, 1-08, rev. 7-10]*

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. *[ed. 7-00, 1-10, 12-16, rev. 7-10]*

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. *[rev. 7-10]*

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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. *[ed. 7-00, 1-08, 1-10, rev. 7-10]*

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.) *[ren. 1-10, rev. 7-10, ed. 7-11]*

Affiliate faculty members perform administrative, analytical, and research functions that complement UI's mission in teaching, research, and service. *[rev. 7-10]*

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. *[rev. 7-10, ed. 7-12]*

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. *[rev. 7-10]*

3. Affiliate faculty qualify for the faculty-staff educational privilege [see 3740] *[ed. 1-10, rev. 7-10]*

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. *[ed. 7-00, rev. 1-10, 7-10]*

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. *[rev. 7-10]*

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. *[rev. 7-10]*

3. An appointment, termination, or other change in affiliate-faculty status is made official by means of a "Personnel Action" form. *[rev. 7-10]*

F-2. ADJUNCT FACULTY: *[rev. 7-10]*

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.] *[ed. 7-00, 1-08, rev. 7-10]*

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. *[rev. & ren. 1-10, rev. 7-10, ed. 7-11, 7-12]*

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. *[ren. 1-10, rev. 7-10]*

d. Adjunct faculty do not qualify for the faculty-staff educational privilege. (see 3740) *[add. 1-10, rev. 7-10]*

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. *[rev. 7-10]*

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. *[rev. 7-10]*

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. *[rev. 7-10]*

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. *[rev. 7-10]*

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. *[add. 1-10]*

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. *[rev. 7-01, rev. 7-14]*

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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. *[ed. 1-10]*

H. NON-FACULTY: Those within this category are not members of the faculty. *[ed. 1-10]*

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.] *[ed. 1-10]*

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.] *[rev. 7-13, 7-18]*

   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. *[ed. 1-10, 7-18, rev. 7-13]*

   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. *[ed. 1-10, 7-18, rev. 7-13]*

   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. *[add. 7-18]*

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

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continuing-education courses and those offered by correspondence study) are required to have scholarly and professional qualifications equivalent to those required of faculty members.

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3120

FACULTY OBLIGATIONS DURING PERIOD OF APPOINTMENT

PREAMBLE: ~~This section describes the various periods of time for which faculty may be appointed and what the service obligations of faculty are during their appointments. It also notes what kinds of teaching services are not covered in the basic appointment. This section combines two sections of the 1979~~ Handbook, ~~both of which have undergone only editorial changes since their appearance.~~ Unless otherwise noted, the text is as of July 1996. Section C was removed in 2002 with the approval of new language in 3480. Section B-1 was moved from FSH 3240 and former section B-3 removed in 2020. Further information is available from the Provost's Office ~~(208-885-6448)~~ or the Office of the Faculty Secretary ~~(208-885-6151)~~. [ed. 7-00, rev. 7-02, rev. 1-20.]

CONTENTS:

A. Periods of Appointment
B. Service Obligation

A. PERIODS OF APPOINTMENT. Professional academic personnel are regularly appointed for service either (1) during the academic year (in this context, the "academic year" encompasses the nine full months ending the day after the close of the spring semester) or (2) for the fiscal year beginning on July 1.

B. SERVICE OBLIGATION.

B-1. Service and Faculty Workloads. Assignments of duties to academic personnel are made by college deans (~~[~~FSH 1420 D)~~]~~ and departmental administrators (~~[~~FSH 1420 E)~~]~~ in such a way that the schedule of course offerings will permit each student to complete his or her curriculum in the time prescribed in the catalog and so that the research and service functions of the college and department can be carried out. Full-time appointments assume full-time service, but faculty members may engage in outside consulting as provided in FSH 3260.~~.~~ [Rev. 1-20]

B-2~~1~~. Academic-Year Appointments (see FSH 3710 B-1 c)~~.~~. Academic-year appointees are liable for duty assignments and are accountable for their service to UI throughout the nine-month period specified in A. This period normally begins before the official opening of the fall semester and before the date that is set by the appointee's dean for mandatory return to on-campus duty. These employees may, alternatively, be permitted to account for service during some mutually agreed different, but equivalent, period (i.e., to engage in research, prepare for classes, advise students, participate in new-student orientation, or perform similar academic functions). [ed. 1-12]

B-3~~2~~. Fiscal-Year Appointments (see FSH 3710 B-1 b). Fiscal-year appointees are obligated to perform services for UI throughout the year. Taking eligibility for vacation leave into account, this amounts to approximately 11 months of service each year. [ed. 1-12]

~~**B-3. Service.** Full-time appointments assume full-time service, but faculty members may engage in outside consulting as provided in 3260.~~

B-4. Summer Session Appointments.

a. Full-time summer appointments generally call for a basic teaching load of six or seven credits during eight weeks of service. If the basic teaching load is less than six credits or requires less than eight weeks of service, the summer salary may be prorated accordingly. In addition to the basic teaching load of six or seven credits, faculty load may be increased by the assignment of students registered for research and thesis, directed study, etc. Furthermore, faculty members on summer appointment are expected to perform other routine duties, such as student advising and committee work. ~~[~~See also FSH 3420 E-4.~~]~~

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b. The selection of faculty members to teach during summer session is based on program needs. In some cases it may be desirable to appoint visiting faculty instead of resident faculty members.

c. Summer appointments are made as soon as practicable following final development of the summer program. This generally means that a faculty member may be approached by the departmental administrator or dean as early as the preceding September to ascertain his or her interest in teaching during the following summer session. The plan for the summer program is generally completed by February 1, and recommendations for summer appointments are normally submitted to the president in March or April.

University *of* Idaho

POLICY COVER SHEET

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

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

Faculty Staff Handbook (FSH)
☐ Addition X Revision* ☐ Deletion* ☐ Emergency ☐ Minor Amendment
Chapter & Title: **1640.87 TEACHING AND ADVISING COMMITTEE**

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

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

Originator (see FSH 1460 C) _TeAC – Aaron Johnson Chair_____**Sept 18, 2019**
                                     Name   Date
_5-5489_____aaronj@uidaho.edu_____
Telephone   Email

Policy Sponsor, if different from Originator _Cher Hendricks, VP for Academic Initiatives
                                             Name   Date
5-6448_____cherhendricks@uidaho.edu_____
Telephone   Email

Reviewed by General Counsel _____No   Name & Date: _____

1. **Policy/Procedure Statement:** Briefly explain the reason for the proposed addition, revision, and/or deletion to the Faculty Staff Handbook or the Administrative Procedures Manual.
FSH 1640.87 currently has the Teaching and Advising Committee responsible for teaching and advising related issues. With the recent changes on campus around advising, as well as the concerted focus on teaching excellence, it was deemed important to split the roles of the committee to two separate groups. In addition, it was thought that the work on teaching and advising award selection would be best taken up by Center for Excellence in Teaching and Learning and UI ACADA, respectively.

2. **Fiscal Impact:** What fiscal impact, if any, will this addition, revision, or deletion have?
There is no direct fiscal impact to the organization.

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 known

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, 2020

If not a minor amendment forward to: _____

1640.87
~~UNIVERSITY~~ TEACHING ~~AND ADVISING~~ COMMITTEE
[Substantially revised in 7-05, 7-06]

A. FUNCTION. ~~This committee will serve in an advisory capacity to the Vice Provost of Academic Initiatives. The specific functions of this committee are:~~ *[rev. 7-08, 1-18, 10-19]*

    A-1. To promote a faculty and administrative culture dedicated to the enhancement of teaching ~~and advising~~quality ~~and learning~~ ~~outcomes~~ and learning across all instructional modalities. *[rev. 10-19]*

    ~~**A-2.** To advise and assist in organizing university-wide forums, seminars, and capacity building programs that introduce new innovations or share proven ways to promote the enhancement of teaching and advising.~~
    A-~~3~~2. To review and make recommendations concerning policies and procedures, ~~which~~ that affect teaching, ~~advising,~~ and the assessment of student, program and institutional learning outcomes. *[rev. 10-19]*

    A-~~4~~3. To monitor and advise on matters relating to ~~the processes and content of~~ ~~s~~Student ~~t~~Teaching ~~e~~Evaluations and ~~s~~Student ~~l~~Learning ~~o~~Outcomes, and to advise on the design and ~~c~~content of reports to the Vice Provost for Academic Initiatives, Faculty Senate, Institutional Assessment and Effectiveness, ~~d~~Deans, ~~u~~Unit ~~l~~Leaders, and ~~f~~Faculty. *[ed. 7-09, rev. 10-19]*

    ~~**A-5.** To review and make recommendations concerning the annual orientation activities for new faculty, which sets out among other things the role of, and expectations for, faculty and staff that teach, advise, and mentor students. [rev. 1-18]~~

~~**A-6.** To publicize awards, review proposals, and select recipients for the Teaching and Advising Excellence Awards.~~

~~**A-7.** To serve as an advisory resource for the Registrar to address the prioritization of the classroom use, maintenance, and improvements. [ren. 1-18]~~

    A-~~8~~4. ~~To work in conjunction with Faculty Senate's Information Technology Committee (FSH 1640.55) to advise the director of CETL and the Chief Information Officer (CIO) on electronic hardware and software needs to support teaching, advising, and mentoring. [ed. 7-08, 7-09, 9-15, ren. & ed. 1-18]~~ To serve as an advisory resource for the ~~D~~director of the Center for Excellence in Teaching and Learning to promote effective teaching. *[rev. 10-19]*

B. STRUCTURE. Six faculty members, preferably some of whom have received university-level teaching awards~~; and advising awards,~~ an associate dean~~; or college level advisor, a departmental staff advisor,~~ the director of general education~~,~~; an undergraduate or graduate student~~,~~; ~~and non-voting members~~a representative from the Office of ~~Instructional~~ Institutional Effectiveness ~~(without vote),~~ and Accreditation (without vote)~~;~~, ~~University Advising Services,~~ and the Director of the Center for Excellence in ~~T~~teaching ~~and~~& Learning, or designee (without vote). *[rev. 7-08, 1-18,10-19. ed. 8-12]*

University of Idaho
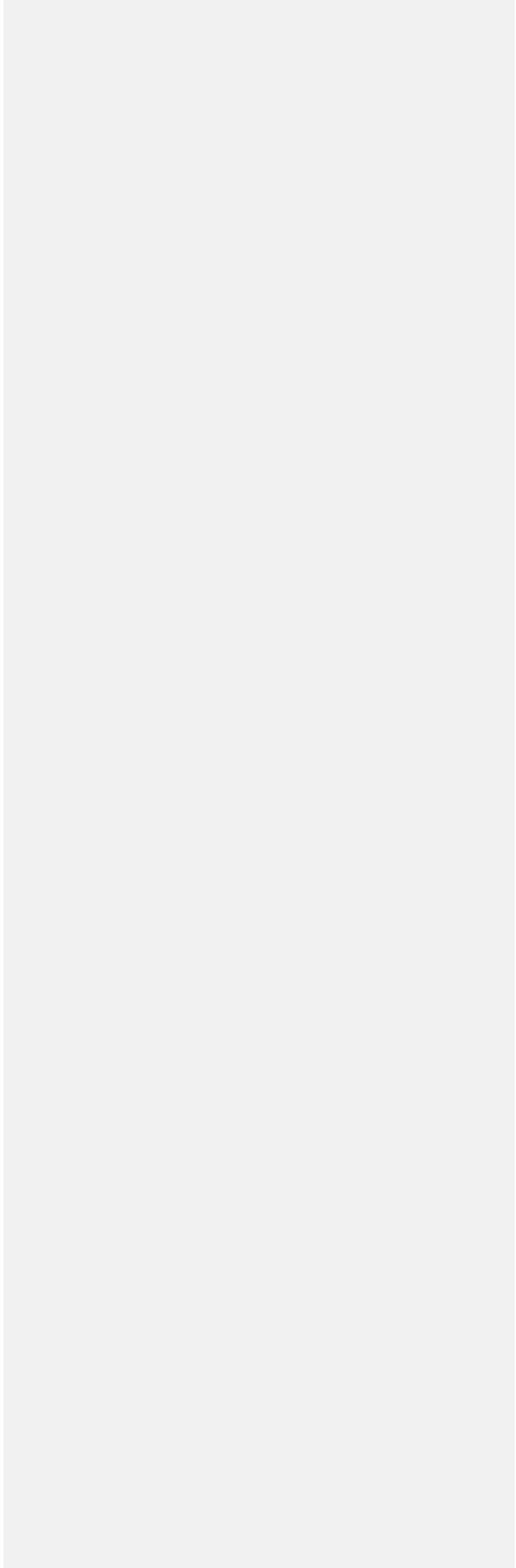
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Faculty Staff Handbook (FSH)
X Addition ☐Revision* ☐ Deletion* ☐ Emergency ☐ Minor Amendment
Chapter & Title: **1640.88 UNIVERSITY ADVISING COMMITTEE**

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

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

Originator (see FSH 1460 C) _TeAC – Aaron Johnson Chair_____Sept 18, 2019
                                        Name   Date
_5-
5489_____aaronj@uidaho.edu_____
Telephone   Email

Policy Sponsor, if different from Originator _Cynthia Castro, Dir. of Student Success Initiatives
                                        Name   Date
5-
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Telephone   Email

Reviewed by General Counsel _____No   Name & Date: _____

1.   **Policy/Procedure Statement:** Briefly explain the reason for the proposed addition, revision, and/or deletion to the Faculty Staff Handbook or the Administrative Procedures Manual.
      FSH 1640.87 currently has the Teaching and Advising Committee responsible for teaching and advising related issues. With the recent changes on campus around advising, as well as the concerted focus on teaching excellence, it was deemed important to split the roles of the committee to two separate groups. In addition, it was thought that the work on teaching and advising award selection would be best taken up by Center for Excellence in Teaching and Learning and UI ACADA, respectively.

2.   **Fiscal Impact:** What fiscal impact, if any, will this addition, revision, or deletion have?
      There is no direct fiscal impact to the organization.

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 known

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, 2020

If not a minor amendment forward to: _____

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1640.~~87~~88

~~TEACHING AND~~UNIVERSITY ADVISING COMMITTEE
[Substantially revised in 7-05, 7-06]

</div>

A. FUNCTION. For the purposes of this policy, advising includes mentoring and retention activities.~~This committee will serve in an advisory capacity to the Vice Provost of Academic Initiatives. The specific functions of this committee are: [rev. 7-08, 1-18]~~

A-1. To promote a faculty and administrative culture dedicated to ~~the enhancement of teaching and~~effective student advising.

~~**A-2.** To advise and assist in organizing university-wide forums, seminars, and capacity building programs that introduce new innovations or share proven ways to promote the enhancement of teaching and advising.~~
A-~~3~~2. ~~——~~To review and make recommendations concerning policies and procedures ~~, which affect teaching,~~that affect student advising. ~~and mentoring. counseling, and the assessment of student learning outcomes.~~

A-~~4~~3. ~~——~~To monitor the ~~processes and~~ structure of student advising ~~content of Student Teaching Evaluations and Student Learning Outcomes,~~ program and to advise on the design ~~and~~ content of reports to the Vice Provost for Academic Initiatives, Faculty Senate, ~~d~~Deans, ~~u~~Unit ~~l~~Leaders, and ~~f~~Faculty. *[ed. 7-09]*

A-~~5~~4. To serve as an advisory resource for Executive Director of Student Success Initiatives to promote effective student advising. ~~To review and make recommendations concerning the annual orientation activities for new faculty, which sets out among other things the role of, and expectations for, faculty and staff that teach, advise, and mentor students. [rev. 1-18]~~

~~**A-6.** To publicize awards, review proposals, and select recipients for the Teaching and Advising Excellence Awards.~~

~~**A-7.** To serve as an advisory resource for the Registrar to address the prioritization of the classroom use, maintenance, and improvements. [ren. 1-18]~~

~~**A-8.** To work in conjunction with Faculty Senate's Information Technology Committee (FSH 1640.55) to advise the director of CETL and the Chief Information Officer (CIO) on electronic hardware and software needs to support teaching, advising, and mentoring. [ed. 7-08, 7-09, 9-15, ren. & ed. 1-18]~~

B. STRUCTURE. ~~Six~~ Five faculty members, preferably some of whom have received university-level or college-level ~~teaching and~~ advising awards~~,~~; an associate dean~~,~~; ~~or~~ a ~~college-level~~ professional academic advisor~~,~~; a University Advising Services associate director~~lead advisor,~~; ~~a departmental staff advisor, the director of general education, an~~two undergraduate ~~or graduate~~ student~~s,~~; ~~and non-voting members from the Office of Instructional Effectiveness and Accreditation, University Advising Services,~~ and the Executive Director of ~~the Center for Excellence in teaching & Learning~~Student Success Initiatives, or designee (without vote). *[rev. 7-08, 1-18, ed. 8-12]*

College of Natural Resources
Proposed Catalog Changes
Effective Summer 2020

PROPOSAL TO CHANGE THE B.S.RENEW.MAT. IN RENEWABLE MATERIALS TO
B.S.FOR.SUS.PROD. IN FOREST AND SUSTAINABLE PRODUCTS

1. Make the following changes to the **B.S.Renew.Mat. in Renewable Materials**:

~~Renewable Materials (B.S.Renew.Mat.)~~
Forest and Sustainable Products (B.S.For.Sus.Prod.)

The ~~Renewable Materials~~ Forest and Sustainable Products degree program is designed to fill the growing demand for professionals in the manufacture, marketing, and utilization of sustainable natural materials. Interdisciplinary coursework and project-based learning opportunities lead to a variety of career directions, including procurement of timber and other renewable materials; production management, marketing and distribution of bio-based products; green building materials selection, construction and design; and bio-based energy production systems.

> **Rationale:** Effective catalog year 2012, the program was renamed Renewable Materials from Forest Products under the rationale that "renaming ... will appeal to broader audience and create new recruitment opportunities" (UCC-12-034). While Renewable Materials embraces the broad scope of raw material resources studied under the degree program, it has been found to be ambiguous/nonspecific and extremely difficult to communicate to prospective students (i.e., high school juniors and seniors) and their parents; a very common response to the name of Renewable Materials is "what is that?" Furthermore, the degree name Renewable Materials created a significant divergence from the primary industry served by the program - forest products - and conflicts with how the industry is identified by other state entities (e.g., Idaho Forest Products Commission, Idaho Department of Commerce, Idaho Department of Labor). Another rationale given for the name change to Renewable Materials was that it would increase enrollment by attracting students not otherwise attracted to a program named Forest Products. Enrollment growth did not result from the name change; in fact, it declined.
>
> The proposed change to Forest and Sustainable Products returns the degree name back to its roots and makes it consistent with the primary industry it serves. The inclusion of sustainable products captures elements of the program that investigate the use and commercialization of other streams of raw materials (e.g., bamboo, hemp, recycled wood and paper). The name is much more identifiable to prospective students and their parents.

PROGRAM COMPONENT (Group B) OR NON-SUBSTANTIVE REQUEST FORM
(Fill out this form if you have a program component change as defined by Board Policy III.G.d.)

SELECT THE BOX OR BOXES THAT DESCRIBE YOUR REQUEST:

☐	1. New component (option, minor, emphasis, concentration or specialization)	☐ 5. Discontinuation of a certificate (30 credits or less)
☐	2. New certificate (30 credits or less)	☐ 6. CIP Code change
X	3. Change to program name or title, degree, department, division, college or center	☐ 7. Other, please describe:
☐	4. Discontinuation of a component (option, minor, emphasis, concentration or specialization)	

REQUIRED INFORMATION FOR ALL SELECTIONS:

Dept Chair Name:	Charles Goebel		Email:	cgoebel@uidaho.edu	
Department/Unit:	Department of Forest, Rangeland and Fire Sciences				
College:	College of Natural Resources				
Current Program Name:	Renewable Materials B.S. Renewable Materials	X	Graduate Undergraduate		
Current program credits:	120 credits to graduate (65-83 degree-12-specific credits)				
Primary Point of Contact (if different from above):			Email:		
Briefly describe the change you are requesting:					
CIP Code:	New (list requested code):			Existing (list the current code):	
What is the financial impact of the requested change:	Greater than $250,000 per FY;		X	Less than $250,000 per FY;	
Describe the financial impact:	Primary cost of name change is associated with recruitment materials (< $2,000).				

Implementation/effective date of change or new component:	Fall 2020		
Can 50% or more of the curricular requirements of this program be completed via online or distance delivery?	Yes	X	No
If yes can 100% of the curricular requirements of this program be completed via online or distance delivery?	Yes		No
Please write the geographical location that this program will be offered:	Moscow Campus		

NEW PROGRAM COMPONENTS AND CERTIFICATES – FILL OUT THIS SECTION IF YOU SELECTED #1 OR #2 ABOVE

Name of new component or certificate:	
Number of credits:	
Describe proposed new program component or certificate to include overview of program and credit requirements:	

Are there curriculum changes needed and/or do new courses need to be created:	Yes – if you select yes to this question, please attach all curriculum and course documents related to this.		No

List the intended learning outcomes for the 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?	

MODIFICATIONS/NAME CHANGES/CIP CODE CHANGES – FILL OUT THIS SECTION IF YOU SELECTED #3 OR #6 ABOVE

Current name of component or degree:	Degree: Renewable Materials (B.S. Renew. Mat.)
New name of component or degree:	Degree: B.S. in Forest and Sustainable Products
Number of credits:	120 to graduate
Describe the modification are you making:	Not applicable
Name of major or degree that the component is attached to:	Not applicable
Describe rationale for the modification:	**Background:** Effective catalog year 2012 program was renamed *Renewable Materials* from *Forest Products* under the rationale that "renaming ... will appeal to broader audience and create new recruitment opportunities" (UCC-12-034). While Renewable Materials embraces the broad scope of raw material resources studied under the degree program, it has been found to be ambiguous/nonspecific and extremely difficult to communicate to prospective students (i.e., high school juniors and seniors) and their parents; a very common response to the name of Renewable Materials is "what is that?" Furthermore, the degree name Renewable Materials created a significant divergence from the primary industry served by the program – forest products – and conflicts with how the industry is identified by other state entities (e.g., Idaho Forest Products Commission, Idaho Department of Commerce, Idaho Department of Labor). Another rational given for the name change to Renewable Materials was that it would increase enrollment by attracting students not otherwise attracted to a program named Forest Products. Enrollment growth did not result from the name change; in fact, it declined.

Name Change: The proposed change to *Forest and Sustainable Products* returns the degree name back to its roots and makes it consistent with the primary industry it serves. The inclusion of sustainable products captures elements of the program that investigate the use and commercialization of other streams of raw materials (e.g., bamboo, hemp, recycled wood and paper). The name is much more identifiable to prospective students and their parents. |

Indicate whether program, curriculum, course and admission requirements remain the same.		Yes – if you select yes to this question, please attach all curriculum and course documents related to this.	X	No
Are any of the learning outcomes changing:		Yes – if yes fill out question below	X	No
List the new learning outcomes:	1. 2. 3. 4. 5.			

DISCONTINUATION – FILL OUT THIS SECTION IF YOU SELECTED #4 OR #5 ABOVE

What are you requesting to discontinue:	

What is the student impact if any?			
Are there curriculum changes needed and/or do new courses need to be created:	Yes – if you select yes to this question, please attach all curriculum and course documents related to this.		No

SIGNATURES – REQUIRED FOR ALL SELECTIONS:

Dept/Unit Curriculum Committee Approval Date:	September 9, 2019	Vote Record:	12/0 (quorum)
Dept Chair Signature of Approval	*Charles Doole* 9/10/2019		
College Curriculum Committee Approval Date:	September 9, 2019	Vote Record:	5/0
Dean Signature of Approval	*[signature]*		
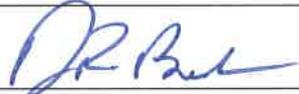
MEMORANDUM

TO: University Cuuriculum Committee

FROM: Charles Goebel, Department Head PCG

DATE: Spetember 10, 2019

RE: Change of prefix associated with Renewable Materials courses

The College of Natural Resources (CNR) has approved a proposed name change for the Renewable Materials (B.S. Renew. Mat.) degree to Forest and Sustainable Products (B.S. For. Sus. Prod.).

Assuming the proposed name change is approved, CNR is requesting that the prefix associated with all Renewable Materials courses be changed from RMAT to FSP.

MOSCOW   BOISE   COEUR D'ALENE   IDAHO FALLS   STATEWIDE RESEARCH AND EXTENSION

To enrich education through diversity, the University of Idaho is an equal opportunity/affirmative action employer.

College of Natural Resources
Proposed Catalog Changes
Effective Summer 2020

PROPOSAL TO DISCONTINUE THE PARKS, PROTECTED AREAS, AND
WILDERNESS CONSERVATION MINOR

1. Discontinue the following minor:

Parks, Protected Areas, and Wilderness Conservation Minor

BIOL 314	Ecology and Population Biology	4
or FOR 221	Principles of Ecology	
NRS 490	Wilderness and Protected Area Management	3
or NRS 493	International Land Preservation and Conservation Systems	
WLF 440	Conservation Biology	3
Select 11 credits from the following:		11
AIST 401	Contemporary American Indian Issues	
GEOG 420	Land, Resources, and Environment	
HIST 424	American Environmental History	
NRS 304	Consrvation Social Sciences Field Studies	
NRS 386	Social-Ecological Systems	
NRS 475	Local and Regional Environmental Planning	
NRS 490	Wilderness and Protected Area Management	
NRS 493	International Land Preservation and Conservation Systems	
NRS 496	Monitoring Impacts in Protected Areas and Wilderness	
PHIL 452	Environmental Philosophy	
Total Hours		21

Courses to total 21 credits for this minor

Rationale: Department has changed focus from recreation and protected areas, to different areas of focus including policy and integrating social and natural sciences. We no longer have faculty teaching several key courses in the minor. The only way that a student can get the minor is through Semester in the Wild; therefore it is not accessible to the majority of students.

Very low impact to current students. Only 2 students (both seniors) are in the minor currently and we will be able to help them by filling out appropriate substitution/waivers if applicable.

PROGRAM COMPONENT (Group B) OR NON-SUBSTANTIVE REQUEST FORM
(Fill out this form if you have a program component change as defined by Board Policy III.G.d.)

SELECT THE BOX OR BOXES THAT DESCRIBE YOUR REQUEST:

☐ 1. New component (option, minor, emphasis, concentration or specialization)

☐ 5. Discontinuation of a certificate (30 credits or less)

☐ 2. New certificate (30 credits or less)

☐ 6. CIP Code change

☐ 3. Change to program name or title, degree, department, division, college or center

☐ 7. Other, please describe:

☒ 4. Discontinuation of a component (option, minor, emphasis, concentration or specialization)

REQUIRED INFORMATION FOR ALL SELECTIONS:

Dept Chair Name:	Lee Vierling	Email:	leev@uidaho.edu
Department/Unit:	Natural Resources and Society		
College:	CNR		
Current Program Name:	Parks, Protected Areas, and Wilderness Conservation Minor		Graduate
		X	Undergraduate
Current program credits:	21		
Primary Point of Contact (if different from above):		Email:	
Briefly describe the change you are requesting:	Discontinue minor		

CIP Code:		New (list requested code):	03.0201	Existing (list the current code):
What is the financial impact of the requested change:		Greater than $250,000 per FY;	X	Less than $250,000 per FY;
Describe the financial impact:	Negligible.			

Implementation/effective date of change or new component:	Catalog year 2020-2021				
Can 50% or more of the curricular requirements of this program be completed via online or distance delivery?		Yes	x	No	
If yes can 100% of the curricular requirements of this program be completed via online or distance delivery?		Yes	x	No	
Please write the geographical location that this program will be offered:	n/a				

MODIFICATIONS/NAME CHANGES/CIP CODE CHANGES – FILL OUT THIS SECTION IF YOU SELECTED #3 OR #6 ABOVE

Current name of component or degree:				
New name of component or degree:				
Number of credits:				
Describe the modification are you making:				
Name of major or degree that the component is attached to:				
Describe rationale for the modification:				
Indicate whether program, curriculum, course and admission requirements remain the same.		Yes – if you select yes to this question, please attach all curriculum and course documents related to this.		No
Are any of the learning outcomes changing:		Yes – if yes fill out question below		No
List the new learning outcomes:	1. 2. 3. 4. 5.			

DISCONTINUATION – FILL OUT THIS SECTION IF YOU SELECTED #4 OR #5 ABOVE

What are you requesting to discontinue:	Department has changed focus from recreation and protected areas, to different areas of focus including policy and integrating social and natural sciences. We no longer have faculty teaching several key courses in the minor. The only way that a student can get the minor is through Semester in the Wild; therefore it is not accessible to the majority of students.
What is the student impact if any?	Very low impact to current students. Only 2 students (both seniors) are in the minor currently and we will be able to help them by filling out appropriate substitution/waivers if applicable.

Are there curriculum changes needed and/or do new courses need to be created:		Yes – if you select yes to this question, please attach all curriculum and course documents related to this.	x	No	

SIGNATURES – REQUIRED FOR ALL SELECTIONS:

Dept/Unit Curriculum Committee Approval Date:	9/16/2019	Vote Record:	Unanimous
Dept Chair Signature of Approval	*[signature]*		
College Curriculum Committee Approval Date:	9/23/2019	Vote Record:	Unanimous
Dean Signature of Approval	*[signature]*		
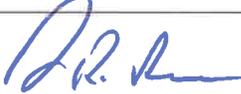
College of Education, Health and Human Sciences
Proposed Catalog Changes
Effective Summer 2020

1. Discontinue the **M.Ed.** and the **M.S. in Rehabilitation Counseling and Human Services:**

Rehabilitation Counseling and Human Services (M.Ed.)

Master of Education. Major in Rehabilitation Counseling and Human Services.
Applicants for M.Ed. degree are expected to meet the requirements for the teaching certificate and one year of teaching experience.

Rehabilitation Counseling and Human Services (M.S.)

Master of Science. Major in Rehabilitation Counseling and Human Services
General M.S. requirements apply.

> **Rationale:** The program is being discontinued due to the anticipated difficulties with national accreditation for Rehabilitation Counseling – CACREP (Council for Accreditation of Counseling and Related Educational Programs) – mainly due to the higher faculty-student ratios and difficulties with resourcing additional faculty lines in the current budget climate.
>
> The program is not taking new students. The program's last cohort started Fall of 2018 and will complete Spring 2020. The college will offer the Rehabilitation Counseling program for the last time in the Spring of 2020 unless there are additional students who need to complete. Because this is a cohort program it is unlikely that there will be a need beyond 2020.

Contact: Kathy Canfield-Davis

Idaho State Board of Education

Proposal for Discontinuation

(Fill out if discontinuing an academic program or certificate.)

Date of Proposal Submission:	August 2, 2019
Institution Submitting Proposal:	University of Idaho
Name of College, School, or Division:	College of Education, Health and Human Sciences
Name of Department(s) or Area(s):	Leadership & Counseling

Program Identification for Proposed Discontinued Program:

Title:	Rehabilitation Counseling and Human Services
Degree/Certificate:	M.Ed. or M.S.
Method of Delivery:	In person, online, and hybrid
CIP code:	51.2310
Proposed Discontinuation Date:	Spring 2020

Indicate whether this request is a <u>discontinuation</u> of either of the following:

☐ Undergraduate Program   ☒ Graduate Program

☐ Undergraduate Certificate   ☐ Graduate Certificate

☐ Other

College Dean (Institution)	Date	State Administrator, IDCTE	Date
Graduate Dean **(as applicable)**	Date	Academic Affairs Program Manager	Date
FVP/Chief Fiscal Officer (Institution)	Date	Chief Financial Officer	Date
Provost/VP for Instruction (Institution)	Date	Chief Academic Officer, OSBE	Date

| President | Date | SBOE/Executive Director Approval | Date |

1. **Provide rationale for the discontinuance**.

   The anticipated difficulties with national accreditation for Rehabilitation Counseling – CACREP (Council for Accreditation of Counseling and Related Educational Programs) – mainly due to the higher faculty-student ratios and difficulties with resourcing additional faculty lines in the current budget climate.

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

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

   Program is not taking new students. The program's last cohort started Fall of 2018 and will complete Spring 2020. The college will offer the Rehabilitation Counseling program for the last time in the Spring of 2020 unless there are additional students who need to complete. Because this is a cohort program it is unlikely that there will be a need beyond 2020.

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

   No.

   c. How will continuing students be advised of impending changes and consulted about options or alternatives for attaining their educational goals?
   Students will be contacted personally by Dr. Bryan Austin in courses to let them know of the change. They will not need options or alternatives as the teach out plan involves carrying the entire cohort through to completion in 2020.

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

Similar Programs offered by other Idaho institutions and by institutions in nearby states		
Institution Name	**Degree name and Level**	**Program Name and brief description if warranted**

4. **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								
Institution and Program Name	**Headcount Enrollment in Program**				**Number of Graduates From Program**			
	FY__	FY__	FY__	FY__ (most recent)	FY__	FY__	FY__	FY__ (most recent)
BSU								
ISU								
UI								
LCSC								

Our understanding is that ISU is considering a program in Rehablitation Counseling, but does not yet have that approved. As far as we are aware there are no active Rehabilitation Counseling programs in the state with this closure. ISU currently offers Physical Therapy and Occupational Therapy. These are related, but different from the UI program that offers certified rehabilitation counselors (CRC) and licensed professional counselor (LPC) training.

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

As the College recognized the realities of the accreditation requirements and the low teacher-student ratios required for re-accreditation, the program appealed to UBFC for support, but unfortunately funds were not available to support an additional faculty member necessary for accreditation. There will be no impacts on other programs. While the program has a 95% job placement rate, our consulation with Jane Donnellan from the Idaho Division of Vocational Rehabilitation did not raise concerns or issues with the program closure.

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

One faculty member will be reassigned to assist with the doctoral program which is in significant need of additional resources.

7. Fiscal Impact. Using the budget template provided, identify amount, if any, which would become available for redirection as a result of discontinuance. There are no available funds as a result of this change. There was one open faculty line which has been used for budget reductions already.

College of Education, Health, and Human Sciences
Proposed Catalog Changes
Effective Summer 2020

1. Discontinue the **Rehabilitation Counseling Category R Graduate Academic Certificate:**

Rehabilitation Counseling Category R Graduate Academic Certificate

RCHS 512	Theories and Applications of Counseling	3
RCHS 530	Legislative and Philosophical Foundations in Working with People with Disabilities	3
RCHS 531	Psycho-social Aspects of Disability	3
RCHS 534	Rehabilitation and Community Case Management	3
RCHS 535	Vocational Placement and Assistive Technology	3
RCHS 536	Professional Issues, Ethics, and Law in Counseling	2
Total Hours		**17**

Courses to total 17 credits for this certificate

Rationale: The program is being discontinued due to the anticipated difficulties with national accreditation for School Counseling – CACREP (Council for Accreditation of Counseling and Related Educational Programs) – mainly due to the higher faculty-student ratios and difficulties with resourcing additional faculty lines in the current budget climate.

The program is not taking new students. The program's last cohort started Fall of 2018 and will complete Spring 2020. The college will offer the Rehab program for the last time in the Spring of 2020 unless there are additional students who need to complete. Because this is a cohort program it is unlikely that there will be a need beyond 2020.

Contact: Kathy Canfield-Davis

Idaho State Board of Education

Proposal for Discontinuation

(Fill out if discontinuing an academic program or certificate.)

Date of Proposal Submission:	August 2, 2019
Institution Submitting Proposal:	University of Idaho
Name of College, School, or Division:	College of Education, Health and Human Sciences
Name of Department(s) or Area(s):	Leadership & Counseling

Program Identification for Proposed Discontinued Program:

Title:	Rehabilitation Counseling and Human Services
Degree/Certificate:	**Category R Graduate Academic Certificate**
Method of Delivery:	In person, online, and hybrid
CIP code:	51.2310
Proposed Discontinuation Date:	Spring 2020

Indicate whether this request is a <u>discontinuation</u> of either of the following:

☐ Undergraduate Program   ☐ Graduate Program

☐ Undergraduate Certificate   ☒ Graduate Certificate

☐ Other

College Dean (Institution)	Date	State Administrator, IDCTE	Date
Graduate Dean **(as applicable)**	Date	Academic Affairs Program Manager	Date
FVP/Chief Fiscal Officer (Institution)	Date	Chief Financial Officer	Date
Provost/VP for Instruction (Institution)	Date	Chief Academic Officer, OSBE	Date
President	Date	SBOE/Executive Director Approval	Date

Revised 3/28/16

1. **Provide rationale for the discontinuance**.

    The anticipated difficulties with national accreditation for School Counseling – CACREP (Council for Accreditation of Counseling and Related Educational Programs) – mainly due to the higher faculty-student ratios and difficulties with resourcing additional faculty lines in the current budget climate.

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

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

    Program is not taking new students. The program's last cohort started Fall of 2018 and will complete Spring 2020. The college will offer the Rehab program for the last time in the Spring of 2020 unless there are additional students who need to complete. Because this is a cohort program it is unlikely that there will be a need beyond 2020.

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

    No.

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

    Students will be contacted personally by Dr. Bryan Austin in courses to let them know of the change. They will not need options or alternatives as the teach out plan involves carrying the entire cohort through to completion in 2020.

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

Similar Programs offered by other Idaho institutions and by institutions in nearby states		
Institution Name	**Degree name and Level**	**Program Name and brief description if warranted**

4. **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								
Institution and Program Name	**Headcount Enrollment in Category R graduate certificate Program**				**Number of students who completed Category R graduate certificate From Program**			
	FY15-16__	FY16-17__	FY17-18__	FY18-19 (most recent)	FY15-16__	FY16-17__	FY17-18__	FY18-19 (most recent)
BSU								
ISU								
UI	*0	*0	*0	*0	*0	*0	*0	*0
LCSC								

Our understanding is that ISU is considering a program in Rehabilitation, but does not yet have that approved. As far as we are aware there are no active Rehab programs in the state with this closure. ISU currently offers Physical Therapy and Occupational Therapy. These are slightly different from the UI program that offers certified rehab counselors (CRC) and licensed professional counselor (LPC) training.

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

As the College recognized the realities of the accreditation requirements and the low teacher-student ratios required for re-accreditation, the program appealed to UBFC for support, but unfortunately funds were not available to support an additional faculty member necessary for accreditation. There will be no impacts on other programs. While the program has a 95% job placement rate, our consultation with Jane Donnellan from the Idaho Division of Vocational Rehabilitation did not raise concerns or issues with the program closure

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

One faculty member will be reassigned to assist with doctoral study which is in significant need of additional resources as well.

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

There are no available funds as a result of this change. There was one open line which has been used for budget reductions already.

College of Education, Health, and Human Sciences
Proposed Catalog Changes
Effective Summer 2020

1. Discontinue the **M.Ed.** and the **M.S. in School Counseling**:

    Rationale: An audit revealed that there is no paperwork on file with the U of I documenting the closure of the College of Education, Health and Human Sciences' (EHHS) School Counseling program, for which the last M.Ed. degree was offered in AY 2013, and for which the last M.S. degree was awarded in AY 2012. Thus, the purpose of this document is to provide official documentation for the closing of the School Counseling program.

    In reviewing the EHHS self-study document dated 3/29/2012, the School Counseling program moved to a teach out plan under the direction of Dr. Linda Taylor. The closing of the program is in large part due to inability to meet national accreditation standards for School Counseling – CACREP (Council for Accreditation of Counseling and Related Educational Programs) – mainly due to the higher faculty-student ratios.

Contact: Kathy Canfield-Davis

Idaho State Board of Education

Proposal for Discontinuation
(Fill out if discontinuing an academic program or certificate.)

Date of Proposal Submission:	7/31/2019 (note. Program has been inactive for many years.)
Institution Submitting Proposal:	University of Idaho
Name of College, School, or Division:	College of Education, Health and Human Sciences
Name of Department(s) or Area(s):	Department of Leadership and Counseling

Program Identification for Proposed Discontinued Program:

Title:	School Counseling
Degree/Certificate:	All (M.Ed., M.S.)
Method of Delivery:	All
CIP code:	13.1101
Proposed Discontinuation Date:	Summer 2019 or previous. Note. The program has not been active for many years. An audit revealed there is no paperwork on file with the U of I documenting the closure of the program and thus this paperwork is seeking to serve that purpose. Per the IEA dataset, the last M.Ed. degree awarded was in AY 13-14, and the last M.S. degree awarded was in AY 12-13. It is not currently an active program, has no faculty teaching within it and has no students enrolled within it.

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

☐	Undergraduate Program	☒ X	Graduate Program
☐	Undergraduate Certificate	☐	Graduate Certificate
☐	Other		

College Dean (Institution)	Date	State Administrator, IDCTE	Date
Graduate Dean **(as applicable)**	Date	Academic Affairs Program Manager	Date
FVP/Chief Fiscal Officer (Institution)	Date	Chief Financial Officer	Date

Provost/VP for Instruction (Institution)	Date	Chief Academic Officer, OSBE	Date
President	Date	SBOE/Executive Director Approval	Date

1. **Provide rationale for the discontinuance**.

An audit revealed that there is no paperwork on file with the U of I documenting the closure of the College of Education, Health and Human Sciences' (EHHS) School Counseling program, for which the last M.Ed. degree was offered in AY 2013, and for which the last M.S. degree was awarded in AY 2012. Thus, the purpose of this document is to provide official documentation for the closing of the School Counseling program.

In reviewing the EHHS self-study document dated 3/29/2012, the School Counseling program moved to a teach out plan under the direction of Dr. Linda Taylor. The closing of the program is in large part due to inability to meet national accreditation standards for School Counseling – CACREP (Council for Accreditation of Counseling and Related Educational Programs) – mainly due to the higher faculty-student ratios.

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

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

At this time non applicable as the program is currently closed. The program was previously taught out by Dr. Linda Taylor over a two-year time frame and that is complete. The program has been inactive for many years and there are no longer any students enrolled in the program.

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

There is no alternative program/major or field of study offered through EHHS.

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

At this time non applicable. The program has been inactive for many years and there are no longer any students enrolled in the program. The last M.Ed. degree was offered in AY 2013, and for which the last M.S. degree was awarded in AY 2012.

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

Similar Programs offered by other Idaho institutions and by institutions in nearby states		
Institution Name	**Degree name and Level**	**Program Name and brief description if warranted**
Boise State University	Counseling (M.A.)	Cognate area provided for "School Counseling"
Idaho State University	Counseling (M.Coun.)	Specialty area provided for "School Counseling"

4. **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								
Institution and Program Name	**Headcount Enrollment in Program**				**Number of Graduates From Program**			
	FY__	FY__	FY__	FY__ (most recent)	FY__	FY__	FY__	FY__ (most recent)
BSU								
ISU								
UI								
LCSC								

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

No impact. The program has been inactive for many years.

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

No impact. The program has been inactive for many years. There are no faculty assigned or working within this program.

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

No impact. The program has been inactive for many years. There are no faculty assigned or working within this program.

College of Education, Health and Human Sciences
Proposed Catalog Changes
Effective Summer 2020

1. Move the **M.A. in Teaching English as a Second Language** to EDCI and make the following changes**:**

Master of Arts in Teaching English ~~as a Second Language~~to Speakers of Other Languages (TESOL)

The M.A. in ~~TESL~~ Teaching English to Speakers of Other Languages (TESOL) is intended for students ~~who are~~ interested in learning to teach English as a second language at the secondary or post-secondary level. ~~The s~~Students take courses in linguistics and ~~in~~ language teaching pedagogy. This curriculum provides ~~them with~~ theoretical background and practical training in the areas of second language acquisition.

~~Of the minimum of 33 credits required for the degree, at least 24 must be earned while enrolled in residence at UI, and at least 21 credits must be earned in courses numbered 500 and above.~~ The ~~33~~30 credits are to include the following courses ~~(18 credits)~~:

~~ENGL 513~~	~~ESL Methods I: Basic Oral/Aural Skills~~	~~3~~
~~ENGL 515~~	~~ESL Teaching Practicum~~	~~3~~
EDCI 466	Literacy Assessment and Intervention	3
EDCI 544	Teaching Culturally Diverse Learners	3
EDCI 548	Introduction to ENL	3
EDCI 549	ENL Methods	3
EDCI 597	Practicum	3
EDCI 599	Non-Thesis Master's Research	3
ENGL 510	Studies in Linguistics	3
ENGL 517	Introduction to Applied Linguistics	3
~~ENGL 524~~	~~Descriptive Linguistics~~	~~3~~
ENGL 544	Sociolinguistics	3
ENGL 551	Theories of Second/Additional Language Acquisition	3
Total Hours		~~18~~ **30**

~~The remaining 15 credits are to be taken in approved electives in the Department of English, which may include thesis credits.~~

~~The M.A. in TESL offers a thesis option. Students who choose to complete the thesis option will write a thesis which may be up to 6 credits of their required 33 credits. Students who do not elect to write a thesis must complete their non-thesis option in the form of a comprehensive examination.~~

Native speakers of English in the TES_O_L program ~~must complete or have completed two years of college work (or its equivalent) in a modern foreign language. They~~ must have studied a foreign language for at least one semester (or equivalent) within the preceding five years. Non-native speakers of English are excused from this requirement.

Rationale: There are three broad changes in this proposal, jointly brought by the Departments of C&I and English.

1. Move the degree from English (CLASS) to C&I (COEHHS)

While this degree has historically resided in the Department of English, recent faculty departures have prompted a quest to solidify and strengthen ESL offerings across departments. C&I delivers an undergraduate English as a Second Language (ESL) program and has the faculty to support this proposal.

2. Alter curricular requirements to meet standards for initial certification of teachers in Idaho.

A) Switch ENGL 513 and 515 for EDCI 549 and 597. Though they are not cross-listed, these courses have been interchangeable since the latter two came online two years ago.

B) Add EDCI 466, 544, and 548 as required courses, offset by a reduction in approved electives. The three courses now proposed to be prescribed meet Idaho Standards for Initial Certification of Professional Educators, required of individuals seeking an ENL endorsement for K-12 teaching. See below Idaho administrative rule for rationales for this portion of the proposal.

3. Change the total number of credits for the degree from 33 to 30.

Idaho Administrative Rule 08.02.02.023.06: 06. English as a Second Language (ESL) (K-12). Twenty (20) semester credit hours leading toward competency as defined by Idaho Standards for ESL Teachers to include all of the following: a modern language other than English; cultural diversity; ESL methods; linguistics; second language acquisition theory and practice; foundations of ESL/bilingual education, legal foundations of ESL/bilingual education, identification and assessment of English learners; and at least one (1) semester credit in ESL practicum or field experience. (3-28-18)

Contact: Jodie Nicotra

PROGRAM COMPONENT (Group B) OR NON-SUBSTANTIVE REQUEST FORM
(Fill out this form if you have a program component change as defined by Board Policy III.G.d.)

SELECT THE BOX OR BOXES THAT DESCRIBE YOUR REQUEST:

☐	1. New component (option, minor, emphasis, concentration or specialization)	☐	5. Discontinuation of a certificate (30 credits or less)
☐	2. New certificate (30 credits or less)	☐	6. CIP Code change
X	3. Change to program name or title, degree, department, division, college or center	X	7. Other, please describe:
☐	4. Discontinuation of a component (option, minor, emphasis, concentration or specialization)		

REQUIRED INFORMATION FOR ALL SELECTIONS:

Dept Chair Name:	Jodie Nicotra	Email:	jnicotra@uidaho.edu
Department/Unit:	English		
College:	Letters, Arts, and Social Sciences		
Current Program Name:	M.A. Teaching English as a Second Language (TESL)	X	Graduate
			Undergraduate
Current program credits:	33		
Primary Point of Contact (if different from above):		Email:	
Briefly describe the change you are requesting:	We are requesting to change the name of the degree to M.A. Teaching English to Speakers of Other Languages (TESOL) and to move it to the College of Education, Health, and Human Sciences		

CIP Code:		New (list requested code):		Existing (list the current code):
What is the financial impact of the requested change:		Greater than $250,000 per FY;	X	Less than $250,000 per FY;
Describe the financial impact:	There will be no financial impact, as the program draws on existing courses and resources.			

Implementation/effective date of change or new component:	Beginning of 2020 fall semester		
Can 50% or more of the curricular requirements of this program be completed via online or distance delivery?		Yes	X	No
If yes can 100% of the curricular requirements of this program be completed via online or distance delivery?		Yes	X	No
Please write the geographical location that this program will be offered:	Moscow		

NEW PROGRAM COMPONENTS AND CERTIFICATES – FILL OUT THIS SECTION IF YOU SELECTED #1 OR #2 ABOVE

Name of new component or certificate:			
Number of credits:			
Describe proposed new program component or certificate to include overview of program and credit requirements:			
Are there curriculum changes needed and/or do new courses need to be created:		Yes – if you select yes to this question, please attach all curriculum and course documents related to this.		No
List the intended learning outcomes for the 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?

MODIFICATIONS/NAME CHANGES/CIP CODE CHANGES – FILL OUT THIS SECTION IF YOU SELECTED #3 OR #6 ABOVE

Current name of component or degree:	M.A. in Teaching English as a Second Language (TESL)		
New name of component or degree:	M.A. in Teaching English to Speakers of Other Languages (TESOL)		
Number of credits:	30		

Describe the modification are you making:	There are three broad changes in this proposal, jointly brought by the Departments of C&I and English.
	
	1. Move the degree from English (CLASS) to C&I (CEHHS)
	
	2. Alter curricular requirements to meet standards for initial certification of teachers in Idaho.
	    A) Switch ENGL 513 and 515 for EDCI 549 and 597. Though they are not cross-listed, these courses have been interchangeable since the latter two came online two years ago.
	    B) Add EDCI 466, 544, and 548 as required courses, offset by a reduction in approved electives. The three courses now proposed to be prescribed meet Idaho Standards for Initial Certification of Professional Educators, required of individuals seeking an ENL endorsement for K-12 teaching. See below Idaho administrative rule for rationales for this portion of the proposal.
	
	3. Change the total number of credits for the degree from 33 to 30.
	
	Idaho Administrative Rule 08.02.02.023.06:
	06. English as a Second Language (ESL) (K-12). Twenty (20) semester credit hours leading toward competency as defined by Idaho Standards for ESL Teachers to include all of the following: a modern language other than English; cultural diversity; ESL methods; linguistics; second language acquisition theory and practice; foundations of ESL/bilingual education, legal foundations of ESL/bilingual education, identification and assessment of English learners; and at least one (1) semester credit in ESL practicum or field experience. (3-28-18)		

Name of major or degree that the component is attached to:			
Describe rationale for the modification:	While this degree has historically resided in the Department of English, recent faculty departures have prompted a quest to solidify and strengthen ESL offerings across departments. C&I delivers an undergraduate English as a Second Language (ESL) program and has the faculty to support this proposal.		
Indicate whether program, curriculum, course and admission requirements remain the same.	Yes – if you select yes to this question, please attach all curriculum and course documents related to this. **Note: The Group A Changes form is attached, which details the specific curricular changes made to the degree.**	X	No
Are any of the learning outcomes changing:	Yes – if yes fill out question below	X	No

List the new learning outcomes:	1. 2. 3. 4. 5.		

DISCONTINUATION – FILL OUT THIS SECTION IF YOU SELECTED #4 OR #5 ABOVE

What are you requesting to discontinue:			
What is the student impact if any?			
Are there curriculum changes needed and/or do new courses need to be created:		Yes – if you select yes to this question, please attach all curriculum and course documents related to this.		No

SIGNATURES – REQUIRED FOR ALL SELECTIONS:

Dept/Unit Curriculum Committee Approval Date:	September 6, 2019	Vote Record:	15 Yes, 0 No.
Dept Chair Signature of Approval	*[signature]* Jodie Nicotra, English		
College Curriculum Committee Approval Date:	October 2, 2019	Vote Record:	3-0 in support
Dean Signature of Approva	*[signature]*		

UNIVERSITY CURRICULUM COMMITTEE
Curricular Proposal Form

Instructions: Clearly mark all changes using Track Change or strikethroughs for deletions and underlines for additions. Following the approval of the appropriate college curriculum committee, a single representative for the college will e-mail the completed form to the Academic Publications Editor in the Registrar's Office for review by the University Curriculum Committee (UCC).

Incomplete forms will be returned to the college for correction and may delay their approval.

Deadline: This form must be submitted to the Academic Publications Editor by October 1st for inclusion in the next available General Catalog and to be available for scheduling beginning with the next summer semester.

Submission Information

College**s:**	College of Education, Health and Human Sciences (CEHHS) & College of Letters, Arts, and Social Sciences (CLASS)
Department/Unit:	Curriculum and Instruction (C&I) & English
Dept/Unit Approval Date:	C&I: September 16, 2019 English: September 6, 2019
College Approval Date:	CEHHS Curriculum Committee: September 16, 2019 CEHHS: Approved via 9/27/19 E-vote (31 Yes/0 No/0 Abstain) CLASS Curriculum Committee: CLASS:
Teacher Education Coordinating Committee Date:	September 17, 2019

Curricula Information

Clearly mark all changes using Track Change or strikethroughs for deletions and underlines for additions.

Degree:	M.A.
Major:	Teaching English ~~as a Second Language~~ <u>to Speakers of Other Languages (TESOL)</u>
Minor:	
Academic Certificate:	
Teaching Major/Minor:	English as a Second Language

Curriculum:	English (M.A.) M.A. Major in Teaching English ~~as a Second Language~~ to Speakers of Other Languages (TESOL).

The ~~M.A. TESL~~M.A. in Teaching English to Speakers of Other Languages (TESOL) is intended for students ~~who are~~ interested in learning to teach English as a second language at the secondary or post-secondary level. ~~The s~~Students take courses in linguistics and ~~in~~ language teaching pedagogy. This curriculum provides ~~them with~~ theoretical background and practical training in the areas of second language acquisition.

~~Of the minimum of 33 credits required for the degree, at least 24 must be earned while enrolled in residence at UI, and at least 21 credits must be earned in courses numbered 500 and above.~~ The ~~33~~ 30 credits are to include the following courses ~~(18 credits)~~:

Code	Title	Hours
~~ENGL 510~~	~~Studies in Linguistics (Descriptive Linguistics and Second Language Acquisition)~~	~~6~~
~~ENGL 513~~	~~ESL Methods I: Basic Oral/Aural Skills~~	~~3~~
EDCI 549	ENL Methods	3
~~ENGL 515~~	~~ESL Teaching Practicum~~	~~3~~
EDCI 597	Practicum	3
EDCI 466	Literacy Assessment and Intervention	3
EDCI 544	Teaching Culturally Diverse Learners	3
EDCI 548	Introduction to ENL	3
ENGL 517	Introduction to Applied Linguistics	3
ENGL 510	Studies in Linguistics	3
ENGL 544	Sociolinguistics	3
ENGL 551	Theories of Second/Additional Language Acquisition	3
EDCI 599	Non-Thesis Master's Research	3
Total Hours		~~18~~ 30

~~The remaining 15 credits are to be taken in approved electives in the Department of English, which may include thesis credits.~~

~~The M.A. in TESL offers a thesis option. Students who choose to complete the thesis option will write a thesis which may be up to 6 credits of their required 33 credits. Students who do not elect to write a thesis must complete their non-thesis option in the form of a comprehensive examination.~~

Native speakers of English in the ~~TESL~~ TESOL program ~~must have studied a foreign language or have completed two years of college work (or its equivalent) in a modern foreign language. They~~ must have studied a foreign language for at least one semester (or equivalent) within the preceding five years. Non-native speakers of English are excused from this requirement.

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.

The U.S. Department of Education defines distance education as follows:

Distance education means education that uses one or more of the technologies listed below to deliver instruction to students who are separated from the instructor and to support regular and substantive interaction between the students and the instructor, either synchronously or asynchronously. The technologies may include--

(1) *The internet;*
(2) *One-way and two-way transmissions through open broadcast, closed circuit, cable, microwave, broadband lines, fiber optics, satellite, or wireless communications devices;*
(3) *Audio conferencing; or*
(4) *Video cassettes, DVDs, and CD-ROMs, if the cassettes, DVDs, or CD-ROMs are used in a course in conjunction with any of the technologies listed in paragraphs (1) through (3).*

Can 50% or more of the curricular requirements of this program be completed via distance education?*	Yes**		No	X
**If Yes, can 100% of the curricular requirements of this program be completed via distance education?	Yes		No	

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

Geographical Area Availability

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

Moscow	X		
Coeur d'Alene			
Boise*			
Idaho Falls*			
Other*,**		Location(s):	

*Note: Programs offered in regions 3, 4, and/or 5 may require additional formwork from the State Board of Education. See Idaho Statute 33-2101 for more information on the regions. Contact the Office of the Provost for additional information.

**Note: If Other is selected identify the specific area(s) this program will be offered.

Student Learning Outcomes

Please indicate whether 25% or more of the program learning outcomes are changing as a result of this proposal: □Yes   XNo
   **Note: If you answered YES to this question, complete the table below:

	List Old Learning Outcomes	New Learning Outcome, if changed *(if no change, write N/A and move to next outcome)*	New Direct Measure *(list student work product and explain how it will be evaluated)*	Have you updated the assessment cycle to include this change? *(yes/no)*
SLO#1	Students successfully adapt and develop teaching materials for ESL learners.			
SLO#2	Students successfully teach in ESL classrooms.			
SLO#3	Students write and discuss pedagogical ideas that draw on current theories of additional language acquisition.			
SLO#4	Students' writing exhibits knowledge of academic writing and APA citation conventions.			
SLO#5	Students build professional connections with teachers/researchers from the field of Teaching English as a Second Language.			

Commented [MS(1)]: Does this happen during the educational program? If not, what does the student learn and demonstrate to show they are ready to successfully teach in the ESL classroom? The outcome should express what the students are learning/have learned and be measurable while the student is still with us.

Commented [MS(2)]: What are students learning that enables them to do this? Consider removing or revising to an outcome that is measurable within the context of the learning environment and expresses the value-added students achieve from the specific program. Does the curriculum teach networking skills?

Rationale and Assessment

Rationale for the proposed change. Include an explanation of how the department will manage the added workload, if any. Summarize how the learning outcomes will be assessed for the proposed curriculum.

> **Commented [MS(3)]:** Please provide detail on how the learning outcomes will be assessed – who will be responsible, what will the assessment cycle look like, what will the measures be, and how will the program ensure the data is being used?

There are three broad changes in this proposal, jointly brought by the Departments of C&I and English.

1. Move the degree from English (CLASS) to C&I (COEHHS)
While this degree has historically resided in the Department of English, recent faculty departures have prompted a quest to solidify and strengthen ESL offerings across departments. C&I delivers an undergraduate English as a Second Language (ESL) program and has the faculty to support this proposal.

2. Alter curricular requirements to meet standards for initial certification of teachers in Idaho.
A) Switch ENGL 513 and 515 for EDCI 549 and 597. Though they are not cross-listed, these courses have been interchangeable since the latter two came online two years ago.
B) Add EDCI 466, 544, and 548 as required courses, offset by a reduction in approved electives. The three courses now proposed to be prescribed meet Idaho Standards for Initial Certification of Professional Educators, required of individuals seeking an ENL endorsement for K-12 teaching. See below Idaho administrative rule for rationales for this portion of the proposal.

3. Change the total number of credits for the degree from 33 to 30.

Idaho Administrative Rule 08.02.02.023.06:
06. English as a Second Language (ESL) (K-12). Twenty (20) semester credit hours leading toward competency as defined by Idaho Standards for ESL Teachers to include all of the following: a modern language other than English; cultural diversity; ESL methods; linguistics; second language acquisition theory and practice; foundations of ESL/bilingual education, legal foundations of ESL/bilingual education, identification and assessment of English learners; and at least one (1) semester credit in ESL practicum or field experience. (3-28-18)

Office of the Registrar Information

Date Received by UCC Secretary:	
UCC Item Number:	
UCC Approval Date:	
General Curriculum Report Number:	

College of Education, Health and Human Sciences
Proposed Catalog Changes
Effective Summer 2020

1. Add the following **M.A.T. in Secondary Education**:

Secondary Education (M.A.T.)

Required course work includes successful completion of Praxis II test in the student's content area; one 45-credit teaching endorsement or one 30-credit teaching endorsement and one 20-credit teaching endorsement (see "Teaching Majors and Minors"); and maintaining at least a grade of 'C' in the following course requirements:

EDCI 501	Seminar	1
EDCI 520	Educating for Exceptionalities	3
EDCI 543	Learning, Development and Assessment	3
EDCI 544	Teaching Culturally Diverse Learners	3
EDCI 545	Technology, Teaching and Learning	2
EDCI 550	Contexts of Education	3
EDCI 563	Literacy Methods for Content Learning	3
EDCI 598	Internship	10
Select one of the following Special Methods Sequences:		4
EDCI 431	Secondary English Methods	
and EDCI 441	Secondary English Methods Practicum	
EDCI 432	Secondary Social Studies Methods	
and EDCI 441	Secondary Social Studies Methods Practicum	
EDCI 433	Secondary Science Methods	
and EDCI 443	Secondary Science Methods Practicum	
EDCI 434	Secondary Mathematics Methods	
and EDCI 454	Secondary Mathematics Methods Practicum	
EDCI 436	Secondary Art Methods	
and EDCI 446	Secondary Art Methods Practicum	
EDCI 437	Secondary Foreign Language Methods	
and EDCI 447	Secondary Foreign Language Methods Practicum	

Total Hours   **32**

    Distance Availability: Yes
    Geographical Areas: Moscow, online

Rationale: The Department of Curriculum and Instruction seeks to add an option leading to recommendation for teacher certification. The recently-created courses mirror those in the already-approved program leading to recommendation for teacher certification through an undergraduate or non-degree-seeking route. This course of study will eventually take over the current M.Ed. with certification option, once fully implemented.

Contact: Taylor Raney

Institutional Tracking No. _____

Idaho State Board of Education
Proposal for **Undergraduate/Graduate Degree** Program

Date of Proposal Submission:	September 1, 2018
Institution Submitting Proposal:	University of Idaho
Name of College, School, or Division:	College of Education, Health and Human Sciences
Name of Department(s) or Area(s):	Curriculum & Instruction

Program Identification for Proposed New or Modified Program:

Program Title:	Master of Arts in Teaching (M.A.T.): Secondary Education					
Degree:		Degree Designation		Undergraduate	x	Graduate
Indicate if Online Program:	X	Yes		No		
CIP code (consult IR /Registrar):	13.1205					
Proposed Starting Date:	Fall semester 2020					
Geographical Delivery:	Location(s)	online		Region(s)		
Indicate (X) if the program is/has:		Self-Support		Professional Fee		Online Program Fee
Indicate (X) if the program is:	X	Regional Responsibility		Statewide Responsibility		

Indicate whether this request is either of the following:

X	New Degree Program	☐	Consolidation of Existing Program
☐	Undergraduate/Graduate Certificates (30 credits or more)	☐	New Off-Campus Instructional Program
☐	Expansion of Existing Program	☐	Other (i.e., Contract Program/Collaborative

_____   _____
College Dean (Institution)   Date

_____   _____
Graduate Dean or other official   Date
(Institution; as applicable)

_____   _____
FVP/Chief Fiscal Officer (Institution)   Date

_____   _____
Vice President for Research (Institution; as   Date
applicable)

_____   _____
Academic Affairs Program Manager, OSBE   Date

_____   _____
Chief Academic Officer, OSBE   Date

| Provost/VP for Instruction (Institution) | Date | Chief Financial Officer, OSBE | Date |
| President | Date | SBOE/Executive Director Approval | Date |

> **Before completing this form, refer to Board Policy Section III.G., Postsecondary Program Approval and Discontinuance**. This proposal form must be completed for the creation of each new program. <u>All questions must be answered</u>.

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.

This program will lead to initial teacher certification at the middle and high school levels with a graduate-level degree. There is a strand within the current M.Ed. in Curriculum & Instruction that leads to teacher certification that this program will replace. This new M.A.T. program will be related to the undergraduate teacher education core in that course work will parallel that of the undergraduate track.

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.

This program will address the teacher shortage in Idaho and the region as an offering that allows for individuals with content-area degrees to pursue recommendation for teacher certification in those contents. It will provide an option to earn teacher certification through a face-to-face or fully online suite of course work.

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:

1. *Middle School teacher*
2.
2. *High School teacher*

	State DOL data	Federal DOL data	Other data source: (describe)
Local (Service Area)	94		
State	355		According to our Emsi market analysis, jobs in this area are projected to grow by 5.8% in Idaho through 2024. Annual job openings in Idaho is approximately 187.
Nation		190,000	

Provide (as appropriate) additional narrative as to the workforce needs that will be met by the proposed program.

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.**
We expect the enrollment in this program to mirror that of the current masters-plus-certification. In the one year of that program being in place, we have about 15 enrollees with new requests for information almost daily.

c.   Economic Need: Describe how the proposed program will act to stimulate the state economy by advancing the field, providing research results, etc.
The proposed program will supplant the current "masters-plus-certification" program offered in the Department of Curriculum and Instruction. It will allow for a smoother transition from undergraduate to graduate matriculation, however, as courses will be joint-listed and therefore available to be started during the undergraduate experience. This will result in teachers reaching K-12 classrooms sooner and more economically, making the program more attractive to individuals considering a career in the classroom.

d.   Societal Need: Describe additional societal benefits and cultural benefits of the program.

e.   If Associate's degree, transferability:

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 <u>by Idaho public institutions</u> (list the proposed program as well)		
Institution Name	**Degree name and Level**	**Program Name and brief description if warranted**
Idaho State University	**Master of Education**	**Master of Secondary Education**

Similar Programs offered by other Idaho institutions and by institutions in nearby states		
Institution Name	**Degree name and Level**	**Program Name and brief description if warranted**
College of Idaho	**Master of Arts**	**Master of Arts in Teaching**
Washington State University	**Master in Teaching**	
Gonzaga University	**Master of Initial Teaching**	

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.
As the Department of Curriculum and Instruction has been running a comparable program for a few years, we are aware of the market demand for it already. While it is a duplication of similar existing programs, its duplicative cousin has already demonstrated that demand. This is simply a more attractive option for those already considering programs.

5.   Describe how this request supports the institution's vision and/or strategic plan.
This request supports the University of Idaho's "Transform" initiative in the strategic plan. It provides "greater access to education opportunities to meet the evolving needs of society" by being a fully online curriculum available to anyone interested in becoming a K-12 teacher.

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.
This is a major factor in the proposal being brought forward, as the program's quality assurance will align completely with the current undergraduate offerings. While the graduate level course work will be more rigorous, signature assignments and assessed program outcomes toward teacher certification will be identical.

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**.
Not applicable

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__X___ No_____

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

Submission to the PSC for consideration will occur immediately following UCC approval. That consideration will then take place concurrently with the proposal's movement through the faculty senate.

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 <u>at least one criterion listed below</u>.

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.
As the Department of Curriculum and Instruction is expected to produce high-quality educators for the state and region, this program will perpetuate those efforts.

ii. Explain if the proposed program is reliant on external funding (grants, donations) with a deadline for acceptance of funding.
This proposed program is not reliant on external funding.

iii. Is there a contractual obligation or partnership opportunity to justify the program?
No

iv. Is the program request or program change in response to accreditation requirements or recommendations?
No

v. Is the program request or program change in response to recent changes to teacher certification/endorsement requirements?
No

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.

Credit hours in required courses offered by the department (s) offering the program.	32
Credit hours in required courses offered by other departments:	0
Credit hours in institutional general education curriculum	0
Credit hours in free electives	0
Total credit hours required for degree program:	32

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

EDCI 550: Contexts of Education (3 cr)
EDCI 543: Learning, Development, and Assessment (3 cr)
EDCI 544: Teaching Culturally Diverse Learners (3 cr)
EDCI 545: Technology, Teaching, and Learning (2 cr)
EDSP 520: Educating for Exceptionalities (3 cr)
EDCI 563: Literacy Methods for Content Learning (3 cr)
Discipline-specific methods course and practicum (3+1 cr)
EDCI 401: Internship Seminar (1 cr)
EDCI 598: Secondary Internship (10 cr)

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.

Included in the 32-credit minimum articulated above is a 10-credit student teaching experience (internship). Additionally, candidates will be expected to complete applicable state-mandated content competency assessment, the Praxis II.

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.
Candidates understand how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas.

Candidates design and implement developmentally appropriate and challenging learning experiences.

Candidates understand individual differences and diverse cultures and communities to ensure inclusive learning environments.

Candidates understand how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem-solving.

Candidates understand and use multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide decision-making.

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.
Each of the above proposed learning outcomes has several more granular indicators beneath them. Those are assessed through signature assignments in each of the required courses, using validated rubrics.

b.   Closing the loop. How will you ensure that the assessment findings will be used to improve the program?
Assessment findings are used in monthly program meetings and regular department meetings to identify opportunities for growth in each teacher education program.

c.   Measures used. What direct and indirect measures will be used to assess student learning?
Direct: lesson demonstrations, lesson and unit plans, portfolios
Indirect: dispositional assessments, end-of-semester course feedback, program completer employment data required for national accreditation

d.   Timing and frequency. When will assessment activities occur and at what frequency?
Assessment activities occur in each course listed above as well as through annual surveys following completion and annually available employment data

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								
Institution and Program Name	**Fall Headcount Enrollment in Program**				**Number of Graduates From Program (Summer, Fall, Spring)**			
	FY17	FY18	FY19	FY20 (most recent)	FY__	FY__	FY__	FY__ (most recent)
BSU								

ISU		6	9	29	none	yet;	new	program
UI							
LCSC							
CEI							
CSI							
CWI							
NIC							

14. **Projections for proposed program:** Using the chart below, provide projected enrollments and number of graduates for the proposed program:

Proposed Program: Projected Enrollments and Graduates First Five Years											
Program Name: *Masters of Arts in Teaching*											
Projected Fall Term Headcount Enrollment in Program						Projected Annual Number of Graduates From Program					
FY 20	FY 21	FY 22	FY 23	FY 24	FY 25	FY 20	FY 21	FY 22	FY 23	FY 24	FY 25
20	30	30	30	30	30	10	30	30	30	30	30

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?

The current M.Ed.-plus-certification has about 20 enrollees. Interest has grown as it becomes better known, so we project a small increase. That would take us to capacity in the required courses without adding sections.

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?

Though this would be highly unlikely, this program could exist with only one enrollee. This is due entirely to the manner in which this program overlays with the current undergraduate program.

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?

There is no set plan to sunset this program because the companion undergraduate courses will remain.

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. *Not applicable*

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? *Not applicable*

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.
Not applicable

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.
The library currently supports our programs very appropriately. It would not require further resources from the library.

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.
none

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?

No new personnel resources will be necessary, as these courses will overlay with currently available undergraduate courses.

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 current structure for support will not be required to change to support this program.

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?
No impact on existing programs based on increased workload.

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.
Not applicable

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?
Not applicable

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.

Not applicable

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?

Not applicable

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?
Not applicable

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.

All University of Idaho students who take online courses are charged an online course fee of $35 per credit hour, thus students in this fully online program will pay an additional $1120 (total). Online fees are used to support course development, the learning management system (LMS) and other tools/technologies for online learning, and personnel who manage the LMS and provide instructional design support.

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.
Not applicable

21. Using the <u>budget template</u> 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).

UNIVERSITY CURRICULUM COMMITTEE
Curricular Proposal Form

Instructions: Clearly mark all changes using Track Change or strikethroughs for deletions and underlines for additions. Following the approval of the appropriate college curriculum committee, a single representative for the college will e-mail the completed form to the Academic Publications Editor in the Registrar's Office for review by the University Curriculum Committee (UCC).

Incomplete forms will be returned to the college for correction and may delay their approval.

Deadline: This form must be submitted to the Academic Publications Editor by October 1st for inclusion in the next available General Catalog and to be available for scheduling beginning with the next summer semester.

Submission Information

College:	Education, Health and Human Sciences
Department/Unit:	Curriculum & Instruction
Dept/Unit Approval Date:	Advanced Studies Program 8/31/2018; C&I 9/7/2018 - TECC 09/11/18 – CCC 09/12/18
College Approval Date:	EHHS 09/20/18

Curricula Information

Clearly mark all changes using Track Change or strikethroughs for deletions and underlines for additions.

Degree:	Master of Arts in Teaching (M.A.T.)
Major:	Secondary Education
Minor:	
Academic Certificate:	
Teaching Major/Minor:	Secondary Education

Curriculum:	Secondary Education (M.A.T.) Required course work includes successful completion of Praxis II test in the student's content area; one 45-credit teaching endorsement or one 30-credit teaching endorsement and one 20-credit teaching endorsement (see "Teaching Majors and Minors"); and maintaining at least a grade of C in the following course requirements: EDCI 550 Contexts of Education 3 cr EDCI 543 Learning, Dvlpmnt, & Assessment 3 cr EDCI 544 Tchng Culturally Diverse Lrnrs 3 cr EDCI 545 Tech, Teaching & Learning 2 cr EDSP 520 Educating for Exceptionalities 3 cr EDCI 563 Literacy Methods for Content Learning 3 cr Special Methods Sequence 4 cr EDCI 437 Secondary Foreign Language Methods 3 cr AND EDCI 447 Secondary Foreign Language Mthords Practicum 1 cr EDCI 431 Secondary English Methods 3 cr AND EDCI 441 Secondary English Methods Practicum 1 cr EDCI 432 Secondary Social Studies Methods 3 cr AND EDCI 442 Secondary Social Studies Methods Practicum 1 cr EDCI 433 Secondary Science Methods 3 cr AND EDCI 443 Secondary Science Methods Practicum 1 cr EDCI 434 Secondary Mathematics Methods 3 cr AND EDCI 454 Secondary Mathematics Methods Practicum 1 cr EDCI 436 Secondary Art Methods 3 cr AND EDCI 446 Secondary Art Methods Practicum 1 cr EDCI 598 Internship 10 cr EDCI 501 Seminar 1 cr Courses to total 32 credits for this degree

Distance Education Availability

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

The U.S. Department of Education defines distance education as follows:

Distance education means education that uses one or more of the technologies listed below to deliver instruction to students who are separated from the instructor and to support regular and substantive interaction between the students and the instructor, either synchronously or asynchronously. The technologies may include--

- *(1) The internet;*
- *(2) One-way and two-way transmissions through open broadcast, closed circuit, cable, microwave, broadband lines, fiber optics, satellite, or wireless communications devices;*
- *(3) Audio conferencing; or*
- *(4) Video cassettes, DVDs, and CD-ROMs, if the cassettes, DVDs, or CD-ROMs are used in a course in conjunction with any of the technologies listed in paragraphs (1) through (3).*

Can 50% or more of the curricular requirements of this program be completed via distance education?*	Yes**	X	No	
**If Yes, can 100% of the curricular requirements of this program be completed via distance education?	Yes		No	

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

Geographical Area Availability

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

Moscow	X		
Coeur d'Alene			
Boise*			
Idaho Falls*			
Other*,**	X	Location(s):	Online

*Note: Programs offered in regions 3, 4, and/or 5 may require additional formwork from the State Board of Education. See Idaho Statute 33-2101 for more information on the regions. Contact the Office of the Provost for additional information.

**Note: If Other is selected identify the specific area(s) this program will be offered.

Student Learning Outcomes

Please indicate whether 25% or more of the program learning outcomes are changing as a result of this proposal: ☐Yes   **X** No
   **Note: If you answered YES to this question, complete the table below:

As this program will be run parallel to the undergraduate teacher education/preparation program (B.S.Ed.) the learning outcomes will also mirror those of that already-approved program. They are state-mandated "Standards for the Preparation of Professional School Personnel" for any teacher prep program.

	List Old Learning Outcomes	New Learning Outcome, if changed *(if no change, write N/A and move to next outcome)*	New Direct Measure *(list student work product and explain how it will be evaluated)*	Have you updated the assessment cycle to include this change? *(yes/no)*
SLO#1				
SLO#2				
SLO#3				
SLO#4				
SLO#5				

Rationale and Assessment

Rationale for the proposed change. Include an explanation of how the department will manage the added workload, if any. Summarize how the learning outcomes will be assessed for the proposed curriculum.

The Department of Curriculum and Instruction seeks to add an option leading to recommendation for teacher certification. The recently-created courses mirror those in the already-approved program leading to recommendation for teacher certification through an undergraduate or non-degree-seeking route. This course of study will eventually take over the current M.Ed. with certification option, once fully implemented.

Office of the Registrar Information

Date Received by UCC Secretary:	
UCC Item Number:	
UCC Approval Date:	
General Curriculum Report Number:	

Program Resource Requirements.

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

I. PLANNED STUDENT ENROLLMENT

	FY 2020 FTE	FY 2020 Headcount	FY 2021 FTE	FY 2021 Headcount	FY 2022 FTE	FY 2022 Headcount	FY 2023 FTE	FY 2023 Headcount
A. New enrollments	7	15	7	15	10	20	10	20
B. Shifting enrollments	0	0	0	0	0	0	0	0
Total Enrollment	7	15	7	15	10	20	10	20

II. REVENUE

	FY 2020 On-going	FY 2020 One-time	FY 2021 On-going	FY 2021 One-time	FY 2022 On-going	FY 2022 One-time	FY 2023 On-going	FY 2023 One-time
1. New Appropriated Funding Request	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
2. Institution Funds	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
3. Federal	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
4. New Tuition Revenues from Increased Enrollments		$140,280.00		$140,280.00		$187,040.00		$187,040.00
5. Student Fees	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
6. Other (i.e., Gifts)	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
Total Revenue	$0	$140,280	$0	$140,280	$0	$187,040	$0	$187,040

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

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

III. EXPENDITURES

	FY 2020		FY 2021		FY 2022		FY 2023	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
A. Personnel Costs								
1. FTE	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
2. Faculty	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
3. Adjunct Faculty	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
4. Graduate/Undergrad Assistants	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
5. Research Personnel	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
6. Directors/Administrators	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
7. Administrative Support Personnel	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
8. Fringe Benefits	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
9. Other:	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
Total Personnel and Costs	$0	$0	$0	$0	$0	$0	$0	$0

	FY **2020**		FY **2021**		FY **2022**		FY **2023**	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
B. Operating Expenditures								
1. Travel	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
2. Professional Services	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
3. Other Services	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
4. Communications	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
5. Materials and Supplies	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
6. Rentals	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
7. Materials & Goods for Manufacture & Resale	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
8. Miscellaneous	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
Total Operating Expenditures	$0	$0	$0	$0	$0	$0	$0	$0

	FY **2020**		FY **2021**		FY **2022**		FY **2023**	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
C. Capital Outlay								
1. Library Resources	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
2. Equipment	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
Total Capital Outlay	$0	$0	$0	$0	$0	$0	$0	$0

FY **2020** FY **2021** FY **2022** FY **2023**

D. Capital Facilities
Construction or Major
Renovation

<mark>**E. Other Costs**</mark>

Utilites	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
Maintenance & Repairs	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
Other								
Total Other Costs	$0	$0	$0	$0	$0	$0	$0	$0
TOTAL EXPENDITURES:	$0	$0	$0	$0	$0	$0	$0	$0
Net Income (Deficit)	$0	$140,280	$0	$140,280	$0	$187,040	$0	$187,040

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

I.A.B.	Faculty and staff have capacity to absorb the new students into already-offered and concurrently-scheduled courses.

PROPOSAL TO DISCONTINUE THE B.S. IN MUSIC: HISTORY AND LITERATURE EMPHASIS

1. Discontinue the **B.S. in Music: History and Literature Emphasis**:

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

B. History and Literature Emphasis (Not available as a B.S.)

MUSA 114	Studio Instruction (4 credits are required)	4
MUSA 314	Studio Instruction (4 credits are required in major instrument or voice)	4
MUSH 480	Senior Thesis in Music History I	1
MUSH 481	Senior Thesis in Music History II	1
Select 2 credits of 300 or 400-Level MUSC electives		2
Select 4 credits of 300 or 400-Level MUSH electives		4
Select MUSA Ensembles in 8 different semesters [1]		8
Total Hours		24

Courses to total 120 credits for this degree and include at least 66 cr in non-music courses

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

Rationale: We currently offer the Music: History and Literature Emphasis as both a B.A. and B.S. The Music History faculty would like to drop the B.S. in this Emphasis, as foreign language is an essential skill in this area, and the B.S. does not require foreign language, whereas the B.A. does. We have not had any students in this Emphasis for many years.

Contact: Vanessa Sielert or Leonard Garrison

University *of* **Idaho**
Office of the Provost and
Executive Vice President

PROGRAM COMPONENT (Group B) OR NON-SUBSTANTIVE REQUEST FORM
(Fill out this form if you have a program component change as defined by Board Policy III.G.d.)

SELECT THE BOX OR BOXES THAT DESCRIBE YOUR REQUEST:

[ ]	1. New component (option, minor, emphasis, concentration or specialization)	[ ]	5. Discontinuation of a certificate (30 credits or less)
[ ]	2. New certificate (30 credits or less)	[ ]	6. CIP Code change
[ ]	3. Change to program name or title, degree, department, division, college or center	[ ]	7. Other, please describe:
[X]	4. Discontinuation of a component (option, minor, emphasis, concentration or specialization)		

REQUIRED INFORMATION FOR ALL SELECTIONS:

Dept Chair Name:	Vanessa Sielert	Email:	vanessas@uidaho.edu
Department/Unit:	Lionel Hampton School of Music		
College:	CLASS		
Current Program Name:	B.S. Music: History and Literature Emphasis		Graduate
		X	Undergraduate
Current program credits:	120		
Primary Point of Contact (if different from above):	Leonard Garrison	Email:	leonardg@uidaho.edu
Briefly describe the change you are requesting:	We currently offer the Music: History and Literature Emphasis as both a B.A. and B.S. The Music History faculty would like to drop the B.S. in this Emphasis, as foreign language is an essential skill in this area, and the B.S. does not require foreign language, whereas the B.A. does.		
CIP Code:		New (list requested code):		Existing (list the current code):
What is the financial impact of the requested change:		Greater than $250,000 per FY;	X	Less than $250,000 per FY;
Describe the financial impact:	None; we have not had any students in this Emphasis for many years.		

Implementation/effective date of change or new component:	Fall (August 2020)			
Can 50% or more of the curricular requirements of this program be completed via online or distance delivery?		Yes	X	No
If yes can 100% of the curricular requirements of this program be completed via online or distance delivery?		Yes		No
Please write the geographical location that this program will be offered:	Moscow			

NEW PROGRAM COMPONENTS/CERTIFICATES – FILL OUT THIS SECTION IF YOU SELECTED #1 OR #2 ABOVE

Name of new component or certificate:				
Number of credits:				
Describe proposed new program component or certificate to include overview of program and credit requirements:				
Are there curriculum changes needed and/or do new courses need to be created:		Yes – if you select yes to this question, please attach all curriculum and course documents related to this.		No
List the intended learning outcomes for the 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?				

MODIFICATIONS/NAME CHANGES/CIP CODE CHANGES – FILL OUT THIS SECTION IF YOU SELECTED #3 OR #6 ABOVE

Current name of component or degree:				
New name of component or degree:				
Number of credits:				
Describe the modification are you making:				
Name of major or degree that the component is attached to:				
Describe rationale for the modification:				
Indicate whether program, curriculum, course and admission requirements remain the same.		Yes – if you select yes to this question, please attach all curriculum and course documents related to this.		No
Are any of the learning outcomes changing:		Yes – if yes fill out question below		No
List the new learning outcomes:	1. 2. 3. 4. 5.			

DISCONTINUATION – FILL OUT THIS SECTION IF YOU SELECTED #4 OR #5 ABOVE

What are you requesting to discontinue:	B.S. in Music: History and Literature Emphasis			
What is the student impact if any?	none			
Are there curriculum changes needed and/or do new courses need to be created:		Yes – if you select yes to this question, please attach all curriculum and course documents related to this.	X	No

SIGNATURES – REQUIRED FOR ALL SELECTIONS:

Dept/Unit Curriculum Committee Approval Date:	9/17/19	Vote Record:	unanimous
Dept Chair Signature of Approval	*V. Sulent*		
College Curriculum Committee Approval Date:	October 2, 2019	Vote Record:	3-0 in support
Dean Signature of Approval	*Sean McLaughlin*		
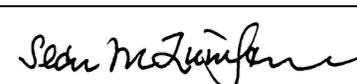
College of Engineering
Proposed Catalog Changes
Effective Summer 2020

PROPOSAL TO CREATE A NEW GRADUATE CERTIFICATE IN NUCLEAR DECOMMISSIONING
AND USED FUEL MANAGEMENT

1. Create the following Graduate Certificate:

Nuclear Decommissioning and Used Fuel Management Academic Certificate

Before pursuing this certificate, students must have completed NE 450 (Principles of Nuclear Engineering) or have previous professional nuclear experience (e.g., nuclear navy, commercial power plant).

NE 516	Nuclear Rules and Regulations	3
NE 554	Radiation Detection and Shielding	3
NE 582	Spent Nuclear Fuel Management and Disposition	3
NE 587	Nuclear Decommissioning	3
Total Hours		12

Courses to total 12 credits for this certificate

Distance Availability: Yes
Rationale: The nuclear industry is facing financial challenges from low prices for electricity as a result of cheap natural gas as well as a glut of growing renewable sources. As a result, it is projected that a full quarter of the current U.S. nuclear generation capacity will be retired and require decommissioning by 2050. These decommission activities will require trained engineers with a skill set and knowledge base beyond those needed for projected construction of the new plants (conventional, small modular, and microreactors) during the same time period. UI will develop this expertise through the Nuclear Decommissioning and Used Fuel Management (NDUFM) certificate. The four course, 12 credit graduate-level certificate will be structured to educate currently employed practicing engineers desiring to expand their skill sets as well as traditional graduate students in pursuit of M.S., M.Engr., and Ph.D. credentials for the emerging and important decommissioning field. The NDUFM certificate program of instruction will provide world-class engineering education using state of the art pedagogy specifically crafted for worldwide asynchronous delivery. This will be accomplished by the collaboration between nuclear engineering faculty members and experts in asynchronous pedagogy and delivery to produce reusable learning modules with high quality production value. The certificate would include the development of asynchronous learning materials for i) an existing prerequisite "leveling course," ii) three existing courses and iii) one new course, NE 587.

PROGRAM COMPONENT (Group B) OR NON-SUBSTANTIVE REQUEST FORM
(Fill out this form if you have a program component change as defined by Board Policy III.G.d.)

SELECT THE BOX OR BOXES THAT DESCRIBE YOUR REQUEST:

☐	1. New component (option, minor, emphasis, concentration or specialization)	☐ 5. Discontinuation of a certificate (30 credits or less)
X	2. New certificate (30 credits or less)	☐ 6. CIP Code change
☐	3. Change to program name or title, degree, department, division, college or center	☐ 7. Other, please describe:
☐	4. Discontinuation of a component (option, minor, emphasis, concentration or specialization)	

REQUIRED INFORMATION FOR ALL SELECTIONS:

Dept Chair Name:	Richard Christensen	Email:	rchristensen@uidaho.edu
Department/Unit:	Nuclear Engineering		
College:	Engineering		
Current Program Name:	NEW	X	Graduate
			Undergraduate
Current program credits:			
Primary Point of Contact (if different from above):	Robert Borrelli	Email:	rborrelli@uidaho.edu
Briefly describe the change you are requesting:	Create a 12 credit Graduate Certificate in Nuclear Decommissioning and Used Fuel Management		
CIP Code:		New (list requested code): 14.2301	Existing (list the current code):
What is the financial impact of the requested change:		Greater than $250,000 per FY;	X Less than $250,000 per FY;
Describe the financial impact:	The financial impact will be minimal. The certificate program will involve the creation of one new course, The resources associated with program delivery will be provided by the Idaho Falls Center in conjunction with the Idaho National Laboratory (INL) education contract.		

Implementation/effective date of change or new component:	Fall 2020		
Can 50% or more of the curricular requirements of this program be completed via online or distance delivery?	X	Yes	No
If yes can 100% of the curricular requirements of this program be completed via online or distance delivery?	X	Yes	No
Please write the geographical location that this program will be offered:			

NEW PROGRAM COMPONENTS AND CERTIFICATES – FILL OUT THIS SECTION IF YOU SELECTED #1 OR #2 ABOVE

Name of new component or certificate:	Nuclear Decommissioning and Used Fuel Management Certificate
Number of credits:	12
Describe proposed new program component or certificate to include overview of program and credit requirements:	The nuclear industry is facing financial challenges from low prices for electricity as a result of cheap natural gas as well as a glut of growing renewable sources. As a result, it is projected that a full quarter of the current U.S. nuclear generation capacity will be retired and require decommissioning by 2050. The decommission activities will require trained engineers with a skill set and knowledge base beyond those needed for projected construction of new plants (conventional, small modular, and microreactors) during the same time period. UI will develop this expertise through the Nuclear Decommissioning and Used Fuel Management (NDUFM) certificate. The four course, 12 credit graduate-level certificate will be structured to educate currently employed practicing engineers desiring to expand their skill sets as well as traditional graduate students in pursuit of M.S., M.Engr., and Ph.D. credentials for the emerging and important decommissioning field. The NDUFM certificate program of instruction will provide world-class engineering education using state of the art pedagogy specifically crafted for worldwide asynchronous delivery. This will be accomplished by the collaboration between nuclear engineering faculty members and experts in asynchronous pedagogy and delivery to produce reusable learning modules with high quality production value. The certificate would include the development of asynchronous learning materials for i) an existing prerequisite "leveling course," ii) three existing courses, and iii) one new course as described below: **Prerequisite:** • NE 450 Principles of Nuclear Engineering – Basic nuclear and atomic processes; radioactive decay, binding energy, radiation interactions, reaction cross sections. Neutron diffusion, radiation sources. *OR*

	• Previous professional nuclear experience (e.g., nuclear navy, commercial power plant, etc.) **NDUFM Certificate:** • NE 516 Nuclear Rules and Regulations – An in-depth examination of nuclear regulatory agencies; major nuclear legislation; current radiation protection standards and organizational responsibility for their implementation. • NE 554 Radiation Detection and Shielding – Radiation transport and shielding concepts. Methods for quantifying attenuation of nuclear particles and electromagnetic radiation. Radiation detection methods, data acquisition and processing. • NE 582 Spent Nuclear Fuel Management and Disposition – The management of nuclear fuel after removal from a nuclear reactor; storage options, recycle and recovery of uranium and other radionuclides, geological repositories and related topics. • *NE 587* (new) Nuclear Decommissioning – Concepts and strategies for decommissioning nuclear facilities including project and program management, waste management, and site environmental restorations. Currently, there are no programs in the U.S. specifically focused on decommissioning with the exception of a specialized University of Tennessee program associated with the Oak Ridge National Laboratory Y-12 facility. Through the Nuclear Decommissioning and Used Fuel Management certificate, UI will establish itself on the leading edge of a program that has the potential to serve the needs of the U.S. and worldwide nuclear industry for at least the next 3 decades.	

Are there curriculum changes needed and/or do new courses need to be created:	X	Yes – if you select yes to this question, please attach all curriculum and course documents related to this.		No

List the intended learning outcomes for the 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:

Upon completion of the Nuclear Decommissioning and Used Fuel Management certificate program students will:
- Understand the regulatory framework and its basis for nuclear operations and implement this framework in the context of decommissioning of nuclear facilities and the management of associated radioactive materials.
- Understand radiation shielding and protection and its application in the decommissioning of nuclear facilities.
- Understand strategies and the engineering basis for the safe removal and short-term storage of used nuclear fuel.
- Understand the strategies and technical basis for the long-term disposition of used nuclear fuel and its relationships to short-term storage strategies.
- Understand and apply principles of project management, waste management, and site remediation to the decommissioning of nuclear facilities.

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

Assessment of learning objectives will be accomplished through student written materials, exams, and case-study projects.

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

The program coordinator in collaboration with the Nuclear Engineering program director, participating faculty, and asynchronous pedagogy will meet and review the certificate program (including samples of student work) annually. As appropriate, this review will include experts from industry to provide state of the practice perspectives. Based on these reviews, recommendations for changes and improvements will be implemented into the program as part of a strategy of continuous improvement.

What direct and indirect measures will be used to assess student learning?		
Direct measures include grades and performance on assignments, exams and reports. Indirect measures will include success of students in the job market, and over the long-term, the satisfaction of industry with the program (as describe above). In addition, exit assessments will be conducted with students completing the program to assess their satisfaction.		
When will assessment activities occur and at what frequency?		
Assessment will occur at two levels. Individual courses within the certificate program will be assessed through graded assignments, exams, and reports throughout the semester the course is offered. Assessment of the overall certificate program will occur annually as described above.		

MODIFICATIONS/NAME CHANGES/CIP CODE CHANGES – FILL OUT THIS SECTION IF YOU SELECTED #3 OR #6 ABOVE

Current name of component or degree:				
New name of component or degree:				
Number of credits:				
Describe the modification are you making:				
Name of major or degree that the component is attached to:				
Describe rationale for the modification:				
Indicate whether program, curriculum, course and admission requirements remain the same.		Yes – if you select yes to this question, please attach all curriculum and course documents related to this.		No
Are any of the learning outcomes changing:		Yes – if yes fill out question below		No
List the new learning outcomes:	1. 2. 3. 4. 5.			

DISCONTINUATION – FILL OUT THIS SECTION IF YOU SELECTED #4 OR #5 ABOVE

What are you requesting to discontinue:				
What is the student impact if any?				
Are there curriculum changes needed and/or do new courses need to be created:		Yes – if you select yes to this question, please attach all curriculum and course documents related to this.		No

SIGNATURES – REQUIRED FOR ALL SELECTIONS:

Dept/Unit Curriculum Committee Approval Date:	16 September, 2019	Vote Record:	

Dept Chair Signature of Approval	*Richard N. Christensen*			
College Curriculum Committee Approval Date:	27 September 2019		Vote Record:	Unanimous
Dean Signature of Approval	*John Crepeau*			

UNIVERSITY CURRICULUM COMMITTEE
Course Approval Form

Instructions: Clearly mark all changes using Track Change or strikethroughs for deletions and underlines for additions. Following the approval of the appropriate college curriculum committee, a single representative for the college will e-mail the completed form to the Academic Publications Editor in the Registrar's Office for review by the University Curriculum Committee (UCC).

Incomplete forms will be returned to the college for correction and may delay their approval.

Deadline: This form must be submitted to the Academic Publications Editor by October 1st for inclusion in the next available General Catalog and to be available for scheduling beginning with the next summer semester.

Submission Information

College	Engineering
Department/Unit	Nuclear Engineering
Dept/Unit Approval Date	9/11/2019
College Approval Date	20 September 2019

Type of Change

Check the box that applies for this change. Forms are limited to one course per form. In the case of joint-listed or cross-listed courses please provide a separate form for each course number/subject prefix.

X	Add a Course		Drop a Course		Change a Course

Course Change: If you are submitting a course change please indicate the components of the course being changed

	Title		Number		Credits		Recommended Preparation
	Prerequisites		Co-Requisites		Description		Other

Course Add or Drop: If you are submitting a course add or drop and the course is equivalent to dropped course or proposed course please include that course's subject prefix and number.

Subject Prefix		Number	

Course Information

Clearly mark all changes using Track Change or strikethroughs for deletions and underlines for additions.

Note: Final course numbers are the decision of the Office of the Registrar. Please list your desired course number and the Academic Publications Editor will attempt to locate the closest available number if the number suggested isn't available.

Title:	Nuclear Decommissioning

Short Course Title (If the course title is longer than 30 characters)

Subject Prefix	NE	Number	587
Credits	3	Prerequisites	NE450
Co-requisites			
Description	Concepts and strategies for decommissioning nuclear facilities including project and program management, waste management, and site environmental restorations.		

Cross- and Joint-List Status

Cross-listed course are offered between two or more academic units on campus, such as a course offered in both Conservation Social Science and Political Science. **Joint-listed** courses are offered between two or more levels, such as undergraduate and graduate. A course may be both cross-listed and joint-listed. Clearly mark all changes using Track Change or strikethroughs for deletions and underlines for additions.

Add, Drop, or Change of Status	
Cross-Listed Course(s)	
Joint-Listed Course(s)	
Date the affected Units approved of this change	

Cooperative Course Approval (If Applicable)

Cooperatively offered courses are open to students from Washington State University. These students are not required to pay the UI's tuition, but the students are responsible for any other course fees. Students participating in these courses must be degree-seeking students at their home institution.

Statement of Purpose

Co-operative programs are based on one or more of the following criteria.
- **Strengthen the academic program** -- by providing access to complementary or unique program components (faculty, facilities, or other program related information or materials).
- **Support partnerships** -- funded research/grants.
- **Provide efficiencies** -- resource and/or fiscal efficiencies that would not otherwise be available.

Add, Drop, or Change of Status	
Cooperative Course	

Distance Education Availability

The U.S. Department of Education defines distance education as follows:
Distance education means education that uses one or more of the technologies listed below to deliver instruction to students who are separated from the instructor and to support regular and substantive interaction between the students and the instructor, either synchronously or asynchronously. The technologies may include--
(1) The internet;
(2) One-way and two-way transmissions through open broadcast, closed circuit, cable, microwave, broadband lines, fiber optics, satellite, or wireless communications devices;
(3) Audio conferencing; or
(4) Video cassettes, DVDs, and CD-ROMs, if the cassettes, DVDs, or CD-ROMs are used in a course in conjunction with any of the technologies listed in paragraphs (1) through (3).

Is this course available via distance education?*	Yes	X	No	

Geographical Area Availability

Identify the geographical area(s) this course will be offered in.

Moscow	X		
Coeur d'Alene			
Boise			
Idaho Falls	X		
Other*	X	Location(s)	An asynchronous hybrid course available nation-wide.

*Note: If Other is selected identify the specific area(s) this program will be offered.

Assessment

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

Learning outcomes will be assessed through the use of homework assignments and exams. In addition, written reports based on the assessment of decommission case studies will be used to assess students' ability to integrate key concepts and articulate them as actionable decommission strategies.

Rationale

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

It is projected that a full quarter of the current U.S. nuclear generation capacity will be retired and require decommissioning by 2050. These decommission activities will require trained engineers with a skill set and knowledge base beyond those needed for projected construction of the new nuclear plants (conventional, small modular, and microreactors) during the same time period. This course will provide students with an introduction of the key engineering and management skills needed for the safe decommission of nuclear facilities. The ongoing Idaho National Laboratory Educational Contract will support the delivery of the course.

Office of the Registrar Information

Date Received by UCC Secretary	9/30/2019
UCC Item Number	UCC-20-023
UCC Approval Date	10/28/2019
General Curriculum Report Number	298

College of Education, Health and Human Sciences
Proposed Catalog Changes
Effective Summer 2020

1. Discontinue the **Ed.D. in Education** in Rexburg, Idaho (effective Fall 2020) – see attached memo

   Rationale: The expansion of the program to Rexburg was to provide a specialization to a cohort of students who were faculty at BYU-Idaho in Rexburg. This was done via an MOU between the UI and BYU-I which expired on August 31, 2015.

   A second MOU and cohort were not put in place and the UI has not offered this expansion since the completion of the original cohort in 2014. There are no faculty, student or financial impacts. We are formally requesting that the expansion in Rexburg be discontinued and removed from our inventory. The program in Moscow remains unchanged.

October 31, 2019

Patty Sanchez
Academic Affairs Program Manager
Idaho State Board of Education
650 West State Street, Suite #307
P.O. Box 83720
Boise, ID 83720-0037
Patty.sanchez@osbe.idaho.gov

Dear Ms. Sanchez,

The purpose of this Notification Letters is to request, per Board Policy III.G.7. the discontinuation of the Ed.D. in Education in Rexburg Idaho. The expansion of the program to Rexburg was to provide a specialization to a cohort of students who were faculty at BYU-Idaho in Rexburg. This was done via an MOU between the UI and BYU-I which expired on August 31, 2015.

A second MOU and cohort were not put in place and the UI has not offered this expansion since the completion of the original cohort in 2014. There are no faculty, student or financial impacts. We are formally requesting that the expansion in Rexburg be discontinued and removed from our inventory. The program in Moscow remains unchanged.

The change will go into effect in Fall 2020,if approved. Please do not hesitate to contact me should you need additional information.

Sincerely,

Cher Hendricks
Vice Provost for Academic Initiatives

Cc: John Wiencek
    Ali Carr-Chellman

PROPOSAL TO RENAME THE INTERIOR DESIGN MINOR

1. Make the following change:

Interior Architecture and Design Minor

IAD 151	Intro to Interior Design	3
IAD 281	History of Interiors I	3
IAD 282	History of Interiors II	3
IAD 368	Materials & Specifications	3
IAD 443	Universal Design	3
Directed Electives (as approved by IAD advisor)		3
Total Hours		18

Courses to total 18 credits for this minor

Distance Availability: Yes
Rationale: New name aligns with the recent program and degree name change approved last year.

University *of* **Idaho**
Office of the Provost and
Executive Vice President

PROGRAM COMPONENT (Group B) OR NON-SUBSTANTIVE REQUEST FORM
(Fill out this form if you have a program component change as defined by Board Policy III.G.d.)

SELECT THE BOX OR BOXES THAT DESCRIBE YOUR REQUEST:

☐ 1. New component (option, minor, emphasis, concentration or specialization)	☐ 5. Discontinuation of a certificate (30 credits or less)
☐ 2. New certificate (30 credits or less)	☐ 6. CIP Code change
☐ 3. Change to program name or title, degree, department, division, college or center	☒ 7. Other, please describe: Change to Minor name to match recent program/degree name change.
☐ 4. Discontinuation of a component (option, minor, emphasis, concentration or specialization)	

REQUIRED INFORMATION FOR ALL SELECTIONS:

Dept Chair Name:	Rula Awwad-Rafferty		Email:	rulaa@uidaho.edu
Department/Unit:	Interior Architecture and Design			
College:	Art and Architecture			
Current Program Name:	Interior Architecture and Design		Graduate	
		X	Undergraduate	
Current program credits:	123			
Primary Point of Contact (if different from above):			Email:	
Briefly describe the change you are requesting:	Change name of minor from Interior Design to Interior Architecture and Design to align with the recent program and degree name change of the same title			
CIP Code:		New: (04.0501)		Existing: (50.0408)
What is the financial impact of the requested change:		Greater than $250,000 per FY;		Less than $250,000 per FY;
Describe the financial impact:	none			

Implementation/effective date of change or new component:	Fall 2020		
Can 50% or more of the curricular requirements of this program be completed via online or distance delivery?	Yes	X	No
If yes can 100% of the curricular requirements of this program be completed via online or distance delivery?	Yes		No
Please write the geographical location that this program will be offered:	Moscow		

NEW PROGRAM COMPONENTS AND CERTIFICATES – FILL OUT THIS SECTION IF YOU SELECTED #1 OR #2 ABOVE

Name of new component or certificate:			
Number of credits:			
Describe proposed new program component or certificate to include overview of program and credit requirements:			
Are there curriculum changes needed and/or do new courses need to be created:	Yes – if you select yes to this question, please attach all curriculum and course documents related to this.		No

List the intended learning outcomes for the 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?

MODIFICATIONS/NAME CHANGES/CIP CODE CHANGES – FILL OUT THIS SECTION IF YOU SELECTED #3 OR #6 ABOVE

Current name of component or degree:	Interior Design Minor				
New name of component or degree:	Interior <u>Architecture and</u> Design Minor				
Number of credits:	18				
Describe the modification are you making:	Only changing the title/name of the existing minor; no changes proposed to course or credit requirements				
Name of major or degree that the component is attached to:	Bachelor of Interior Architecture and Design (B.I.A.D.)				
Describe rationale for the modification:	New name aligns with the recent program and degree name change approved last year				
Indicate whether program, curriculum, course and admission requirements remain the same.	X	Yes – if you select yes to this question, please attach all curriculum and course documents related to this.			No
Are any of the learning outcomes changing:		Yes – if yes fill out question below	X		No
List the new learning outcomes:	1. 2. 3. 4. 5.				

DISCONTINUATION – FILL OUT THIS SECTION IF YOU SELECTED #4 OR #5 ABOVE

What are you requesting to discontinue:				
What is the student impact if any?				
Are there curriculum changes needed and/or do new courses need to be created:	Yes – if you select yes to this question, please attach all curriculum and course documents related to this.		No	

SIGNATURES – REQUIRED FOR ALL SELECTIONS:

Dept/Unit Curriculum Committee Approval Date:	09/25/2019	Vote Record:	3 in favor; None opposed
Dept Chair Signature of Approval	*R. Awwad. [signature]*		
College Curriculum Committee Approval Date:	09/26/2019	Vote Record:	5 in favor; None opposed
Dean Signature of Approval	*[signature]*		
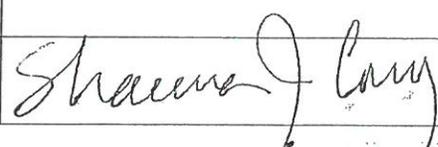
Attachment #16

College of Engineering
Proposed Catalog Changes
Effective Summer 2020

Computer Science

1. Create the following subject prefix (see attached memo):

   CYB (Cybersecurity)

2. Add the following courses:

   CYB 110 Cybersecurity and Privacy
   3 credits
   An introductory survey of the issues and complexity of cybersecurity and privacy in the digital age. Cybersecurity and privacy foundational concepts, case studies of cybersecurity breaches, application of cybersecurity for business, social media and the general populace. Survey of common threats, threat actors and responses. Survey of applicable laws.

   > **Rationale:** This is a course for the newly proposed Bachelor of Science in Cybersecurity. The College of Engineering and Department of Computer Science has recently hired new faculty in the Cybersecurity area. As these faculty move beyond junior faculty status, they will be able to support more course work. In addition, as enrollments increase, we will be requesting more faculty positions – as needed.

   CYB 210 Cybersecurity Architectures and Management
   3 credits
   Introduces the components in an information technology system and their roles in system operation. Teaches students how to use these components to develop plans and processes for a holistic approach to cybersecurity for an organization.
   Prereq: CYB 110

   > **Rationale:** This is a course for the newly proposed Bachelor of Science in Cybersecurity. The College of Engineering and Department of Computer Science has recently hired new faculty in the Cybersecurity area. As these faculty move beyond junior faculty status, they will be able to support more course work. In addition, as enrollments increase, we will be requesting more faculty positions – as needed.

CYB 220 Secure Coding and Analysis
3 credits
Describes the characteristics of secure programs and the ability to implement programs that are free from vulnerabilities. Practice evaluating software, including adding security mechanisms into software and testing software for vulnerabilities. Two lectures and one 2-hour lab per week.
Prereq: CS 121

> **Rationale:** This is a course for the newly proposed Bachelor of Science in Cybersecurity. The College of Engineering and Department of Computer Science has recently hired new faculty in the Cybersecurity area. As these faculty move beyond junior faculty status, they will be able to support more course work. In addition, as enrollments increase, we will be requesting more faculty positions – as needed.

CYB 310 Cybersecurity Technical Foundations
3 credits
Provide students with basic information about the various threats that may be present in the cyber realm and introduce architectural mitigation strategies including cryptography.
Prereq: CYB 110, CS 240

> **Distance Availability:** Yes
> **Geographical Areas:** Moscow, Coeur d'Alene, Idaho Falls, online
> **Rationale:** This is a course for the newly proposed Bachelor of Science in Cybersecurity. The College of Engineering and Department of Computer Science has recently hired new faculty in the Cybersecurity area. As these faculty move beyond junior faculty status, they will be able to support more course work. In addition, as enrollments increase, we will be requesting more faculty positions – as needed. This course replaces the existing CS 336, if the new degree is approved.

CYB 330 Networking and Control Systems
3 credits
Covers common network protocols, how network components interact, and how networks evolve over time. Students expand their familiarity with network vulnerabilities.
Prereq: CYB 210, CS 240

> **Distance Availability:** Yes
> **Geographical Areas:** Moscow, Coeur d'Alene, Idaho Falls, online
> **Rationale:** This is a course for the newly proposed Bachelor of Science in Cybersecurity. The College of Engineering and Department of Computer Science has recently hired new faculty in the Cybersecurity area. As these faculty move beyond junior faculty status, they will be able to support more course work. In addition, as enrollments increase, we will be requesting more faculty positions – as needed.

We will be replacing CS 336, CS 438/538, CS 439/539 and CS 447/547 with some of these CYB courses. CYB 330, 340 expand material currently covered in CS 438.

CYB 331 Control System Fundamentals

2 credits

Introduces of the basics of industrial control systems, where they are likely to be found, and vulnerabilities they are likely to have.

Rationale: This is a course for the newly proposed Bachelor of Science in Cybersecurity. The College of Engineering and Department of Computer Science has recently hired new faculty in the Cybersecurity area. As these faculty move beyond junior faculty status, they will be able to support more course work. In addition, as enrollments increase, we will be requesting more faculty positions – as needed.

CYB 340 Network Defense

3 credits

Covers concepts used in defending a network, and the basic tools and techniques that can be taken to protect a network and communication assets from cyber threats. Provide students with knowledge and skills related to detecting and analyzing vulnerabilities and threats and taking steps to mitigate associated risks.
Prereq: CYB 310, CYB 330

Distance Availability: Yes
Geographical Areas: Moscow, Coeur d'Alene, Idaho Falls, online
Rationale: This is a course for the newly proposed Bachelor of Science in Cybersecurity. The College of Engineering and Department of Computer Science has recently hired new faculty in the Cybersecurity area. As these faculty move beyond junior faculty status, they will be able to support more course work. In addition, as enrollments increase, we will be requesting more faculty positions – as needed.
We will be replacing CS 336, CS 438/538, CS 439/539 and CS 447/547 with some of these CYB courses. CYB 330, 340 expand material currently covered in CS 438.

CYB 350 Operating System Defense
3 credits
This course provides fundamentals of secure operating system administration and hardening. Provide students with an understanding of the authorities, roles and steps associated with cyber operations.
Prereq: CYB 310

Distance Availability: Yes

Geographical Areas: Moscow, Coeur d'Alene, Idaho Falls, online
Rationale: This is a course for the newly proposed Bachelor of Science in Cybersecurity. The College of Engineering and Department of Computer Science has recently hired new faculty in the Cybersecurity area. As these faculty move beyond junior faculty status, they will be able to support more course work. In addition, as enrollments increase, we will be requesting more faculty positions – as needed.
We will be replacing CS 336, CS 438/538, CS 439/539 and CS 447/547 with some of these CYB courses. This course expands material currently covered in CS 336

CYB 380 Cybersecurity Lab I
3 credits
This hands-on laboratory class allows students to get practical experience related to the cybersecurity threats, mitigations and scenarios that they have been introduced to in other courses. This includes classic buffer overflow and SQL injection style vulnerabilities, network monitoring as well as Windows and Linux security configurations. 6 hours of lab per week.
Prereq: CS 240
Coreq: CYB 310 and CYB 330

Geographical Areas: Moscow, Coeur d'Alene, Idaho Falls
Rationale: This is a course for the newly proposed Bachelor of Science in Cybersecurity. The College of Engineering and Department of Computer Science has recently hired new faculty in the Cybersecurity area. As these faculty move beyond junior faculty status, they will be able to support more course work. In addition, as enrollments increase, we will be requesting more faculty positions – as needed. CYB 380/381 Expands On and replaces CS 439/539 which has been offered annually.

CYB 381 Cybersecurity Lab II
3 credits
This hands-on laboratory class allows students to get practical experience related to cybersecurity threats, mitigations and scenarios that they have been introduced to in other courses. This course builds on CYB 380 by focusing on more advanced threats and mitigations. 6 hours of lab each week.
Prereq: CYB 310, CYB 380
Coreq: CYB 340, CYB 350

Geographical Areas: Moscow, Coeur d'Alene, Idaho Falls
Rationale: This is a course for the newly proposed Bachelor of Science in Cybersecurity. The College of Engineering and Department of Computer Science has recently hired new faculty in the Cybersecurity area. As these faculty move beyond junior faculty status, they will be able to support more course work. In addition, as enrollments increase, we will be requesting more faculty positions – as needed. CYB 380/381 expands on and replaces CS 439/539 which has been offered annually.

CYB 401 Cybersecurity as a Profession

1 credit

Ethical, legal, social, and intellectual property issues; current research topics; and other issues of importance to the professional cybersecurity researcher. Graded P/F.

Prereq: Senior Standing in Computer Science

>   **Distance Availability:** Yes
>   **Geographical Areas:** Moscow, Coeur d'Alene, Idaho Falls, online
>   **Rationale:** This is a course for the newly proposed Bachelor of Science in Cybersecurity. The College of Engineering and Department of Computer Science has recently hired new faculty in the Cybersecurity area. As these faculty move beyond junior faculty status, they will be able to support more course work. In addition, as enrollments increase, we will be requesting more faculty positions – as needed.

CYB 420 Computer and Network Forensics

3 credits

Provide students with the skills to apply forensics techniques throughout an investigation life cycle with a focus on complying with legal requirements. Provide students with the ability apply forensics techniques to investigate and analyze network traffic.

Prereq: CYB 310

>   **Distance Availability:** Yes
>   **Geographical Areas:** Moscow, Coeur d'Alene, Idaho Falls, online
>   **Rationale:** This is a course for the newly proposed Bachelor of Science in Cybersecurity. The College of Engineering and Department of Computer Science has recently hired new faculty in the Cybersecurity area. As these faculty move beyond junior faculty status, they will be able to support more course work. In addition, as enrollments increase, we will be requesting more faculty positions – as needed.
>   We will be replacing CS 336, CS 438/538, CS 439/539 and CS 447/547 with some of these CYB courses.   CYB 420 replaces CS 447

CYB 440 Software Vulnerability Analysis

3 credits

Provide students with a thorough understanding of system vulnerabilities, to include what they are, how they can be found/identified, the different types of vulnerabilities, how to determine the root cause of a vulnerability, and how to mitigate their effect on an operational system. Provide students with the ability to describe why software assurance is important to the development of secure systems and describe the methods and techniques that lead to secure software.

Prereq: CYB 220, CYB 310

>   **Distance Availability:** Yes

Geographical Areas: Moscow, Coeur d'Alene, Idaho Falls, online
Rationale: This is a course for the newly proposed Bachelor of Science in Cybersecurity. The College of Engineering and Department of Computer Science has recently hired new faculty in the Cybersecurity area. As these faculty move beyond junior faculty status, they will be able to support more course work. In addition, as enrollments increase, we will be requesting more faculty positions – as needed.

CYB 480 Cybersecurity Senior Capstone Design I
3 credits
Capstone design sequence for cybersecurity science majors. Formal development techniques applied to definition, design, coding, testing, and documentation of a comprehensive cybersecurity. Projects are customer-specified, includes real-world design constraints, and usually encompasses two semesters. Students work in teams. Significant lab work required.
Prereq: CS 381, CS 383, ENGL 317, Senior Standing

Rationale: This is a course for the newly proposed Bachelor of Science in Cybersecurity. The College of Engineering and Department of Computer Science has recently hired new faculty in the Cybersecurity area. As these faculty move beyond junior faculty status, they will be able to support more course work. In addition, as enrollments increase, we will be requesting more faculty positions – as needed.
This specific course will be integrated with other senior design courses in the college, with the emphasis on cybersecurity aspects of the projects.

CYB 481 Cybersecurity Senior Capstone Design II
3 credits
Continuation of CYB 480. Application of formal design techniques to development of a large cybersecurity science project performed by students working in teams. Significant lab work required.
Prereq: CS 383, CYB 381, CYB 480, ENGL 317

Rationale: This is a course for the newly proposed Bachelor of Science in Cybersecurity. The College of Engineering and Department of Computer Science has recently hired new faculty in the Cybersecurity area. As these faculty move beyond junior faculty status, they will be able to support more course work. In addition, as enrollments increase, we will be requesting more faculty positions – as needed.
This specific course will be integrates with other senior design courses in the college, with the emphasis on cybersecurity aspects of the projects.

Idaho State Board of Education
Proposal for **Undergraduate/Graduate Degree** Program

Date of Proposal Submission:	October 2019
Institution Submitting Proposal:	University of Idaho
Name of College, School, or Division:	College of Engineering
Name of Department(s) or Area(s):	Computer Science

Program Identification for Proposed New or Modified Program:

Program Title:	Cybersecurity					
Degree:	BS	Degree Designation	X	Undergraduate		Graduate
Indicate if Online Program:		No		X	No	
CIP code (consult IR /Registrar):	**11.1003 COMPUTER AND INFO. SYSTEMS SECURITY/INFORMATION ASSURANCE.**					
`Proposed Starting Date:	Summer 2021					
Geographical Delivery:	Location(s)	Moscow		Region(s)		
Indicate (X) if the program is/has:		Self-Support		Professional Fee		Online Program Fee
Indicate (X) if the program is:	X	Regional Responsibility		Statewide Responsibility		

Indicate whether this request is either of the following:

☐	New Graduate Certificate (30 credits or more)	☐	Expansion of Existing Program
☐	New Undergraduate Certificate (30+ cr.)	☐	Consolidation of Existing Program
☐	New Graduate Program	☐	New Off-Campus Instructional Program
X	New Undergraduate Program	☐	Other _____

Approval Signatures:

College Dean (Institution)	Date	Vice President for Research	Date
Graduate Dean or other official	Date	Academic Affairs Program Manager, OSBE	Date
FVP/Chief Fiscal Officer (Institution)	Date	Chief Academic Officer, OSBE	Date
Provost/VP for Instruction (Institution)	Date	Chief Financial Officer, OSBE	Date
President	Date	SBOE/Executive Director Approval	Date

Rationale for Creation or Modification of the Program

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

   Since 1991, the Department of Computer Science has offered a variety of Cyber Security courses as technical electives in our undergraduate degree program. In 1999 the University of Idaho was designated a National Center of Academic Excellence (CAE) in Information Assurance Education by the National Security Agency (at the time, Information Assurance was the US Government term for Cybersecurity). We were one of the first seven universities in the nation to receive this designation, and we have maintained it every renewal cycle.

   In the past few years, the CAE certification process has become more proscriptive, requiring more precise course content, and a dedicated degree path forward for Cybersecurity students. ABET (the Engineering accreditation board) now accredits cybersecurity degree programs. Also, the US Government has adopted the NIST Cybersecurity Workforce Framework – a catalog of job duties along with knowledge, skills and abilities for those jobs, for a wide range of cybersecurity careers.

   This growth of standardized program content, along with the tremendous growth in job opportunities for our graduates, has led to the conclusion that we need to establish a dedicated degree path. This degree will be focused on the technical side of cybersecurity, building on the same introductory foundations as computer science but will significantly diverge in the upper-division course requirements. In addition, we are proposing to add introductory courses to cover, in addition to introductory technical knowledge earlier in a student's academic program, several non-technical aspects of cybersecurity, including: planning, contingency and risk management, privacy, ethics, and laws and regulations and human factors.

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.

   The following are US Department of Labor (DOL) Occupation Titles requiring cybersecurity skills:
   1. *Information Security Analysts* – This is the DOL Job title for the following specialized

cybersecurity work roles:
- a. System Security Analyst
- b. Cyber Defense Analyst
- c. Cyber Defense Infrastructure Support Specialist
- d. Vulnerability Assessment Analyst
- e. Cyber Defense Forensics Analyst

2. *Network Operations Specialist*
3. *Software Developer*
4. *System Administrator*
5. *Technical Support Specialist*

	State DOL data	Federal DOL data	Other data source: (describe)
Local (Service Area)			EMSI Study (see below).
State		520 in 2016 + 150 by 2026	http://www.projectionscentral.com/Projections/LongTerm
Nation		100,000 in 2016 +28,500 by 2026	

Provide (as appropriate) additional narrative as to the workforce needs that will be met by the proposed program.

Our Emsi analysis predicts a 30.4% increase in jobs (510 jobs) in Idaho through 2029 and a 27.8% increase nationally. In our 16-county region, job growth is expected to increase 26.0% (134 jobs) through 2029.

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.**

We have had regular enrollments in our cyber security courses over the past several years, from current computer science students. Most have indicated an interest in focusing their studies in cybersecurity, but are not able to, due to the demands of the current computer science undergraduate degree program.

Table 1: Past enrollments in the CS courses that have cybersecurity as the focus (undergraduate/ graduate). These courses will become part of the core of the new cybersecurity program.

Course	AY 16-17	AY 17-18	AY 18-19	Fall 2019
CS 336 (Intro course)	19	24	14	24
CS 439 (Applied Security)	10/4	9/10		2/2
CS 437 (Computer Forensics)	1/21		5/32	
CS 438 Network Security		5/10	8/16	
Security Special Topics			0/11	

In addition to internal demand, we expect to see increases in new student enrollment due to the strong growth of cybersecurity jobs in the region, state, and nationally.

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

Studies have shown that there is a major unmet need for cybersecurity professionals. These professionals help businesses protect their assets from cyber criminals. Untrained individuals spend more time and effort, and therefore more corporate resources, developing less than ideal solutions. A trained cybersecurity professional will be able to get the work done with less effort and less resources. Furthermore, our economy and critical infrastructures are today very dependent on digital and computer-based systems. Adequately protecting such systems is of paramount and essential importance, and a likely a prerequisite, for a healthy economy in the Sate of Idaho and the Nation.

d) Societal Need: *Describe additional societal benefits and cultural benefits of the program.*

There is a great need for cybersecurity expertise across all businesses and government sectors. Whether it be in the area of e-commerce, web applications, mobile apps, business, military, health, agriculture, critical infrastructures, or processing big-data, there is a need to protect information systems and individual privacy, and to ensure the integrity of our systems. A look at the news every week brings about reports of cybersecurity breaches and loss of private information, financial loss, or the potential for disruption of critical infrastructure.

Cybersecurity experts agree that many of these problems could be fixed if a wider portion of the workforce was aware of best-practice cybersecurity technologies and processes. At the same time, these experts agree that we need to constantly improve these technologies and processes given the advances made by cyber criminals and the constant deployment of new connected technologies which introduce new attack surfaces and vulnerabilities.

e) If Associate's degree, transferability:

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

The proposed *Bachelor of Science in Cybersecurity* degree was designed from the ground-up to be exceedingly compliant with the criteria, knowledge, and skills detailed in the Center of Academic Excellence in Cyber-Defense (CAE-CD) denomination by the U.S. National Security Agency and the U.S. Department of Homeland Security.

Source: (https://www.iad.gov/NIETP/documents/Requirements/CAE_CDE_criteria.pdf)

Under the Center of Academic Excellence in Cyber-Defense criteria, institutions offering compliant cybersecurity-focused 2-year degrees are denominated as CAE-2Y, and institutions offering compliant Bachelor-level or Graduate-level cybersecurity-focused degrees are denominated CAE-CD (these can be minors, certifications, or emphasis options within a degree). The table below shows the number of CAE-CD and CAE-2Y denominated institutions in Idaho and its neighboring states of Montana, Nevada, Oregon, Utah, and Washington. The state of Wyoming appears to have no CAE-CD nor CAE-2Y denominated educational institutions.

Source: https://www.iad.gov/NIETP/reports/cae_designated_institutions.cfm (2019-09-09)

Count of Education Institutions with CAE Designation Per State				
State	CAE-2Y	CAE-CD	CAE-R	Total
Idaho	1	2		3
Montana	2			2
Nevada	1	1		2
Oregon	2			2
Utah		2		2
Washington	5	2	1	8
Total	11	7	1	19

Idaho Public Institutions: Four-year and Graduate:

There are currently two Center of Academic Excellence in Cyber-Defense (CAE-CD) denominated institutions in Idaho: The *University of Idaho* and *Idaho State University*. Source: https://www.iad.gov/NIETP/reports/cae_designated_institutions.cfm

The following table lists programs that we believe to be similar and are being offered by public colleges or universities in Idaho. In this case our definition of similar is that the program is:

a) Offered by an institution also denominated as a Center of Academic Excellence in Cyber-Defense (CAE-CD) and
b) The degree is a Bachelor of Science degree with significant coverage of Cybersecurity knowledge and skills.

Under such definition, and to the best of our knowledge, there are no programs, significantly similar to the degree being proposed, currently being offered at other public educational institutions in Idaho. There are however two offerings for Bachelor of Science in Computer Science degrees with Cybersecurity Emphasis degree options: *University of Idaho* and *Boise State University*.

Similar Programs offered <u>by Idaho public institutions</u> (list the proposed program as well)		
Institution Name	**Degree name and Level**	**Program Name and brief description if warranted**
University of Idaho	**B.S. in Cybersecurity (Being proposed)**	**Bachelor of Science in Cybersecurity. The program being proposed in this form.**
University of Idaho	**B.S. in Computer Science.**	**Bachelor of Science in Computer Science plus Cybersecurity Academic Certificate (https://catalog.uidaho.edu/colleges-related-units/engineering/computer-science/cybersecurity-undergraduate-academic-certificate/).**
Boise State University	**B.S. in Computer Science.**	**Bachelor of Science in Computer Science with Cybersecurity Emphasis (https://majors.boisestate.edu/computer-**

		science).

University of Idaho:

Related degrees and certificates offered by the University of Idaho are listed below.
- Bachelor of Science in Computer Science.
- Master of Science in Computer Science.
- Doctor of Philosophy in Computer Science.
- Undergraduate Academic Certificate in Cybersecurity.
- Graduate Academic Certificate in Secure and Dependable Systems.
- Sources: https://www.uidaho.edu/degree-finder/a-z-index
          https://www.uidaho.edu/academics/dee/programs-courses/certificates

The University of Idaho offers a *Bachelor of Science in Computer Science* degree and a recently approved *Undergraduate Certificate in Cybersecurity*. Students that complete the B.S. in Computer Science degree plus the UG Certificate in Cybersecurity have gained a set of knowledge and skills satisfactorily compliant with the CAE-CD knowledge and skills criteria. Based on such degree and emphasis area, the University of Idaho is currently denominated a CAE-CD until 2021. It is important to note that such denomination was evaluated under the previous and less comprehensive knowledge and skills CAE-CD criteria. Other related degrees at the University of Idaho are graduate level degrees and certificates.

Furthermore, the focus of the proposed B.S. in Cybersecurity degree and the expected positions that graduates will fulfill are different than the focus of the B.S. in Computer Science degree. The field of Cybersecurity has advanced significantly in the last few years and though some of the knowledge and skills covered in a B.S. in Computer Science degree overlap with knowledge and skills to be gained with the proposed B.S. in Cybersecurity degree, there is a still a significant difference in the knowledge and skills expected from graduates that will fulfill positions in the Cybersecurity discipline. These differences are such today that we strongly believe they grant the design and offering of a new degree focused on providing such new set of knowledge and skills with breadth and depth of content in Cybersecurity. One event that crystalized such differences in the knowledge and skills needed for successful practice in Cybersecurity positions is the recent addition by the ABET accreditation board of a new criteria for *Cybersecurity* degrees. ABET is a non-profit international organization that accredits Computer Science, Information Systems, Information Technology, and other Computing-related degrees. Ref: https://www.abet.org/accreditation/accreditation-criteria/criteria-for-accrediting-computing-programs-2019-2020/. All Bachelor of Science degrees offered by the University of Idaho College of Engineering are ABET accredited.

Boise State University:
To the best of our knowledge the degrees and certificates listed below may offer coverage of Cybersecurity-related knowledge and skills within some of the required and elective courses and with varying degrees of coverage.

- Bachelor of Science in Computer Science.
- *Bachelor of Science in Computer Science with Cybersecurity Emphasis.*
- Bachelor of Science in Computer Science with Secondary Education Emphasis.
- Master of Science in Computer Science.
- Doctor of Philosophy in Computer
- Graduate Certificate in Computer Science.

- Minor in Computer Science.
- Minor in Cybersecurity.
- Minor in Computational Science and Engineering.
- Bachelor of Science in Information Technology Management.
- Sources: https://majors.boisestate.edu/computer-science
  https://majors.boisestate.edu/information-technology-management
  https://coen.boisestate.edu/cs/undergraduates/minor-cybersecurity

Similarly, to the case of the B.S. in Computer Science at the University of Idaho with a cybersecurity emphasis Boise State University offers a *Bachelor of Science in Computer Science degree with Cybersecurity Emphasis*. However, as stated before, an emphasis may cover knowledge and skills in Cybersecurity but maybe not necessarily with the breadth and depth of the B.S. in Cybersecurity proposed in this form.

Lewis-Clark State College:

To the best of our knowledge the degrees listed below may offer some coverage of Cybersecurity-related knowledge and skills within some courses. However, we believe that none of the degrees listed below would qualify as significantly similar under the applied criterion to the degree proposed in this form.

- Bachelor of Science (Arts) in Computer Science.
- Bachelor of Applied Science in Information Technology.
- Bachelor of Applied Science in Web Design and Development.
- Source: http://www.lcsc.edu/degrees/

Idaho State University:

The three degrees offered by ISU that we believe may include significant Cybersecurity knowledge and skills are listed below (first, second, and third). Other degrees that may offer partial coverage of Cybersecurity topics are also listed. Idaho State University is a Center of Academic Excellence in Cyber-Defense (CAE-CD) denominated institution. Given this information, it appears that the degrees offered at ISU that include significant coverage of Cybersecurity content, knowledge, and skills appear to be either Bachelor of Business Administration or Associate of Applied Science degrees and not a Bachelor of Science degree as the one proposed in this form.

- Bachelor of Business Administration in Business Informatics.
- Associate of Applied Science in Information Technology Systems.
- Associate of Applied Science in Industrial Cybersecurity Engineering Technology.
- Master of Science in Computer Science: Data Analysis Emphasis.
- Master of Science in Computer Science: Science Emphasis.
- Intermediate Technical Certificate on Industrial Cybersecurity Engineering Technology.
- Sources: http://coursecat.isu.edu/undergraduate/programs/
  http://coursecat.isu.edu/graduate/programs/
  https://www.isu.edu/cyberphysicalsecurity/

Idaho Public Institutions: Two-year:

The degree proposed in this form is a Bachelor of Science degree. Hence, we are not considering 2-year Associate programs as significantly similar to the degree proposed in this form even if such degrees may appear to have partial knowledge and skills overlap. In addition, there is currently only one two-year Center of Academic Excellence in Cyber-Defense

(CAE-2Y) denominated institution in Idaho: *North Idaho College*.
Source: https://www.iad.gov/NIETP/reports/cae_designated_institutions.cfm

College of Eastern Idaho:
> 2-year institution and not CAE-2Y denominated.

College of Southern Idaho:
> 2-year institution and not CAE-2Y denominated.

College of Western Idaho:
> 2-year institution and not CAE-2Y denominated.

North Idaho College:

NIC is denominated as a Center of Academic Excellence in Cyber-Defense for two-year programs (CAE-2Y). To the best of our knowledge the degrees and certificates that we believe may be offered under such denomination are listed below. We believe that none of the degrees listed below would qualify as similar under the applied criterion. Several of the courses in Computer Information Technology (CITE) at NIC do cover topics required by the CAE denomination. However, the degrees offered at NIC are applied two-year Associate degrees.

- Associate of Applied Science in Computer Information Technology.
- Associate of Applied Science in Network Security Administration.
- Basic Technical Certificate in Cybersecurity and Networking.
- Source: https://www.nic.edu/programs/

Similar Programs offered <u>by other Idaho institutions and by institutions in nearby states</u>		
Institution Name	**Degree name and Level**	**Program Name and brief description if warranted**
Brigham Young University (Provo, Utah):	Bachelor of Science in Cybersecurity.	Bachelor of Science in Cybersecurity (https://catalog.byu.edu/engineering/school-of-technology/cybersecurity-bs).
City University of Seattle (Seattle, Washington).	Bachelor of Science in Cybersecurity and Information Assurance	Bachelor of Science in Cybersecurity and Information Assurance (https://www.cityu.edu/programs-overview/bachelor-of-science-cybersecurity-and-information-assurance/).
University of Washington (Seattle, Washington).	Bachelor of Science in Informatics.	Bachelor of Science in Informatics with Emphasis in Information Assurance and Cybersecurity (http://www.washington.edu/students/gencat/academic/school_information.html).
University of Washington, Bothell (Bothell,	M.S. in Cybersecurity Engineering.	M.S. in Cybersecurity Engineering: (https://www.uwb.edu/cybersecurity)

Washington).		
Southern Utah University, (Cedar City, Utah).	Bachelor of Science in Information Systems.	Bachelor of Science in Information Systems: Cybersecurity Emphasis (https://catalog.suu.edu/preview_program.php?catoid=21&poid=7816)

4. **Justification for Duplication with another institution listed above.** (if applicable). *If the proposed program is similar to another program offered by an Idaho public institution, provide a rationale as to why any resulting duplication is a net benefit to the state and its citizens. Describe why it is not feasible for existing programs at other institutions to fulfill the need for the proposed program.*

There is no similar Bachelor of Science in Cybersecurity program in Idaho.

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

The University Vision: "The University of Idaho will expand the institution's intellectual and economic impact and make higher education relevant and accessible to qualified students of all backgrounds."

Our strategic plan focuses on an *Engaged Learning Community* supported by *Scholarly and Creative Activity with National and International Impact*.

Cybersecurity has becoming an increasingly important part of day-to-day life, government and business. It is no longer just the province of the government and banking but touches more and more aspects of our lives.

Our past research and teaching activities have had national and international impact but have primarily focused on technical aspects of cybersecurity. Branching out our core cybersecurity expertise from a subset of computer science to a full, independent degree program will enable us to expand our students' understanding of cybersecurity not only from the technical point of view, but also include societal and business aspects of cyber security. These include issues such as privacy, ethical hacking, and business continuity planning. The full breadth of this education will provide our students with a richer education and make them better able to serve their communities as the needs of cybersecurity continue to grow and expand.

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.*

The Department of Computer Science and the College of Engineering will conduct annual internal assessment of the program, reviewing attainment of student outcomes for each course as well as program outcomes. We will use the process we use for continual assessment and improvement as recommended by national accreditation organizations.

The University of Idaho plans to continue certification as a Center of Academic Excellence in Information Assurance Education (in the area of Cyber Defense) through the NSA/DHS sponsored CAE program.

After an appropriate number of years, we plan to apply for ABET accreditation of the program, meeting the national standards put in place by ABET.

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**.

    Not applicable.

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 SBOE 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?

       Not applicable.

    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?

       Not applicable.

    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.

Credit hours in required courses offered by the department (s) offering the program.	62
Credit hours in required courses offered by other departments:	15
Credit hours in institutional general education curriculum	23-24
Credit hours in free electives	19-20
Total credit hours required for degree program:	120

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

Required Cybersecurity Courses (40 Credits)

CYB 110 (3cr)	Cybersecurity and Privacy
CYB 210 (3cr)	Cybersecurity Management
CYB 220 (3cr)	Secure Coding and Analysis
CYB 310 (3cr)	Intermediate Cybersecurity
CYB 330 (3cr)	Networking Fundamentals
CYB 340 (3cr)	Network Defense
CYB 350 (3cr)	Operating System Defense
CYB 380 (3cr)	Cybersecurity Practicum I
CYB 381 (3cr)	Cybersecurity Practicum II
CYB 401 (1cr)	Cybersecurity Professional Development
CYB 420 (3cr)	Computer and Network Forensics
CYB 440 (3cr)	Software Vulnerability Analysis
CYB 480 (3cr)	Senior Capstone Design I
CYB 481 (3cr)	Senior Capstone Design II

Required Computer Science Courses (22 cr)

CS 112 (3cr)	Computational Thinking
CS 120 (4cr)	Computer Science I
CS 121 (3cr)	Computer Science II
CS 150 (3cr)	Computer Organization and Architecture
CS 240 (3cr)	Operating Systems
CS 270 (3cr)	System Software
CS 383 (3cr)	Software Engineering

Required Math/Statistics Courses (10 cr)

Math 176 (3cr)	Discrete Math
Math 160 or 170 (4cr)	Survey of Calculus or Calculus I
STAT 251 or Stat 301 (3cr)	Statistical Methods or Probability and Statistics

Other Required Courses (5cr)
Comm 101 (2cr)   Fundamentals of Public Speaking
Phil 103 (3cr)   Ethics
Engl 317 (3cr)   Technical Writing

Other UI Gen Ed Core (23-24 Cr)
ISEM 101 (3 cr)
ISEM 301 (1 cr)
Science (7-8 credits)
Hum/SS (12 credits)

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.*

The proposed program includes a year-long senior capstone experience (CYB 480/481) that parallels the other Engineering Capstone courses.

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.*

Graduates of the program will have an ability to:

1. Analyze a complex computing and information management problems and to apply principles of cybersecurity, and other relevant disciplines to identify solutions.

2. Design, implement, and evaluate a computing-based solution to meet a given set of computing requirements in the context of cyber security.

3. Communicate effectively in a variety of professional contexts.

4. Recognize professional responsibilities and make informed judgments in cybersecurity practice based on legal and ethical principles.

5. Function effectively as a member or leader of a team engaged in activities appropriate to cybersecurity.

6. Apply security principles and practices to maintain operations in the presence of risks and threats.

12. **Assessment plans**

We will use the same general assessment process currently used by the Computer Science Department for its BS degree in Computer Science. The BS in CS degree has been accredited since 1993, first by the CS Accreditation Board (CSAB) and then by ABET, which replaced CSAB.

    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.*

There are three main methods by which student outcomes are assessed, divided into direct and indirect measures:
1. Student Work from at least two courses per outcome (direct measure)
2. The Department's Senior Exit Interviews (indirect measure)
3. The University's Graduating Senior Survey (indirect measure)

Each of these measures are described in more detail below. Faculty review and discussion of these measures is a critical part of the overall assessment process and faculty input is included in the analysis of the measures. Faculty review takes place during department meetings in the spring semester and during the department retreat help every fall.

Student Work

Every student outcome is assessed in a minimum of two courses. The focus is on upper division courses to determine the extent to which the students are achieving the outcome when they are approaching graduation.

Faculty select representative material from the course, potentially including assignments, projects, quizzes, exams, presentations, etc., with which to assess the student outcomes. The table given below shows the standard evaluation template used for assessments based on course materials.

Senior Exit Interviews

Every semester the chair conducts exit interviews with the graduating seniors. These include a group interview with all the graduating seniors (based on the graduating class size this is often divided into several smaller groups) and a written survey. The interview allows students to go into depth about the curriculum and their undergraduate experience. The written survey allows all seniors to give input, including anonymously if that is their preference.

No metric of attainment is measured as part of the interview process, but students are asked open ended questions regarding some SOs. This often results in very useful feedback that is not reflected in course materials.

Graduating Senior Surveys

The university conducts annual surveys of all graduating seniors. Many of the questions in the survey map to the program's outcomes. The second table below lists some of the relevant survey questions and responses. All of the questions used for assessment are of the form "Indicate how well the following skill was enhanced by your undergraduate experience". Thus, student answers reflect their belief regarding how well the program enhanced their skill, not necessarily their level of obtainment of the skill in question. Possible answers are 'greatly', 'moderately', 'a little', or 'not at all'. We use the percentage of answers in the 'greatly' and 'moderately' categories as our measure of student obtainment of the outcomes.

Sample Template used to assess student outcomes from a class.

SO	Detail Objective	Material	Question	Question Weight	Median	Score		
1	**Analyze a complex computing and information management problems and to apply principles of cybersecurity, and other relevant disciplines to identify solutions.**	Project 1	N/A	0.25	85%	85%	72%	91%
		Project 2	N/A	0.25	81%	73%	81%	89%
		Exam Two	Problem 4	0.25	85%	65%	85%	95%
		Exam Three	Problem 5	0.25	87%	87%	83%	90%
				WEIGHTED AVG.	**85%**			
2	**Design, implement, and evaluate a computing-based solution to meet a given set of computing requirements in the context of cyber security.**	Exam Three	Problem 2	0.5	88%	90%	88%	75%
		Project 4	Problem 5	0.5	84%	92%	84%	69%
				WEIGHTED AVG.	**86%**			

Sample mapping from outcomes to Graduating Senior Survey question used to measure student outcomes. The questions are of the form "Indicate how well the following skill was enhanced by your undergraduate experience:". Possible answers are 'greatly', 'moderately', 'a little', or 'not at all'. We use the percentage of answers in the 'greatly' and 'moderately' categories as our measure of student obtainment of the outcomes.

Student Outcome	GSS Question
1. Analyze a complex computing problem	Identify and solve problems
	Think analytically and critically
2. Design, implement, and evaluate a computing-based solution	Formulate creative/original ideas and solutions
	Use computers and other technology
3. Communicate	Communicate well orally
	Write Effectively
4. Recognize professional responsibilities	Develop a sense of values and ethical standards
	Make decisions and act ethically
	Identify moral and ethical issues

b. **Closing the loop.** *How will you ensure that the assessment findings will be used to improve the program?*

As noted above, the measures of student obtainment of the outcomes are discussed during faculty meetings in the spring as the data become available – direct measure of student performance in class is normally measured in the fall classes. In addition, the entire curriculum is reviewed both in the spring as part of the meeting with the department's Industrial Advisory Board and in the fall as part of the department's annual retreat.

c. **Measures used.** *What direct and indirect measures will be used to assess student learning?*

These are discussed under **a. Assessment Process** above.

d. **Timing and frequency**. *When will assessment activities occur and at what frequency?*

Assessments based on students' performance in courses are typically conducted during the fall semester so that they can be reviewed in the spring. Senior exit interviews are held near the end of both the fall and spring semesters in order to give all graduating seniors the opportunity to participate. The UI's graduating senior survey is completed by students when they apply for graduation – typically the semester before they graduate and more or less continuously throughout the year.

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.

As noted above although there are certificates and minors in Cybersecurity and BS programs in Computer Science, no Idaho Public Institution currently offers a BS in Cybersecurity. Minors in Cybersecurity and BS programs in Computer Science are not similar enough to a BS in Cybersecurity to accurately represent either interest or competition.

Existing Similar Programs: Historical enrollments and graduate numbers								
Institution and Program Name	**Fall Headcount Enrollment in Program**				**Number of Graduates From Program (Summer, Fall, Spring)**			
	FY_16_	FY_17_	FY_18_	FY_19_ (most recent)	FY_16_	FY_17_	FY_18_	FY_19_ (most recent)
BSU	0	0	0	0	0	0	0	0
ISU	0	0	0	0	0	0	0	0
UI	0	0	0	0	0	0	0	0
LCSC	0	0	0	0	0	0	0	0
CEI	0	0	0	0	0	0	0	0
CSI	0	0	0	0	0	0	0	0
CWI	0	0	0	0	0	0	0	0
NIC	0	0	0	0	0	0	0	0

14. **Projections for proposed program:** Using the chart below, provide projected enrollments and number of graduates for the proposed program:

Proposed Program: Projected Enrollments and Graduates First Five Years											
Program Name:											
Projected Fall Term Headcount Enrollment in Program						**Projected Annual Number of Graduates From Program**					
FY 21 (first year)	FY 22	FY 23	FY 24	FY 25	FY 26	FY 21 (first year)	FY 22	FY 23	FY 24	FY 25	FY 26
16	31	45	60	66	72	-	-	-	-	10	14

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?

Maximum capacity is determined by the size of the labs for the junior and senior level courses. These labs hold 20 students. Currently we only anticipate offering one section of each course, which limits us to upper division classes being no more than 20 students. Lower division classes can be slightly larger, assuming some attrition.

The numbers in the table are based on current demand within computer science, and a somewhat higher retention rate. Experience shows that students coming into the computer science major are often not prepared for the amount of mathematics, logical thinking, and workload of the discipline. Many students, even high performing students, transfer out of computer science in the first two years.

We believe a conservative estimate is having 16 new freshmen enter the program the first year, and slow growth in new freshmen, two additional per year, as news of the program spreads.

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?

To maintain a viable program, we need to provide a regular offering of cybersecurity courses. Some of these courses can be taken by students in other majors (for example the upper division lecture courses can be take computer science students as technical electives). To provide these courses, we need to maintain a minimum enrollment in the classes (assumed to be an average of 15 undergraduate students per section).

If we have least 15 students in each "upper-division cadre", then we will easily make these numbers. Such numbers will place the program within the median size of bachelor programs at the University of Idaho, and thus will be sustainable.

We believe a sustained enrollment of at least 80 undergraduate students will be a minimum to maintain this program.

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?

We anticipate that the program will undergo an ABET accreditation review in Fall 2025. If the program is unable to become accredited at that time, we will need to evaluate our shortcomings, and if the program is not sustainable, begin the process of terminating the program. Similarly, if we can't reach sustained enrollments of at least 24 upper division students (Juniors and Seniors), we will need to sunset the program. In either case students in the initial years of the program (Freshmen and Sophomores) can transition to the CS degree with minimal difficulty.

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 full program will be offered in Moscow. In the near future we plan to create a 2+2 programs in Coeur d'Alene (CdA) and in Idaho Falls (IF). We will partner with North Idaho College (NIC) in CdA and with the College of Eastern Idaho (CEI) in Idaho Falls (IF). Students will take the first two years of the program, earning an Associate's degree in the process, at NIC or CEI and finish the last two years, earning the BS, through UI. We will used live video conferencing between all three campuses (Moscow, CdA, and IF) to maximize our use of existing faculty in offering the degree. We currently have a 2+2 Bachelor's of CS program with NIC that will serve as the model for these 2+2 programs.

    Although the program will initially be available only in Moscow – it will likely be at least two years before students from NIC or CEI would enter the program - the following discussion includes the resources at all three campuses to cover the anticipated expansion.

    RADICL Lab, this is a specially designed, secure computing lab used to teach advanced cybersecurity courses that include attack and defense. In Moscow this lab is in JEB6. In Idaho Falls this lab is in CHE104. In Coeur d'Alene this lab is in iDen104.

    General Computing Lab, this is a standard computing lab designed to teach programming and defense oriented cybersecurity. In Moscow this lab is in JEB321. In IF this lab is in CHE204. In CdA this lab is currently in HC240B.

    If this program is eventually to be offered in Coeur d'Alene, and Idaho Falls via live video conferencing video capable classrooms are critical. In Moscow there are two available video classrooms EP202 and EP204, both of which hold 35 students. The CS Department currently gets priority scheduling for EP204. In Coeur d'Alene two video classrooms are available in the Harbor Center. In Idaho Falls video classrooms are available in the CHE building.

    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?

There will be increased use of the RADICL lab at all three campuses. Currently there is sufficient available timeslots and room in these labs to manage the increased use on the Moscow and Idaho Falls campuses.

There will be increased use of the General Computer Labs at all campuses. Currently there is sufficient available timeslots and room in these labs to manage the increased use on the Moscow and Idaho Falls campuses. However, neither of the general computing labs are equipped with video conferencing equipment. So, before the program can be offered at either CdA or IF video capabilities will need to be added to JEB321 and to the general computing labs in CdA and IF.

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.

To offer the program in Moscow only, no additional resources are 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.

Library resources are sufficient.

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.

None.

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?

Resources for additional Sections:

We expect to add two sections of the existing CS120 course. This is taught as a large lecture course with separate lab sections, so the additional sections will be covered by TAs who teach the labs.

Resources for new Courses:

A review of the program curriculum shows that many of the courses are currently being

taught as CS courses (they will become Cybersecurity CYB courses or cross-listed CS/CYB courses). When we reach year 3 and begin teaching the lab courses two additional TAs will be needed.

b. **Existing resources**. Describe the existing instructional, support, and administrative resources that can be brought to bear to support the successful implementation of the program.

This program will be offered as an additional degree option within the Department of Computer Science. Hence all of the existing support, administrative staff, office space, etc. that is currently available within CS will be available to this program.

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 will create a separate curriculum/petitions committee from the Cyber Security faculty to oversee the program. This will minimize the impact on existing personnel and the existing BS in Computer Science degree.

There will be an increase in size in some CS courses that are also required courses for students in the proposed CYB program. We have instructional capability to accommodate the additional students.

There will be a general shift in the elective CS course available to students in the CS program. Existing faculty will need to shift some of their teaching duties to the new CYB courses. Thus, some of the existing CS technical electives may be taught less frequently, but there will be more technical electives in the domain of Cybersecurity available to students. Overall students will still be able to select from a range of technical electives and there will be more than sufficient technical electives to allow students to graduate on time.

c. **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.

Personnel:

To offer the program in Moscow only no additional faculty are required. As noted above some of the non-cybersecurity electives currently taught may be taught less frequently to account for the additional cybersecurity courses (many of which will be available as technical electives).

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 existing funds will be reallocated.

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?

      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?

   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.

           There will be student lab fees to support the client computers, used by the students in the lab courses to connect to the secure servers. These fees will be used only for resources used in class. The exact amount of the fee will be dependent upon estimated enrollment and will be amortized over 3 years – the standard replacement cycle for the computers.

      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.

           See attached budget.

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).

University of Idaho
Bachelor of Science in Cybersecurity

Freshman Fall			Freshman Spring		
CYB 110	Cybersecurity and Privacy **CSP, CSF,** PLE, PRI	3	CS 120	Computer Science I BSP	4
CS 112	Computational Thinking	3	Math 176	Discrete Math	3
ISEM 101	Integrated Seminar	3	Comm 101	Fundamentals of Public Speaking	2
ENGL 101	Introduction to College Writing	3	Phil 103	Ethics	3
Math 143	Pre-calculus Algebra and Analytic Geometry	3	ELECTIVE	Science Elective w/Lab	4
	Total Credits	15		**Total Credits**	16

Sophomore Fall			Sophomore Spring		
CS 121	Computer Science II	3	CS 270	System Software	3
CS 150	Computer Organization & Arch.	3	CS 240	Operating Systems OSC, OTH	3
CYB 210	Cybersecurity Management CPM, SPM, **ISC**	3	CYB 220	Secure Coding and Analysis SPP, SSA, QAT	3
ENGL 102	College Writing and Rhetoric	3	ELECTIVE	Science Elective w/Lab	4
MATH 160 or 170	Survey of Calculus or Calc I	4	STAT 251 or 301	Statistical Methods	3
	Total Credits	16		**Total Credits**	16

Junior Fall			Junior Spring		
CYB 310	Intermediate Cybersecurity (was CS 336) CTH, BCY, IAA	3	CS 383	Software Engineering	3
ISEM 301	Great Issues Seminar	1	CYB 340	Network Defense (was CS 438) NDF, IDS	3
CYB 330	Networking Fundamentals BNW, NTP	3	CYB 350	Operating System Defense OSH, OSA, BCO	3
CYB 380	Cybersecurity Lab I	3	CYB 381	Cybersecurity Lab II (was CS 439)	3
ELECTIVE	Hum/Social Science	3	ELECTIVE	Hum/Social Sciences	3
ENGL 317	Technical Writing	3			
	Total Credits	16		**Total Credits**	15

Senior Fall			Senior Spring		
CYB 401	Cybersecurity Professional Development (can be CS 400)	1	CYB 440	Software Vulnerability Analysis SAS, VLA	3
CYB 420	Computer and Network Forensics (was CS 447) DFS, HOF, NWF	3	CYB 481	Senior Capstone Design II (can be same as CS 481?)	3
CYB 480	Senior Capstone Design I (can be same as CS 480?)	3			
ELECTIVE	Free Electives	3	ELECTIVE	Free Electives	4
ELECTIVE	Hum/Social Science	3	ELECTIVE	Hum/Social Science	3
	Total Credits	13		**Total Credits**	13

Courses in RED are new Cybersecurity Courses
Courses in BLUE are modified existing CS courses
Foundational KU are in **BOLD Underline GREEN**
Core Technical KU are in Underlined RED
Core Non-technical KU are Underline Brown
Other Optional KUs are in Purple

Program Resource Requirements.
- Indicate all resources needed including the planned FTE enrollment, projected revenues, and estimated expenditures for the first **four** fiscal years of the program
- Include reallocation of existing personnel and resources and anticipated or requested new resources.
- Second and third year estimates should be in constant dollars.
- Amounts should reconcile subsequent pages where budget explanations are provided.   **Start FY**
- If the program is contract related, explain the fiscal sources and the year-to-year commitment from the contracting agency(ies) or party(ies).   **21**
- Provide an explanation of the fiscal impact of any proposed discontinuance to include impacts to faculty (i.e., salary savings, re-assignments).

I. PLANNED STUDENT ENROLLMENT

	FY 21		FY 22		FY 23		FY 24	
	FTE	Headcount	FTE	Headcount	FTE	Headcount	FTE	Headcount
A. New enrollments	11	11	31	31	45	45	60	60
B. Shifting enrollments	5	5	0	0	0	0	0	0
Total Enrollment	**16**	**16**	**31**	**31**	**45**	**45**	**60**	**60**

II. REVENUE

	FY 21		FY 22		FY 23		FY 24	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
1. New Appropriated Funding Request	-	-	-	-	-	-	-	-
2. Institution Funds	-	-	-	-	-	-	-	-
3. Federal	-	-	-	-	-	-	-	-
4. New Tuition Revenues from Increased Enrollments	154,823	N/A	433,504	N/A	628,299	N/A	846,965	N/A
5. Student Fees	3,300	N/A	9,240	N/A	13,392	N/A	18,053	N/A
6. Other (i.e., Gifts)	-	-	-	-	-	-	-	-
Total Revenue	158,123	-	442,744	-	641,691	-	865,018	-

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

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

III. EXPENDITURES

FY 21	FY 22	FY 23	FY 24

	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
A. Personnel Costs								
1. FTE	0	N/A	0	N/A	0	N/A	0	N/A
2. Faculty	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
3. Adjunct Faculty	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
4. Graduate/Undergrad Assistants	$ -	N/A	$ -	$ -	$ 33,000	$ -	$ 33,000	$ -
5. Research Personnel	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
6. Directors/Administrators		N/A		N/A		N/A		N/A
7. Administrative Support Personnel	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
8. Fringe Benefits	$ -	N/A	$ -	N/A	$ 1,122	N/A	$ 1,122	N/A
9. Other: _____	$ -	N/A	$ -	N/A	$ 4,032	N/A	$ 4,032	N/A
Total Personnel and Costs	$ -	$ -	$ -	$ -	$ 38,154	$ -	$ 38,154	$ -

	FY 21		FY 22		FY 23		FY 24	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
B. Operating Expenditures								
1. Travel	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
2. Professional Services	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
3. Other Services	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
4. Communications	$ 500	$ 2,000	$ 500	$ -	$ 500	$ -	$ 500	$ -
5. Materials and Supplies	$ 7,150	$ -	$ 7,150	$ -	$ 7,150	$ -	$ 7,150	$ -
6. Rentals	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
7. Materials & Goods for Manufacture & Resale	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
8. Miscellaneous	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Total Operating Expenditures	$ 7,650	$ 2,000	$ 7,650	$ -	$ 7,650	$ -	$ 7,650	$ -

	FY 21		FY 22		FY 23		FY 24	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
C. Capital Outlay								
1. Library Resources	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
2. Equipment	$40,000.00	$0.00	$40,000.00	$0.00	$40,000.00	$0.00	$40,000.00	$0.00
Total Capital Outlay	$40,000	$0	$40,000	$0	$40,000	$0	$40,000	$0

	FY 21		FY 22		FY 23		FY 24	
D. Capital Facilities Construction or Major Renovation								
E. Other Costs								
Utilites								
Maintenance & Repairs								
Other								
Total Other Costs	$0	$0	$0	$0	$0	$0	$0	$0
TOTAL EXPENDITURES:	$47,650	$2,000	$47,650	$0	$85,804	$0	$85,804	$0
Net Income (Deficit)	$110,473	-$2,000	$395,094	$0	$555,887	$0	$779,214	$0

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

I.A.B.	
Row 84	Communication expenses are for advertising the program - these will come from CS funds: F&A returns, EO, etc.
Row 107	Renewing client machines in the computer labs, covered by lab fees. Initially the bulk of the lab fees will come from CS (non-CYB) students using the labs.
Row 105	This is grant funded
Row 51	Two TAs, these will be reallocated from another department within the College if necessary.
Row 78	No travel funds for recruiting are included because the chair and members of the program already travel around the state extensively, these trips will incorporate advertising.

PROPOSAL TO ADD A NEW MINOR IN GEOGRAPHY

1. Add the following **Minor in Geography**:

Geography Minor

GEOG 100	Physical Geography	3
GEOG 100L	Physical Geography Lab	1
GEOG 165	Human Geography	3
GEOG 200	World Regional Geography	3
GEOG 385	GIS Primer	3

Select two electives from the following categories: 6

Human Geography:

GEOG 260	Introduction to Geopolitics
GEOG 330	Urban Geography
GEOG 345	Global Economic Geography
GEOG 350	Geography of Development
GEOG 360	Population Dynamics and Distribution
GEOG 365	Political Geography

Physical Geography:

GEOG 301	Meteorology
GEOG 313	Global Climate Change
GEOG 317	Tree Rings and Environmental Change
GEOG 401	Climatology
GEOG 410	Biogeography
GEOG 430	Climate Change Ecology
GEOL 335	Geomorphology

Human-Environment Geography:

GEOG 420	Land, Resources, and Environment
GEOG 435	Climate Change Mitigation
GEOG 455	Societal Resilience and Adaptation to Climate Change
GEOG 488	Geography of Energy Systems

Geospatial Methods:

GEOG 390	Cartographic Design and Geovisualization
GEOG 407	Spatial Statistics and Modeling
GEOG 414	Socioeconomic Applications of GIS

GEOG 424	Hydrologic Applications of GIS and Remote Sensing
GEOG 475	Intermediate GIS
GEOG 479	GIS Programming
GEOG 483	Remote Sensing/GIS Integration

Other Geography electives as approved by the department

Total Hours   **19**

Courses to total 19 credits for this minor

Rationale: In recent years there have been many requests for a geography minor generated by students in lower division geography courses and some specialized upper division courses. By instituting a minor in geography, the department is increasing department enrollments and offer undergraduate students greater flexibility in choosing major options. Through this action, the geography department is coming into line with other major geography departments across the country as well as many other departments at the University of Idaho.

A minor in Geography will provide undergraduates with an introduction to the discipline of the four primary branches of Geography: Physical Geography; Human Geography; human-environment interaction, and geospatial methods. The minor is designed to supplement geographical content useful to other majors but not taught in those other majors. A Geography minor will allow a student to broaden his or her educational background and enhance academic and employment options in various fields of study. Students must complete 19 credits for the Geography minor, of which at least 9 of the 19 credits must be UI courses taken in residence. The Geography minor will enhance the knowledge of students currently enrolled in other majors in both the social and life sciences.

University of Idaho
Office of the Provost and
Executive Vice President

PROGRAM COMPONENT (Group B) OR NON-SUBSTANTIVE REQUEST FORM
(Fill out this form if you have a program component change as defined by Board Policy III.G.d.)

SELECT THE BOX OR BOXES THAT DESCRIBE YOUR REQUEST:

X	1. New component (option, minor, emphasis, concentration or specialization)			5. Discontinuation of a certificate (30 credits or less)
	2. New certificate (30 credits or less)			6. CIP Code change
	3. Change to program name or title, degree, department, division, college or center			7. Other, please describe:
	4. Discontinuation of a component (option, minor, emphasis, concentration or specialization)			

REQUIRED INFORMATION FOR ALL SELECTIONS:

Dept Chair Name:	Raymond Dezzani		Email:	dezzani@uidaho.edu
Department/Unit:	Geography			
College:	College of Science			
Current Program Name:			Graduate	
			Undergraduate	
Current program credits:				
Primary Point of Contact (if different from above):		Email:		
Briefly describe the change you are requesting:	Adding a Geography Minor to the Catalog			
CIP Code:		New (list requested code):	x	Existing (list the current code): 45.0701
What is the financial impact of the requested change:		Greater than $250,000 per FY;	x	Less than $250,000 per FY;
Describe the financial impact:	Impact is minimal as all these courses are currently offered.			

Implementation/effective date of change or new component:	Catalog 2020			
Can 50% or more of the curricular requirements of this program be completed via online or distance delivery?		Yes	X	No
If yes can 100% of the curricular requirements of this program be completed via online or distance delivery?		Yes	X	No
Please write the geographical location that this program will be offered:	Moscow Campus			

NEW PROGRAM COMPONENTS AND CERTIFICATES – FILL OUT THIS SECTION IF YOU SELECTED #1 OR #2 ABOVE

Name of new component or certificate:	Geography Minor
Number of credits:	19 Credits
Describe proposed new program component or certificate to include overview of program and credit requirements:	Requirements are a total of 19 credits for a Geography minor (13 credits of required courses & 6 credits elective): **Required 13 credits and Geography course number:** Geography 100 (3 credits) Geography 100 Lab (1 credit) Geography 165 (3 credits) Geography 200 (3 credits) Geography 385 (3 credits) **Two additional elective courses:** **(total of 6 elective credit hours)** Human Geography electives: Introduction to Geopolitics 260; Urban Geography 330; Global Economic Geography 345; Geography of Development 350; Population Dynamics and Distribution 360; Political Geography 365; Physical Geography electives: Meteorology 301; Climatology 401; Global Climate Change 313; Dendrochronology 315; Biogeography 410; Global Change Ecology 430; Geomorphology GEOL 335. Human-environment geography electives:

Land Resources, and Environment 420; Climate Change Mitigation 435.; Societal Resilience and Adaptation to Climate Change 455; Geography of Energy Systems 488.

Geospatial methods electives:

Cartography & Geovisualization 390; Spatial Analysis and Modeling 407; Hydrologic Applications of GIS and Remote Sensing 424; Intermediate GIS 475; GIS Programming 479; Remote Sensing/GIS 483; Socioeconomic Applications of GIS 412.

** Or other Geography courses as approved by the department **

Are there curriculum changes needed and/or do new courses need to be created:		Yes – if you select yes to this question, please attach all curriculum and course documents related to this.	X	No

List the intended learning outcomes for the 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:
In recent years there have been many requests for a geography minor generated by students in lower division geography courses and some specialized upper division courses. By instituting a minor in geography, the department is increasing department enrollments and offer undergraduate students greater flexibility in choosing major options. Through this action, the geography department is coming into line with other major geography departments across the country as well as many other departments at the University of Idaho. A minor in Geography will provide undergraduates with an introduction to the discipline of the four primary branches of Geography: Physical Geography; Human Geography; human-environment interaction, and geospatial methods. The minor is designed to supplement geographical content useful to other majors but not taught in those other majors. A Geography minor will allow a student to broaden his or her educational background and enhance academic and employment options in various fields of study. Students must complete 19 credits for the Geography minor, of which at least 9 of the 19 credits must be UI courses taken in residence. The Geography minor will enhance the knowledge of students currently enrolled in other majors in both the social and life sciences.

Describe the assessment process that will be used to evaluate how well students are achieving the intended learning outcomes of the program component:
Evaluation will occur during normal course evaluation through examination, research papers, presentations.

How will you ensure that the assessment findings will be used to improve the program?
Consistent with current evaluation and assessment procedures. Increased student enrollments are expected.

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

Consistent with current evaluation and assessment procedures.
When will assessment activities occur and at what frequency?
Assessment will occur as courses are offered and at the end of each semester and at the end of the academic year.

MODIFICATIONS/NAME CHANGES/CIP CODE CHANGES – FILL OUT THIS SECTION IF YOU SELECTED #3 OR #6 ABOVE

Current name of component or degree:				
New name of component or degree:				
Number of credits:				
Describe the modification are you making:				
Name of major or degree that the component is attached to:				
Describe rationale for the modification:				
Indicate whether program, curriculum, course and admission requirements remain the same.		Yes – if you select yes to this question, please attach all curriculum and course documents related to this.		No
Are any of the learning outcomes changing:		Yes – if yes fill out question below		No
List the new learning outcomes:	1. 2. 3. 4. 5.			

DISCONTINUATION – FILL OUT THIS SECTION IF YOU SELECTED #4 OR #5 ABOVE

What are you requesting to discontinue:				
What is the student impact if any?				
Are there curriculum changes needed and/or do new courses need to be created:		Yes – if you select yes to this question, please attach all curriculum and course documents related to this.		No

SIGNATURES – REQUIRED FOR ALL SELECTIONS:

Dept/Unit Curriculum Committee Approval Date:	Geography Faculty Meeting	Vote Record:	January 30,2019 9 Votes in favor, 1 abstained
Dept Chair Signature of Approval	*[signature]*		
College Curriculum Committee Approval Date:	9 / 25 / 2019	Vote Record:	7 approve, 0 oppose
Dean Signature of Approval	Mark J. Nielsen		

Assessment Justification for Geography Minor Proposal

The basis of assessment in the Geography B.S. degree
As per the specification of the Assessment Plan for Geography – B.S. Degree, there ar five major learning outcomes:

1) The student will be able to use geographic information systems (GIS) an be able to use cartographic data and analysis at a high/professional level.
2) The student will be able to use statistical methods and analyze quantitative information,
3) The student will be able to perform policy analysis using geographical arguments and inform policy.
4) The student will exhibit the ability to write and verbally communicate geographic information.
5) The student will exhibit knowledge of human and physical geography and human and environmental process in geographic space.

The course requirements and electives of the B.S. degree, successfully completed, ensure the satisfaction of the specified learning outcomes.

The geography minor, with its reduced requirements and electives will satisfy the following learning outcomes:

1) The student will be able to use geographic information systems (GIS) *at an elementary level* and be able *to interpret* cartographic data. Analytical skills will be limited.
2) The student will exhibit the ability to write and verbally communicate geographic information.
3) The student will exhibit *basic* knowledge of human and physical geography and human and environmental process in geographic space.

Student assessment, as with the major, will be based on successful completion of coursework that involves the writing of essays and semester papers, taking quizzes and exams and the completion of exercises and lab tasks.

PROPOSAL TO CREATE A REMOTE SENSING OF THE ENVIRONMENT GRADUATE CERTIFICATE

1. Add the following Remote Sensing of the Environment Graduate Certificate:

Remote Sensing of the Environment Academic Graduate Certificate

GEOG 583	Remote Sensing/GIS Integration	3
NRS 472 or FOR 472	Remote Sensing of the Environment	4
NRS 552 or FOR 552	Current Literature in Environmental Remote Sensing	1
Select two of the following courses:		6
FOR 535	Remote Sensing of Fire	
GEOG 524	Hydrologic Applications of GIS and Remote Sensing	
NRS 578	LIDAR and Optical Remote Sensing Analysis	
Total Hours		14

Courses to total 20 credits for this certificate

> **Rationale:** Add a graduate-level certificate in Remote Sensing of the Environment. An undergraduate certificate already exists in this area. Faculty teaching courses in this certificate met on October 30, 2018 and again on September 20, 2019 to assess the undergraduate certificate, and as an outcome we also found that there was interest and support for a graduate level certificate offering as well.
>
> All of these courses currently exist or have already successfully been taught twice as experimental courses, and we are packaging them together so that they can add value to the student as well as meet stakeholder/employer requests for a coordinated curriculum in this growing area of study.

PROGRAM COMPONENT (Group B) OR NON-SUBSTANTIVE REQUEST FORM
(Fill out this form if you have a program component change as defined by Board Policy III.G.d.)

SELECT THE BOX OR BOXES THAT DESCRIBE YOUR REQUEST:

[ ] 1. New component (option, minor, emphasis, concentration or specialization)	[ ] 5. Discontinuation of a certificate (30 credits or less)
[x] 2. New certificate (30 credits or less)	[ ] 6. CIP Code change
[ ] 3. Change to program name or title, degree, department, division, college or center	[ ] 7. Other, please describe:
[ ] 4. Discontinuation of a component (option, minor, emphasis, concentration or specialization)	

REQUIRED INFORMATION FOR ALL SELECTIONS:

Dept Chair Name:	Lee Vierling	Email:	leev@uidaho.edu
Department/Unit:	Natural Resources and Society		
College:	College of Natural Resources		
Current Program Name:	n/a	[ ]	Graduate
		[ ]	Undergraduate
Current program credits:			
Primary Point of Contact (if different from above):		Email:	
Briefly describe the change you are requesting:	Add a graduate-level certificate in Remote Sensing of the Environment. An undergraduate certificate already exists in this area. Faculty teaching courses in this certificate met on October 30, 2018 and again on September 20, 2019 to assess the undergraduate certificate, and as an outcome we also found that there was interest and support for a graduate level certificate offering as well.		
CIP Code:	03.01 04	New (list requested code):	Existing (list the current code):
What is the financial impact of the requested change:		Greater than $250,000 per FY;	[x] Less than $250,000 per FY;

Describe the financial impact:	All of these courses currently exist or have already successfully been taught twice as experimental courses, and we are packaging them together so that they can add value to the student as well as meet stakeholder/employer requests for a coordinated curriculum in this growing area of study.
Implementation/effective date of change or new component:	Catalog year 2020-21

Can 50% or more of the curricular requirements of this program be completed via online or distance delivery?	x	Yes		No
If yes can 100% of the curricular requirements of this program be completed via online or distance delivery?		Yes	x	No

Please write the geographical location that this program will be offered:	Moscow

NEW PROGRAM COMPONENTS AND CERTIFICATES – FILL OUT THIS SECTION IF YOU SELECTED #1 OR #2 ABOVE

Name of new component or certificate:	Remote Sensing of the Environment
Number of credits:	14
Describe proposed new program component or certificate to include overview of program and credit requirements:	Graduate Certificate in Remote Sensing of the Environment Requirement A The three following courses (8cr): NRS/FOR 472 Remote Sensing of the Environment (4cr) GEOG 583 Remote Sensing/GIS Integration (3cr) NRS/FOR 552 Current Literature in Environmental Remote Sensing (1cr) Requirement B Two of the following courses (6cr) GEOG 524 Hydrologic Applications of GIS and Remote Sensing (3cr) FOR 535 Remote Sensing of Fire (3cr) NRS 5XX (578?) Lidar and Optical Remote Sensing Analysis Using Open Source Software (3cr) Courses to total 14 credits for this certificate

Are there curriculum changes needed and/or do new courses need to be created:		Yes – if you select yes to this question, please attach all curriculum and course documents related to this.		No

List the intended learning outcomes for the 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:
Context: Faculty who contribute to teaching courses included in this proposed certificate met on October 30, 2018 to address three goals: 1) evaluate the required course sequence and options, 2) identify additional teaching needs and

opportunities to expand program options so as to support additional enrollment in the certificate, and 3) discuss program learning outcomes and assessment planning. This was an important meeting because it catalyzed a series of outcomes. First, we learned that courses in the existing undergraduate sequence were sporadically offered with a schedule that might prohibit successful program completion by students. Second, we identified several areas of need for expanded course offering to both expand student options and increase the scope and sequence available in each semester (in addition to summer session). Third, we had follow-up meetings with additional faculty and secured at least two new courses added to the program offering. Finally, we discussed how we might assess student performance in the certificate when not all students enrolled in these courses are in fact pursuing the certificate program. The upshot of these discussions led us to develop this new course sequence and we affirmed this during a meeting this fall. With recent faculty hires in this area, more courses are likely to be added to this list in future years as they make the transition from experimental to permanent status.

Learn and Integrate (1) : Students in the Remote Sensing of the Environment Graduate Academic Certificate program will be able to integrate fundamental knowledge of electromagnetism, sensor design, atmospheric science, and understanding of radiation interactions with the environment into graduate-level research. Direct measures: Indicator assignments will be used in the required course NRS/FOR 472. Specifically, students will conduct two laboratory experiments designed to show the integration of physics, sensors, the atmosphere, and the physical environment, and be asked to interpret the results in ways that demonstrate adequate understanding of these topics. In addition, students will present and be assessed on their performance on primary remote sensing literature analyses in NRS/FOR 552. The number of graduate level research projects completed by students that involve the use of remote sensing instrumentation will be another direct measure.

Learn and Integrate (2): Students in the Remote Sensing of the Environment Graduate Academic Certificate program will be able to will incorporate at least one application of remote sensing science in environmental monitoring and management to a graduate-level research project. Direct Measures: Indicator assignments in NRS/FOR 472, GEOG 583, and NRS 578) will be developed that underscore the application of remote sensing in environmental monitoring and management. The number of graduate level research projects completed by students that involve remote sensing will be another direct measure. In addition, faculty teaching in this certificate program have met and with new faculty hires in this area in the Colleges of Science, Natural Resources, and Agricultural/Life Sciences, plan to expand the number application-based courses that can be integrated in this certificate to broaden student opportunity. One such course (focused on Unmanned Aerial Systems, or "Drones") is being taught as an experimental course this fall with the intention of making it a permanent course.

Clarify Purpose and Perspective: Students in the Remote Sensing of the Environment Graduate Academic Certificate program will incorporate remote sensing into an interdisciplinary topic on the relationship between remote sensing technology and society in a graduate-level research project. Direct measures: A new indicator assignment will be developed in the required course NRS/FOR 472. Specifically, students will be asked to interpret imagery collected in their home town and in the Moscow/Pullman area and be asked to interpret the results in ways that demonstrate adequate understanding of these topics. We will also conduct exit interviews with graduate students completing the certificate to determine whether they incorporated remote sensing into any interdisciplinary topics involving social sciences in conducting their research work.

Performance Target (the performance the program wants to see; this represents success for achieving the program-level learning outcome) That students find enough value in this certificate through quality course offerings so that the certificate is enrolled by 4 students in the inaugural year of 2020-21 and increases by at least 1 student in each of the following years until enrollment stabilizes around 15-20 students.

Describe the assessment process that will be used to evaluate how well students are achieving the intended learning outcomes of the program component:			
We will attempt to determine which students enrolled in NRS/FOR 472 and NRS/FOR 552 are also enrolled in the certificate program, and report laboratory scores of these students. Our performance target is that these students average a B performance on these assignments.			
How will you ensure that the assessment findings will be used to improve the program?			
Faculty teaching these courses will meet once each year to discuss program status and assessment data. We will work to identify students who are enrolled in the certificate and gather their feedback through questionnaires and exit interviews. The Department Head of NRS will report assessment findings and plans annually.			
What direct and indirect measures will be used to assess student learning?			
Direct Measures: Please see above where the Direct Measures are listed and described relative to each program learning outcome. We have added measures specific to how students integrate their learning of remote sensing topics into their graduate level research. Indirect Measures: Number of students enrolled in applications-based courses.			
When will assessment activities occur and at what frequency?			
Course-based assessments will occur annually, program faculty meetings will occur annually, student feedback and exit interviews will occur annually, and reporting assessment status and future adjustment/implementation of new strategies will occur annually.			

SIGNATURES – REQUIRED FOR ALL SELECTIONS:
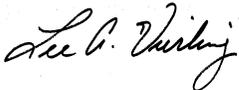
Dept/Unit Curriculum Committee Approval Date:	9/16/2019	Vote Record:	Unanimous
Dept Chair Signature of Approval	*Lee C. Vierling*		
College Curriculum Committee Approval Date:	9/23/19	Vote Record:	5 approve, 0 against
Dean Signature of Approval			

UNIVERSITY CURRICULUM COMMITTEE
Course Approval Form

Instructions: Clearly mark all changes using Track Change or strikethroughs for deletions and underlines for additions. Following the approval of the appropriate college curriculum committee, a single representative for the college will e-mail the completed form to the Academic Publications Editor in the Registrar's Office for review by the University Curriculum Committee (UCC).

Incomplete forms will be returned to the college for correction and may delay their approval.

Deadline: This form must be submitted to the Academic Publications Editor by October 1st for inclusion in the next available General Catalog and to be available for scheduling beginning with the next summer semester.

Submission Information

College	**College of Natural Resources**
Department/Unit	**Natural Resources and Society**
Dept/Unit Approval Date	9/16/19
College Approval Date	9/23/19

Type of Change

Check the box that applies for this change. Forms are limited to one course per form. In the case of joint-listed or cross-listed courses please provide a separate form for each course number/subject prefix.

x	Add a Course		Drop a Course		Change a Course

Course Change: If you are submitting a course change please indicate the components of the course being changed

	Title		Number		Credits		Recommended Preparation
	Prerequisites		Co-Requisites		Description		Other

Course Add or Drop: If you are submitting a course add or drop and the course is equivalent to dropped course or proposed course please include that course's subject prefix and number.

Subject Prefix	NRS	Number	578

Course Information

Clearly mark all changes using Track Change or strikethroughs for deletions and underlines for additions.

Note: Final course numbers are the decision of the Office of the Registrar. Please list your desired course number and the Academic Publications Editor will attempt to locate the closest available number if the number suggested isn't available.

Title:	**Lidar and optical remote sensing analysis using open source software**

Short Course Title (If the course title is longer than 30 characters)

L	I	D	A	R		A	N	D		O	P	T	I	C	A	L		R	S		A	N	A	L	Y	S	I	S

Subject Prefix	NRS	Number	5xx (578 preferred)
Credits	3	Prerequisites	STAT251 & WLF370, or STAT427, and NRS/FOR 472
Co-requisites			
Description	Lidar and optical remote sensing data play a key role in natural resource and environmental research and management. Students will use open-source software to efficiently and effectively work with optical and lidar remote sensing datasets. Topics include introduction to open-source software for lidar and optical remote sensing analysis, acquisition and pre-processing of optical and lidar remote sensing data, and remote sensing analysis approaches that allow conversion of remotely sensed data into management/research relevant information. This course focuses on development and application of		

	practical skills through project-based learning. For graduate credit, primary literature review, discussion, and a class project including evaluation and writeup of unique and advanced datasets is also required.

Cross- and Joint-List Status

Cross-listed course are offered between two or more academic units on campus, such as a course offered in both Conservation Social Science and Political Science. **Joint-listed** courses are offered between two or more levels, such as undergraduate and graduate. A course may be both cross-listed and joint-listed. Clearly mark all changes using Track Change or strikethroughs for deletions and underlines for additions.

Add, Drop, or Change of Status	
Cross-Listed Course(s)	
Joint-Listed Course(s)	NRS 478
Date the affected Units approved of this change	

Cooperative Course Approval (If Applicable)

Cooperatively offered courses are open to students from Washington State University. These students are not required to pay the UI's tuition, but the students are responsible for any other course fees. Students participating in these courses must be degree-seeking students at their home institution.

Statement of Purpose

Co-operative programs are based on one or more of the following criteria.
- **Strengthen the academic program** -- by providing access to complementary or unique program components (faculty, facilities, or other program related information or materials).
- **Support partnerships** -- funded research/grants.
- **Provide efficiencies** -- resource and/or fiscal efficiencies that would not otherwise be available.

Add, Drop, or Change of Status	
Cooperative Course	

Distance Education Availability

The U.S. Department of Education defines distance education as follows:
Distance education means education that uses one or more of the technologies listed below to deliver instruction to students who are separated from the instructor and to support regular and substantive interaction between the students and the instructor, either synchronously or asynchronously. The technologies may include--
- *(1) The internet;*
- *(2) One-way and two-way transmissions through open broadcast, closed circuit, cable, microwave, broadband lines, fiber optics, satellite, or wireless communications devices;*
- *(3) Audio conferencing; or*
- *(4) Video cassettes, DVDs, and CD-ROMs, if the cassettes, DVDs, or CD-ROMs are used in a course in conjunction with any of the technologies listed in paragraphs (1) through (3).*

Is this course available via distance education?*	Yes	**x**	No	

Geographical Area Availability

Identify the geographical area(s) this course will be offered in.

Moscow	**x**

Coeur d'Alene		
Boise		
Idaho Falls		
Other*		Location(s)

*Note: If Other is selected identify the specific area(s) this program will be offered.

Assessment

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

Formative assessments of student learning will occur throughout the semester in the form of short reading quizzes and in-class exercises. Summative assessment will consist of 1 – 2 projects that ask student to apply their learning to new and novel contexts. At the graduate level, additional formative assessment will include reading and discussion of primary literature, and additional summative assessment consists of a project using a unique and advanced dataset.

Rationale

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

This course has been taught as an experimental NRS 404/504 course over the past two years and has been well received. Employer stakeholders (for example, three large Idaho-based natural resource/environmental consulting and management companies) have specifically mentioned the need for more lidar and optical remote sensing practical skills training as this is an emerging technology across many natural resource and environmental applications. This course therefore fills a need in the curriculum for a skills-oriented course focused on analysis of optical and lidar remote sensing data. The course will serve as a bridge between introductory data management courses and more advanced discipline specific remote sensing applications courses.

Office of the Registrar Information

Date Received by UCC Secretary	10/01/2019
UCC Item Number	UCC-20-027
UCC Approval Date	11/11/2019, with amendments
General Curriculum Report Number	298

Friendly amendments:

- Ensure "LIDAR" is fully capitalized everywhere it appears (title and course description)
- Remove the phrase "Using Open Source Software" from the title. The course title should now read, "LIDAR and Optical Remote Sensing Analysis."

PROPOSAL TO ADD AN OPTION TO THE MASTER OF NATURAL RESOURCES

1. Add a **Restoration Ecology and Habitat Management Option** to the **Master in Natural Resources**:

Master of Natural Resources. Major in Natural Resources. Restoration Ecology and Habitat Management Option.

Complete admissions and degree information is available online at:
http://www.uidaho.edu/cnr/grad-programs/online-degrees/master-of-natural-resources.

Restoration Ecology and Habitat Management Core

ENVS 579	Introduction to Environmental Regulations	3
or NRS 588	NEPA in Policy and Practice	
FISH 540	Wetland Restoration	3
NR 599	Non-Thesis Research	2
NRS 580	Restoration Ecology Practicum	2
REM 440	Wildland Restoration Ecology	3
REM 507	Landscape and Habitat Dynamics	3

Ecology and Management (choose two courses):   5-6

ENVS 544	Water Quality in the Pacific Northwest	
FISH 515	Large River Fisheries	
FISH 525	Aquaculture in Relation to Wild Fish Populations	
FOR 526	Fire Ecology	
REM 429	Landscape Ecology	
REM 456	Integrated Rangeland Management	
REM 459	Rangeland Ecology	
SOIL 422	Environmental Soil Chemistry	
SOIL 446	Soil Fertility	
WLF 440	Conservation Biology	

Tools and Technology (choose 3 credits):   3

ENVS 450	Environmental Hydrology	
FOR 451	Fuels Inventory and Management	
GEOG 524	Hydrologic Applications of GIS and Remote Sensing	
NRS 578	LIDAR and Optical Remote Sensing Analysis	
PLSC 419	Plant Community Restoration Methods	
REM 407	GIS Application in Fire Ecology and Management	
REM 410	Principles of Vegetation Measurement and Monitoring	

or REM 520

WLF 540	Conservation Genetics	
WLF 561	Landscape Genetics	
Policy, Planning, and Society (choose two courses):		5-6
BIOP 523	Planning Sustainable Places	
ENVS 546	Drinking Water and Human Health	
ENVS 579	Introduction to Environmental Regulations	
FOR 584	Natural Resource Policy Development	
FS 536	Principles of Sustainability	
NR 507	Moral Reasoning in Natural Resources	
NRS 576	Environmental Project Management and Decision Making	
NRS 588	NEPA in Policy and Practice	
Additional elective graduate courses to total a minimum of 30 credits		
Total Hours		**29-31**

Courses to total 30 credits for this degree

![University of Idaho — Office of the Provost and Executive Vice President]

PROGRAM COMPONENT (Group B) OR NON-SUBSTANTIVE REQUEST FORM
(Fill out this form if you have a program component change as defined by Board Policy III.G.d.)

SELECT THE BOX OR BOXES THAT DESCRIBE YOUR REQUEST:

X	1. New component (option, minor, emphasis, concentration or specialization)		5. Discontinuation of a certificate (30 credits or less)
	2. New certificate (30 credits or less)		6. CIP Code change
	3. Change to program name or title, degree, department, division, college or center		7. Other, please describe:
	4. Discontinuation of a component (option, minor, emphasis, concentration or specialization)		

REQUIRED INFORMATION FOR ALL SELECTIONS:

Dept Chair Name:	Leda Kobziar, MNR/ Alistair Smith, DGS	Email:	lkobziar@uidaho.edu/ alistair@uidaho.edu
Department/Unit:	Master of Natural Resources		
College:	College of Natural Resources		
Current Program Name:	Master of Natural Resources	x	Graduate
			Undergraduate
Current program credits:	30		
Primary Point of Contact (if different from above):		Email:	
Briefly describe the change you are requesting:	We are requesting the addition of a new Option. Currently there are three options in the MNR. Our ~130 students are distributed across these options.		
CIP Code:		New (list requested code):	Existing (list the current code):
What is the financial impact of the requested change:		Greater than $250,000 per FY;	x Less than $250,000 per FY;
Describe the financial impact:	We believe the new option will be attractive to students and helpful in recruiting new students. There will be no perceivable financial cost. Some staff time will be required for the new web page content and some resources required for recruitment materials.		

Implementation/effective date of change or new component:	We already have the courses and instructors for the new option in place, so there is no lead time necessary. These changes can be implemented as soon as they are approved.		
Can 50% or more of the curricular requirements of this program be completed via online or distance delivery?	x	Yes	No
If yes can 100% of the curricular requirements of this program be completed via online or distance delivery?	x	Yes	No
Please write the geographical location that this program will be offered:	The Option can be pursued from anywhere in the world where an internet connection is available. The program is administered out of the Moscow campus by CNR Graduate Studies.		

NEW PROGRAM COMPONENTS AND CERTIFICATES – FILL OUT THIS SECTION IF YOU SELECTED #1 OR #2 ABOVE

Name of new component or certificate:	Restoration Ecology and Habitat Management		
Number of credits:	30		
Describe proposed new program component or certificate to include overview of program and credit requirements:	The new Option in Restoration Ecology and Habitat Management will follow the existing curricular structure of the MNR program and the existing options. This structure includes a set of subject-specific Core Courses, plus three categories requiring a minimum number of credits in each category. Students select from approved courses in each group. A final, comprehensive project or portfolio is required for 2 credits.		
Are there curriculum changes needed and/or do new courses need to be created:	Yes – if you select yes to this question, please attach all curriculum and course documents related to this.	x	No
List the intended learning outcomes for the 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:			

Graduates from the MNR- Restoration Ecology and Habitat Management program will be able to articulate ecological, social, and practical (management/education/ policy) perspectives and their role in natural resources restoration and management, and how these can be effectively integrated. Graduating students will identify and distinguish diverse viewpoints and perspectives, interpret these in relation to natural resources professions and practice, and examine and appraise their own professional goals in light of these perspectives. Throughout the program, students will examine the ethical issues present in prominent problems in restoration and natural resources management, science, and communication, and show how ethical principles and frameworks related to sustainable stewardship help to inform and frame decision making with respect to such problems. Students will also demonstrate advanced oral, written and visual techniques to articulate and defend the significance and implications of their ideas in terms of challenges and trends in both scientific and societal (policy, planning, law, economics, management, education and /or communication) contexts of restoration ecology and habitat management.

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

Graduating students will illustrate and reflect on knowledge and skills gained through the program by creating and presenting a final project or a final portfolio to demonstrate and synthesize coursework, professional, and/or research

knowledge and experience. This final project or portfolio, in which each student demonstrates and reflects on how they achieved each of the will be evaluated by the MNR Core Faculty committee. Each SLO is scored by the faculty group to evaluate how well the program fulfills each of its objectives, and to identify areas where program improvements are needed. This feedback is discussed by the Core Faculty committee annually and strategies are identified for improvements, including but not limited to changes in course offerings (i.e. curricula), assignments, and content, and improved guidance and advising for the final project and/or portfolio.

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

Each semester we have graduating students whose performance in the final project/portfolio and presentation will provide direct evidence of whether we have achieved our goals. Where any deficiencies are evidenced, we discuss these at the start of the next semester with the Core Faculty group, which is largely responsible for teaching the majority of the courses in the program. We will discuss how course assignments and content can best be improved to remedy any identified deficiencies. We also pay close attention to student evaluations and feedback on the courses in the program and look for ways we can augment our materials and approaches to better ensure SLOs are achieved.

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

 Direct measures include satisfactory demonstration of achieved SLOs, broadly characterized by integrated and holistic thinking about restoration ecology and habitat management during the NR 599 MNR final oral presentation or final portfolio, and measured using a minimum score requirement on an objective scoring form by at least three MNR faculty. Courses in the program with assignments that directly address multiple SLOs include the Core Courses for the new curriculum. Specific faculty will be called upon to reflect on student SLO achievement in their courses as an indirect measure. In addition, indirect measures include assessment through our MNR program exit survey and interview. We expect that students use their projects or portfolios for employment applications, to share with their employers or stakeholders, or to implement and integrate into their career activities and the perspectives and knowledge which they apply to their future endeavors.

When will assessment activities occur and at what frequency?

Assessment activities will occur bi-annually through the core faculty discussion of student performance on the final project/ portfolio at the beginning of each semester.

MODIFICATIONS/NAME CHANGES/CIP CODE CHANGES – FILL OUT THIS SECTION IF YOU SELECTED #3 OR #6 ABOVE

Current name of component or degree:			
New name of component or degree:			
Number of credits:			
Describe the modification are you making:			
Name of major or degree that the component is attached to:			
Describe rationale for the modification:			
Indicate whether program, curriculum, course and admission requirements remain the same.	Yes – if you select yes to this question, please attach all curriculum and course documents related to this.		No
Are any of the learning outcomes changing:	Yes – if yes fill out question below		No
List the new learning outcomes:	1.		

	2.
	3.
	4.
	5.

DISCONTINUATION – FILL OUT THIS SECTION IF YOU SELECTED #4 OR #5 ABOVE

What are you requesting to discontinue:			
What is the student impact if any?			
Are there curriculum changes needed and/or do new courses need to be created:	Yes – if you select yes to this question, please attach all curriculum and course documents related to this.		No

SIGNATURES – REQUIRED FOR ALL SELECTIONS:

Dept/Unit Curriculum Committee Approval Date:	9/23/19 *[signature]*	Vote Record:	9 FOR, 0 AGAINST, 2 non-voting
Dept Chair Signature of Approval	*Alistair Smith*		
College Curriculum Committee Approval Date:	9/23/19	Vote Record:	5 FOR, 0 AGAINST
Dean Signature of Approval			

MNR Restoration Ecology and Habitat Management Curriculum: 30 Total Credits Required.

Core (16 cr):

NR 599 Non-Thesis Research (2 cr, online, all Spring, Summer, Fall)

REM 440 Wildland Restoration Ecology (3 cr online, Spring)

NRS 580 Restoration Ecology Practicum (2 cr, online, Summer)

FISH 540 Wetland Restoration (3 cr, Summer)

REM 507 Landscape and Habitat Dynamics (3 cr, online, Fall, odd years)

ENVS 579 Introduction to Environmental Regulations (3 cr, online, Fall) -or- NRS 588 NEPA in Policy and Practice (3 cr, online, Summer)

Ecology and Management (choose two courses: 5+ cr)

WLF 440 Conservation Biology (2 cr, online, Summer)

REM 429 Landscape Ecology (3 cr, online and in-person, Spring)

Commented [LK1]: This is now only offered in the Summer. A catalog change request will be submitted.

Commented [LK2]: Eva Strand, the instructor, offers this in the Fall now instead of the Spring. The catalog change request will be submitted.

REM 456 Integrated Rangeland Management (3 cr, online, Spring)

REM 459 Rangeland Ecology (3 cr, online, Fall)

FOR 526 Fire Ecology (3 cr, online, Fall)

FISH 515 Large River Fisheries (2 cr, online, Fall odd years)

FISH 525 Aquaculture in Relation to Wild Fish Populations (2 cr, online, Spring)

ENVS 544 Water Quality in the Pacific Northwest (3 cr, online, Fall)

SOIL 446 Soil Fertility (3 cr, online, Spring)

SOIL 422 Environmental Soil Chemistry (3 cr, online, Fall)

Policy, Planning, and Society (choose two courses: 5+ cr)

ENVS 579 Introduction to Environmental Regulations (3 cr, online, Fall: if not taken in the Core)

NRS 588 NEPA in Policy and Practice (3 cr, online, Summer: if not taken in the Core)

FOR 584 Natural Resource Policy Development (3 cr, online, Spring)

NR 507 Moral Reasoning in Natural Resources (3cr, online, Summer)

BIOP 523 Planning Sustainable Places (3 cr, online, Fall)

ENVS 546 Drinking Water and Human Health (3 cr, online, Spring)

NRS 576 Environmental Project Management and Decision Making (2 cr, online, Spring)

FS 536 Principles of Sustainability (3 cr, online, Fall/Spring)

Tools and Technology (3+ cr)

REM 410/REM 520 Principles of Vegetation Measurement and Monitoring (2/3cr, online, Fall)

FOR 451 Fuels Inventory and Management (3 cr, online, Spring)

REM 407 GIS Application in Fire Ecology and Management (3 cr, online Spring)

GEOG 524 Hydrologic Applications of GIS and Remote Sensing (3 cr, online, Fall)

WLF 561 Landscape Genetics (2 cr, online, Spring- even years)

WLF 540 Conservation Genetics (1-3 cr, online, Summer)

PLSC 419 Plant Community Restoration Methods (2 cr, in-person, Spring)

ENVS 450 Environmental Hydrology (3 cr, online, Spring)

NRS 578 Lidar and Optical Remote Sensing Analysis Using Open Source Software (3 cr, online, Spring)

UNIVERSITY CURRICULUM COMMITTEE
Course Approval Form

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Incomplete forms will be returned to the college for correction and may delay their approval.

Deadline: This form must be submitted to the Academic Publications Editor by October 1ˢᵗ for inclusion in the next available General Catalog and to be available for scheduling beginning with the next summer semester.

Submission Information

College	CALS, CNR
Department/Unit	SWS (EnvSci)
Dept/Unit Approval Date	9/27/2019
College Approval Date	9/27/2019

Type of Change

Check the box that applies for this change. Forms are limited to one course per form. In the case of joint-listed or cross-listed courses please provide a separate form for each course number/subject prefix.

X	Add a Course		Drop a Course		Change a Course

Course Change: If you are submitting a course change please indicate the components of the course being changed

	Title		Number		Credits		Recommended Preparation
	Prerequisites		Co-Requisites		Description		Other

Course Add or Drop: If you are submitting a course add or drop and the course is equivalent to dropped course or proposed course please include that course's subject prefix and number.

Subject Prefix		Number	

Course Information

Clearly mark all changes using Track Change or strikethroughs for deletions and underlines for additions.

Note: Final course numbers are the decision of the Office of the Registrar. Please list your desired course number and the Academic Publications Editor will attempt to locate the closest available number if the number suggested isn't available.

Title:	Water Quality in the Pacific Northwest

Short Course Title (If the course title is longer than 30 characters)

W	A	T	E	R		Q	U	A	L	I	T	Y		I	N		T	H	E		P	N	W						

Subject Prefix	Soils, EnvSci	Number	544 (wanted 549 but it was unavailable)
Credits	3	Prerequisites	Three upper division science courses
Co-requisites			
Description	Qualitative aspects of water are covered in this class. Major topics are qualitative aspects of (1): surface water, (2) groundwater, (3) drinking water, (4) water in the oceans, and (5) the human waste stream. Concepts presented are relevant to world-wide water quality issues and concepts; however, however, an emphasis is placed on issues within the four Pacific Northwest states (ID, AK, OR, WA).		

Cross- and Joint-List Status

Cross-listed course are offered between two or more academic units on campus, such as a course offered in both Conservation Social Science and Political Science. **Joint-listed** courses are offered between two or more levels, such as undergraduate and graduate. A course may be both cross-listed and joint-listed. Clearly mark all changes using Track Change or strikethroughs for deletions and underlines for additions.

Add, Drop, or Change of Status	This is an add course that will be cross listed and joint listed between two academic units – SWS and EnvSci
Cross-Listed Course(s)	Soils 444/544
Joint-Listed Course(s)	EnvSci 444
Date the affected Units approved of this change	

Cooperative Course Approval (If Applicable)

Cooperatively offered courses are open to students from Washington State University. These students are not required to pay the UI's tuition, but the students are responsible for any other course fees. Students participating in these courses must be degree-seeking students at their home institution.

Statement of Purpose

Co-operative programs are based on one or more of the following criteria.
- **Strengthen the academic program** -- by providing access to complementary or unique program components (faculty, facilities, or other program related information or materials).
- **Support partnerships** -- funded research/grants.
- **Provide efficiencies** -- resource and/or fiscal efficiencies that would not otherwise be available.

Add, Drop, or Change of Status	
Cooperative Course	

Distance Education Availability

The U.S. Department of Education defines distance education as follows:
Distance education means education that uses one or more of the technologies listed below to deliver instruction to students who are separated from the instructor and to support regular and substantive interaction between the students and the instructor, either synchronously or asynchronously. The technologies may include--
(1) The internet;
(2) One-way and two-way transmissions through open broadcast, closed circuit, cable, microwave, broadband lines, fiber optics, satellite, or wireless communications devices;
(3) Audio conferencing; or
(4) Video cassettes, DVDs, and CD-ROMs, if the cassettes, DVDs, or CD-ROMs are used in a course in conjunction with any of the technologies listed in paragraphs (1) through (3).

Is this course available via distance education?*	Yes	X	No	

Geographical Area Availability

Identify the geographical area(s) this course will be offered in.

Moscow			
Coeur d'Alene			
Boise			
Idaho Falls			
Other*	X	Location(s)	Distance education course – all locations

*Note: If Other is selected identify the specific area(s) this program will be offered.

Assessment

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

Students will be expected to complete homework assignments and write three papers in this class. Students in the 500 version of the class will also critique two papers submitted by fellow students in the class. The three written paper topics will be on: (1) surface water quality, (2) groundwater quality, and (3) ocean water quality issues.

Rationale

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

This course has been developed to support both the new undergraduate and graduate degrees in the water resources program. This course will also support undergraduate and graduate student degrees in both the soil sciences and environmental sciences program. The instructor developing this class has taught at the University of Idaho for 40 years, has received college and university teaching awards, has completed 43 graduate student programs and has taught more that 15,000 students in his career.

Office of the Registrar Information

Date Received by UCC Secretary	10/01/2019
UCC Item Number	UCC-20-027
UCC Approval Date	11/11/2019
General Curriculum Report Number	298

UNIVERSITY CURRICULUM COMMITTEE
Course Approval Form

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Deadline: This form must be submitted to the Academic Publications Editor by October 1<u>st</u> for inclusion in the next available General Catalog and to be available for scheduling beginning with the next summer semester.

Submission Information

College	College of Natural Resources
Department/Unit	Department of Natural Resources and Society
Dept/Unit Approval Date	9/16/19
College Approval Date	9/23/19

Type of Change

Check the box that applies for this change. Forms are limited to one course per form. In the case of joint-listed or cross-listed courses please provide a separate form for each course number/subject prefix.

x	Add a Course		Drop a Course		Change a Course

Course Change: If you are submitting a course change please indicate the components of the course being changed

	Title		Number		Credits		Recommended Preparation
	Prerequisites		Co-Requisites		Description		Other

Course Add or Drop: If you are submitting a course add or drop and the course is equivalent to dropped course or proposed course please include that course's subject prefix and number.

Subject Prefix	NRS	Number	576

Course Information

Clearly mark all changes using Track Change or strikethroughs for deletions and underlines for additions.

Note: Final course numbers are the decision of the Office of the Registrar. Please list your desired course number and the Academic Publications Editor will attempt to locate the closest available number if the number suggested isn't available.

Title:	Environmental Project Management and Decision Making

Short Course Title (If the course title is longer than 30 characters)

E	N	V		P	R	O	J	E	C	T		M	G	M	T		&		D	E	C	I	S	I	O	N	S		

Subject Prefix	NRS	Number	576
Credits	2	Prerequisites	None
Co-requisites	none		
Description	Integrated, interdisciplinary approaches to environmental project and program management and decision making. Emphasis on environmental planning techniques, scenario development, analysis, and application of geospatial tools such as GIS and remote sensing. Direct experience and basic skills for project and program development and evaluation.		

Cross- and Joint-List Status

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Add, Drop, or Change of Status	
Cross-Listed Course(s)	
Joint-Listed Course(s)	
Date the affected Units approved of this change	

Cooperative Course Approval (If Applicable)

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Statement of Purpose

Co-operative programs are based on one or more of the following criteria.
- **Strengthen the academic program** -- by providing access to complementary or unique program components (faculty, facilities, or other program related information or materials).
- **Support partnerships** -- funded research/grants.
- **Provide efficiencies** -- resource and/or fiscal efficiencies that would not otherwise be available.

Add, Drop, or Change of Status	
Cooperative Course	

Distance Education Availability

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(3) Audio conferencing; or
(4) Video cassettes, DVDs, and CD-ROMs, if the cassettes, DVDs, or CD-ROMs are used in a course in conjunction with any of the technologies listed in paragraphs (1) through (3).

Is this course available via distance education?*	Yes	x	No	

Geographical Area Availability

Identify the geographical area(s) this course will be offered in.

Moscow	x		
Coeur d'Alene			
Boise			
Idaho Falls			
Other*		Location(s)	

*Note: If Other is selected identify the specific area(s) this program will be offered.

Assessment

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

Course-level Learning Outcomes
Students completing this course will be able to:
• (Comprehension Level) describe the discreet phases of environmental project management and decision making, as well as specific methods and tools associated with each phase,
• (Application Level) recall and employ project management tools and techniques for the development of mock plans and reports,
• (Synthesis Level) integrate conversations and interviews with professional project managers in revised course products, as well as course evaluations,
• (Analysis Level) examine what was done well and what was done poorly by project managers of various environmental restoration case studies, and
• (Evaluation Level) defend improvements you suggest in writing and in discussions with classmates.

University Level Learning Outcomes
Students completing this course will be able to:
• Communicate effectively by listening actively, formulating, articulating, and explaining ideas clearly using oral and written techniques (Communicate, Practice Citizenship),
• Develop and apply scientific knowledge (biological, physical, socio-economic) to evaluate and justify decisions about natural resource use and conservation (Learn and Integrate), and
• Demonstrate skills in discussing issues with a variety of people, respecting differences and seeking common ground (Clarify Purpose and Perspective, Practice Citizenship).

Learning Activities and Study Expectations
Students learn about and report on project management case studies found in conservation media and shared by visiting lecturers involved in environmental planning. Students read about the latest theories and methods in environmental project management, interact with each other through discussion posts, interview practicing professionals in the field, and critically examine case studies.
Students should invest at least 2 hours of study time per week for each class credit hour. Late work is not accepted without advance approval, but students are welcome to work ahead.

Rationale

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

This course has already been offered as an experimental 504 course and was well received. Our enrollment in the online MNR and Environmental Science programs has steadily increased in recent years, and this course was developed in consultation with (and at the request of) several employer stakeholders and the CNR Advisory Board. Online students taking this course are often professionals who are looking to add skillsets in order to advance in their careers and the mix of practical and theoretical skills in this course is designed for these students.

Office of the Registrar Information

Date Received by UCC Secretary	10/01/2019
UCC Item Number	UCC-20-027
UCC Approval Date	11/11/2019
General Curriculum Report Number	298

UNIVERSITY CURRICULUM COMMITTEE
Course Approval Form

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Deadline: This form must be submitted to the Academic Publications Editor by October 1st for inclusion in the next available General Catalog and to be available for scheduling beginning with the next summer semester.

Submission Information

College	**College of Natural Resources**
Department/Unit	**Natural Resources and Society**
Dept/Unit Approval Date	9/16/19
College Approval Date	9/23/19

Type of Change

Check the box that applies for this change. Forms are limited to one course per form. In the case of joint-listed or cross-listed courses please provide a separate form for each course number/subject prefix.

x	Add a Course		Drop a Course		Change a Course

Course Change: If you are submitting a course change please indicate the components of the course being changed

	Title		Number		Credits		Recommended Preparation
	Prerequisites		Co-Requisites		Description		Other

Course Add or Drop: If you are submitting a course add or drop and the course is equivalent to dropped course or proposed course please include that course's subject prefix and number.

Subject Prefix	NRS	Number	578

Course Information

Clearly mark all changes using Track Change or strikethroughs for deletions and underlines for additions.

Note: Final course numbers are the decision of the Office of the Registrar. Please list your desired course number and the Academic Publications Editor will attempt to locate the closest available number if the number suggested isn't available.

Title:	**Lidar and optical remote sensing analysis using open source software**

Short Course Title (If the course title is longer than 30 characters)

L	I	D	A	R		A	N	D		O	P	T	I	C	A	L		R	S		A	N	A	L	Y	S	I	S

Subject Prefix	NRS	Number	5xx (578 preferred)
Credits	3	Prerequisites	STAT251 & WLF370, or STAT427, and NRS/FOR 472
Co-requisites			
Description	Lidar and optical remote sensing data play a key role in natural resource and environmental research and management. Students will use open-source software to efficiently and effectively work with optical and lidar remote sensing datasets. Topics include introduction to open-source software for lidar and optical remote sensing analysis, acquisition and pre-processing of optical and lidar remote sensing data, and remote sensing analysis approaches that allow conversion of remotely sensed data into management/research relevant information. This course focuses on development and application of		

	practical skills through project-based learning. For graduate credit, primary literature review, discussion, and a class project including evaluation and writeup of unique and advanced datasets is also required.

Cross- and Joint-List Status

Cross-listed course are offered between two or more academic units on campus, such as a course offered in both Conservation Social Science and Political Science. **Joint-listed** courses are offered between two or more levels, such as undergraduate and graduate. A course may be both cross-listed and joint-listed. Clearly mark all changes using Track Change or strikethroughs for deletions and underlines for additions.

Add, Drop, or Change of Status	
Cross-Listed Course(s)	
Joint-Listed Course(s)	NRS 478
Date the affected Units approved of this change	

Cooperative Course Approval (If Applicable)

Cooperatively offered courses are open to students from Washington State University. These students are not required to pay the UI's tuition, but the students are responsible for any other course fees. Students participating in these courses must be degree-seeking students at their home institution.

Statement of Purpose

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- **Strengthen the academic program** -- by providing access to complementary or unique program components (faculty, facilities, or other program related information or materials).
- **Support partnerships** -- funded research/grants.
- **Provide efficiencies** -- resource and/or fiscal efficiencies that would not otherwise be available.

Add, Drop, or Change of Status	
Cooperative Course	

Distance Education Availability

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- *(3) Audio conferencing; or*
- *(4) Video cassettes, DVDs, and CD-ROMs, if the cassettes, DVDs, or CD-ROMs are used in a course in conjunction with any of the technologies listed in paragraphs (1) through (3).*

Is this course available via distance education?*	Yes	**x**	No	

Geographical Area Availability

Identify the geographical area(s) this course will be offered in.

Moscow	**x**

Coeur d'Alene		
Boise		
Idaho Falls		
Other*		Location(s)

*Note: If Other is selected identify the specific area(s) this program will be offered.

Assessment

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

Formative assessments of student learning will occur throughout the semester in the form of short reading quizzes and in-class exercises. Summative assessment will consist of 1 – 2 projects that ask student to apply their learning to new and novel contexts. At the graduate level, additional formative assessment will include reading and discussion of primary literature, and additional summative assessment consists of a project using a unique and advanced dataset.

Rationale

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

This course has been taught as an experimental NRS 404/504 course over the past two years and has been well received. Employer stakeholders (for example, three large Idaho-based natural resource/environmental consulting and management companies) have specifically mentioned the need for more lidar and optical remote sensing practical skills training as this is an emerging technology across many natural resource and environmental applications. This course therefore fills a need in the curriculum for a skills-oriented course focused on analysis of optical and lidar remote sensing data. The course will serve as a bridge between introductory data management courses and more advanced discipline specific remote sensing applications courses.

Office of the Registrar Information

Date Received by UCC Secretary	10/01/2019
UCC Item Number	UCC-20-027
UCC Approval Date	11/11/2019, with amendments
General Curriculum Report Number	298

Friendly amendments:

- Ensure "LIDAR" is fully capitalized everywhere it appears (title and course description)
- Remove the phrase "Using Open Source Software" from the title. The course title should now read, "LIDAR and Optical Remote Sensing Analysis."

UNIVERSITY CURRICULUM COMMITTEE
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Submission Information

College	**College of Natural Resources**
Department/Unit	**Natural Resources and Society**
Dept/Unit Approval Date	9/16/19
College Approval Date	9/23/19

Type of Change

Check the box that applies for this change. Forms are limited to one course per form. In the case of joint-listed or cross-listed courses please provide a separate form for each course number/subject prefix.

x	Add a Course		Drop a Course		Change a Course

Course Change: If you are submitting a course change please indicate the components of the course being changed

	Title		Number		Credits		Recommended Preparation
	Prerequisites		Co-Requisites		Description		Other

Course Add or Drop: If you are submitting a course add or drop and the course is equivalent to dropped course or proposed course please include that course's subject prefix and number.

Subject Prefix	NRS	Number	588

Course Information

Clearly mark all changes using Track Change or strikethroughs for deletions and underlines for additions.

Note: Final course numbers are the decision of the Office of the Registrar. Please list your desired course number and the Academic Publications Editor will attempt to locate the closest available number if the number suggested isn't available.

Title:	**NEPA in Policy and Practice**

Short Course Title (If the course title is longer than 30 characters)

Subject Prefix	NRS	Number	588
Credits	3	Prerequisites	none
Co-requisites			
Description	In-depth review of the National Environmental Policy Act (NEPA), its legislative background and history, significant case law, and Council of Environmental Quality (CEQ) Guidelines. Students will review examples of agency Categorical Exclusions, Environmental Assessments, and Environmental Impact Statements. Students will evaluate whether specific documents "meet the intent or spirit" of NEPA, compare state vs. federal NEPA regulations, and review at least one federal agency's NEPA procedures.		

Cross- and Joint-List Status

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Add, Drop, or Change of Status	
Cross-Listed Course(s)	
Joint-Listed Course(s)	NRS 488
Date the affected Units approved of this change	

Cooperative Course Approval (If Applicable)

Cooperatively offered courses are open to students from Washington State University. These students are not required to pay the UI's tuition, but the students are responsible for any other course fees. Students participating in these courses must be degree-seeking students at their home institution.

Statement of Purpose

Co-operative programs are based on one or more of the following criteria.
- **Strengthen the academic program** -- by providing access to complementary or unique program components (faculty, facilities, or other program related information or materials).
- **Support partnerships** -- funded research/grants.
- **Provide efficiencies** -- resource and/or fiscal efficiencies that would not otherwise be available.

Add, Drop, or Change of Status	
Cooperative Course	

Distance Education Availability

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  (3) Audio conferencing; or
  (4) Video cassettes, DVDs, and CD-ROMs, if the cassettes, DVDs, or CD-ROMs are used in a course in conjunction with any of the technologies listed in paragraphs (1) through (3).

Is this course available via distance education?*	Yes	**x**	No	

Geographical Area Availability

Identify the geographical area(s) this course will be offered in.

Moscow			
Coeur d'Alene			
Boise			
Idaho Falls			
Other*		Location(s)	

*Note: If Other is selected identify the specific area(s) this program will be offered.

Assessment

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

Student Learning Outcomes:

1.   Learn and Integrate: Students will gain a grounding in the interrelated nature of social, economic, and environmental issues, as related to views of interdependence, resource allocation, and environmental justice. This SLO will be assessed using course assignments, quizzes, journal entries, and a final project.

2.   Think and Create: Apply critical thinking to analyze, articulate, and envision solutions to social, economic, and environmental problems of sustainability, integrating knowledge data across disciplinary boundaries. This SLO will be assessed using course assignments, quizzes, journal entries, and a final project.

3.   Communicate: Build your capacity to communicate complex ideas, to consider alternative plans and their impacts when considering potential projects that fall under the NEPA process. Engage in professional discourse. Communicate your ideas with consideration and clarity, listen authentically and with curiosity. This SLO will be assessed using course assignments, quizzes, journal entries, and a final project.

4.   Clarify Purpose and Perspective: Examine how learning about the NEPA process impacts your chosen profession or research its relevance to stakeholders and how it fits into the context of (or paves a new path from) what is already known. This SLO will be assessed using course assignments, quizzes, journal entries, and a final project.

5.   Practice Citizenship: Students will internalize an understanding of the consequences of their social, economic, and environmental choices, and the possibilities for taking action on personal and public levels. This SLO will be assessed using journal entries.

At the graduate level, additional formative assessment will include reading and discussion of primary literature, and additional summative assessment consists of a project using an advanced case study.

Rationale

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

This course has been taught as an experimental NRS 404/504 course two times over the past two years and has been well received. The initial course development occurred in collaboration with external stakeholders in the natural resource and environmental professions. Up to this point the workload has been focused on offering during the summer and we will continue with summer offerings, with possible expansion to regular academic year offerings in future years.

Office of the Registrar Information

Date Received by UCC Secretary	10/01/2019
UCC Item Number	UCC-20-027
UCC Approval Date	11/11/2019
General Curriculum Report Number	298

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Instructions: Clearly mark all changes using Track Change or strikethroughs for deletions and underlines for additions. Following the approval of the appropriate college curriculum committee, a single representative for the college will e-mail the completed form to the Academic Publications Editor in the Registrar's Office for review by the University Curriculum Committee (UCC).

Incomplete forms will be returned to the college for correction and may delay their approval.

Deadline: This form must be submitted to the Academic Publications Editor by October 1st for inclusion in the next available General Catalog and to be available for scheduling beginning with the next summer semester.

Submission Information

College	College of Natural Resources
Department/Unit	Forest, Rangeland, and Fire Sciences
Dept/Unit Approval Date	9/23/19
College Approval Date	9/23/19

Type of Change

Check the box that applies for this change. Forms are limited to one course per form. In the case of joint-listed or cross-listed courses please provide a separate form for each course number/subject prefix.

X	Add a Course		Drop a Course		Change a Course

Course Change: If you are submitting a course change please indicate the components of the course being changed

	Title		Number		Credits		Recommended Preparation
	Prerequisites		Co-Requisites		Description		Other

Course Add or Drop: If you are submitting a course add or drop and the course is equivalent to dropped course or proposed course please include that course's subject prefix and number.

Subject Prefix	REM	Number	520

Course Information

Clearly mark all changes using Track Change or strikethroughs for deletions and underlines for additions.

Note: Final course numbers are the decision of the Office of the Registrar. Please list your desired course number and the Academic Publications Editor will attempt to locate the closest available number if the number suggested isn't available.

Title:	Advanced Vegetation Measurement and Monitoring

Short Course Title (If the course title is longer than 30 characters)

A	D	V		V	E	G		M	O	N	I	T	O	R	I	N	G			

Subject Prefix	REM	Number	520
Credits	3	Prerequisites	Stat 251 or permission
Co-requisites			
Description	This course introduces theory and application of quantitative and qualitative methods for measuring and monitoring vegetation in grasslands, shrublands, woodlands, and forests. Students will gain a solid understanding of how to measure and evaluate vegetation attributes and design and implement monitoring programs relative to wildlife habitat, livestock forage, fire fuel characteristics, watershed function, and many other wildland values. Advanced Vegetation Measurements and Monitoring includes a 1-hr weekly discussion of current literature on vegetation measurements and the use of monitoring data for natural resource decision making. Recommended Preparation: A basic understanding of how to use computer spreadsheets such as Excel. (Fall only). Students are		

	encouraged to also enroll in REM 460 for field experience in collecting vegetation data that will be used in this course.

Cross- and Joint-List Status

Cross-listed course are offered between two or more academic units on campus, such as a course offered in both Conservation Social Science and Political Science. **Joint-listed** courses are offered between two or more levels, such as undergraduate and graduate. A course may be both cross-listed and joint-listed. Clearly mark all changes using Track Change or strikethroughs for deletions and underlines for additions.

Add, Drop, or Change of Status	
Cross-Listed Course(s)	
Joint-Listed Course(s)	
Date the affected Units approved of this change	

Cooperative Course Approval (If Applicable)

Cooperatively offered courses are open to students from Washington State University. These students are not required to pay the UI's tuition, but the students are responsible for any other course fees. Students participating in these courses must be degree-seeking students at their home institution.

Statement of Purpose

Co-operative programs are based on one or more of the following criteria.
- **Strengthen the academic program** -- by providing access to complementary or unique program components (faculty, facilities, or other program related information or materials).
- **Support partnerships** -- funded research/grants.
- **Provide efficiencies** -- resource and/or fiscal efficiencies that would not otherwise be available.

Add, Drop, or Change of Status	
Cooperative Course	

Distance Education Availability

The U.S. Department of Education defines distance education as follows:
Distance education means education that uses one or more of the technologies listed below to deliver instruction to students who are separated from the instructor and to support regular and substantive interaction between the students and the instructor, either synchronously or asynchronously. The technologies may include--
- *(1) The internet;*
- *(2) One-way and two-way transmissions through open broadcast, closed circuit, cable, microwave, broadband lines, fiber optics, satellite, or wireless communications devices;*
- *(3) Audio conferencing; or*
- *(4) Video cassettes, DVDs, and CD-ROMs, if the cassettes, DVDs, or CD-ROMs are used in a course in conjunction with any of the technologies listed in paragraphs (1) through (3).*

Is this course available via distance education?*	Yes	x	No	

Geographical Area Availability

Identify the geographical area(s) this course will be offered in.

Moscow	x

Coeur d'Alene			
Boise			
Idaho Falls			
Other*		Location(s)	

*Note: If Other is selected identify the specific area(s) this program will be offered.

Assessment

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

Two exams, reflection exercises for guest speakers or readings, assignments to demonstrate knowledge of calculation and interpretation of vegetation monitoring indicators, class participation

Rationale

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

This course has been taught for two years (Fall 2018, Fall 2019) as a REM 504 section. Consistent interest in the class supports making the course permanent, and will help graduate students (especially in MNR) who normally enroll in 410 to recognize this is the companion graduate class. This course will not result in addition to current workloads.

Office of the Registrar Information

Date Received by UCC Secretary	10/01/2019
UCC Item Number	UCC-20-027
UCC Approval Date	11/11/2019
General Curriculum Report Number	298

PROPOSAL FOR NEW INTERNATIONAL AGRICULTURE MINOR

1. Create the following **Minor in International Agriculture**:

International Agriculture Minor

AGED 406	Exploring International Agriculture	3
AGED 407	Global Agriculture and Life Science Systems	3
CLDR 480	Change and Power in a Global Society	3
Select at least 11 credits from the following:		11
AGEC 447	International Development Economics	
AGEC 481	Agricultural Markets in a Global Economy	
ANTH 350	Food, Culture, and Society	
COMM 335	Intercultural Communications	
FCS 411	Global Nutrition	
GEOG 200	World Regional Geography	
IS 225	International Environmental Issues Seminar	
POLS 237	Introduction to International Politics	
Foreign Language	(4 credits max)	
Total Hours		20

Courses to total 20-21 credits for this minor

Rationale: The agriculture industry today is a global entity. Agriculture producers, processors, and multi-national corporations need graduates who are knowledgeable about global agricultural systems, international business practices, geography, food practices, and culture. The proposed International Agriculture Minor will provide students with academic coursework and international travel opportunities that will give them the experiences necessary to understand global agriculture in an inter-connected world. It will prepare College of Agricultural and Life Sciences and University of Idaho graduates with the knowledge, technical skills, and leadership abilities to be successful in the future of global agriculture.

PROGRAM COMPONENT (Group B) OR NON-SUBSTANTIVE REQUEST FORM
(Fill out this form if you have a program component change as defined by Board Policy III.G.d.)

SELECT THE BOX OR BOXES THAT DESCRIBE YOUR REQUEST:

X 1. New component (option, minor, emphasis, concentration or specialization)

5. Discontinuation of a certificate (30 credits or less)

2. New certificate (30 credits or less)

6. CIP Code change

3. Change to program name or title, degree, department, division, college or center

7. Other, please describe:

4. Discontinuation of a component (option, minor, emphasis, concentration or specialization)

University *of* **Idaho**
Office of the Provost and
Executive Vice President

REQUIRED INFORMATION FOR ALL SELECTIONS:

Dept Chair Name:	James Connors		Email:	jconnors@uidaho.edu
Department/Unit:	Agricultural and Extension Education			
College:	Agricultural and Life Sciences			
Current Program Name:				Graduate
				Undergraduate
Current program credits:				
Primary Point of Contact (if different from above):			Email:	
Briefly describe the change you are requesting:				
CIP Code:	X	New (list requested code): 01.07 International Agriculture		Existing (list the current code):
What is the financial impact of the requested change:		Greater than $250,000 per FY;	X	Less than $250,000 per FY;
Describe the financial impact:	There is no financial impact. All courses included in the new minor are already approved and being taught by current faculty.			
Implementation/effective date of change or new component:	September 1, 2020			
Can 50% or more of the curricular requirements of this program be completed via online or distance delivery?	X	Yes		No
If yes can 100% of the curricular requirements of this program be completed via online or distance delivery?		Yes	X	No
Please write the geographical location that this program will be offered:	Twin Falls and Boise			

NEW PROGRAM COMPONENTS AND CERTIFICATES – FILL OUT THIS SECTION IF YOU SELECTED #1 OR #2 ABOVE

Name of new component or certificate:	International Agriculture (Minor)
Number of credits:	20-21 cr.
Describe proposed new program component or certificate to include overview of program and credit requirements:	The agriculture industry today is a global entity. Agriculture producers, processors, and multi-national corporations need graduates who are knowledgeable about global agricultural systems, international business practices, geography, food practices, and culture. The proposed International Agriculture Minor will provide students with academic coursework and international travel opportunities that will give them the experiences necessary to understand global agriculture in an inter-connected world. It will prepare College of Agricultural and Life Sciences and University of Idaho graduates with the knowledge, technical skills, and leadership abilities to be successful in the future of global agriculture.
Are there curriculum changes needed and/or do new courses need to be created:	Yes – if you select yes to this question, please attach all curriculum and course documents related to this. **X** No

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

Students will:

- Describe the importance of global agricultural and life science systems around the world.

- Distinguish between various types of farming systems used in countries around the world.

- Describe current agricultural and environmental issues facing individuals and countries around the world.

- Demonstrate appropriate intercultural communications with agricultural professionals from foreign countries.

- Describe the importance of culture, food, and global nutrition to the global society.

- Demonstrate a conceptual and theoretical understanding of effective leadership in today's world.

- Analyze barriers and constraints related to global change initiatives.

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

The assessment will occur primarily in the three required courses:

Ag Ed 406   Exploring International Agriculture (3 cr.)

- A comprehensive agricultural profile of a country or region of the world.

- A written report of an interview with a College of Agricultural and Life Science faculty member from a foreign country who has an agricultural background, involvement, education, or research experience.

Ag Ed 407   Global Agricultural and Life Science Systems (3 cr.)

- A comprehensive agricultural profile of a country after completing a high-impact field experience.

- Written reflections of field experiences to agricultural production facilities, educational institutions, agricultural business, historical, and cultural sites in a selected country.

- Present a comprehensive synthesis of field experience, interactions, and research conducted during the international agricultural experience.

CLDR 480   Change & Power in a Global Society (3 cr.)

- A written cultural self-reflection of their own global lens based on their cultural background, unpacked privilege, and acknowledgement of biases from which the student approaches the world.

- Individuals will provide a written proposal and engage in a local change initiative by including a description of the issue, research related to the issue, how it relates to the United Nations Sustainable Development Goals (SDGs), barriers and constraints in the community related to power, key opinion leaders and stakeholders, and a recommendation for solution.

- Create and present a change project in a global context by considering how to gather information, the type of information needed, relationships and stakeholders needed, and how to go about developing buy-in.

Students overall performance in the elective courses will also be evaluated to determine how the student performed.

How will you ensure that the assessment findings will be used to improve the program?
We will carefully examine the student work in the three required courses against the learning goals as well as the university learning outcomes and pair that information with SEI's and Exit Interviews from students completing the program.
What direct and indirect measures will be used to assess student learning?
Direct: Student work (papers, projects, presentations etc.) Indirect: Formative assessment in various forms by the instructors.
When will assessment activities occur and at what frequency?
Formative and summative assessment will be a part of the three courses and occur throughout the semester the courses are taught. The assessment of the program will primarily be when a student completes the entire minor.

MODIFICATIONS/NAME CHANGES/CIP CODE CHANGES – FILL OUT THIS SECTION IF YOU SELECTED #3 OR #6 ABOVE

Current name of component or degree:			
New name of component or degree:			
Number of credits:			
Describe the modification are you making:			
Name of major or degree that the component is attached to:			
Describe rationale for the modification:			
Indicate whether program, curriculum, course and admission requirements remain the same.		Yes – if you select yes to this question, please attach all curriculum and course documents related to this.	No
Are any of the learning outcomes changing:		Yes – if yes fill out question below	No
List the new learning outcomes:	1. 2. 3. 4. 5.		

DISCONTINUATION – FILL OUT THIS SECTION IF YOU SELECTED #4 OR #5 ABOVE

What are you requesting to discontinue:			
What is the student impact if any?			
Are there curriculum changes needed and/or do new courses need to be created:		Yes – if you select yes to this question, please attach all curriculum and course documents related to this.	No

SIGNATURES – REQUIRED FOR ALL SELECTIONS:

Dept/Unit Curriculum Committee Approval Date:	April 16, 2019	Vote Record:	5-0
Dept Chair Signature of Approval	*James Canny*		
College Curriculum Committee Approval Date:	8/27/2019	Vote Record:	Unanimously Passed
Dean Signature of Approval	*Matthew E. Doumit*		

Department of Agricultural and Extension Education

International Agriculture Minor

Proposal

Rationale:

The agriculture industry today is a global entity. Agriculture producers, processors, and multi-national corporations need graduates who are knowledgeable about global agricultural systems, international business practices, geography, food practices, and culture. The proposed International Agriculture Minor will provide students with academic coursework and international travel opportunities that will give them the experiences necessary to understand global agriculture in an inter-connected world. It will prepare College of Agricultural and Life Sciences and University of Idaho graduates with the knowledge, technical skills, and leadership abilities to be successful in the future of global agriculture.

Required Courses: (9 credits)

AGED 406   Exploring International Agriculture………………………………………….3 cr.

AGED 407   Global Agriculture and Life Science Systems……………….…………3 cr.

CLDR 480   Change & Power in a Global Society………………….……………….3 cr.

Elective Courses: Select from the following (11 credits)

GEOG 200   World Regional Geography……………………………………………3 cr.

IS 225   International Environmental Issues Seminar………………..……………3 cr.

POLS 237   Introduction to International Politics…………………………..……….3 cr.

COMM 335   Intercultural Communications…………………………………………3 cr.

ANTH 350   Food, Culture, & Society……………………………………………….3 cr.

FCS 411   Global Nutrition………………………………..……………………3 cr.

AGEC 447   International Development Economics……………………………….3 cr.

AGEC 481   Agricultural Markets in a Global Economy (prerequisites)…………………..3 cr.

Foreign Language (4 credits max.)………………………………………………..….4 cr.

Total (Courses to total 20-21 credits for this minor)………………………….. 20 - 21 cr.

Required Courses

AGED 406   Exploring International Agriculture

3 credits
Gen Ed: International

General overview of agriculture around the world and the opportunity to develop an in-depth knowledge of agriculture in a country or region of student's choice. (Spring only)
Prereq: Junior or Senior standing; and AGED 180, ASM 112, or SOIL 205; or Permission.

AGED 407   Global Agricultural & Life Sciences Systems

3 credits, max 9

This course will introduce students to the history, culture, economy and agricultural systems of a selected foreign country emphasized through a planned short-term international field experience. Through study and travel to the select country, students will be exposed to the history of the country, important cultural sites, production agriculture field operations, agricultural business enterprises, and international agricultural markets. Students will participate in educational and pre-trip informational sessions along with post-trip debriefing, class discussions, completing reports and developing presentations for other CALS classes and clubs about their experience.

CLDR 480   Change & Power in a Global Society

3 credits

This course explores models, theories, and competencies relating to change and becoming global change agents. Designed to promote an awareness and understanding of local and global issues. Students will be challenged to critically analyze barriers and constraints related to change, including: social and political influence, power dynamics, financial constraints, and complexity. Students will have the opportunity to gain perspective on the role of leadership and appropriate strategies for approaching issues with attention to stakeholders, inclusion, and cultural contexts.

Elective Courses (Select two of the following)

AGEC 447   International Development Economics

3 credits
Gen Ed: International
Cross-listed with ECON 447 and LAS 447.

Characteristics of development; historical perspective; macroeconomic theories and policies: models of growth, poverty, inequality, trade, aid and debt; microeconomic theories and policy: health, nutrition and education, agriculture, rural markets for land, labor and credit, and corruption
Prereq: ECON 201 and ECON 202; or ECON 272; or Permission .

AGEC 481 Agricultural Markets in a Global Economy

3 credits
Gen Ed: International
Analysis of agricultural market competition and performance in a global economy; economics of global food and commodity markets and trade; economic principles applied to interaction of economic events in the world food economy.
Prereq: AGEC 301 or ECON 352 or permission.

FCS 411   Global Nutrition

3 credits
Gen Ed: International

The history of food, hunger, and the global nature of food systems. Food & culture, environmental impact of food decisions, agricultural production, world populations relative to food supply, hunger, biotechnology, safety of our food supply, sustainability, effects of urbanization, and problems of under- and over-nutrition will be examined. (Spring only)

GEOG 200   World Regional Geography

3 credits
Gen Ed: Social Science, International

Countries, regions, and peoples of the world; interrelationships between humans and their physical and cultural environments.

IS 225 International Environmental Issues Seminar

3 credits
Gen Ed: International
Cross-listed with ENVS 225.
Designed for individuals who have an interest in understanding environmental issues from a global perspective. The course focuses on various social and physical issues related to the environment and natural resources using human population dynamics as a backdrop. ENVS 101 recommended. (Spring only)

POLS 237 Introduction to International Politics

3 credits
Gen Ed: Social Science, International
Survey of approaches used to describe and explain conflict and cooperation among states in the international system; special emphasis on games of strategic interaction.

COMM 335   Intercultural Communication

3 credits
Gen Ed: Social Science, International

Survey of current theories and research on intercultural communication; development of critical thinking skills in regard to intercultural interaction and communication styles.

ANTH 350   Food, Culture, and Society

3 credits
Gen Ed: Social Science, American Diversity
Cross-listed with SOC 350

Examines the structural and cultural implications of eating and producing food in a global world. Utilizing a social scientific framework, it explores the history of particular foods and examines how food systems are racialized, classed and gendered. Primary foci include the social history of food holidays and taboos, the relationships between food and identity, the impact of agricultural production practices on food systems and food security, and forms of resistance to these impacts. Recommended Preparation: ANTH 220 or a 200-level sociology course. May include field trips. Prereq: SOC 101.

Foreign Language Option

Students may choose to count a maximum of 4 credits in a foreign language towards the International Agriculture Minor. Students can select from Chinese, French, German, Japanese, or Spanish.

CHIN 110 Elementary Chinese I

4 credits
Gen Ed: International
Writing system, pronunciation, vocabulary, and functional grammar. Students with Chinese experience who place higher than 110 on the placement exam may not enroll in CHIN 110, but may earn credit for CHIN 110 by successfully completing a higher vertically-related course.

FREN 101 Elementary French I

4 credits
Gen Ed: International
Pronunciation, vocabulary, reading, spoken French, and functional grammar. Students with French experience who place higher than FREN 101 on the placement exam may not enroll in FREN 101, but may earn credit for FREN 101 by successfully completing a higher vertically-related course.

GERM 101 Elementary German I

4 credits
Gen Ed: International
Pronunciation, vocabulary, reading, spoken German, and functional grammar. Students with German experience who place higher than GERM 101 on the placement exam may not enroll in GERM 101, but may earn credit for GERM 101 by successfully completing a higher vertically-related course.

JAPN 101 Elementary Japanese I

4 credits
Gen Ed: International
Writing system, pronunciation, vocabulary, and functional grammar. Students with Japanese experience who place higher than JAPN 101 on the placement exam may not enroll in JAPN 101, but may earn credit for JAPN 101 by successfully completing a higher vertically-related course. Cooperative: open to WSU degree-seeking students.

SPAN 101 Elementary Spanish I

4 credits
Gen Ed: International
Credit not given for SPAN 101 after SPAN 104 with the exception of vertical credit (see Regulation I-2-d). Pronunciation, vocabulary, reading, spoken Spanish, and functional grammar. Students with Spanish experience who place higher than SPAN 101 on the placement exam may not enroll in SPAN 101 but may earn credit for SPAN 101 by successfully completing a higher vertically related course.

Department and College Support

Departments and faculty whose courses would be included in this proposed minor were contacted to get their feedback and support. The following departments, administrators, and/or faculty were contacted and provided feedback. Emails from these individuals are available upon request.

Department/College	Contact	Course	Feedback
International Studies	Bill Smith	IS 225 International Environmental Issues Seminar	Full Support for including IS 225.
	Romuald (Ro) Afatchao		"Fantastic Idea"
Dept. of Psychology & Comm. Studies	Todd Thorsteinson	Comm 335 Intercultural Communications	"Fine to include COMM 335"
Dept. of Ag. Economics & Rural Sociology	Chris McIntosh	Ag Ec 447 International Dev. Economics	Course is cross listed with Econ 447, contact Dean Chopin
College of Business & Economics	Dean Marc Chopin	Econ 447 International Dev. Economics	"All are supportive of your proposal."
	Scott Metlen		
Family & Consumer Sciences	Shelley McGuire	FCS 411 Global Nutrition	"I fully support this"
Dept. of Geography	Raymond Dezzani	Geog 200 World Regional Geography	The geography department has no problems or issues with…your International Ag Minor"
Dept. of Political Sciences	Graham Hubbs	POLS 237 Intro to International Politics	"We would be happy to support this"

International Agricultural Minors at Peer and Aspirational Institutions

Below is a list of the University of Idaho's peer and aspirational institutions and any international agriculture minor that they offer.

University	Minor
Clemson	None
Colorado State University	International Development (interdisciplinary) Agricultural Business (emphasis in Int. Dev.)
Kansas State University	International Agriculture
Montana State University	None
New Mexico State University	International Studies (interdisciplinary)
North Dakota State University	None
Oregon State University	Comparative International Agriculture
University of Arkansas	International Development (Ag Econ & Econ)
University of Nebraska – Lincoln	International Agriculture and Natural Resources
University of New Hampshire	International Affairs (non-agriculture)
University of Wyoming	International Agriculture
Utah State University	None
Washington State University	Global Studies
Iowa State University*	International Agriculture
Michigan State University*	Applied Development in International Agriculture and Natural Resources
Virginia Tech University*	International Agriculture

* Aspirational Institutions

International Agriculture Minors at other Land-Grant Universities

Below is a sample of international agriculture related minors offered at some other land-grant universities. This is by no means a complete list of the international agriculture minors offered at all land-grant universities across the U.S.

University	Minor
Oklahoma State University	International Studies (INTS)
Pennsylvania State University	International Agriculture
Purdue University	International Studies in Agriculture
Texas A&M University	International Development in Agriculture (IDAG)
University of California – Davis	International Agriculture Development
University of Minnesota	International Agriculture
University of Missouri	International Agriculture, Food & Natural Resources

This was what VP Hendricks sent to Provosts' Council:

UCGE Stopgap Proposal for the ISEM Program (J-3-g.)

Brief History of Proposed Change:

November 7, 2019: In light of increased financial constraints, Terry Grieb tasked UCGE with finding a solution to temporarily replace the ISEM program while the General Education Steering Committee develops a proposal to begin in the fall of 2021. (Reflected in UCGE Minutes)

November 21, 2019: UCGE discussed options for resolving the ISEM funding issue and landed on a "stopgap" recommendation: "In place of regulation J-3-f., utilize 6 credits which need to include an American Diversity, International, and Senior Experience / Capstone Course". This was to be taken to college constituents for discussion. Action on the proposal was to occur when the committee reconvened in the spring semester.

January 23, 2020: After lengthy discussion, it was felt that the easiest compromise was to utilize J-3-f. (6 credits of American Diversity and International Course requirements) to replace J-3-g. (ISEM program). UCGE also felt that a clear signal be sent that Senior Experiences / Capstones should NOT be eliminated. To do this they recommended it be placed under General Requirements as a new Category J-10. UCGE will continue to approve these courses using their rubric.

This was the Motion from the record:

Motion (Hall) that the ISEMs stop being offered and the stopgap recommendation be that the 6 institutionally designated credits (Integrated Studies J-3-g.) be temporarily moved to consist of: 1 American diversity course and 1 international course (J-3-f.) and that the capstone requirement be moved to general university requirements. Kirchmeier (2nd) w/ 7 in favor and 1 against (the negative vote was against the stopgap not moving Senior Experiences / Capstones)

Rationale:
- Students should *not* be penalized in the transition so using courses already required in the catalog were the most rational and best choice.
- The concepts of a requirement for an American Diversity and International course *should* be maintained.
- Since most Senior Experiences / Capstones are major specific and most do no tie back to either ISEM 101 & 301 they should not be part of general education (36 credit SBOE requirement).
- Since Senior Experiences / Capstones have become integral to student success and program assessment university wide, they should be maintained as a general requirement but, outside of the institutionally designated 6 credits associated with Statewide general education.
- Students will still be required to take 36 General Education requirements and it will still be a general expectation that Senior Experiences / Capstones be a part of all students' requirements for graduation. (Thereby 'no' student who comes in "Board Complete" can petition out of Senior Experiences / Capstones)

University Committee on General Education
Proposed Catalog Changes
Effective Summer 2020

J-3. General Education Curriculum and Learning Outcomes

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.

…………

~~Within the J-3-e, J-3-f, J-3-g categories, students must complete a total of 18 credits.~~

J-3-f. One American Diversity course ~~(One course)~~ and One International course ~~(One course oO~~r an approved study abroad experience) ~~for a total of 6 credits minimum.~~

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.

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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.

Within the J-3-e, J-3-f, J-3-g categories, students must complete a total of 18 credits.

J-3-g. ~~Integrated Studies - ISEM 101 (3 cr), ISEM 301 (1 cr), and~~ **Senior Experience**

~~The purpose of these courses is to provide students with the tools of integrative thinking, which are critical for problem solving, creativity and innovation, and communication and collaboration. Integrated learning is the competency to attain, use, and develop knowledge from a variety of disciplines and perspectives, such as the arts, humanities, sciences, and social sciences, with disciplinary specialization (to think divergently, distinguishing different perspectives), and to incorporate information across disciplines and perspectives (to think convergently, re-connecting diverse perspectives in novel ways). It is a cumulative learning competency, initiated as a first-year student and culminating as reflected in a graduating senior.~~

~~One course from ISEM 101 (open to first-year students only). One credit of ISEM 301.~~ One course chosen from the approved Senior Experience courses listed below.

Approved Senior Experience Courses:

AGEC 478	Advanced Agribusiness Management	3
AGED 471	Senior Capstone in Agricultural Education	1
AGED 498	Internship (Max 10 credits)	1-10
ARCH 454	Architectural Design: Vertical Studio	6
ART 410	Professional Practices	2
ART 490	BFA Art/Design Studio	6
ART 491	Information Design	3
ART 495	Critical Art Writing Seminar	3
AVS 450	Issues in Animal Agriculture	2
BE 478	Engineering Design I	3
BE 479	Engineering Design II	3
BE 491	Senior Seminar	1

BIOL 401	Undergraduate Research	1-4
BIOL 405	Practicum in Anatomy Laboratory Teaching	2-4
BIOL 407	Practicum in Biology Laboratory Teaching	2-6
BIOL 408	Practicum in Human Physiology Laboratory Teaching	2-4
BIOL 411	Senior Capstone	2
BIOL 491	Practicum in Teaching	2
BUS 490	Strategic Management	3
CE 494	Senior Design Project	3
CHE 452	Environmental Management and Design	1-16
CHE 454	Process Analysis and Design II	3
CHEM 409	Proseminar	1
COMM 453	Communication Theory	3
CS 481	CS Senior Capstone Design II	3
ECE 481	EE Senior Design II	3
ECE 483	Computer Engineering Senior Design II	3
ECON 490	Economic Theory and Policy	3
ENGL 440	Client-Based Writing	3
ENGL 490	Senior Seminar	3
EDCI 401	Internship Seminar	1
EDCI 485	Secondary Internship	15
ENT 438	Pesticides in the Environment	3
ENVS 497	Senior Research	2-4
FCS 401	Professional Ethics and Practice in CFCS	1
FCS 424	Senior Experience: Apparel Design	4
FCS 432	Apparel Promotion and Merchandising	3
FCS 486	Nutrition in the Life Cycle	3
FCS 492	Nutrition Education in the Life Cycle	3
FCS 497	Internship Preschool	1-16
FISH 418	Fisheries Management	4
FISH 473	ECB Senior Presentation	1
FISH 495	Fisheries Seminar	1
FL 401	MLC International Experience	1
FOR 424	Silviculture Principles and Practices	4
FOR 427	Prescribed Burning Lab	3
FOR 473	ECB Senior Presentation	1
FS 489	Food Product Development	3
GEOG 493	Senior Capstone in Geography	3
GEOL 490	Geology Field Camp	3
HIST 495	History Senior Seminar	3
IAD 452	Interior Design VI	6
INDT 484	Industrial Technology Capstone I	3
INTR 401	Career and Leadership Development	2

Code	Title	Credits
IS 495	International Studies Senior Seminar	3
JAMM 448	Law of Mass Media	3
JAMM 476	Advanced Digital Media Production II	3
LARC 480	The Resilient Landscape	3
MATH 415	Cryptography	3
ME 424	Mechanical Systems Design I	3
ME 426	Mechanical Systems Design II	3
MUSA 490	Half Recital	0
MUSA 491	Recital	0
MUSC 481	Senior Thesis in Music Theory II	1
MUSC 490	Senior Recital	0
MUSH 481	Senior Thesis in Music History II	1
MUST 432	Practicum: Music Teaching	11
MVSC 486	Healthy Active Lifestyle Assessment and Intervention	3
NRS 473	ECB Senior Presentation	1
NRS 476	Environmental Project Management and Decision Making	4
ORGS 410	Capstone Project in Organizational Sciences	1-6
PEP 498	Internship in Exercise Science & Health	1-16
PHIL 490	Senior Seminar	3
PHYS 407	Communicating Science	1
PHYS 492	Senior Research	1
POLS 490	Senior Experience	3
PSYC 415	History and Systems of Psychology	3
REM 456	Integrated Rangeland Management	3
REM 473	ECB Senior Presentation	1
RMAT 473	ECB Senior Presentation	1
RMAT/MKTG 495	Product Development and Brand Management	3
RSTM 498	Internship in Recreation, Sport, and Tourism	1-16
SOC 460	Capstone: Sociology in Action	3
SOC 461	Capstone: Justice Policy Issues	3
SOC 462	Senior Practicum	3
SOC 464	Criminology Abroad	3
SOIL 427	Sustainable Food Systems	3
THE 483	Senior Capstone Project	1
VTD 457	Capstone Design Studio I	6
WLF 473	ECB Senior Presentation	1
WLF 492	Wildlife Management	4

~~Within the J-3-e, J-3-f, J-3-g categories, students must complete a total of 18 credits.~~

J-3-f. One American Diversity course (One course) and One International course ((One course or an approved study abroad experience) for a total of 6 credits minimum.

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.

Note for UCC: The course selections remain the same

J-3-g. Integrated Studies - ISEM 101 (3 cr), ISEM 301 (1 cr), and Senior Experience

The purpose of these courses is to provide students with the tools of integrative thinking, which are critical for problem solving, creativity and innovation, and communication and collaboration. Integrated learning is the competency to attain, use, and develop knowledge from a variety of disciplines and perspectives, such as the arts, humanities, sciences, and social sciences, with disciplinary specialization (to think divergently, distinguishing different perspectives), and to incorporate information across disciplines and perspectives (to think convergently, re-connecting diverse perspectives in novel ways). It is a cumulative learning competency, initiated as a first-year student and culminating as reflected in a graduating senior.

One course from ISEM 101 (open to first-year students only). One credit of ISEM 301. One course chosen from the approved Senior Experience courses listed below.

J-10, Senior Experience

One course chosen from the approved Senior Experience courses listed below.

Note for UCC: The course selections remain the same as previously in J-3-g.

![University of Idaho]

POLICY COVER SHEET

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

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

Faculty Staff Handbook (FSH)
☐ Addition ☐ Revision* ☐ Deletion* ☐ Emergency X Minor Amendment
Chapter & Title: FSH 3910 Dismissal and Discipline of Faculty
Administrative Procedures Manual (APM)
☐ Addition ☐ Revision* ☐ Deletion* ☐ Emergency ☐ Minor Amendment
Chapter & Title: _____

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

Originator (see FSH 1460 C) Diane Whitney, University Policy and Compliance Coordinator   **1/30/20**
                                                    Name   Date
_____
Telephone   5-6151   Email dwhitney@uidaho.edu

Policy Sponsor, if different from Originator _____
                                                    Name   Date
_____
Telephone   Email

Reviewed by General Counsel   X Yes ____No   Name & Date: Kent Nelson, 1/13/20
1.   **Policy/Procedure Statement:** Briefly explain the reason for the proposed addition, revision, and/or deletion to the Faculty Staff Handbook or the Administrative Procedures Manual.

        This revision is needed to bring FSH 3910 into alignment with RGP II.L. The most significant change is the deletion of provisions providing for appeal to the Board, which is explicitly prohibited by Board policy. Other changes were made for clarity, to add citations, eliminate redundant language, etc.

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 3920 contains similar incorrect language and will need to be revised.

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 immediately.

If not a minor amendment forward to: _____

3910

DISMISSAL AND DISCIPLINE OF FACULTY

PREAMBLE: This section outlines procedures for the dismissal of tenured faculty and of untenured faculty who are being dismissed before the end of their current term of appointment. It was a part of the 1979 Handbook, though in that document it included exempt employees as well. It was thoroughly revised in July of 1989 to reflect changes in regents' policy and divided into faculty and exempt sections in July of 1996. The whole of the policy was substantially revised, and sections E and F rewritten, in July 1999 so as to conform the university's policy with that of the Regents. Non-tenured faculty should also consult section 3900 "Non-Reappointment of Non-Tenured Faculty and Exempt Staff." Again, in compliance with Regents policy changes, this section was extensively revised in 2003. In 2008 the committee composition previously in D-3 b was moved into FSH 1640 Committee Directory. Further information may be obtained from the Provost's Office (208-885-6448) or the Office of the Faculty Secretary (208-885-6151). [rev. 7-99, 7-03, ed. 7-08]

CONTENTS:

A. Regents' Authority and Definition of Adequate Cause
B. Cause for Dismissal
C. Administrative Leave
D. UI Procedures Related to Dismissal
E. UI Procedures Related to Discipline Other Than Dismissal
F. Appeals to the Regents

A. REGENTS' AUTHORITY AND DEFINITION OF ADEQUATE CAUSE.

A-1. ~~All employees of the regents or of the agencies, institutions, school, or office under its jurisdiction~~All university faculty ~~employees of the Board of Regents or of any Board-governed agency or institution~~ are subject to discipline, up to and including dismissal, for adequate cause during the period of employment. ~~""~~"Adequate cause" as defined by ~~in the policy of the~~ Board of Regents policy means one (1) or more acts or omissions which, singly or in the aggregate, have directly and substantially affected or impaired an employee's performance of his or her professional or assigned duties or the best interests of the regents, or the university~~institution, agency, school, or office~~. In addition, any conduct seriously prejudicial to the regents, or the university ~~an institution, agency, school or office~~ may constitute adequate cause for discipline up to and including dismissal. Examples include harassment prohibited by law;, immorality;, criminality;, dishonesty;, unprofessional conduct;, actions in violation of policies, directives, or orders of the regents, or the university~~an institution, agency, school or office~~;, unsatisfactory or inadequate performance of duties;, or failure to perform duties. [RGP II.L.3] *[add. 7-99, rev. 7-03]*

> **Commented [WD(1)]:** For clarity. This policy deals only with dismissal and discipline of faculty.

> **Commented [WD(2)]:** For clarity. The university is both the institution and agency.

> **Commented [WD(3)]:** This language not present in II.L.

~~**A-2.** Dismissal of faculty is as provided in the regents' policy RGP IIL. *[add. 7-99, ed. 7-03]*~~

> **Commented [WD(4)]:** Depending on interpretation, this is either redundant to A-1, inaccurate (because UI policy expands on Board policy in permissible areas), or unnecessary (because all UI policy is subordinate to Board policy)

B. CAUSE FOR DISMISSAL.

B-1. Dismissal (as opposed to non-renewal of a non-tenured faculty member) by UI of the employment of a faculty member, except in the case of resignation or retirement, will be only for adequate cause as defined above in A-1. *[rev. 7-99, 7-03]*

B-2. As provided in 3970, any faculty member may be laid off in conjunction with a reduction in force approved by the regents and resulting from a declaration of financial exigency.

C. ADMINISTRATIVE LEAVE. A faculty member may be placed on administrative leave with pay pending the procedures set forth in this section. RGP II.L.4.a. *[rev. 7-03]*

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D. UI PROCEDURES RELATED TO DISMISSAL. In each case, the issue of whether or not adequate cause for ~~termination or~~ dismissal exists is to be determined by an equitable procedure, affording protection to the rights of the faculty member and to the interests of the state of Idaho and its system of higher education. The burden of proof that adequate cause exists rests with the institution and its administrative officers, and will be satisfied only by clear and convincing evidence in the record considered as a whole. *[ed. 7-99, rev. 7-03]*

D-1. Departmental, Division, and College Action. When reason arises to question the fitness of a faculty member, the immediate supervisory officer discusses the matter with the employee in a confidential personal conference. It is the duty of the immediate supervisor and the faculty member to make a good faith effort to correct any and all deficiencies in the faculty member's performance. Departments, divisions, or colleges are to establish policies and procedures for identifying problems, suggesting remedial actions, and assisting the faculty member in becoming a productive member of the university community. These procedures are to include peer input and are to be fully integrated with the annual evaluation process. A good faith effort must be made to identify and resolve performance problems at the lowest administrative level.

D-2. Administrative Action.

a. If remedial performance adjustments do not result, the provost shall determine whether formal dismissal proceedings should be initiated. *[rev. 7-99]*

b. If the provost determines that formal proceedings should be initiated, he or she ~~should~~ shall formulate a written statement with reasonable particularity of the grounds proposed for the dismissal. *[rev. and ren. 7-99]*

> **Commented [WD(5)]:** This is mandatory.

c. Nothing in these procedures prevents the provost from withdrawing the fitness complaint from the process, at any time for any reason. However, the provost must either withdraw the complaint or proceed with the dismissal process within a reasonable period of time. *[rev. and ren. 7-99]*

~~**dd.**~~ The statement of particularity ~~is~~ shall be communicated, in writing, to the faculty member by the provost and delivered personally or sent first-class mail, postage pre-paid to the employee at the last known address on file for the employee. RGP II.L.4.a.i. *[rev. and ren. 7-99, rev. 7-03]*

> **Commented [WD(6)]:** This is mandatory.

D-3. Dismissal Hearings Committee Process. *[ren. 7-99]*

a. If the faculty member requests a hearing to determine whether the termination is properly based on the grounds stated, one will be conducted by a Dismissal Hearings Committee (DHC) at a specified time and place. See FSH 1640.36 for the function and structure of the DHC. The faculty member must file a written request with the provost for a hearing within seven working days of receipt of the provost's communication of particulars. If the faculty member has not requested a hearing, the statement of particulars constitutes the dismissal recommendation, which the provost may communicate to the president without further delay. *[rev. and ren. 7-99, 7-08]*

b. The DHC proceeds by considering the provost's recommendation and statement of grounds for dismissal already formulated, the evidence supplied to support the dismissal recommendation, and the employee's response written before the time of the hearing. If any facts are in dispute, the testimony of witnesses and other evidence concerning the matter set forth in the letter of particulars to the faculty member become part of the hearing record. *[rev. and ren. 7-99, ren. 7-08]*

c. The DHC determines the order of proof, conducts the questioning of witnesses, and, if necessary, secures the presentation of evidence important to the case. *[rev. and ren. 7-99, ren. 7-08]*

d. The faculty member has the option of assistance by counsel or an advisor; the faculty member, the provost, and their counsels/advisor have the right, within reasonable limits, to question all witnesses who testify orally. The faculty member has the opportunity to confront all adverse witnesses. All evidence is duly recorded. *[rev. and ren. 7-99, ren. 7-08, rev. 7-15]*

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e. If a question of timeliness arises during these procedures, the DHC will review the action of the delinquent party and determine whether the dismissal procedures will continue, as outlined above. *[rev. and ren. 7-99, ren. 7-08]*

f. The DHC reaches its decision in conference within five working days of the formal hearing's close, solely on the basis of the record of the hearing. It makes explicit findings with respect to each of the grounds for removal presented or remedial actions, and renders a reasoned opinion. The provost, the president and faculty member are notified of the decision in writing and given a copy of the record of the hearing; the college and department or division concerned are notified of the recommendation. *[rev. and ren. 7-99, 7-03, ren. 7-08]*

D-4. Presidential Decision. *[rev. and ren. 7-99, 7-03]*

a. The president, after due consideration of the DHC's recommendation, shall initially determine whether he or she agrees or disagrees with the DHC's recommendation. In the event of disagreement, the president shall meet with the DHC to discuss the reasons for the president's disagreement prior to reaching a final decision. Upon reaching a final decision the president forwards his or her decision to the faculty member and to the college and department or division. If the president's decision differs from the committee's, the reasons for the disagreement are also communicated to the faculty member, the college and department or division, and to the DHC. *[rev. and ren. 7-99, rev. 7-03]*

b. The notice from the president must be in writing and will be personally served on the employee or be sent by first-class mail postage pre-paid to the faculty member at the last known address on file for the faculty member. The notice must contain a concise statement of the charges against the employee, the findings of fact that are the basis for the president's decision for dismissal or continuance, and any conditions imposed on the continuance of employment. If the president's decision is for dismissal, the faculty member receives a statement of all rights and procedures for appeals of the president's decision to the Faculty Appeals Hearing Board ~~or directly to the regents~~. *[rev. and ren. 7-99, rev. 7-03]*

D-5. Appeal to the Faculty Appeals Hearing Board. The faculty member may appeal a presidential decision to dismiss to the Faculty Appeals Hearing Board (FAHB), see section 3840~~, or to the regents, see F below~~. *[add. 7-99, rev. 7-03]*

a. If the faculty member appeals to the FAHB he or she must notify the president in writing within fifteen (15) calendar days of the receipt of the notice given by the president. *[add. 7-99, ed. 7-03]*

b. If the charges against the employee, or the contentions of fact on which the charges are based, materially change after the determination of the DHC or appropriate appeals hearing body, the faculty member may obtain an additional review before the president makes a decision. Unless specifically provided by ~~the regents in~~ RGP II.M.~~,~~ (see text below), discipline up to and including dismissal may be effective prior to the initiation by the employee of the internal grievance procedure. *[ren. 7-99, rev. 7-03]*

c. For the purpose of dismissal-for-cause procedures only, the FAHB hearing procedures have an expanded scope. Specifically, in accord with its current procedures, the FAHB may also hear and decide on the regularity and appropriateness of process, procedures, factual basis, and timeliness in the dismissal decision or the decision for continuance of employment, with the stated conditions. *[ed. 7-99, rev. 7-03]*

d. The president, after due consideration of the FAHB's recommendation, shall initially determine whether he or she agrees or disagrees with the FAHB's recommendation. In the event of disagreement, the president shall meet with the FAHB to discuss the reasons for the president's disagreement prior to reaching a final decision . The president shall give substantial weight to the recommendation of the FAHB. If the president does not follow the recommendation of the FAHB, he or she shall send to the FAHB and to the appellant a written report of the basis for the president's determination. *[add. 7-99, ren. and rev. 7-03]*

> **Commented [WD(7)]:** RGP II.L.4.b.: "Discipline, up to and including dismissal, of an employee is not appealable to the Board."

> **Commented [WD(8)]:** RGP II.L.4.b.: "Discipline, up to and including dismissal, of an employee is not appealable to the Board."

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E. UI PROCEDURES RELATED TO DISCIPLINE OTHER THAN DISMISSAL. *[add. 7-03]*

E-1. ~~The regents provide~~RGP II.L.4. provides the following relative to discipline other than dismissal:

In each case the issue of whether or not adequate cause exists should be determined fairly by the institution or~~,~~ agency~~, school, or office~~ recognizing and affording protection to the rights of the employee and to the interests of the Board and its institutions or~~,~~ agencies~~, school, or office~~.

a. Discipline, up to and including dismissal, of employees before the expiration of the stated period of appointment or employment contract will be only for adequate cause, as determined by the appropriate administrative officers to whom this responsibility is delegated by the chief executive officer of the institution. Each institution or agency ~~, agency, school or office~~ shall have a process that provides employees with written notice of contemplated discipline and an opportunity to be heard. The employee may be placed on administrative leave with pay until he or she has exercised the opportunity to respond, or declined, either affirmatively or through inaction~~,~~ to do so, and the recommendation has been acted upon by the chief executive officer or designee.

The chief executive officer or designee must notify the employee of the recommendation and proceed in the following manner:

i.~~(1)~~ The notice must be in writing, and may be personally served upon the employee, or be sent by first-class mail, postage pre-paid, to the employee at the last known address on file for the employee.
ii.~~(2)~~ The notice must contain a concise statement of the reasons and nature of the discipline.

E-2. UI Process. The provost has authority to determine if adequate cause has been established and if discipline other than dismissal should be taken. The provost may place the faculty member on administrative leave pending the final decision by the provost. Before final decision, the provost will provide the faculty member with a written statement setting forth with particularity the basis for the contemplated discipline and any information or material used to formulate the determination of adequate cause. The faculty member must be notified that he or she has fifteen (15) calendar days, or more in the discretion of the provost, in which to respond or decline to respond affirmatively or through inaction. After the period to respond expires the provost must notify the faculty member of his or her decision as required in the regents' policy quoted above.

E-3. Following the imposition of discipline, the faculty member may use the FAHB (FSH 3840) to appeal the decision.

~~**F. APPEALS TO THE REGENTS.** Upon receipt of the final findings and recommendations, including those resulting from an internal grievance, a faculty member may file an appeal with the regents as set forth in RGP IIM (see below). The regents may if they choose to hear an appeal, by a majority of the total membership, approve, reject, or amend such findings, recommendations, or suggestions, if any, or may remand the matter for additional evidence, recommendations, or suggestions, if any. Reasons for suggestions will be stated in writing and communicated to the employee. The Board may employ a hearing officer for carrying out the Board's duties under this paragraph. (RGP L4) [rev. 7-03, ed. 7-08]~~

~~RGP IIM provides: A nonclassified employee may elect to petition the Board to review any final personnel related decision of the chief executive officer. Any written petition must be filed in the Office of the State Board of Education within fifteen (15) calendar days after the employee receives written notice of final action under the internal procedures of the institution, agency, school, or office. The Board may agree to review the final action, setting out whatever procedure and conditions for review it deems appropriate, or it may choose not to review the final action. The fact that a written petition has been filed does not stay the effectiveness of the final decision nor does it grant a petition for review unless specifically provided by the Board. Board review is not a matter of right. An employee need not petition the Board for review in order to have exhausted administrative remedies for the purposes of judicial review. [rev. 7-03]~~

> **Commented [WD(9):** RGP II.L.4.b.: "Discipline, up to and including dismissal, of an employee is not appealable to the Board."

APM 20.01 – Cash Handling Policy and Procedures
Created: August 31, 2019

Preamble: This policy applies to all University of Idaho faculty, staff, students, organizations, and individuals who handle cash receipts or accept payment in any form on behalf of the University. The scope includes activities at all locations at which University business is conducted. This policy does not apply to payment cards such as credit or debit cards which are addressed with APM 20.23 Payment Card Processing. This policy does not apply to student-run organizations (ASO and RSO groups) that manage their own funds. Refer to the Student Organization Handbook for guidance on student-run organizations.

Contents:

A.   Definitions
B.   Policy
C.   Process/Procedure
D.   Contact Information
E.   Forms

A.   Definitions.

A-1. Cash: Includes currency, coin, checks, money orders, traveler's checks, cashier's checks, bank drafts, and other similar instruments.

A-2. Official Record: The Official Record of the University is Banner.

A-3. Unit: Refers to primary management units within the University of Idaho (University), including recognized colleges and administrative units, as well as recognized University Centers and Extension Offices located remotely from the main Moscow campus.

A-4. Cashier's Office: Cashier window maintained by the University Controller for supporting cash transactions at the University of Idaho. [See APM 20.02]

A-5. Bank Branch: Physical location of University banking provider that will accept deposits or provide other banking services.

A-6. Remote Deposit: Feature available through University banking provider to allow remote deposit of checks that does not require physical delivery to Bank Branch (or cash vault via armored car service).

B.   Policy. All University employees involved in receiving, depositing, recording, reconciling, reviewing or otherwise handling cash transactions for the University are required to follow these procedures. The intent of these procedures is to protect University assets by promoting appropriate security and stewardship of funds and ensuring accurate financial reporting. UI employees in Extension Offices are expected to follow these procedures and any policies related to the county-owned funds they may manage.

B-1. University Controller Responsibilities:

1. The Cashier's Office is responsible for receiving payments from students and ensuring payments and credits are safeguarded and accurately applied to each student account in a timely manner.

2. The Cashier's Office is responsible for receiving and accepting unit funds and recording those deposits in the Official Record accurately and timely.

3. The University Controller may rescind a unit's authority to handle cash for violations of this policy.

B-2. Unit Responsibilities:

1. Units handling cash are responsible for implementing the cash handling procedures outlined in this policy and to ensure that all reasonable efforts are made to safeguard University cash against loss, theft, or misappropriation.

2. Units handling cash are responsible for the proper recording of cash receipts.

3. Units handling cash shall have written procedures for such that comply with the University policy and requirements herein. All personnel with cash handling responsibilities shall be trained on the unit procedures.

4. Personnel from the University Controller's Office and Internal Audit may at any time conduct random unannounced cash counts and review of records in units. Units shall cooperate fully when such counts and reviews occur.

C.   Procedures/Requirements. The following requirements apply to all individuals handling cash related to University business.

C-1. Cash Handling Requirements

1. **Bank Accounts.** All University bank accounts must be approved by the University Controller. Units may not create or maintain departmental bank accounts. Employees collecting cash on behalf of the University are prohibited from depositing such cash into non-University bank accounts. Only the Cashier's Office, Auxiliary Services, VandalStore, and recognized units located remotely from the main Moscow campus are authorized to deposit cash directly to the University bank accounts via either armored car or local bank branches. Any other units must receive written approval from the University Controller to deposit directly to bank branches.

2. **Cash Registers.** Units receiving large volumes of cash transactions shall use a cash register or point of sale terminal. If more than one individual is accessing the same register, follow the cash drawer procedure below. Cash registers and cash drawers must be properly secured at all times. See C.2.

3. **Cash Drawers.** Each cashier shall have a separate cash drawer whenever possible. The cash balance shall be confirmed prior to the beginning of a cashier's session and shall be balanced at the end of the cashier's shift. Whenever possible, two employees shall be present when cash drawers are

counted and balanced. The results of each of these cash counts shall be documented in writing and signed by the responsible employee(s).

4. **Daily Balancing of Cash Collections.** Cash collections shall be balanced on a daily basis.

5. **Checks Received.** Checks received should be made payable to University of Idaho and shall be restrictively endorsed by the receiving unit immediately upon receipt. If an endorsement stamp is not available, an endorsement shall be written on the back of the check that reads, "For deposit to the account of University of Idaho". Traveler's checks, cashier's checks and money orders shall be treated as regular checks. Units may contact the Cashier's Office for assistance in obtaining endorsement stamps.

6. **Returned Checks.** Checks returned by the University's depository bank as uncollected will be held by the Controller or designee for collection. The unit that accepted the check may be charged the amount that is uncollected after all reasonable collection proceedings have been exhausted. See APM 20.05.

7. **Copies of Checks.** Checks should not be photocopied unless there is a valid business purpose for doing so. If necessary to do so, check copies shall be kept in a secured location with limited access and destroyed via shredding once the valid business purpose expires (usually after one bank statement cycle).

8. **Checks Received in the Mail.** Whenever possible, two individuals shall be present when mail potentially containing checks is opened. Checks shall be endorsed immediately upon receipt. (See 5. above)

9. **Checks Received in Error.** Units receiving checks in error are requested to contact the check issuer to attempt to determine the proper campus destination. If the check cannot be hand-delivered to that destination, then the unit shall deliver those checks to the Cashier's Office along with any documentation received with the check, including the envelope.

10. **Check Cashing.** Cashing of checks by units is strictly prohibited.

11. **Receipt Requirements.** All units must use approved receipts for transactions. A receipt must be given for all transactions regardless of payment type. Receipts must be pre-numbered in sequential order with voided receipts maintained and accounted for with sales receipts. Receipts must contain at least two parts: one copy to be given to the customer and one to be retained by the unit. Receipts should not include social security numbers, birth dates or another other protected personal information that may enable identity theft. Types of receipts approved by the University are:
    a. Cash register receipts
    b. Computer-generated receipts from an approved point-of-sale device or terminal
    c. Pre-numbered three-part UI receipt books (available from Cashier's Office)

12. **Refunds.** If a refund is necessary from cash received, the cash must first be deposited with the Cashier's Office, and then a refund check requested through Accounts Payable. Both the receipt of cash and the subsequent refund must be recorded in the Official Record to provide an audit trail.

13. **Segregation of Duties.** Units shall segregate duties related to the receipt, storing, depositing, recording and reconciliation of cash to the extent possible with existing resources. At a minimum, these tasks must be allocated across at least two employees at any one time, ensuring that proper checks and balances are in place to validate that all cash received is deposited and recorded accurately. Physical access to cash shall be limited to the fewest employees possible and only those employees with an appropriate business reason for having such access.

C-2. Physical Security Requirements for Cash

1. **Security of Cash.** Reasonable measures shall be taken to ensure that proper security is maintained at all times over any cash held by units. Cash must be secured at all times. Cash must never be left unattended. If a unit cannot attend to cash during business hours, the cash must be stored in a locked drawer or safe or vault. All funds held overnight must be similarly locked up. Controlled access to cash storage areas (cash boxes, drawers, safes, vaults, etc.) must be maintained and the distribution of keys or access codes kept at a minimum.

2. **Missing funds.** Cash found to have been lost or stolen must be reported to the University Controller and Internal Audit promptly.

3. **Use of a Safe.** A safe shall be utilized when cash balances are sufficient to warrant such a security measure. Safe combinations shall be safeguarded and communicated to a limited number of employees. Safe combinations shall be reconfigured every five years or upon turnover of staff, whichever occurs first. The safe should be in a secured location.

C-3. Deposit Requirements

1. **Timing of Deposits.** Units or individuals receiving cash on behalf of the University shall deposit such funds daily with the Cashier's Office or with armored car service or directly to bank branch for units with approval to deposit funds in such manner. The only exception to this requirement is that funds may be accumulated up to a week when less than $100 is involved. In no instance shall any UI funds be held for more than five working days.

2. **Cash Transmittal/General Receipt (GRT).** Units shall use the Cash Transmittal/General Receipt form for all deposits. Units are responsible for identifying if sales are exempt from sales tax and to record the deposits as such on the GRT. Forms and instructions are available from the Cashier's Office.

3. **Preparing the Deposit.** Units are required to endorse checks in preparation for deposit (See C-1.5. above) and provide two calculator tapes to confirm

the total of checks. Currency should be bundled by denomination, and coins should be rolled if in sufficient quantity.

4. **Withholding Cash.** Withholding cash from deposits in order to create a petty cash or change fund is strictly prohibited. See APM 20.03 and 20.04 for instructions on obtaining petty cash reimbursements and establishing change funds.

5. **Transportation.** Currency and coin must never be sent through the mail, including campus mail. Currency and coin must be hand-carried to the Cashier's Office for deposit. Units transporting large amounts of currency and coin may request an escort from Campus Security. Endorsed checks must also be hand-delivered to the Cashier's Office or local bank branch for deposit. Off-campus locations without access to a local bank branch or remote deposit options through the University's banking services, shall contact the University Controller for proper procedures and shall maintain those procedures in writing.

C-4. Reconciliation and Recordkeeping Requirements

1. **Reconciliation of Deposits.** The Cashier's Office shall confirm that unit deposits as prepared equal the cash received prior to recording deposits in the Official Record. Units should reconcile deposits posted in the Official Record to their copy of the GRT at least monthly. Discrepancies should be communicated to the General Accounting office for correction.

2. **Records.** Units involved in the collection of cash must maintain proper records that substantiate the origin and purpose of the cash received, including but not limited to, receipt and deposit records, inventories of saleable items, and cash reconciliations. These records must be retained by the Unit for three (3) years beyond the end of the fiscal year in which the transaction occurred, and then destroyed in accordance with University policy.

3. **Reconciliation of Cash Receipts.** Units should perform reconciliations of recorded cash receipts to received cash receipts to ensure accuracy and completeness of the Official Record.

D. **Contact Information.** The University Controller or designee can assist employees with questions regarding this policy and with establishing proper cash handling procedures within a unit. https://www.uidaho.edu/finance/controller

University of Idaho

2019 – 2020 University Faculty Meeting Agenda

Meeting #4

Wednesday, May 6, 2020, at 2:30pm (PT) / 3:30pm (MT)
ZOOM only

President Scott Green Presiding

I. Call to Order – President Green

II. In Memoriam – President Green

III. Meeting Logistics – Faculty Secretary Francesca Sammarruca

- A Zoom link will be sent to all faculty. Authentication will be turned on so only people with uidaho emails will be able to enter the meeting space. Microsoft Forms will be used for voting by sending the link to the meeting participants in the chat feature. Microsoft Forms also authenticates via email address.
- Quorum is determined by a one-question survey for people to identify themselves as eligible voters. Voting items will be on a separate survey. Forms will tabulate the response, however, after the meeting we will verify that the votes came from eligible voters.
- People will be able to ask questions by raising their hand and the monitor will call on them.
- Public viewing is possible via Live Stream on UI Live. The link will be provided in the Daily Register.

IV. Quorum – Faculty Secretary Francesca Sammarruca

V. Approval of Minutes (vote) – President Green
- Minutes of the 2019-2020 University Faculty Meeting #3 (February 26, 2020) **Attach. #1**

VI. Announcements – President Green

VII. Special Orders – Faculty Senate Chair Terry Grieb

- Proposed Changes/Additions to Faculty-Staff Handbook (vote)
  o UP-20-016: FSH 1565 D-5, Academic Ranks & Responsibilities - Librarian **Attach. #2**
  o UP-20-018: FSH 1640.89, 1640.90, UCGE and GEAC **Attach. #3**
  o UP-20-019: FSH 1565, Academic Ranks and Responsibilities - Emeriti **Attach. #4**
  o UP-20-020: FSH 1540, Standing Rules of the University Faculty-UFM Participation **Attach. #5**
  o UP-20-023: FSH 1640.08, Admissions Committee **Attach. #6**
  o UP-20-024: FSH 3175, Financial Stewardship Responsibilities **Attach. #7**
  o UP-20-026: FSH 3730, Retirement Privileges and Programs **Attach. #8**

- Proposed Changes to the University of Idaho Catalog (vote)

o UCC-20-62a,b,c: Masters' Degree Credits, Doctoral Degree Requirements, Non-Degree Requirements **Attach. #9**
o UCC-20-53: Upper-Division Credit Requirements **Attach. #10**
o UCC-20-55: Independent Study Courses **Attach. #11**
o UCC-20-60: First-Year Admission Requirements **Attach. #12**
o UCC-20-63: GenEd Catalog Changes **Attach. #13**
o UCC-20-13: Posthumous Degrees **Attach. #14**
o UCC-20-32: Changes to B.A. and B.S. in Sociology **Attach. #15**
o UCC-20-64: PEP 495 as Senior Experience **Attach. #16**
o UCC-20-69: COGS Continuing Registration, Finishing Status, Provisional Admission Policy **Attach. #17**
o UCC-20-71: MS in Dietetics and Related Courses **Attach. #18**
o UCC-20-14: Honors Policy **Attach. #19**
o UCC-20-54: Replacing a Grade by Repeating a Course **Attach. #20**
o UCC-20-70: Admissions Committee **Attach. #21**

- Minor Amendments Pursuant to FSH 1460 (no vote)
  o UP-20-027: FSH 3920, Dismissal and Discipline of Exempt Employees **Attach. #22**
  o UP-20-028: FSH 3930, Separation of Classified Employees **Attach. #23**

- Faculty Staff Handbook (Informational Item – no vote)
  o UP-20-012: FSH 3090, Temporary Hourly Employment **Attach. #24**

- Administrative Procedures Manual (Informational Item – no vote)
  o UP-20-008: APM 55.39, Retiree Benefits **Attach. #25**
  o UP-20-009: APM 50.04, Verifying Employment for New Employees **Attach. #26**
  o UP-20-010: APM 50.53, Temporary Hourly Employment **Attach. #27**
  o UP-20-011: APM 50.55, Writing U of I Job Descriptions **Attach. #28**
  o UP-20-021: APM 20.23, Payment Card Processing **Attach. #29**
  o UP-20-022: APM 40.23, Solid Waste Disposal **Attach. #30**
  o UP-20-024: APM 25.02 Controls over Deficit Spending; 25.03 Operating Deficits – Prior Accumulated Material Deficits; 25.04 Operating Deficits – Current Year; 25.05 Establishing Required Cash Reserve Targets **Attach. #31**

VIII.   President's Remarks and Discussion

IX.   Adjournment

Attachments:

- **Attach. #1** Minutes of the 2019-2020 University Faculty Meeting #3 (February 26, 2020)
- **Attach. #2** UP-20-016: FSH 1565 D-5, Academic Ranks & Responsibilities - Librarian
- **Attach. #3** UP-20-018: FSH 1640.89, 1640.90, UCGE and GEAC
- **Attach. #4** UP-20-019: FSH 1565, Academic Ranks and Responsibilities - Emeriti
- **Attach. #5** UP-20-020: FSH 1540, Standing Rules of the University Faculty-UFM Participation
- **Attach. #6** UP-20-023: FSH 1640.08, Admissions Committee

- **Attach. #7** UP-20-024: FSH 3175, Financial Stewardship Responsibilities
- **Attach. #8** UP-20-026: FSH 3730, Retirement Privileges and Programs
- **Attach. #9** UCC-20-62a,b,c: Masters' Degree Credits, Doctoral Degree Requirements, Non-Degree Requirements
- **Attach. #10** UCC-20-53: Upper-Division Credit Requirements
- **Attach. #11** UCC-20-55: Independent Study Courses
- **Attach. #12** UCC-20-60: First-Year Admission Requirements
- **Attach. #13** UCC-20-63: GenEd Catalog Changes
- **Attach. #14** UCC-20-13: Posthumous Degrees
- **Attach. #15** UCC-20-32: Changes to B.A. and B.S. in Sociology
- **Attach. #16** UCC-20-64: PEP 495 as Senior Experience
- **Attach. #17** UCC-20-69: COGS Continuing Registration, Finishing Status, Provisional Admission Policy
- **Attach. #18** UCC-20-71: MS in Dietetics and Related Courses
- **Attach. #19** UCC-20-14: Honors Policy
- **Attach. #20** UCC-20-54: Replacing a Grade by Repeating a Course
- **Attach. #21** UCC-20-70: Admissions Committee
- **Attach. #22** UP-20-027: FSH 3920, Dismissal and Discipline of Exempt Employees
- **Attach. #23** UP-20-028: FSH 3930, Separation of Classified Employees
- **Attach. #24** UP-20-012: FSH 3090, Temporary Hourly Employment
- **Attach. #25** UP-20-008: APM 55.39, Retiree Benefits
- **Attach. #26** UP-20-009: APM 50.04, Verifying Employment for New Employees
- **Attach. #27** UP-20-010: APM 50.53, Temporary Hourly Employment
- **Attach. #28** UP-20-011: APM 50.55, Writing U of I Job Descriptions
- **Attach. #29** UP-20-021: APM 20.23, Payment Card Processing
- **Attach. #30** UP-20-022: APM 40.23, Solid Waste Disposal
- **Attach. #31** UP-20-024: APM 25.02 Controls over Deficit Spending; 25.03 Operating Deficits – Prior Accumulated Material Deficits; 25.04 Operating Deficits – Current Year; 25.05 Establishing Required Cash Reserve Targets

University of Idaho

2019 – 2020 University Faculty Meeting Minutes – Pending Approval

Meeting #3

Wednesday, February 26, 2020, at 2:30pm (PT) / 3:30pm (MT)

Pitman Center, International Ballroom and
Zoom to approved site locations

Provost and Executive Vice President John Wiencek Presiding (Standing in for President Scott Green)

- Provost/EVP John Wiencek called the meeting to order at 2:34pm (PT).
  The Provost/EVP said that President Green was tied up with important obligations in Boise and sends his regrets. President Green asked the Provost/EVP to represent the University at the meeting.

- Provost/EVP John Wiencek read the names of those who died since the last General Faculty Meeting:

  Pete Isakson
  Interim Athletic Director
  January 2020

  John Whelan
  Professor Emeritus, Idaho Geological Survey
  November 2019

  Jerry Exon
  Professor Emeritus of Food Science and Toxicology
  January 2020

  Provost/EVP John Wiencek requested a moment of silence in honor of our colleagues who passed away.

- Meeting Logistics – Faculty Secretary Sammarruca
  Secretary Sammarruca reminded the audience that meeting participants must be eligible members of the faculty in order to vote. She cited policy FSH 1520 II-1 concerning voting eligibility. She listed the 4 approved voting venues and their locations and read the names of the 4 approved counters for each location: Penny Tenuto (Boise); Anne Kern (Coeur d'Alene); Michael McKellar (Idaho Falls); Benton Glaze (Twin Falls). Barb Kirchmeier, Diane Whitney, and other volunteers will be the counters for Moscow. Off-campus participants should ask questions via Zoom chat, while Moscow participants should come forward to one of the microphones for questions or comments.

- Quorum count: Faculty Secretary Sammarruca
  A quorum was not present. 107 voting members of the faculty were required for a quorum, 86 members were present (Moscow - 72, Boise - 3, Idaho Falls - 4, Twin Falls - 3, CDA – 4). The Secretary reminded the audience that, per FSH 1520 Article III, Section 3, Clause A, in absence of a

quorum all agenda items presented at the meeting have faculty approval and are forwarded to the President.

- Announcements – Provost/EVP John Wiencek
  - o Although we will not be voting, we will have discussion on the agenda items.
  - o The President will deliver the State of the University address on April 14th. Time and location will be announced in the next few days.
  - o The State Board of Education will hold their annual meeting here in Moscow on April 15th and 16th. This is an opportunity to engage with Board members and be informed about, for instance, collaborations among the universities.
  - o The University Awards for Excellence event will take place on Wednesday May 6th, following the next scheduled University Faculty Meeting.
  - o President Green cannot be here today because he has been called to Boise by the State Board. Many budget-related issues are still pending and there are no news to share at the moment. Thus, although we value the engagement that comes from a Q&A session, we felt that such forum would not be useful today. Instead, the Provost said he will be available after the meeting to take questions individually.

- Special Orders - Faculty Senate Chair Grieb
  There will be discussion on the agenda items, though without vote. There are a total of 23 items. The first 3 are FSH policy changes, which will be presented individually, followed by discussion if any.
  - o FSH 1565-C (attachment #2 in the meeting binder). This issue was undertaken by the Faculty Affairs Committee (FAC) and relates to faculty efforts to recruit students. The purpose is to formalize such efforts, which resulted into additional language under "Outreach and Extension". Chair Grieb invited questions or comments but there were none.
  - o FSH 3240-1565-3120 (attachment #3 in the meeting binder). This item, also undertaken by FAC, concerns office hours. The purpose is to have online office hours as a formally recognized form of contact hours with students. Although online office hours do not replace in-person contact, there is a number of benefits from this change, due to the additional flexibility in the definition of office hours.
    Following invitation of questions or comments, a faculty member commented positively on this policy change and the flexibility it allows. She noted that the option of online office hours may resolve potentially escalating situations. Chair Grieb noted that the new policy could actually result into increased use of office hours.
  - o FSH 1640.87, 1640.88 (attachment #4). This proposal initiated from the Teaching and Advising Committee chaired by former Senate Chair Aaron Johnson. The question discussed by the committee addressed how the committee structure should evolve and adapt as both the needs of advisees and the need to review teaching move forward. It was determined that a single committee may not have the bandwidth for both tasks. Moreover, one of the committee's tasks, perhaps the most enjoyable, is to look at the nominations for teaching and advising awards, which is a broad task. Under the proposed changes, the committee is reformed and split into two separate committees, the University Teaching Committee and the University Advising Committee, each to focus on their respective roles. There will be separate awards for Teaching and Advising. CETL will take the lead for the teaching awards, while the Director of Advising will be in charge of the advising awards. Both reviews will be shared with the respective committees. This is a major change in FSH, which will enhance our ability to best support both teaching and advising on campus.

Following the opening of the discussion portion, a faculty member asked whether, with CETL taking the lead on the awards, there would still be participation of the University Teaching Committee into the awards determination. Chair Grieb pointed to the overlap between CETL and the Teaching and Advising Committee. The overlap itself will be used to incorporate the kind of input which the faculty member had asked about.

o   The next items are Catalog changes, namely the University Curriculum Committee (UCC) items in attachments #5 to 21. Items 5 to 20 will be regrouped and discussed as one package, whereas item 21 will be presented and discussed separately.

- Chair Grieb gave a brief overview of the proposed program changes in items 5-20. There were no questions or comments.
- Stopgap proposal for the ISEM Program, item 21. This proposal came to Senate as a seconded motion from UCC and before then it was considered by UCGE. In Fall 2019, efforts were underway with the Curriculum Steering Committee to develop a new GenEd core. Actually, the conversations had been going on since last May or June. While those efforts continue, it became clear that the ISEM could no longer be offered, for a variety of budgetary and staffing reasons. The curriculum of the GenEd core is referred to as "Stopgap". The goal is to vote on the updated GenEd core at one of the next University Faculty meetings, hopefully next Fall. In the meantime, we must have core offerings that actually reflect the classes being offered, or there will be advising problems and confusion for the students. Thus, the basic idea is to move back to the State Board core, with the inclusion of the requirement of one American Diversity course and one International Course (or an approved Study Abroad Experience), in order to round up the 36 credit hours required by the State Board GenEd core. It was also decided that the Senior Experience would remain in the GenEd core, the argument in favor of that being essentially one of consistency. This way made more sense than moving the Senior Experience out of the GenEd core and potentially moving it back in. A long-run change, if there is one, would happen only once.
  There were no questions or comments.

o   The next two items are advisory (that is, non-voting, regardless of quorum).

- FSH 3910. The changes are necessary to bring the language in "Faculty Termination" in compliance with State Board requirements.
  There were no questions or comments.
- APM 20.01, Cash Management Procedures. The purpose is to reflect best practices into this section of the APM.
  There were no questions or comments

- The Provost/EVP reminded everyone that he will remain available for individual questions and thanked people for coming. The meeting was adjourned at 3pm (PT).

Respectfully Submitted

Francesca Sammarruca

Secretary of the University Faculty

University *of* **Idaho**

POLICY COVER SHEET

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Faculty Staff Handbook (FSH)
☐ Addition **X** Revision* ☐ Deletion* ☐ Emergency ☐ Minor Amendment
Chapter & Title: **Chapter one: 1565 D-5. Librarian**

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

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

Originator (see FSH 1460 C) Ling-Ling Tsao, Library Affairs Committee Chair   2/25/20
                                        Name   Date
_____ltsao@uidaho.edu_____
Telephone   Email

Policy Sponsor, if different from Originator _____
                                             Name   Date
_____
Telephone   Email

Reviewed by General Counsel   X Yes ____No   Name & Date: Kim Rytter 2/25/20

1.   **Policy/Procedure Statement:** Briefly explain the reason for the proposed addition, revision, and/or deletion to the Faculty Staff Handbook or the Administrative Procedures Manual.

The current language requiring "an advanced degree in library science from a library school accredited by the American Library Association" is overly restrictive for some of our faculty library positions. For example, it is common practice for academic libraries to accept a terminal degree in archives management or a doctorate in a relevant field (e.g., history) paired with relevant experience for special collections and archives positions; we are currently unable to do so, and it is hurting recruiting efforts in the Library. While most of our library faculty positions will continue to require an advanced degree from an American Library Association accredited school, the flexibility this revision would afford the Library is necessary for a modern academic library.

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

This revision will 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.

This change will enable the Library to hire, promote, and tenure individuals with a potentially wider range of experience and expertise.

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, 2020

If not a minor amendment forward to: _____

_____

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. *[ed. 7-12]*

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. *[rev. 7-98]*

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. *[rev. 7-98]*

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. *[rev. 7-98, ed. 1-10]*

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. *[rev. 7-98, ed. 1-10]*

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

University *of* Idaho

POLICY COVER SHEET

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Faculty Staff Handbook (FSH)
☐ Addition ■ Revision* ☐ Deletion* ☐ Emergency ☐ Minor Amendment
Chapter & Title: __**1640.89 & 1640.90**_____

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

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

Originator (see FSH 1460 C) Dean Panttaja, Director of General Education   **03/06/20**
                         Name   Date
5-9025   panttaja@uidaho.edu
Telephone   Email

Policy Sponsor, if different from Originator:
                                                    Name   Date
Telephone   Email

Reviewed by General Counsel   X Yes ____No   Name & Date: Kent Nelson 3/23/20

1.   **Policy/Procedure Statement**: The committees are being combined as 1. General education assessment informs general education curriculum selection and should not be separated. 2. Many members server on both committees so this is an efficiency of resources move and 3. The institutional representatives to SBOE statewide general education should be part of both the assessment and selection process.

2.   **Fiscal Impact:** None

3.   **Related Policies/Procedures:** 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.

If not a minor amendment forward to: ___Committee on Committees_____

Policy Coordinator Appr. & Date: _____ *[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)*
APM F&A Appr.: _____ *[Office Use Only]*		

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1640.89
UNIVERSITY COMMITTEE FOR GENERAL EDUCATION

A. FUNCTION.

A-1. University Committee for General Education serves as the curriculum body for general education by soliciting and approving proposals and courses to be included in the University's general education and general education courses eligible for transfer to other state institutions (SBOE general education matriculation "GEM" courses). The UCGE committee also engages in program review and assessment and then makes recommendations for the continuous refinement of general education in conjunction with the Director of General Education and the Assistant Director of Institutional Research and Assessment (see General Education Assessment Committee, FSH 1640.90). Recommendations for change will be forwarded to UCC, Faculty Senate, and the university faculty. *[rev. 4-11, rev. 11-12, rev. 12-14]*

A-2. The committee reports periodically (at least once a year) to the Faculty Senate on the status of general education. *[ed. 7-06, 7-09, ren. 4-11, ren. & rev. 11-12]*

A-3. This committee traditionally meets on Thursdays at 3:30 p.m. *[add. 7-08, ren. 4-11, 11-12]*

[Information on University General Education can be accessed at the general education website: http://www.uidaho.edu/class/general-education] *[ed. 11-11, 11-12]*

B. STRUCTURE AND MEMBERSHIP. Eleven faculty members, At least one member from each of the six GEM areas who also serve as institutional representatives to SBOE on statewide general education, one of whom serves as chair, selected by Committee on Committees in consultation with the Director of General Education as follows: two from the College of Letters, Arts, and Social Sciences, two from the College of Science, and one each from the colleges of Agricultural and Life Sciences; Art and Architecture;, Business and Economics; , Education, Health and Human Sciences;, Engineering;, Natural Resources; and Library; one two undergraduate students appointed by ASUI and chosen to represent two different colleges; and the following without vote: Director of General Education;, College of Letters, Arts and Social Sciences Dean , or designee;, College of Science Dean, or designee;, Registrar, or designee; , Assistant Director of Institutional Research and Assessment, or designee;, Director of Academic Advising, or designee;§, and Executive Director of International Programs or designee. *[rev. 7-06, 7-08, 7-10, 11-12, 10-14, 1-15, ed. 8-12]*

_____

1640.90
GENERAL EDUCATION ASSESSMENT COMMITTEE
[created July 2015]

A. FUNCTION.

   A-1. General Education Assessment Committee (GEAC) serves as the body for oversight of general education assessment. The Director of General Education and the Director of Institutional Effectiveness and Accreditation, or designee, will provide coordination and leadership. *[ed. 7-17]*

   A-2. The GEAC is charged with coordinating assessment of General Education. *[rev. 7-17]*

   A-3. GEAC will have primary responsibility for assessing the Integrative Studies segment of the General Education curriculum and the Senior Experience through direct, indirect and face-to-face measures. *[add. 7-17]*

   A-4. Working with University of Idaho members of the State Board of Education's General Education Task Force, GEAC will annually assess a representative sample of General Education Matriculation (GEM) courses. *[add. 7-17]*

   A-5. The committee will review assessment findings, report regularly to UCGE, and make recommendations based on its findings to UCGE as well as to instructors who teach General Education courses. *[rev. 7-17]*

   [Information on general education assessment can be accessed at the general education website: http://www.uidaho.edu/class/general-education]

B. STRUCTURE AND MEMBERSHIP. The committee is composed of up to 13 members as follows: Director of General Education as Chair, Director of Institutional Effectiveness and Accreditation, or designee, one UCGE member, two undergraduate students, and six faculty to include one from each of the SBOE GEM areas who are serving as the institution's representative to statewide general education, and two staff members associated with assessment practice and procedures. In consultation with the chair of UCGE, the Director of General Education is responsible for the selection of committee members. *[rev. 7-16, 7-17, 7-19]*

University of Idaho

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Faculty Staff Handbook (FSH)
☐ Addition X Revision* ☐ Deletion* ☐ Emergency ☐ Minor Amendment
Chapter & Title: **Section 1565: Emeritus Status, Section E**
_____

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

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Originator (see FSH 1460 C)   Alexandra Teague, Chair, Faculty Affairs Committee

415-702-7104   / ateague@uidaho.edu / 24 February 2020

Policy Sponsor, if different from Originator _____
                                                                    Name   Date
_____
Telephone   Email

Reviewed by General Counsel   X Yes ____No   Name & Date: Kim Rytter 3/31/20

1. **Policy/Procedure Statement:** Briefly explain the reason for the proposed addition, revision, and/or deletion to the Faculty Staff Handbook or the Administrative Procedures Manual.

Francesca Sammarruca, Faculty Secretary, asked FAC to look at 1565 E-1 (now E-3-b) to consider clarifying the term "exceptional circumstances" in "In exceptional circumstances the provost, with the concurrence of Senate Chair, Vice Chair and Faculty Secretary, may suspend the above eligibility rules and award or deny emeritus status to a faculty member" because in a case brought to Senate Leadership, this had been hard to define. Once FAC began to look at the policy, we realized that not only did that terminology need clarification (which we did by referencing FSH 3910 A-1), but that the process for becoming Emeritus also needed to be clarified, as did the possibility that emeritus status could be revoked in exceptional circumstances (which current policy left no mechanism for). We also realized that information in E-2 through E-4 was sometimes unclear, redundant, and/or no longer accurate. The revised policy does not substantively change the privileges or employment opportunities of emeritus status; it only brings those into alignment with current employment policies in HR and helps to clarify policy—e.g. requiring 60 days' notice for revoking office or lab space allocation—to protect both emeritus faculty and the full university community.

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

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.

If not a minor amendment forward to: _____

E. EMERITUS STATUS~~I~~. (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. *[add. 2-20]*

E-2~~1~~. 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, ~~has attained 55 years of age,~~ and attained the rule of 65 (age plus years of service is at least 65)~~,~~ is ~~designated as~~eligible for emeritus status~~i~~. ~~"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.~~ *[ed. 7-00, 7-02, 1-08, rev. 7-12, 1-14, 2-20]*

~~In exceptional circumstances the provost, with the concurrence of Senate Chair, Vice Chair and Faculty Secretary, may suspend the above eligibility rules and award or deny emeritus status to a faculty member. [add. 1-12]~~

E-3. APPOINTMENT.
a. ~~Faculty shall~~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. ~~n.~~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. *[rev. 2-20]*
a.
~~b.~~ In ordinary circumstances, the provost will grant emeritus status if the eligibility requirements specified in E-2 are satisfied. *[rev. 2-20]*

b. 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, ~~to be affirmed or denied based on a majority vote~~where the provost's decision must be upheld by a unanimous vote in order to be enacted§. Examples of exceptional circumstances ~~may~~ include the reasons outlined in FSH 3910 A-1. *[add. 1-12, rev. 2-20]~~]~~*
c. A list of emeriti is maintained by the Provost's office. *[rev. 2-20]*
~~Emeriti are responsible for updating contact information with the university.~~ *[ed. 7-12, rev. 2-20]~~]~~*
d.

E-4~~2~~. ~~RIGHTS,~~ PRIVILEGES, ~~AND RESPONSIBILITIES~~. *[rev. 2-20]*
~~Emeriti are faculty members in every respect, except for the change in salary and in certain fringe benefits, the obligation to perform duties, and the right to vote in faculty meetings.~~
~~**Voting.** Emeriti may vote in faculty meetings as described in FSH~~ <mark>XYZ</mark>.
a. **Access.** ~~They~~ Emeriti continue to have access to research, library, and other UI facilities. *[rev. 2-20]*
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 ~~y.~~as described in FSH 1520 ~~Article~~ II. ~~Section~~ 2. Other activities are subject to approval by the provost. ~~UI encourages the voluntary continued participation of emeriti in the activities of the academic community.~~ *[rev. 2-20]*
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.

> **Commented [LT-V(1):** Check with HR – any concerns? Insurance/liability covered?
>
> **Commented [LT-V(2R1):** Implication is employment with no pay. Not allowed.
>
> **Commented [LT-V(3):** To comply with labor law (e.g. emeriti not volunteering to teach a course)

e. **Office supplies.** Office ~~materials and~~ supplies are available under ~~the same issuing procedures applicable to other faculty~~regular departmental procedures ~~members of the department~~. *[rev. 2-20]*

~~a.~~ **Postage.** Departmental postage may be used for professional mail.

f. .

g. **Parking.** ~~One~~Emeriti receive one non-transferable gold parking permit annually. *[rev. 1-08, 2-20]*

h. **Discount programs**. ~~Any~~Emeriti receive any discounts available to other faculty members ~~of the faculty~~ through various UI programs. *[rev. 2-20]*

i. **Functions**. Emeriti are invited to the same university, college, and departmental functions ~~on the same basis~~ as active faculty. *[rev. 2-20]*

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. *[rev. 2-20]*

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. *[rev. 2-20]*

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. *[add. 7-99, ren.1-08, ed. 7-12, rev. 7-15, 2-20]*

E-53. EMPLOYMENT OPPORTUNITIES. *[add. 1-12, rev. 2-20]*

a. ~~Emeritus faculty~~Emeriti may hold a temporary or permanent part-time position (0.49 FTE or less) ~~at the University of Idaho after retirement,~~subject to regular employment procedures. ~~but not a full-time one. When it is in the university's interest, exceptions may be made and the full-time employment limitation may be waived by the president.~~ It is the responsibility of emeriti to consult with HR regarding impact to benefits. *[ed. 1-14, rev. 2-20]*

~~Units wanting to employ emeritus faculty in temporary roles may appoint them through the normal process for up to three consecutive semesters.~~

~~b.~~ ~~Emeriti shall not serve as supervisors of other employees unless they hold a position as outlined in E-35-a herein. [rev. 2-20]~~

b.

~~Units wanting to employ emeritus faculty in a permanent part-time position without a search must request, in writing, a search waiver from the Director of Human Rights, Access & Inclusion.~~
~~Search waivers granted to emeritus faculty remain in effect for three full years. Units need only notify Human Resources if they want to continue to employ an emeritus faculty member while the search waiver is in effect. However, a unit is not obligated to employ the emeritus faculty member during this three year period.~~

~~**E-4. SPECIFIC PROVISIONS FOR** BENEFITS OF EMERITUS ~~PARTICIPATION~~STATUS. *[ren. 7-12]*~~

~~**a.** 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.~~

~~**b.** A list of emeriti~~ is maintained by the Provost's office.~~and their mailing addresses is maintained at each level department, college, and university (Human Resources). *[ed. 7-06, 1-08]*~~

~~**c.** The director of human resources is~~Emeriti are responsible for supplying ~~updating~~ contact information ~~with the university~~ about emeriti for the Campus Directory.~~

~~**d.** Emeriti who have campus mailboxes receive University of Idaho publications by campus mail or upon request by email. *[ed. 7-12]*~~

e. Emeriti who have departmental mailboxes receive full distribution of notices; otherwise, special requests may be made to the departmental administrator.

f. OrdinaryO office materials and supplies are available under the same issuing procedures applicable to other faculty members of the department.

g. Departmental postage may be used for professional mail.

h. Offices for emeriti are provided on a space-available basis.

i. One, free non-transferable gold parking permit annually each year. *[rev. 1-08]*

j. Any discounts available to other members of the faculty and staff through various UI agencies programsare available to emeriti.

k. Emeriti are included invited toin appropriate university, college, and departmental faculty-staff functions on the same basis as active faculty.

l. In the appointment of committees, aAdministrators at all levels and the Committee on Committees are encouraged to consider the availability and desire for significant service of emeriti for service on committees.

m. There are many areas of activity, professional and other, such as service to the community and special groups within the community and university, in which emeriti may have the time and the inclination to make continuing contributions (e.g., guest lectures, research design, and consultation). In connection with such services, emeriti are not excluded from the travel budget, though they may generally have a lower priority.
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.

h. 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 3060 days notice.

n. 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 softwareoffered software. *[add. 7-99, ren.1-08, ed. 7-12, rev. 7-15]*

> **Commented [LT-V(4)]:** Removed bad hyperlink.

E-5. LISTING OF EMERITI IN THE COMMENCEMENT PROGRAM. Names of faculty members who retire after meeting the eligibility requirements stated in E-1 are listed in the program of the commencement exercises held during the fiscal year in which their UI duties end; also, those whose service obligations are to end on or before August 31 following a given commencement will be listed in the program for that commencement. *[ed. 1-10, ren. 7-12]*

> **Commented [LT-V(5)]:** Commencement is about students. Idea: we can recognize emeriti at the last faculty meeting, excellence awards, etc.

E-6. MAINTENANCE OF TIES WITH EMERITI. The Faculty Senate has urged UI units periodically to review their contacts with emeriti and to take steps to ensure that the provisions of this section--particularly b and c, above--are being carried out; moreover, the senate has urged all members of the UI community to seek additional ways of maintaining ties with emeriti and to provide opportunities and the means for them to continue to be a part of, and of service to, the university. *[ed. 1-08, 7-09, ren. 7-12]*

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. *[ed. 1-10]*

F-1. AFFILIATE FACULTY: *[ren. 7-98, 1-08, rev. 7-10]*

University *of* Idaho

POLICY COVER SHEET

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

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

Faculty Staff Handbook (FSH)
☐ Addition ☐ xRevision* ☐ Deletion* ☐ Emergency ☐ Minor Amendment

Chapter & Title: **FSH 1540 A-1**

Standing Rules of the University Faculty
_____

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

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

Originator (see FSH 1460 C) _____

Francesca Sammarruca_____**01/22/2020**
　　　　　　　　　　　　Name　　　　　　　　　　　　　　　　　　　　　　　　　　　　Date
5-6738　　　　　　　　　　fsammarr@uidaho.edu
_____
Telephone　　　　　　　　　　　　　　Email

Policy Sponsor, if different from Originator _____
　　　　　　　　　　　　　　　　　Name　　　　　　　　　　　　　　　　　　　　　Date
_____
Telephone　　　　　　　　　　　　　　Email

Reviewed by General Counsel　　X Yes ____No　　Name & Date: Kent Nelson 3/23/20

1. **Policy/Procedure Statement:** Briefly explain the reason for the proposed addition, revision, and/or deletion to the Faculty Staff Handbook or the Administrative Procedures Manual.

   The purpose of the proposed revisions is to allow full participation of all U of I eligible faculty in University Faculty Meetings from any remote location. Under the current policy, faculty who are not on the Moscow campus can attend the meetings via videoconferencing but must travel to approved venues in order to participate with vote. Moreover, under the proposed revisions, we expect the presence of a quorum to be much more likely.

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.

If not a minor amendment forward to: _____

_____

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 2017 changes in E were made to update processes for the fall university faculty meeting. 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
B. Referral of Catalog-Change Proposals
C. Circulation of Curricular and Policy Proposals
D. Admission of Nonmembers to Faculty Meetings
E. Procedures for First Fall Meeting
F. Minutes
G. Identification of Speakers

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** ~~a combination of technology platforms~~**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.**~~Venue Determination.~~ ~~Remote sites that seek full participation at faculty meetings must submit to the Office of the Faculty Secretary by April 15th (when senate elections are due) a participation form for approval of their venue by Faculty Senate. The form is available on the Faculty Senate website under~~ University Faculty Meetings. ~~(see also 1520, III 1 A).~~ *[add. 7-09, ed. 7-11, rev. 1-12]*

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]*

_____

C-3. Actions of the University Curriculum Committee and of the Faculty Senate that are circulated in general curriculum-policy reports (C-1 and C-2) are considered to have the necessary faculty approvals unless a petition requesting further consideration of specific items is signed by five faculty members and submitted to the chair of the Faculty Senate within 14 calendar days after the date of circulation. If no petition is received within 14 days, the entire report is submitted to the president for approval and transmittal to the regents, if regents' action is required. *[ed. 7-09, 7-11]*

C-4. If a petition is received, the items in the report for which further consideration is requested will be referred to the Faculty Senate, and the remainder of the report will move forward. On items referred to it, the Senate may (a) affirm the action and report it to a meeting of the university faculty, (b) amend the action and report it to a meeting of the university faculty, or (c) rescind the action. [NOTE: If a petition concerns courses or curricula in the College of Letters and Science or in the College of Agriculture, and is signed by five faculty members of the respective college, those items will be returned to the college concerned for further consideration.] *[ed. 7-09]*

C-5. Faculty Approval. Any policy item approved by Senate and not circulated on a general policy report will be included in the agenda of the next appropriate university faculty meeting for faculty approval. Items approved at a university faculty meeting are forwarded to the president for approval and transmittal to the regents, if regents' action is required. See 1420 A-1 c. for time periods for presidential action on Faculty Senate items. *[add. 7-11]*

C-6. Interim Approval. If there is insufficient opportunity for the faculty to act on a routine catalog-change proposal [see C-1] between the time of its approval by the University Curriculum Committee and the date that it is to be effective, it may be reported directly to the president. Upon approval by the president, the change will be considered temporarily approved for implementation. Such interim approval is valid only until the end of the succeeding semester. Actions thus approved will be reported to the faculty at the earliest possible time, either 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.) *[ren. 7-11]*

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 mush identify themselves at the onset of their remarks. *[ed. 7-09, rev. 7-12]*

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 introducing new academic and administrative officers, as well as new faculty. The president may also present brief remarks and respond to questions from faculty. *[add. 1-17]*

   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 items. *[ren. 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, degrees, 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.

> **Commented [SF(1]:** This would remain true.

_____

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, ren. & rev. 1-17]*

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.

G. 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.

University of Idaho

POLICY COVER SHEET

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Faculty Staff Handbook (FSH)
☐ Addition X Revision* ☐ Deletion* ☐ Emergency ☐ Minor Amendment
Chapter & Title: **FSH 1640.08 Admissions Committee**

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

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

Originator (see FSH 1640.08)
Barb Kirchmeier   885-8326   barbara@uidaho.edu   4/16/20

Policy Sponsor, if different from Originator:
Terry Grieb   885-7140   tgrieb@uidaho.edu   4/16/20

Reviewed by General Counsel   X Yes ____No   Name & Date: Kent Nelson 4/17/20

1.   **Policy/Procedure Statement:** Briefly explain the reason for the proposed addition, revision, and/or deletion to the Faculty Staff Handbook or the Administrative Procedures Manual.

This is an update to the Admissions Committee to clarify its purpose and to increase the number of faculty members to provide additional capacity for processing student petitions. A member of the American Language and Culture Program faculty has also been added to improve the ability to assess petitions from non-native speakers of English.

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.

If not a minor amendment forward to: _____

| Policy Coordinator Appr. & Date: _____ *[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)* |

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

_____

_____

1640.08
ADMISSIONS COMMITTEE

A. FUNCTION. To act on applications for admission to UI in the cases of undergraduate applicants who do not meet minimum requirements for admission but who request a review (the applicant must submit additional material that reflects real promise of success in a college-level curriculum). The Admissions Committee also evaluates and acts on applications of undergraduate students to special UI programs requiring minimum qualifications loweress than those for regular admission to the University of Idaho The Admissions Committee also hears appeals from disenrollment when that disenrollment is the result of the presentation of incomplete or false information on initial application as an undergraduate at UI. Decisions of this committee may be appealed as stated in 2500. (Similar applications for admission to the College of Graduate Studies are acted on by the Graduate Council, and its decisions may be appealed as stated in 2500; those for admission to the College of Law are acted on by that college's Committee on Admissions, and its decisions may be appealed, in order, to the full faculty of the college and, when they consent to hear the appeal, to the president of the university and the regents.) *[ed. 7-00]*

   A-1. This committee traditionally meets during the summer. *[add. 7-08]*

B. STRUCTURE. Three Five members of the faculty, director of counseling and testing center or designee, chair of Ubuntu or designee, a member of the American Language and Culture ProgramALCP faculty, and the following without vote: director of admissions (or designee), and a Student Support Services designee and a professional advisor. To assure a quorum alternates for the faculty positions are appointed by the chair of the Admissions Committee from a list of those who have previously served on the Committee. *[rev. 7-97, 7-06, 7-08, 7-19 ed. 7-05, 4-12]*

University *of* **Idaho**

POLICY COVER SHEET

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Faculty Staff Handbook (FSH)
X Addition ☐ Revision* ☐ Deletion* ☐ Emergency ☐ Minor Amendment
Chapter & Title: **FSH 3175 Financial Stewardship Responsibilities**

Administrative Procedures Manual (APM)
☐ Addition ☐ Revision* X Deletion* ☐ Emergency ☐ Minor Amendment
Chapter & Title: **APM 25.01 Financial Stewardship Responsibilities**

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

Originator (see FSH 1460 C) Trina Mahoney _____ 3/27/20
                             Name   Date

5-4387 _____   tmahoney@uidaho.edu
Telephone   Email

Policy Sponsor, if different from Originator: Brian Foisy _____ 3-30-2020
                                                   Name   Date

Telephone   Email

Reviewed by General Counsel XYes   No Name & Date: Kent Nelson 4/16/20

1. **Policy/Procedure Statement:** Briefly explain the reason for the proposed addition, revision, and/or deletion to the Faculty Staff Handbook or the Administrative Procedures Manual.

    Text revised to align with the current structure and expectations related to financial stewardship, and section moved from APM to FSH as part of ongoing effort to house policy in FSH and procedures in APM.

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.

    Part of comprehensive revision of APM 25.01 through 25.05

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.

If not a minor amendment forward to: _____

FSH 3175

25.01 - Financial Stewardship Responsibilities
Last updated August 3, 2005

Preamble: This section formerly resided in the Administrative Procedures Manual as APM 25.01. In 2020 it was moved to FSH 3175.

A. General. Unit administrators of the university's financial resources are identified as financial stewards. They are responsible for implementing, maintaining and following proper administrative and accounting procedures, and for complying with all relevant governmental and regulatory requirements. In addition, unit administrators are required to certify an understanding the UI's Statement of University Financial Resource Stewardship. (See Section B below) (Also see APM Chapters 10.00, 20.00, 45.00, 50.00, 55.00, 65.00, and 70.00)

As financial stewards, fundamental oversight responsibilities include: As the Chief Financial Officer for the University, the Vice President for Finance and Administration and his or her designees within the Division of Finance and Administration are responsible for managing the overall financial resources for the university. This includes providing leadership in budget and financial accountability, policy, systems and reporting, as well as internal controls in cooperation with Internal Auditing Services.

All individuals involved with management of financial resources, including those within individual units, are responsible for:

> **A-1. Complying with Policy and Procedures**. Learning, following and upholding financial policies and procedures established by the University.
>
> **A-2. Maintaining Adequate Records**. Maintaining processes and procedures in accordance with record-keeping requirements established by the University.
>
> **A-3. Creation of Budgets**. Contributing to or constructing budgets based on a thorough analysis of need while complying with any applicable guidelines and instructions issued by the Division of Finance and Administration.
>
> **A-4. Ensuring Budget Compliance**. Expending or committing any funds within approved University budgets using appropriate financial, accounting, purchasing and other approved

~~University~~ university procedures, and maintaining records appropriate to these transactions.

A-5~~4~~. Monitor~~ing~~ Current Budget or Fund Status. Monitoring current expenditures and revenues regularly for budgeting and accountability purposes.

A-6~~5~~. ~~Ensure~~ Ensuring Proper Salary and Wage Payments. Reconciling reports of time and effort to assure correct payment of salaries and wages to employees, including leave and overtime.

~~**A-6. Substantiate Substantiating Creation of Budgets**. Contributing to or constructing budgets based on a thorough analysis of need while complying with~~ any applicable ~~guidelines and instructions issued by the UI Institutional Planning and Budget Office. Division of Finance and Administration.~~

A-7. ~~Ensure~~ Ensuring Adequate Internal Controls. Implementing basic management controls, including segregation of duties to maintain appropriate checks and balances, in order to ensure that transactions are appropriately executed and recorded and expenditures ~~disbursements~~ have a valid business purpose and are necessary and reasonable.

A-8. Correct~~ing~~ Internal Control Weaknesses. Correcting management internal control weaknesses that could lead to noncompliance with fiscal policies, waste, misuse, misappropriation, or destruction of assets, including data and data integrity.

A-9. Report~~ing~~ Improprieties. Reporting to the Director of Internal Audit ~~, Internal Audit Services,~~ all suspected or known (a) misappropriation of assets, (b) ~~s,~~ misuse~~s~~ of ~~u~~University property, facilities or equipment, (c) falsification of financial records or reports, (d) unauthorized or improper destruction of assets (including data and data integrity) and (e) ~~-~~conflicts of interest.

A-10. ~~Ensure~~ Ensuring Confidentiality and Safeguarding of Sensitive Information. Maintaining the confidentiality of ~~University~~ ~~U~~university financial information as required.

A-11. Ensuring Accountability and Compliance. Performing periodic internal reviews to ensure continued compliance with ~~University~~ ~~U~~university financial policies and administrative and accounting procedures.

A-12. Ensure Proper Computer Security. **Maintaining systems security and a secure computer environment for financial and other University records.**

A-13. Monitor for Potential Conflict of Interest. **Identifying potential conflicts of interest and taking effective action to avoid or prevent these conflicts.**

B. Procedure. Unit administrators of the university's financial resources are responsible for familiarity with these particular financial stewardship responsibilities. In conjunction with these responsibilities is a requirement to certify understanding of such policy and procedures. Specifically, unit administrators will: The Division of Finance and Administration is responsible for developing and making available guidance on budget and financial accountability, policy, systems and reporting. Unit administrators are responsible for familiarity with the above financial stewardship responsibilities and should ensure that introduction to these policies is included in the training of staff with financial duties. The annual performance evaluation for individuals involved with management of financial resources should include an evaluation of compliance with this policy.

B-1. Certify Understanding of the Institution's 'Statement of University Financial Resource Stewardship'. **Specifically, unit administrators having responsibility for a Departmental Code (roll-up), as identified in Banner (financial reporting system), are required to certify their understanding of Statement of University Financial Resource Stewardship.**

B-2. Supervisory Review and Signature Required. **Unit administrators will review the Statement of University Financial Resource Stewardship with their supervisor, sign, retain a personal copy, and file a copy in the departmental personnel file.**

B-3. Annual Performance Review. **The annual performance evaluation for the above identified responsible unit administrators will include an evaluation of compliance with the requirements of the Statement of University Financial Resource Stewardship.**

C. Forms. **See attached Statement of University Financial Resource Stewardship.**

DC. Information. For additional information regarding financial stewardship responsibilities, contact the Office of the Vice President for Finance and

Administration at 885-6174. ~~In addition, the following references are provided for information purposes.~~

~~D-1. **UI Executive Council**. Executive Council agenda item 2003-0011, Improved Management Controls over Deficit Spending.~~

~~D-2. **UI Executive Council**. Executive Council agenda item 2003-0012, Transparent, Arms-length, Business-like with Ancillary and Auxiliary Services.~~

~~D-3. **Miscellaneous References**. There are other professional organizations that outline specific ethical conduct relative to the profession. Review of the following websites is encouraged:~~

~~i) **National Association of College and University Business Officers**, NACUBO), http://www.nacubo.org~~

~~ii) **National Association of State Universities and Land-Grant Colleges** (NASULGC), http://www.nasulgc.org/Default.htm~~

~~iii) **Council on Governmental Regulations** (COGR), http://www.cogr.edu~~

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 XX Revision* ☐ Deletion* ☐ Emergency
Minor Amendment ☐

Chapter & Title: **FSH3730 Retirement Privileges and Programs**

Administrative Procedures Manual [APM] ☐ Addition ☐ Revision* ☐ Deletion* ☐ Emergency
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):   **Brandi Terwilliger   March 11, 2020**
(Please see FSH 1460 C)   Name   Date
          Telephone & Email: **885-3008   brandit@uidaho.edu**

Policy Sponsor: (If different than originator.)   Brian Foisy
                                                  Name   Date
          Telephone & Email: **885-7590   brianfoisy@uidaho.edu**

Reviewed by General Counsel   _X_ Yes   ___ No Name & Date: Kent Nelson, March 10, 2020

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.

       Update policy to reflect changes to the retiree health benefits as recommended by the OPEB Advisory Group.

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

       These changes reduce the unfunded OPEB liability by approximately $11 million.

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

       NA

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. ASAP

If not a minor amendment forward to: _____

Policy Coordinator Appr. & Date:	*FSH*	Track # _____
_____ *[Office Use Only]*	Appr. _____ FC _____ GFM _____ Pres./Prov. _____	Date Rec.: _____ Posted: t-sheet _____ h/c _____ web _____ Register: _____
APM F&A Appr.: _____ *[Office Use Only]*	*[Office Use Only]*	*(Office Use Only)*

_____

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3730

RETIREMENT PRIVILEGES AND PROGRAMS

</div>

PREAMBLE. This section was an original part of the 1979 Handbook, *was changed in July of 1994 to add the optional retirement plan, and most recently changes were made in 2007 to the eligibility criteria and benefits available through the University of Idaho. The January 2008 version updated and supersedes all prior versions. In July 2015 updates were made due to Health Care Reform and in July 2019 changes were again made to comply with the retiree settlement.*[rev. 7-19]

The benefits and programs described in this section are governed by applicable laws and plan documents and are subject to change at any time. In the event of a conflict between this policy and the applicable law or plan document, the law or plan document will control. Employees contemplating retirement should make an appointment with a Benefit Services Specialist to verify eligibility and discuss benefits and options for retirement.

Further information regarding retirement is available from Human Resources, Benefit Services www.uidaho.edu/benefits *(208-885-3697). [ed. 7-97, 7-02, 9-06, 12-06, 7-15, rev. 7-07]*

CONTENTS:

A.   **Introduction**
B.   **State and Federal Retirement Plans**
C.   **University of Idaho Privileges and Programs**
D.   **Disability Retirement**
E.   **Surviving Spouse and Children**

A.   **INTRODUCTION**. This policy describes the retirement privileges and programs available to eligible University of Idaho employees upon retirement. The University of Idaho through its Board of Regents reserves the right to change, amend or discontinue any part of the programs described within or any one or all of these programs in part or entirely at any time, to the extent allowed by law. This policy should not in any way be construed as a guarantee of continued employment.

A-1. State and Federal Retirement Plans. These include state and federal retirement plans such as the Public Employees Retirement System of Idaho (PERSI), the Idaho Optional Retirement Plan (IORP), the Civil Service Retirement System and the Federal Employees Retirement System. Eligibility criteria and benefits are determined under each plan and can be found in the respective plan documents, which are subject to change. In the event of a conflict between this policy and the plan documents, the plan documents control in all respects.

A-2. University of Idaho Retirement Privileges and Programs. These include faculty emeritus and honored staff retiree privileges, eligibility to participate in retiree health programs of the University of Idaho (Retiree Health Program).

A-2 a. Emeritus Faculty and Honored Staff Retiree Privileges. This policy sets forth the eligibility criteria for, and benefits of, honored staff retiree privileges. For faculty emeritus privileges, see FSH 1565 HE. Emeritus or honored staff retiree status does not automatically confer eligibility for the Retiree Health Program. [ed. -09]

A-2 b. Retiree Health Program. This policy sets forth eligibility criteria for the Retiree Health Program. Information regarding specific benefits is contained in the applicable plan documents and may change. In the event of a conflict between the information in the Plan documents and those presented in this policy, the plan documents will control.

B.   **STATE AND FEDERAL RETIREMENT PLANS.** University of Idaho employees participate in the following plans, depending on eligibility. Employee contributions are made to PERSI, IORP, the Civil Service Retirement System and the Federal Employees Retirement System through payroll deduction. The University of Idaho contributes a portion of salary and the employee contributes a portion of salary. These amounts vary from

year to year. Current contribution rates are available at www.uidaho.edu/benefits under the "Retirement" menu option. Contributions are suspended while an employee is on leave without pay, except that IORP contributions may be continued by the plan during a qualified disability if a waiver is requested and approved. [ed. 7-15]

B-1. Public Employees –Retirement System of Idaho (PERSI). PERSI is a defined benefit retirement plan. Eligibility requirements and benefits are governed by the PERSI plan document, which is available at www.persi.idaho.gov. Employees also may contact the plan administrator listed below. The contact information can be found on the benefits website. [ed. 7-15]

PERSI
Public Employee Retirement System of Idaho

B-2. Idaho Optional Retirement Plan (IORP). IORP is a defined contribution retirement plan. There are currently two plan administrator choices for employees: The contracts for plan administrators are managed through the Board of Regents. For information on the plan offerings visit the benefit webpage. Eligible employees must enroll and select a Plan administrator and self-directed investments when they become eligible. In the event that a Plan administrator and/or investment options are not elected by the employee before contributions begin, default elections and/or investments will be selected. Employee and employer contributions will be directed to the default Plan administrator and deposited within default investment choices, unless or until these have been changed by the employee. Eligibility requirements and benefits are governed by the IORP plan document. For more information, contact the plan administrator. The contact information for each can be found on the benefits website. [ed. 7-15, 7-19]

B-3. **Federal Retirement Plans.** Certain grandfathered University of Idaho employees are eligible for benefits governed by the Federal Employees Retirement System. For complete information, go to www.opm.gov/retire. For assistance, contact Benefit Services at the University of Idaho. [rev. 7-19]

C. UNIVERSITY OF IDAHO RETIREMENT PRIVILEGES AND PROGRAMS.

C-1. Definitions.

C-1-**a. Retirement.** An employee may bring about the termination of his or her employment by resigning [see 3930 A and 3940]. Resignation is considered to be "retirement" if the employee has qualified for certain benefits based on age and length of qualified service (defined below). The effective date of retirement shall coincide with the last work day in a calendar month or last work day of a fiscal year. The last day of employment is generally the last day worked [see FSH 3710 B-9]. [ed. 7-15] -A discussion with benefit services regarding the anticipated specific date of retirement will help facilitate the transition of appropriate benefits and privileges in a seamless manner. [rev. 7-19]

C-1-**b. Retiree.** A retiree is a former employee who has terminated his or her employment through retirement.

C-1-**c. Qualified Service.** For purposes of determining retiree health program eligibility, qualified service includes service while employed at the University of Idaho in a position eligible for University of Idaho health benefits excluding those who are only eligible under the Patient Protection and Affordable Care Act (PPACA). This PPACA group is not eligible under the University's criteria for University subsidized health benefits. Service to the University of Idaho will be counted if the employee has been on paid status at half time or greater. Employees on regular academic year appointments receive credit for twelve (12) months of service, provided all other requirements of qualified service are met. Service while employed on a temporary hourly (TH) basis will not be recognized as qualified service. Qualified service performed prior to a break in service is permanently forfeited, except as provided in C-1.-e. [rev. 7-15]

C-1-**d. Active Health Plan Enrollment.** For purposes of determining eligibility for the Retiree Health Program, years of active health Plan enrollment will be counted for each fiscal Plan year in which the employee has been enrolled as the primary subscriber for dental, life and disability benefits or each year of employment in a position eligible for University of Idaho health benefits excluding those who are only

eligible under the Patient Protection and Affordable Care Act (PPACA). —This PPACA group is not eligible under the University's criteria for University subsidized health benefits. [rev. 7-15]

C-1. e. **Break in Service.** A break in service occurs when there is a separation from qualified service for one day or more. For purposes of this policy, after a break in service an employee forfeits all prior qualified service, unless the employee had at least five (5) years of continuous qualified service prior to the break in service. A break in service does not include the following: (1) periods of any category of approved paid or unpaid leave of absence; or (2) periods during which the employee is eligible for and has opted to remain on the lay-off roster. Information on the lay-off process is found on the HR webpage. [rev. 7-19]

C-1. f. **Part-time Employees.** Qualified part-time employees who are employed in a health benefits eligible position are eligible for the Retiree Health Program upon retirement excluding those who are only eligible under the Patient Protection and Affordable Care Act (PPACA). This PPACA group is not eligible under the University's criteria for University subsidized health benefits. Service credit for part-time employees will be earned based on a prorated percentage of their full-time status. An employee who temporarily reduces his or her hours of work and remains employed in a health benefits eligible position may earn up to two (2) years of full-time service credit if hours have been temporarily reduced to accommodate transitioning into retirement or to accommodate a family or personal matter. In either case, the employee must obtain written approval in advance from his or her supervisor and Benefit Services. [rev. 7-15]

C-2. Honored Staff Retiree Privileges

C-2. a. **Eligibility Requirements.** Upon retirement, each member of the classified or exempt staff whose service to the University of Idaho meets one of the following criteria, and whose employment was not terminated for cause, is designated an honored staff retiree:

    i. **1.** Completion of 30 years of qualified service; or
    ii. **2.** Completion of 15 years of qualified service and attainment of age 64; or
    iii. **3.** Attainment of age 55 and completion of a number of years of qualified service, such that the sum of the years of age and the years of service is 80.

C-2. b. **Privileges.** Each member of the classified or exempt staff meeting the above eligibility requirements is awarded a presidential commendation for long and faithful service, and his or her name is entered on the list of honored staff retirees especially worthy of continued recognition as members of the University of Idaho community. Privileges available to honored staff retirees are as follows:

    i. **1.** Membership in the University of Idaho Retirees Association (UIRA);
    ii. **2.** Education privileges [see FSH 3760];
    iii. **3.** One, free non-transferable gold parking permit each year;
    iv. **4.** Listing in the campus directory;
    v. **5.** Honored staff retirees 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; [rev. 7-15]
    vi. **6.** Eligibility to receive mailings (upon request), such as the University of Idaho Register and similar publications; and
    vii. **7.** Inclusion in appropriate university, college, and departmental functions.

C-3. Privileges for Emeritus Faculty Retirees. Privileges for emeritus faculty retirees are enumerated in FSH 1565 E-4. [ed. 9-07, 6-09, ed. 7-15]

C-4. Retiree Health Program Eligibility. The Retiree Health Program is divided into four tiers of eligibility requirements and includes varying levels of benefits. Benefits offered in each tier are subject to change. Enrollment in the UI medical plan is required at the time of retirement to transition to the retiree medical plan. As part of open enrollment Benefit Services shall inform employees they must be enrolled in a UI health plan at the time of retirement in order to be eligible for the retiree health plan. [rev. 7-19]

C-4-**a. Tier I -- Eligibility Criteria.** To qualify for Tier I, an employee must be retired and covered under the Retiree Health Program pursuant to a prior version of this policy, or meet the following criteria on or before September 30, 2007, but may retire later:

  i.**1.** Hired on or before January 1, 2002; and
  ii.**2.**   Has been enrolled, or eligible to enroll, as the primary subscriber in the active health plan for at least (5) five years prior to retirement; and [rev. 7-15]
  iii.**3.**   Meets one of the following three criteria:
  1.a. Has completed at least 30 years of qualified service, regardless of age; or
  2.b. The sum of the number of years of age and qualified service is equal to or greater than 80, to include a minimum age of 55 years; or
  3.c. Has completed at least 15 years of qualified service and attained a minimum age of at least 64 years.

C-4-**b. Tier II -- Eligibility Criteria.** To qualify for Tier II, an employee must meet the following criteria on or before June 30, 2011, but may retire later:

  i.1. Hired on or before January 1, 2002; and
  ii.2. Has been enrolled, or eligible to enroll, as the primary subscriber in the active health plan for at least (15) fifteen years prior to retirement; and [rev. 7-15]
  iii.3.   Meets one of the following criteria:
  1. Has completed at least 30 years of qualified service, regardless of age; or.
  2. The sum of the number of years of age, subject to a minimum age of 55 years; plus qualified service, subject to a minimum of 15 years, is equal to or greater than 80.

C-4-**c. Tier III -- Eligibility Criteria.** To qualify for Tier III, an employee must meet the following criteria on or after July 1, 2011, but may retire later:

  i.1. Hired on or before January 1, 2002; and
  ii.2. Has been enrolled, or eligible to enroll, as the primary subscriber in the active health plan for at least (20) twenty years prior to retirement; and [rev. 7-15]
  iii.3.Meets one of the following criteria:
  1. Has completed at least 30 years of qualified service, regardless of age; or
  2. Has completed at least 20 years of qualified service, and the sum of the number of years of age, subject to a minimum age of 55 years, plus years of qualified service is equal to or greater than 90.

C-4-**d. Tier IV** -- **Eligibility Criteria.** To qualify for Tier IV, an employee must meet the following criteria:

  i.1. Has been enrolled, or eligible to enroll, as the primary subscriber in the active health plan for at least (10) ten years prior to retirement; and [rev. 7-15]
  ii.2. Has completed at least 10 years of qualified service; and
  iii3.   Is at least 55 years of age; and. [rev. 7-15]
  4.   The employee's current hire date is prior to July 1, 2020. [rev. 7-15, 3-20]

e. Ineligible Employees. Employees with a current hire date on or after July 2, 2020, are outside of the eligibility tiers and are not eligible for retiree health benefits. [add. 3-20]

C-5. **Continued Eligibility for the Retiree Health Program.** Once a Retiree has qualified for the University of Idaho Retiree Health Program, the following conditions must be met for continued eligibility.

C-5-**a.** Retirees and their dependents must enroll in the Retiree Health Program when first eligible or they will lose eligibility. Upon eligibility for the Program, retirees will be required to make a one-time,

irrevocable election of available plan options. Current retirees made this election no later than July 1, 2007. Retirees, who are enrolled in the Program; but fail to make an election will be automatically and irrevocably enrolled in the selected default Plan. Plan options and default plans may vary from year to year. Information regarding plan options and which plans will be used for default is available from Benefit Services. [ed. 7-15]

C-5-**b.** For eligible retirees, coverage is effective on the first of the month following the effective date of retirement. In order to avoid a gap in coverage between the last day of work and the first day of coverage under the Retiree Health Program, coverage for eligible retirees under the active health benefit program will continue until coverage under Retiree Health Program begins. [rev. 7-19]

C-5-**c.** Covered dependents are first eligible on the same date the retiree becomes eligible or on the date they later become a dependent.

C-5-**d.** All participants who qualify for post-Medicare coverage, including covered dependents, in any tier of the Retiree Health Program must elect Medicare Parts A and B as their primary payer of benefits when they first become eligible, except to the extent that federal law requires the Retiree Health Program to be primary. All participants must comply with rules set forth in the Plan document for each Plan and/or tier of eligibility with respect to Medicare Prescription Drug Coverage (Part D). See C-7 for additional information on post-Medicare coverage. [rev. 3-20]

C-5-**e.** All participants, including covered dependents, in any tier are subject to coordination of benefits rules as set forth in the applicable plan documents.

C-5-**f.** If coverage under the Retiree Health Program is ended for any reason, there is no opportunity to rejoin the Program at a later date. The only exception is for a Retiree who returns to a benefit eligible position at the University of Idaho following his or her participation in the Retiree Health Program. In this instance, Retiree Health Program coverage will be temporarily suspended. After active employment ends, the Retiree will have the right of reinstatement in the same tier and Plan election(s) that applied on the original date of retirement.

C-6. Benefits. Programs offered vary from tier to tier and benefits vary within the Plans available within each tier, as set forth in the applicable plan document(s). These are subject to change without notice. See benefits webpage for governing plan documents. [rev. 7-19]

C-7. Contributions and Post-Medicare Coverage. Effective July 1, 2007, allQualified retirees will share in the cost of coverage through a monthly contribution, unless a Plan option which requires no monthly contribution is elected (if applicable). Contribution rates for retiree coverage are established annually by the University. [rev. 3-20]

The University will offer at least one medical Plan option to Tier I retirees which does not require retiree cost sharing through monthly contributions. It is the intention of the University to offer at least one medical Plan option that is less costly, or that for tiers two and three may have no retiree cost sharing. The Plan with no cost or less retiree monthly cost sharing will have less generous benefits such as higher deductibles and higher out of pocket expenses.

C-7-**a. Tier I Retirees—Contribution Rate Increase and Post-Medicare Coverage.** [rev. 3-20]: Effective July 1, 2007, retiree cost sharing will begin for retirees in Tier I at a rate of $30.00 per month for non-Medicare eligible retirees and $20.00 per month for Medicare eligible retirees; or with no required retiree contribution if the Plan option with less generous benefits (i.e.; higher deductibles and other out of pocket expenses) is elected.

1. Contribution rates charged to Tier I retirees shall not increase in any one year over the previous year by more than 10%.

_____

2. Tier I retirees continue to be eligible for post-Medicare coverage as long as they stay eligible for participation in the Plan.

b. Tier II and Tier III Retirees—Post-Medicare Coverage. [add. 3-20]

1. Tier II and Tier III employees who are eligible to retire prior to January 1, 2021, continue to be eligible for post-Medicare coverage as long as they stay eligible for participation in the Plan.

2. Tier II and Tier III employees who are not eligible to retire prior to January 1, 2021, are eligible for post-Medicare coverage only through December 31, 2023, and will pay contribution rates for post-Medicare coverage per the following schedule: 25% of the cost for post-Medicare coverage in calendar year 2021, 50% of the cost for post-Medicare coverage in calendar year 2022, and 75% of the cost for post-Medicare coverage in calendar year 2023. Thereafter, post-Medicare coverage ceases. Rates are subject to increase annually. Limits on the amount of increase apply only to Tier I retirees and shall not increase in any one year over the previous year by more than 10%.

All future retirees will make contributions based on the rate in effect for their respective tier and Plan election at the time of retirement.

C. 7 b. Tier IV Retirees—Contributions and Post-Medicare Coverage. [rev. 7-19, 3-20]

1. : Except for retirees who qualify as a retiree with a disability and are not yet eligible for Medicare, Tier IV retirees will be are responsible for 100 percent of the cost of retiree coverage.

2. Tier IV employees who are retired or eligible to retire prior to January 1, 2021, continue to be eligible for post-Medicare coverage at full cost as long as they stay eligible for participation in the Plan.

3. Tier IV employees who are not eligible to retire prior to January 1, 2021, are eligible for post-Medicare coverage at full cost only through December 31, 2023.

C. 7 c. Sick Leave Conversion for Tier IV. Tier IV is allowed sick leave conversion equal to : oOne half of the unused sick leave hours available at the time of retirement accrued since July 1, 1976, not to exceed a benefit of 600 hours, which may be used to pay for the cost of Tier IV retiree health coverage. [rev. 3-20] ,.

    EXAMPLE #1: At the time of retirement, Retiree has accrued 1000 hours of sick leave. Retiree may convert 500 hours to pay for retiree medical health coverage. [ed. 3-20]

    EXAMPLE #2: At the time of retirement, Retiree has accrued 1400 hours of sick leave. Retiree may convert 600 hours to pay for retiree health coverage.

Only Retirees in Tier IV who had a sick leave balance eligible for sick leave conversion as described above are eligible for sick leave conversion. Sick leave conversion is limited to use for the cost of UI retiree medical coverage for the retiree only.

C. 7 d. Dependents: Retirees in all tiers will be responsible for payment of one hundred percent of the cost of coverage for all covered dependents.

C. 7 e. Payment: The cost (if applicable) of retiree and/or dependent coverage must be paid in a timely manner. All plans of coverage will be terminated if the required payment for all plans of coverage is not received within 30 days of the date it is due.

D. Surviving Spouse and Children. [ren. 7-19]

_____

D-1. Faculty Emeritus or Honored Staff Retiree Privileges. There is no transfer of Emeritus or Honored Staff privileges as described above or in FSH 1565 E-4. [ed. 6-09]

D-2. Retiree Health Program. A covered dependent spouse or child may continue under the Retiree Health Program under the following terms and conditions:

~~D-2~~ **a.** Following the death of the retiree, a covered dependent spouse or child may continue coverage under the Retiree Health Program, provided all other Program and plan eligibility requirements are met.

~~D-2~~ **b.** Effective July 1, 2007, a covered dependent spouse of a deceased retiree may remain enrolled in the Retiree Health Program even if he or she later remarries, provided all other Program and plan requirements are met.

~~D-2~~ **c.** A new spouse of a former covered dependent spouse, or any other newly acquired dependent, may not be added to the Retiree Health Program. However, a dependent child of the retiree who is born after the death of the retiree may be added within 30 days of birth.

~~D-2~~ **d.** The covered dependent spouse or eldest covered dependent child will become the new "primary subscriber" in the same Plan election and tier of coverage that applied prior to the retiree's death, provided all other Program and plan eligibility requirements continue to be met. However, regardless of which tier applies, the new primary subscriber will be responsible for the entire cost of coverage based on the full subscriber rate for himself or herself and for all covered dependents, based on the subscriber and dependent rates in effect at that time.

~~D-2~~ **e.** If the covered dependent spouse or eldest child does not have the same Medicare eligibility as the retiree had at the time of death, the surviving covered dependent(s) will be transferred to the retiree plan that is consistent with the new primary subscriber's own Medicare eligibility.

~~D-2~~ **f.** If a covered dependent spouse or child becomes eligible for coverage under another employer's health plan as either the primary subscriber or as a dependent, eligibility for coverage under the Retiree Health Program will end. Waiving coverage under another employer's plan also will result in a loss of eligibility for the Retiree Health Program.

**College of Graduate Studies
Proposed Catalog Changes
Effective Summer 2020**

Master's Degrees

Credits

All master's degree programs require a minimum of 30 credits. Some master's degree programs may require more. Additional work may be stipulated in individual cases to meet particular objectives or need for additional background. Courses used toward an undergraduate degree, professional development courses, or courses on a professional development transcript are not available to be used toward a graduate degree.

No more than three credits of workshop or workshop equivalent courses may be used toward the graduate degree.

Credit in course 500 (Master's Research and Thesis) or 600 (Dissertation) cannot be counted toward a non-thesis master's degree. Although no limit is imposed on the number of credits that may be earned in course 500 for degrees with thesis, only a maximum of 10 credits in course 500 in the major of the degree can be used to fulfill master's degree requirements (a lower limit may be set by the program). Up to ~~five~~six credits of course 599 (Non-thesis Research) are allowed to count towards a non-thesis master's degree; however, if a thesis option exists for the program, no more credits of course 599 are allowed toward the non-thesis master's degree than half the number of credits allowed for course 500 toward the program's master's degree.

College of Graduate Studies
Proposed Catalog Changes
Effective Summer 2020

Doctoral Degrees

Requirements for Doctoral Degrees

Credit Requirements

For the Ph.D. and Ed.D., a minimum of 78 credits beyond the bachelor's degree is required; of these, at least 52 credits must be at the 500 level or above and at least 33 of the 78 credits must be in courses other than 600 (Doctoral Research and Dissertation). A maximum of 45 credits in 600 (Doctoral Research and Dissertation) and 5 including 6 credits of 599 (Non-thesis Research) or 500 (Master's Research and Thesis) may be used toward the degree. For the D.A.T., a minimum of 66 credits are required (including all dissertation work). and follow a prescribed set of courses set by the program.

Courses numbered below 300 may not be used to fulfill the requirements for a doctoral degree; courses numbered 300-399 may be used only in supporting areas and are not to be used to make up deficiencies. Individual programs may require additional course work. Applicants having a doctoral degree may obtain a second doctoral degree subject to the approval of the Graduate Council. The Graduate Council will establish the requirements for the second degree.

College of Graduate Studies
Proposed Catalog Changes
Effective Summer 2020

1. Add the following language to the catalog at the end of the College of Graduate Studies – Overview section:

Non-degree Enrollment in the College of Graduate Studies

A non-degree student may register for graduate level courses if they have earned an undergraduate or graduate degree from a regionally accredited institution with a cumulative grade point average of 3.00 or higher. Students desiring to register in graduate level courses should send a copy of their transcript showing degree date and GPA to the College of Graduate Studies (cogs-forms@uidaho.edu) to have the block on 500-level courses removed. Students desiring to have graduate level courses taken as a non-degree student placed on a graduate transcript must follow the policies on reserving courses for the graduate transcript.

Reserving Non-Degree Courses for the Graduate Transcript

Students desiring to move courses from their non-degree transcript to a graduate transcript may do so by filing the Credit Reservation Form with the College of Graduate Studies. Courses from the non-degree record may be moved to a graduate transcript if they meet the following criteria 1) the student has a cumulative GPA of 3.00 or greater; 2) the course is at the 400 level or higher; 3) the grade in the course is A, B or Pass. No more than 12 credits of non-degree work can be moved to the graduate transcript under this policy. The combined total of transfer credits, correspondence credits, non-degree credits, credits moved from an undergraduate transcript that were not used toward an undergraduate degree, and approved credits more than eight years old at the time the degree is awarded shall not exceed 12 credits for master's programs designated as requiring 36 or fewer credits, and shall not exceed one-third of the total credits in designated programs requiring more than 36 credits.

Students are responsible to initiate the course reservation process as soon as they enter a graduate program. Courses will not be reserved until final grades for the term have been posted. All courses placed on the graduate transcript, regardless of course level, will be assessed graduate fees.

Office of the Registrar
Proposed Catalog Changes
Effective Summer 2020

J-1. Credit Requirements

J-1-a

Students must have earned a minimum of 120 credits to be granted a baccalaureate 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 ~~40~~ 36 credits in upper-division courses (numbered 300 or above) is required for a baccalaureate degree.

> **Rationale:** The minimum upper division credit requirement was changed from 36 credits to 40 credits beginning in the 2017-2018 catalog year. This was in response to removing the limit on community college credit transfers, which was previously limited to 70 credits. This change has created a burden for certain departments, in particular those with programs that offer degrees in Coeur d'Alene where their foundational courses are completed at North Idaho College before completing the University of Idaho curriculum.

Idaho and Peer Institution Upper-Division Credit Requirements

UI currently requires **40** upper-division credits to graduate with a Bachelor's degree

State Institution	UPDV Credit Requirement
Boise State University	40
Idaho State University	36
Lewis and Clark State College	36
Peer Institution	
Arkansas State University	45
Clemson University	No requirement listed
Colorado State University	42
Kansas State University	45
Montana State University	42
New Mexico State University	48
North Dakota State University	36
Oregon State University	60 quarter credits (40 semester credits)
University of Nebraska-Lincoln	Varies by degree
University of Wyoming	42
Utah State University	40
Washington State University	40

Proposed Catalog Changes
Independent Study of Idaho
Effective Summer 2020

B-4. Independent Study Courses

A student enrolled in the regular program is permitted to carry Independent Study in Idaho courses for college credit only with the prior written approval of his or her ~~academic dean~~advisor. Credit for Independent Study in Idaho courses will not be accepted without such approval.

> **Rationale:** Deans already refer students back to their advisors, as advisors generally know the students' situations. Making this change will reduce approval time for students.

E-4. Computing Grade-Point Averages

Grades are converted by assigning the following number of points per credit for each grade: A-4, B-3, C-2, D-1, F-0. In computing the grade-point average, neither credits attempted nor grade points earned are considered for the following: courses graded I, IP, P, S, W, WU, N, CR, NC, ~~correspondence courses,~~ non-UofI sponsored independent study courses, continuing education units, credits earned under regulation I, or courses taken at another institution. Credit earned at non-U.S. institutions is recorded as pass (P) or fail (F), except for some courses taken through an approved study abroad program.

The UI considers only the *Institutional* grade-point average official. Although both institutional and overall grade-point averages are printed on transcripts, the overall grade-point average (which includes transfer courses) is informational only. To calculate a grade-point average divide the *Quality Points* (course credits times the points assigned for the grade earned) by the *GPA Hours* (course credits attempted *not* including grades of I, IP, P, W, WU, or N). *Earned Hours* indicate the total number of semester credits successfully completed (course grades of A, B, C, D, or P earned). Grades of P are included in *Earned Hours* but do not earn any quality points; grades of F are included in *GPA Hours*, but not in *Earned Hours*.

J-2. Residency Requirements

A student must earn a minimum of 30 upper-division credits in UI courses. No credits awarded for alternative credit opportunities (see regulation I) ~~or independent study~~ or non-UofI 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-9. Academic Minors

…

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 ~~independent study,~~ or non-UofI 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.

> **Rationale:** The proposal is that University of Idaho-sponsored ISI courses count as in-residence courses for the following purposes: meeting upper-division in-residence requirements, replacing a previously earned grade in the course, and providing quality points.
>
> Removing the barriers to applying upper-division UI-sponsored ISI courses to UI degree completion will facilitate timely graduation. This change will also allow students to use UI-sponsored ISI courses to retake a course to improve their grade or GPA. Thus, it will provide students an additional option for achieving course success through UI-sponsored ISI courses and will facilitate the transfer of UI-sponsored ISI courses to other institutions. Certain institutions (e.g., Penn State University) view courses without quality points as not having been taken for credit.
>
> Non-University of Idaho-sponsored courses should fall under transfer courses, thus automatically excluding them from similar consideration. If necessary, in-/exclusionary language could be included such as "non-UI sponsored independent study courses" in regulation J-2, for example.

Office of Admissions
Proposed Catalog Changes
Effective Summer 2020

First-Year Admission Requirements

First-year applicants graduating from high school prior to 1995 must meet the requirements in effect for their graduation year. A degree-seeking applicant applying directly from high school or with fewer than 14 semester credits of transferable college work earned after high school graduation must:

1. Submit ACT or SAT scores.

2. Graduate from a regionally accredited high school with a combination of cumulative GPA[1] and test scores[2] as defined in the following table:

Test Scores			
High School GPA	**ACT Composite**	**SAT Critical Reading~~Verbal~~ + Math (SAT taken prior to March 2016)**	**SAT Evidence Based Reading & Writing + Math (SAT taken March 2016 and after)**
3.00 - 4.00	Any test score	Any test score	Any test score
2.60 - 2.99	15 - 36	740 - 1600	830-1600
2.50 - 2.59	17 - 36	830 - 1600	910-1600
2.40 - 2.49	19 - 36	910 - 1600	990-1600
2.30 - 2.39	21 - 36	990 - 1600	1070-1600
2.20 - 2.29	23 - 36	1070 - 1600	1140-1600

[1] Unweighted
[2] Written sections of the test not required for admission.

3. Complete specified high school courses with a minimum 2.00 GPA as listed below. A credit is defined as a course taken with a minimum of 70 hours of classroom instruction. A high school credit can be counted in only one category.

   a. **English:** A minimum of 8 credits (4 years), selected from composition and literature courses or courses that integrate composition, language, and literature.

   b. **Mathematics:** A minimum of 6 credits (3 years) including algebra I or applied math I, geometry or applied math II, and algebra II. An additional 2 credits are strongly recommended. Other courses may include probability, discrete math, analytic geometry, calculus, statistics, and trigonometry. **Four of the required mathematics credits must be taken in the 10th, 11th, and 12th grades.**

   c. **Social Science:** A minimum of 5 credits (2 ½ years), selected from American government (state and local), geography, U.S. history, world history, psychology, sociology, and

economics (consumer economics courses approved by the Idaho State Board of Education may be counted toward this requirement).

d. **Natural Science:** A minimum of 6 credits (3 years), selected from anatomy, biology, chemistry, geology, earth science, physical science, physiology, physics, zoology, and applied science courses jointly approved by the State Department of Education (SDOE) and the State Department of Professional-Technical Education (DSPTE) (maximum of two credits in this category). Ecology will count if SDOE approved. At least two credits must involve laboratory science experience. Note: A laboratory science course is defined as one in which at least one class period each week is devoted to providing students the opportunity to manipulate equipment, materials, or specimens; develop skills in observation and analysis; and discover, demonstrate, illustrate, or test scientific principles or concepts.

e. **Humanities/Foreign Language:** A minimum of 2 credits (1 year), selected from literature, history, philosophy, foreign language, fine arts, and interdisciplinary humanities (related study of two or more of the traditional humanities disciplines). These courses should emphasize history, appreciation, theory, analysis, and/or critique. History courses beyond those required for state high school graduation may be counted. Foreign language study is strongly recommended. Native American language (five Idaho tribes) may meet this requirement if taught by certified high school faculty.

f. **Other College Preparation:** A minimum of 3 credits (1 ½ years), of which no more than one credit may be in speech or debate (debate must be taught by a certified teacher). Other courses may include studio/performing arts (art, dance, drama, and music) or foreign language (beyond any foreign language credit applied in the humanities/foreign language category). May include no more than two credits in SDPTE-approved classes in agricultural science and technology, business and office education, health occupations education, family and consumer sciences education, occupational family and consumer science education, trade, industrial, and technical education, and individualized occupational training.
Applicants with fewer than 14 semester hours of transfer credit completed after high school graduation must meet both first-year and transfer admission requirements, including submission of the required test scores. (See "First-Year Admission Requirements" above.)

Students who have participated in running start, dual credit or accelerated learning programs who concurrently enroll in college credit courses while still in high school need to meet first-year requirements for admission and submit all of the appropriate high school documentation regardless of the number of transferable credits completed. See First-Year Admission Requirements.

If a first-year applicant does not qualify for regular admission or satisfies one of the criteria below, he or she may apply to the Admissions Committee for consideration (see Applying to the Admissions Committee).

1. Graduates from a non-accredited high school,

2. Is home schooled,

3. Obtains a General Educational Development (GED) certificate,

4. Deserves consideration because of special circumstances (i.e. disadvantaged or minority status, delayed entry, returning veteran, a talented student wishing to enter college early, and/or similar situations).

University Committee on General Education
Proposed Catalog Changes
Effective Summer 2020

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.

Code	Title	Hours
COMM 101	Fundamentals of Public Speaking	2
COMM 150	Online Oral Communication	3
~~ENGL 313~~	~~Business Writing~~	~~3~~
~~ENGL 317~~	~~Technical Writing~~	~~3~~
PHIL 102	Reason and Rhetoric	2

J-3-d. Mathematical Ways of Knowing (3 cr)

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.

CS 112	Computational Thinking and Problem Solving	3
MATH 123	Mathematics Applied to the Modern World	3
MATH 130	Finite Mathematics	3
MATH 143	Pre-calculus Algebra and Analytic Geometry	3
MATH 153/ STAT 153	Introduction to Statistical Reasoning	3
MATH 160	Survey of Calculus	4
MATH 170	Analytic Geometry and Calculus I	4
MATH 175	Analytic Geometry and Calculus II	4
MATH 275	Analytic Geometry and Calculus III	3
STAT 251	Statistical Methods	3

University Committee on General Education
Proposed Catalog Changes
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J-3-e. Humanistic and Artistic Ways of Knowing (6 cr, from two different disciplines) and Social and Behavioral Ways of Knowing (6 cr, 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.

Courses on the humanities and social science lists that are also listed as satisfying the American diversity or international requirement are indicated by a D or I designation.

Approved Humanistic and Artistic Ways of Knowing Courses:

AMST 301	Studies in American Culture	3
ARCH 151	Introduction to the Built Environment	3
ART 100	World Art and Culture	3
ART 205	Visual Culture	3
ART 213	History and Theory of Modern Design	3
ART 302	Modern Art and Theory	3
ART 382	History of Photography	3
ART 407	New Media	3
CHIN 110 (101)	Elementary Chinese I	4
CHIN 111 (102)	Elementary Chinese II	4
DAN 100	Dance in Society	3
ENGL 175	Introduction to Literary Genres	3
ENGL 221	History of Film 1895-1945	3
ENGL 222	History of Film 1945-Present	3
ENGL 257	Literature of Western Civilization	3
ENGL 258	Literature of Western Civilization	3
ENGL 290	Introduction to Creative Writing	3
ENGL 322	Environmental Literature and Culture	3

ENGL 341	Survey of British Literature	3
ENGL 342	Survey of British Literature	3
ENGL 343	Survey of American Literature	3
ENGL 344	Survey of American Literature	3
ENGL 345	Shakespeare	3
ENGL 375	The Bible as Literature	3
FLEN 210	Introduction to Classic Mythology	3
FLEN 313	French/Francophone Literature in Translation	3
FLEN 324	Topics in German Literature in Translation	3
FLEN 331	Japanese Anime	3
FLEN 391	Hispanic Film	3
FLEN 394	Latin American Literature in Translation	3
FREN 101	Elementary French I	4
FREN 102	Elementary French II	4
GERM 101	Elementary German I	4
GERM 102	Elementary German II	4
HIST 340	Modern India, 1757-1947	3
HIST 350	The Age of Enlightenment: European Culture & Ideas, 1680-1800	3
HIST 357	Women in Pre-Modern European History	3
HIST 366	Modern European Cultural and Intellectual History, 1880-1980	3
HIST 378	History of Science I: Antiquity to 1700	3
HIST 379	History of Science II: 1700-Present	3
HIST 414	History and Film	3
HIST 442	The Medieval Church: Europe in the Early and High Middle Ages	3
HIST 443	The Medieval State: Europe in the High and Late Middle Ages	3
HIST 445	Medieval English Constitutional and Legal History: 1066-1485	3
HIST 447	The Renaissance	3
HIST 448	The Reformation	3
HIST 485	Chinese Social and Cultural History	3
IS 370	African Community, Culture, and Music	1-3
JAPN 101	Elementary Japanese I	4
JAPN 102	Elementary Japanese II	4
MUSH 101	Survey of Music	3
MUSH 111	Introduction to Music Literature	3
MUSH 201	History of Rock and Roll	3
NEZP 101	Elementary Nez Perce I	4
NEZP 102	Elementary Nez Perce II	4
PHIL 103	Ethics	3
PHIL 200	Philosophy of Alcohol	3
PHIL 201	Critical Thinking	3
PHIL 208	Business Ethics	3
PHIL 240	Belief and Reality	3
PHIL 351	Philosophy of Science	3
PHIL 361	Professional Ethics	3
SPAN 101	Elementary Spanish I	4

SPAN 102	Elementary Spanish II	4
THE 101	Introduction to the Theatre	3
THE 468	Theatre History	3
WGSS 201	Introduction to Women's, Gender, and Sexuality Studies	3

Approved Social and Behavioral Ways of Knowing Courses:

ANTH 100	Introduction to Anthropology	3
ANTH 101	Biological Anthropology	3
ANTH 102	Peoples of the World	3
ANTH 261	Language and Culture	3
ANTH 329	North American Indians	3
ANTH 350	Food, Culture, and Society	3
ANTH 462	Human Issues in International Development	3
COMM 233	Interpersonal Communication	3
COMM 335	Intercultural Communication	3
COMM 410	Conflict Management	3
ECON 201	Principles of Macroeconomics	3
ECON 202	Principles of Microeconomics	3
ECON 272	Foundations of Economic Analysis	4
EDCI 201	Contexts of Education	3
EDCI 301	Learning, Development, and Assessment	3
FLEN 270	Introduction to Greek and Roman Civilization	3
FLEN 307	Institutions of the European Union	3
FLEN 308	European Immigration and Integration	3
GEOG 165	Human Geography	3
GEOG 200	World Regional Geography	3
GEOG 260	Introduction to Geopolitics	3
GEOG 365	Political Geography	3
HIST 101	History of Civilization 1	3
HIST 102	History of Civilization 2	3
HIST 111	Introduction to U.S. History	3
HIST 112	Introduction to U.S. History	3
HIST 180	Introduction to East Asian History	3
HIST 270	Introduction to Greek and Roman Civilization	3
HIST 315	Comparative African-American Cultures	3
HIST 462	History of the American West	3
HIST 461	Idaho and the Pacific Northwest	3
HIST 380	Disease and Culture:History of Western Medicine	3
HIST 382	History of Biology: Conflicts and Controversies	3
HIST 388	History of Mathematics	3
HIST 412	Revolutionary North America and Early National Period	3
HIST 419	Topics in the American West	3
HIST 420	History of Women in American Society	3
HIST 424	American Environmental History	3

HIST 426	Red Earth White Lies: American Indian History 1840-Present	3
HIST 430	U.S. Diplomatic History	3
HIST 431	Stolen Continents, The Indian Story: Indian History to 1840	3
HIST 438	Modern Mexico and the Americas	3
HIST 439	Modern Latin America	3
HIST 440	Social Revolution in Latin America	3
HIST 441	Slavery and Freedom in the Americas	3
HIST 449	Tudor-Stuart Britain 1485-1660	3
HIST 452	Europe in the Age of the Revolution, 1770-1880	3
HIST 456	Anti-Semitism and the Holocaust	3
HIST 457	History of the Middle East	3
HIST 460	Conspiracies and Secret Societies in History	3
HIST 466	Eastern Europe Since 1774	3
HIST 467	Russia to 1894	3
HIST 468	Russia and Soviet Union Since 1894	3
HIST 482	Japan, 1600 to Present	3
HIST 484	Modern China, 1840s to Present	3
IS 325	The Contemporary Muslim World	3
IS 326	Africa Today	3
IS 350	Sports and International Affairs	3
NRS 125	Introduction to Conservation and Natural Resources	3
POLS 101	Introduction to Political Science and American Government	3
POLS 205	Introduction to Comparative Politics	3
POLS 237	Introduction to International Politics	3
POLS 275	American State and Local Government	3
POLS 331	American Political Parties and Elections	3
POLS 332	American Congress	3
POLS 333	American Political Culture	3
POLS 338	American Foreign Policy	3
POLS 381	European Politics	3
PSYC 101	Introduction to Psychology	3
SOC 101	Introduction to Sociology	3
SOC 130	Introduction to Criminology	3
SOC 230	Social Problems	3
SOC 201	Introduction to Diversity and Stratification	3
SOC 336	Comparative Criminal Justice Systems	3
SOC 340	Social Change & Globalization	3
SOC 343	Power, Politics, and Society	3
SOC 423	Economic (In)Justice in the United States	3
SOC 424	Sociology of Gender	3
SOC 427	Racial and Ethnic Relations	3
SOC 431	Personal and Social Issues in Aging	3
SOC 439	Inequalities in the Justice System	3
SOC 450	Dynamics of Social Protest	3

J-3-f. American Diversity (One course) and International (One 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 term abroad through the International Programs Office.

Approved American Diversity Courses:

AIST 320	Native American & Indigenous Film	3
AIST 401	Contemporary American Indian Issues	3
AIST 422	Plateau Indians	3
AIST 484	American Indian Literature	3
AMST 301	Studies in American Culture	3
ANTH 329	North American Indians	3
ANTH 350	Food, Culture, and Society	3
ARCH 411	Native American Architecture	3
COMM 432	Gender and Communication	3
COMM 491	Communication and Aging	3
CORS 232	Science on Your Plate: Food Safety, Risks and Technology	3

DAN 100	Dance in Society	3
EDCI 302	Teaching Culturally Diverse Learners	4
ENGL 380	Introduction to U.S. Ethnic Literatures	3
HIST 111	Introduction to U.S. History	3
HIST 112	Introduction to U.S. History	3
HIST 315	Comparative African-American Cultures	3
HIST 461	Idaho and the Pacific Northwest	3
HIST 462	History of the American West	3
HIST 412	Revolutionary North America and Early National Period	3
HIST 414	History and Film	3
HIST 419	Topics in the American West	3
HIST 420	History of Women in American Society	3
HIST 424	American Environmental History	3
HIST 426	Red Earth White Lies: American Indian History 1840-Present	3
HIST 431	Stolen Continents, The Indian Story: Indian History to 1840	3
ID 443	Universal Design	3
JAMM 340	Cultural Diversity and the Media	3
JAMM 445	History of Mass Media	3
MUSH 410	Studies in Jazz History	3
MUSI 101	Introduction to Music	3
POLS 101	Introduction to Political Science and American Government	3
POLS 333	American Political Culture	3
POLS 468	Civil Liberties	3
PSYC 315	Psychology of Women	3
PSYC 419	Adult Development and Aging	3
SOC 101	Introduction to Sociology	3
SOC 230	Social Problems	3
SOC 301	Introduction to Diversity and Stratification	3
SOC 423	Economic (In)Justice in the United States	3
SOC 424	Sociology of Gender	3
SOC 427	Racial and Ethnic Relations	3
SOC 431	Personal and Social Issues in Aging	3
SOC 439	Inequalities in the Justice System	3
SOC 450	Dynamics of Social Protest	3
SPAN 306	Culture and Institutions of Latin America	3
SPAN 413	Spanish American Short Fiction	3
WGSS 201	Introduction to Women's, Gender, and Sexuality Studies	3

Approved International Courses:

AFST 101	Africana Studies	3
AGEC 481	Agricultural Markets in a Global Economy	3
AGED 406	Exploring International Agriculture	3
ANTH 220	Peoples of the World	3

ANTH 261	Language and Culture	3
ANTH 462	Human Issues in International Development	3
ART 100	World Art and Culture	3
ART 213	History and Theory of Modern Design	3
ART 302	Modern Art and Theory	3
ART 303	Contemporary Art and Theory	3
ART 313	History and Theory of Modern Design	3
CHIN 110	Elementary Chinese I	4
CHIN 112	Elementary Chinese II	4
CHIN 210	Intermediate Chinese I	4
CHIN 212	Intermediate Chinese II	4
COMM 335	Intercultural Communication	3
ECON 446	International Economics	3
ECON 447	International Development Economics	3
ENGL 221	History of Film 1895-1945	3
ENGL 222	History of Film 1945-Present	3
ENVS 225	International Environmental Issues Seminar	3
FCS 411	Global Nutrition	3
FCS 419	Dress and Culture	3
FLEN 307	Institutions of the European Union	3
FLEN 308	European Immigration and Integration	3
FLEN 313	French/Francophone Literature in Translation	3
FLEN 315	French/Francophone Cinema in Translation	3
FLEN 324	Topics in German Literature in Translation	3
FLEN 331	Japanese Anime	3
FLEN 391	Hispanic Film	3
FLEN 394	Latin American Literature in Translation	3
FREN 101	Elementary French I	4
FREN 102	Elementary French II	4
FREN 201	Intermediate French I	4
FREN 202	Intermediate French II	4
FREN 301	Advanced French Grammar	3
FREN 302	Advanced French Writing Skills	3
FREN 304	Connecting French Language and Culture	3
FREN 307	French Phonetics	3
FREN 308	Advanced French Conversation	3
FREN 407	French & Francophone Literatures	3
FREN 408	French and Francophone Culture and Institutions	3
FREN 410	French and Francophone Arts	3
GEOG 165	Human Geography	3
GEOG 200	World Regional Geography	3
GEOG 260	Introduction to Geopolitics	3
GEOG 350	Geography of Development	3-4
GEOG 360	Population Dynamics and Distribution	3-4
GEOG 365	Political Geography	3

GERM 101	Elementary German I	4
GERM 102	Elementary German II	4
GERM 201	Intermediate German I	4
GERM 202	Intermediate German II	4
GERM 301	German Reading and Writing	3
GERM 302	German Listening and Speaking	3
GERM 420	Topics in German Culture & Literature - Themes	3
GERM 440	German Media	3
HIST 101	History of Civilization 1	3
HIST 102	History of Civilization 2	3
HIST 180	Introduction to East Asian History	3
HIST 270	Introduction to Greek and Roman Civilization	3
HIST 315	Comparative African-American Cultures	3
HIST 340	Modern India, 1757-1947	3
HIST 350	The Age of Enlightenment: European Culture & Ideas, 1680-1800	3
HIST 357	Women in Pre-Modern European History	3
HIST 366	Modern European Cultural and Intellectual History, 1880-1980	3
HIST 371	History of England	3
HIST 372	History of England	3
HIST 378	History of Science I: Antiquity to 1700	3
HIST 379	History of Science II: 1700-Present	3
HIST 380	Disease and Culture:History of Western Medicine	3
HIST 382	History of Biology: Conflicts and Controversies	3
HIST 388	History of Mathematics	3
HIST 414	History and Film	3
HIST 430	U.S. Diplomatic History	3
HIST 438	Modern Mexico and the Americas	3
HIST 439	Modern Latin America	3
HIST 440	Social Revolution in Latin America	3
HIST 441	Slavery and Freedom in the Americas	3
HIST 442	The Medieval Church: Europe in the Early and High Middle Ages	3
HIST 443	The Medieval State: Europe in the High and Late Middle Ages	3
HIST 445	Medieval English Constitutional and Legal History: 1066-1485	3
HIST 447	The Renaissance	3
HIST 448	The Reformation	3
HIST 449	Tudor-Stuart Britian 1485-1660	3
HIST 452	Europe in the Age of the Revolution, 1770-1880	3
HIST 456	Anti-Semitism and the Holocaust	3
HIST 457	History of the Middle East	3
HIST 460	Conspiracies and Secret Societies in History	3
HIST 466	Eastern Europe Since 1774	3
HIST 467	Russia to 1894	3
HIST 468	Russia and Soviet Union Since 1894	3
HIST 482	Japan, 1600 to Present	3
HIST 484	Modern China, 1840s to Present	3

HIST 485	Chinese Social and Cultural History	3
ID 281	History of the Interior I	3
ID 282	History of the Interior II	3
IS 325	The Contemporary Muslim World	3
IS 326	Africa Today	3
IS 350	Sports and International Affairs	3
IS 370	African Community, Culture, and Music	1-3
JAMM 490	Global Media	3
JAPN 101	Elementary Japanese I	4
JAPN 102	Elementary Japanese II	4
JAPN 201	Intermediate Japanese I	4
JAPN 202	Intermediate Japanese II	4
JAPN 301	Japanese Reading	3
JAPN 303	Japanese Speaking	3
LARC 390	Italian Hill Towns and Urban Centers	3
LAS 409	Modern Latin American Society	3
LAS 413	Spanish American Short Fiction	3
LAS 422	Mexican Culture through Cinema	3
MUSH 420	Studies in World Music	3
PHIL 367	Global Justice	3
POLS 205	Introduction to Comparative Politics	3
POLS 237	Introduction to International Politics	3
POLS 338	American Foreign Policy	3
POLS 381	European Politics	3
POLS 385	Political Psychology	3
POLS 420	Introduction to Asian Politics	3
POLS 441	Genes and Justice: Comparative Biotechnology Policy Formation	3
POLS 449	World Politics and War	3
POLS 480	Politics of Development	3
POLS 487	Political Violence and Revolution	3
SOC 336	Comparative Criminal Justice Systems	3
SOC 340	Social Change & Globalization	3
SOC 343	Power, Politics, and Society	3
SPAN 101	Elementary Spanish I	4
SPAN 102	Elementary Spanish II	4
SPAN 104	Elementary Spanish Transition	4
SPAN 201	Intermediate Spanish I	4
SPAN 202	Intermediate Spanish II	4
SPAN 301	Advanced Grammar	3
SPAN 302	Advanced Composition	3
SPAN 303	Spanish Conversation	3
SPAN 305	Culture and Institutions of Spain	3
SPAN 306	Culture and Institutions of Latin America	3
SPAN 308	Proficiency in Reading	3
SPAN 310	Spanish for the Professions I	3

SPAN 401	Readings: Spanish Literature	3
SPAN 402	Readings: Spanish American Literature	3
SPAN 409	Modern Latin American Society	3
SPAN 412	Spanish Short Fiction	3
SPAN 413	Spanish American Short Fiction	3
SPAN 419	Latin America Theatre Through Literature	3
SPAN 420	Modern Spanish Theatre Through Literature	3
SPAN 421	Bilingual and Bicultural Literature	3
SPAN 422	Mexican Culture through Cinema	3
SPAN 423	Gender and Identity in Spanish Cinema	3
THE 468	Theatre History	3

University Committee on General Education
Proposed Catalog Changes
Effective Summer 2020

J-3-g. Senior Experience

One course chosen from the approved Senior Experience courses listed below.

Approved Senior Experience Courses:

AGEC 478	Advanced Agribusiness Management	3
AGED 471	Senior Capstone in Agricultural Education	1
AGED 498	Internship (Max 10 credits)	1-10
ARCH 454	Architectural Design: Vertical Studio	6
ART 410	Professional Practices	2
ART 490	BFA Art/Design Studio	6
ART 491	Information Design	3
ART 495	BFA Senior Thesis	2
AVS 450	Issues in Animal Agriculture	2
BE 478	Engineering Design I	3
BE 479	Engineering Design II	3
BE 491	Senior Seminar	1
BIOL 401	Undergraduate Research	1-4
BIOL 405	Practicum in Anatomy Laboratory Teaching	2-4
BIOL 407	Practicum in Biology Laboratory Teaching	2-6
BIOL 408	Practicum in Human Physiology Laboratory Teaching	2-4
BIOL 411	Senior Capstone	2
BIOL 425	Experimental Field Ecology	3
BIOL 491	Practicum in Teaching	2
BUS 490	Strategic Management	3
CE 494	Senior Design Project	3
CHE 452	Environmental Management and Design	1-16
CHE 454	Process Analysis and Design II	3
CHEM 409	Proseminar	1
COMM 453	Communication Theory	3
CS 481	CS Senior Capstone Design II	3
ECE 481	EE Senior Design II	3
ECE 483	Computer Engineering Senior Design II	3
ECON 490	Economic Theory and Policy	3
ENGL 440	Client-Based Writing	3
ENGL 490	Senior Seminar	3
EDCI 401	Internship Seminar	1
EDCI 485	Secondary Internship	15
ENT 438	Pesticides in the Environment	3
ENVS 497	Senior Research	2-4
FCS 401	Professional Ethics and Practice in CFCS	1

FCS 424	Senior Experience: Apparel Design	4
FCS 432	Apparel Promotion and Merchandising	3
FCS 486	Nutrition in the Life Cycle	3
FCS 492	Nutrition Education in the Life Cycle	3
FCS 497	Internship Preschool	1-16
FISH 418	Fisheries Management	4
FISH 473	ECB Senior Presentation	1
FISH 495	Fisheries Seminar	1
FL 401	MLC International Experience	1
FOR 424	Silviculture Principles and Practices	4
FOR 427	Prescribed Burning Lab	3
FOR 473	ECB Senior Presentation	1
FS 489	Food Product Development	3
GEOG 493	Senior Capstone in Geography	3
GEOL 490	Geology Field Camp	3
HIST 495	History Senior Seminar	3
ID 452	Interior Design VI	6
INDT 484	Industrial Technology Capstone I	3
INTR 401	Career and Leadership Development	2
IS 495	International Studies Senior Seminar	3
JAMM 448	Law of Mass Media	3
JAMM 476	Advanced Digital Media Production II	3
LARC 480	The Resilient Landscape	3
MATH 415	Cryptography	3
ME 424	Mechanical Systems Design I	3
ME 426	Mechanical Systems Design II	3
MUSA 490	Half Recital	0
MUSA 491	Recital	0
MUSC 481	Senior Thesis in Music Theory II	1
MUSC 490	Senior Recital	0
MUSH 481	Senior Thesis in Music History II	1
MUST 432	Practicum: Music Teaching	11
MVSC 486	Healthy Active Lifestyle Assessment and Intervention	3
NRS 411	Environmental Project Management & Decision Making	4
NRS 473	ECB Senior Presentation	1
NRS 475	Conservation Planning and Management	4
ORGS 410	Capstone Project in Organizational Sciences	1-6
PEP 498	Internship in Exercise Science & Health	1-16
PHIL 490	Senior Seminar	3
PHYS 407	Communicating Science	1
PHYS 492	Senior Research	1
POLS 490	Senior Experience	3
PSYC 415	History and Systems of Psychology	3
REC 498	Internship in Recreation, Sport, and Tourism	1-16
REM 456	Integrated Rangeland Management	3

REM 473	ECB Senior Presentation	1
RMAT 473	ECB Senior Presentation	1
RMAT/MKTG 495	Product Development and Brand Management	3
SOC 460	Capstone: Sociology in Action	3
SOC 461	Capstone:Justice Policy Issues	3
SOC 462	Senior Practicum	3
SOC 464	Criminology Abroad	3
SOIL 427	Sustainable Food Systems	3
THE 483	Senior Capstone Project	1
VTD 457	Capstone Design Studio I	6
WLF 473	ECB Senior Presentation	1
WLF 492	Wildlife Management	4

Office of the Registrar
Proposed Catalog Changes
Effective Summer 2020

POSTHUMOUS DEGREES. In the instance of a student's death prior to degree completion, it is important that the university recognize the effort made toward degree achievement.

A-1. Undergraduate Posthumous Degrees. Requests for the award of a posthumous degree at the undergraduate level should be referred to the Registrar's Office.

A-2. Criteria.

    a. Posthumous degrees may be awarded to deceased undergraduate students who have completed all but thirty (30) credit hours of the requirements for graduation and have been enrolled as a student within the past two regular semesters. The remaining thirty (30) credit hours would complete their degree requirements and meet all university, college, and department GPA requirements.

    b. Posthumous degree must be approved by the academic department and college.

A-3. Appeal. If the student could not have reasonably completed all requirements in the final thirty (30) credits of attendance, but the request has the support of the academic department and college office, the request must be reviewed and approved by the Academic Petitions Committee. In instances where the award of the degree posthumously is not appropriate due to remaining requirements, the college may wish to grant a certificate acknowledging a student's course of study in a particular discipline.

B-1. Graduate Posthumous Degrees. Due to the nature of studies at the graduate level, requests for posthumous degrees for master, specialist, or doctoral-level students are referred to the College of Graduate Studies. The College of Graduate Studies determines whether a posthumous degree for a particular student will be considered. If so, the College of Graduate Studies will review the request with the appropriate academic department and college office. The College of Graduate Studies will inform the Registrar of the decision.

B-2. Criteria.

    a. Posthumous degrees in non-thesis graduate programs or in College of Law programs may be awarded to deceased graduate and law student who have completed 75% of the required coursework, were in good academic standing, were registered within the last year, and would have likely finished the degree within one academic year.

    b. Posthumous degrees in masters thesis or doctoral programs may be awarded to deceased graduate students who have completed all required coursework, have successfully defended a proposal of their research to their committee, are in good academic standings, and would have likely defended their thesis or dissertation within one academic year. Additionally, doctoral students must have been successfully advanced to candidacy.

B-3. Appeal. If the student could not have reasonably completed all requirements in an academic year, but the request has the support of the academic department and college the request must be petitioned for consideration to the University Graduate Council for approval. If the student does not meet the criteria for a posthumous degree or in instances where the award of the degree posthumously is not appropriate due to remaining requirements, the college may wish to grant a certificate acknowledging a student's course of study in a particular discipline.

C-1. Transcript Notation. Upon posting of the degree, the transcript will be annotated to indicate that the degree was awarded posthumously.

College of Letters, Arts and Social Sciences
Proposed Catalog Changes
Effective Summer 2020

Department of Sociology and Anthropology

1. Make the following changes to the **B.A. and B.S. in Sociology**:

Sociology (B.A. or B.S.)

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

ANTH 100	Introduction to Anthropology	3
SOC 101	Introduction to Sociology	3
SOC 201	Introduction to Inequalities and Inclusion	3
SOC 311	Development of Social Theory	3
Select one course from the following:		3
ANTH 101	Biological Anthropology	
ANTH 102	Cultural Anthropology	
ANTH 103	Introduction to Archaeology	
Select two courses from the following:		6
SOC 309	Social Science Research Methods	
SOC 416	Qualitative Social Science Methods	
SOC 417	Social Data Analysis	
STAT 251	Statistical Methods	
Select one course from the following:		3
SOCCRIM 421	Gender and Crime	
CRIM 439	Inequalities in the Justice System	
SOC 423	Economic (In)Justice in the United States	
SOC 424	Sociology of Gender	
SOC 427	Racial and Ethnic Relations	
SOC 439	Inequalities in the Justice System	
Select 12 9 credits in related fields as approved by student's advisor [1]		12 9
Emphases		
Select one of the following emphases:		24 21
Criminology		

Inequalities and Globalization

~~General~~ Sociology

Total Hours 51

[1] E.g. American Indian Studies, Africana Studies, Anthropology, Criminology, Economics, Environmental Science, Geography, History, Political Science, Psychology, Statistics, and Women's, Gender, and Sexuality Studies

~~A. Criminology~~

~~SOC 130~~	~~Introduction to Criminology~~	~~3~~
~~SOC 331~~	~~Criminology Theory~~	~~3~~
~~Select one course from the following:~~		~~3~~
~~SOC 460~~	~~Capstone: Sociology in Action~~	
~~SOC 461~~	~~Capstone:Justice Policy Issues~~	
~~SOC 462~~	~~Senior Practicum~~	
~~SOC 464~~	~~Criminology Abroad~~	
~~Select 15 credits from upper-division emphasis electives:~~		~~15~~
~~SOC 325~~	~~Family, Violence, and Society~~	
~~SOC 328~~	~~Deviant Behavior~~	
~~SOC 329~~	~~Homicide~~	
~~SOC 330~~	~~Juvenile Delinquency~~	
~~SOC 332~~	~~Sociology of Punishment~~	
~~SOC 333~~	~~Elite and White Collar Crime~~	
~~SOC 334~~	~~Police and Social Control~~	
~~SOC 335~~	~~Terrorism, Society and Justice~~	
~~SOC 336~~	~~Comparative Criminal Justice Systems~~	
~~SOC 337~~	~~Violence and Society~~	
~~SOC 338~~	~~Regulation of Vice~~	
~~SOC 339~~	~~Crime and the Media~~	
~~SOC 345~~	~~Criminology~~	
~~SOC 346~~	~~Responding to Risk~~	
~~SOC 403~~	~~Workshop~~	
~~SOC 404~~	~~Special Topics~~	
~~SOC 420~~	~~Sociology of Law~~	
~~SOC 421~~	~~Gender and Crime~~	
~~SOC 435~~	~~Psychopathy and Crime~~	

SOC 436   Mental Health and Crime

SOC 439   Inequalities in the Justice System

SOC 442   Substance Use and Society

SOC 450   Dynamics of Social Protest

SOC 465   Environment, Policy, and Justice

SOC 498   Internship (No more than 6 credits may be counted toward major.)

SOC 499   Directed Study (No more than 6 credits may be counted toward major.)

Total Hours   24

~~B~~A. Inequalities and Globalization

ANTH/SOC 201	Introduction to Inequalities & Inclusion	3
SOC 311	Development of Social Theory	3
Select one of the following:		3
CRIM 421	Gender and Crime	
CRIM 439	Inequalities in the Justice System	
SOC 423	Economic (In)Justice in the United States	
SOC 424	Sociology of Gender	
SOC 427	Racial and Ethnic Relations	
Select one of the following:		3
SOC 460	Capstone: Sociology in Action	
SOC 462	Senior Practicum	
SOC 464	Criminology Abroad	
Select from these emphasis electives:		15
AIST/ANTH 314~~/SOC 317~~	Tribal Sovereignty and Federal Policy	
AIST/ANTH 321~~/SOC 319~~	Tribal Elders Series (No more than three credits may be counted toward this major.)	
AIST 344	Indigenous Ways of Knowing	
AIST 401	Contemporary American Indian Issues	
AIST 422	~~Plateau Indians~~ Contemporary Pacific Northwest Indians	
ANTH 425	Pop Culture and Consumerism	
ANTH 462	Human Issues in International Development	
~~SOC~~ CRIM 335	Terrorism, Society and Justice	
~~SOC~~ CRIM 336	Comparative Criminal Justice Systems	
~~SOC~~CRIM 421	Gender and Crime	

~~SOC~~CRIM 439	Inequalities in the Justice System	
~~SOC 325~~	~~Family, Violence, and Society~~	
SOC 327	Sociology of the Family	
SOC 340	~~Social Change & Globalization~~Environmental Sociology and Globalization	
SOC 341	Science, Technology, and Society	
SOC 342	Gender and Science	
SOC 343	Power, Politics, and Society	
SOC 345	~~Criminology~~Extremism and American Society	
SOC 346	Responding to Risk	
SOC 350	Food, Culture, and Society	
SOC 403	Workshop	
SOC 404	Special Topics	
SOC 420	Sociology of Law	
SOC 423	Economic (In)Justice in the United States	
SOC 424	Sociology of Gender	
SOC 427	Racial and Ethnic Relations	
SOC 428	Self and Society	
SOC 450	Dynamics of Social Protest	
SOC 465	Environment, Policy, and Justice	
SOC 466	Climate Change and Society	
SOC 498	Internship (No more than 6 credits may be counted toward major.)	
SOC 499	Directed Study (no more than 6 credits may be counted toward major)	
Total Hours		~~24~~21

Courses to total 120 credits for this degree

~~C~~B. General ~~Sociology~~

~~ANTH/SOC 201~~	~~Introduction to Inequalities & Inclusion~~	~~3~~
~~SOC 311~~	~~Development of Social Theory~~	~~3~~
Select one course from the following:		3
SOC 460	Capstone: Sociology in Action	
SOC 462	Senior Practicum	
SOC 464	Criminology Abroad	

Select ~~15~~18 credits from upper-division emphasis electives: ~~15~~18

~~SOC 319~~AIST 321	Tribal Elders Series (No more than three credits may be counted toward this major.)	
AIST 344	Indigenous Ways of Knowing	
~~SOC~~ CRIM 325	Family, Violence, and Society	
~~SOC~~ CRIM 335	Terrorism, Society and Justice	
~~SOC~~ CRIM 337	Violence and Society	
~~SOC~~ CRIM 428	Self and Society	
~~SOC~~ CRIM 439	Inequalities in the Justice System	
SOC 327	Sociology of the Family	
SOC 340	Social Change & Globalization	
SOC 341	Science, Technology, and Society	
SOC 342	Gender and Science	
SOC 343	Power, Politics, and Society	
SOC 345	Criminology	
SOC 346	Responding to Risk	
SOC 350	Food, Culture, and Society	
SOC 403	Workshop	
SOC 404	Special Topics	
SOC 416	Qualitative Social Science Methods	
SOC 417	Social Data Analysis	
SOC 420	Sociology of Law	
SOC 423	Economic (In)Justice in the United States	
SOC 424	Sociology of Gender	
SOC 427	Racial and Ethnic Relations	
SOC 450	Dynamics of Social Protest	
SOC 465	Environment, Policy, and Justice	
SOC 466	Climate Change and Society	
SOC 498	Internship (No more than 6 credits may be counted toward major.)	
SOC 499	Directed Study (No more than 6 credits may be counted toward major.)	

Total Hours   ~~24~~21

Courses to total 120 credits for this degree

   Rationale: The changes to the Sociology major curriculum are a response to Criminology becoming a separate major starting in July 2020. We removed the Criminology emphasis ~~and removed "General" from our third emphasis so it is now "Sociology."~~

All courses draw on the expertise of our current faculty; no additional resources are needed.

All courses will be assessed as part of regular departmental assessment.

PROGRAM COMPONENT (Group B) OR NON-SUBSTANTIVE REQUEST FORM
(Fill out this form if you have a program component change as defined by Board Policy III.G.d.)

SELECT THE BOX OR BOXES THAT DESCRIBE YOUR REQUEST:

[ ] 1. New component (option, minor, emphasis, concentration or specialization)	[ ] 5. Discontinuation of a certificate (30 credits or less)
[ ] 2. New certificate (30 credits or less)	[ ] 6. CIP Code change
[ ] 3. Change to program name or title, degree, department, division, college or center	[ ] 7. Other, please describe:
[X] 4. Discontinuation of a component (option, minor, emphasis, concentration or specialization)	

REQUIRED INFORMATION FOR ALL SELECTIONS:

Dept Chair Name:	Brian Wolf	Email:	bwolf@uidaho.edu
Department/Unit:	Sociology & Anthropology / Sociology		
College:	CLASS		
Current Program Name:	Sociology - Criminology		Graduate
		X	Undergraduate
Current program credits:	51 credits		
Primary Point of Contact (if different from above):	Leontina Hormel	Email:	Lhormel@uidaho.edu
Briefly describe the change you are requesting:	Starting July 2020 Criminology will be a separate unit (major) in the department. We are removing the Sociology – Criminology emphasis,		

CIP Code:		New (list requested code):		Existing (list the current code): 45.1101
What is the financial impact of the requested change:		Greater than $250,000 per FY;		Less than $250,000 per FY;
Describe the financial impact:	No financial impact is involved with these changes.			

Implementation/effective date of change or new component:	Removal of Criminology Emphasis July 2020			
Can 50% or more of the curricular requirements of this program be completed via online or distance delivery?		Yes		<mark>No</mark>
If yes can 100% of the curricular requirements of this program be completed via online or distance delivery?		Yes		No
Please write the geographical location that this program will be offered:	Though some courses are offered online, more than 50% of our courses are offered at the main UI campus in Moscow.			

NEW PROGRAM COMPONENTS AND CERTIFICATES – FILL OUT THIS SECTION IF YOU SELECTED #1 OR #2 ABOVE

Name of new component or certificate:				
Number of credits:				
Describe proposed new program component or certificate to include overview of program and credit requirements:				
Are there curriculum changes needed and/or do new courses need to be created:		Yes – if you select yes to this question, please attach all curriculum and course documents related to this.		No
List the intended learning outcomes for the 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?

MODIFICATIONS/NAME CHANGES/CIP CODE CHANGES – FILL OUT THIS SECTION IF YOU SELECTED #3 OR #6 ABOVE

Current name of component or degree:				
New name of component or degree:				
Number of credits:				
Describe the modification are you making:				
Name of major or degree that the component is attached to:				
Describe rationale for the modification:				
Indicate whether program, curriculum, course and admission requirements remain the same.		Yes – if you select yes to this question, please attach all curriculum and course documents related to this.		No
Are any of the learning outcomes changing:		Yes – if yes fill out question below		No
List the new learning outcomes:	1. 2. 3. 4. 5.			

Indicate whether program, curriculum, course and admission requirements remain the same.		Yes – if you select yes to this question, please attach all curriculum and course documents related to this.		No	
Are any of the learning outcomes changing:	X	Yes – if yes fill out question below		No	
List the new learning outcomes:	1. 2. 3. 4. 5.				

DISCONTINUATION – FILL OUT THIS SECTION IF YOU SELECTED #4 OR #5 ABOVE

What are you requesting to discontinue:	Criminology (emphasis in Sociology)				
What is the student impact if any?	No impact. Criminology will be a separate major in the department in July 2020.				
Are there curriculum changes needed and/or do new courses need to be created:	Yes – if you select yes to this question, please attach all curriculum and course documents related to this.			No	

SIGNATURES – REQUIRED FOR ALL SELECTIONS:

Dept/Unit Curriculum Committee Approval Date:	September 10, 2019	Vote Record:	16 votes in support
Dept Chair Signature of Approval	*[signature]*	9/10/19	
College Curriculum Committee Approval Date:	September 18, 2019	Vote Record:	3-0 in support
Dean Signature of Approval	*[signature]* Sean McLaughlin		
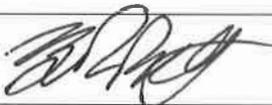
J-3-g. Senior Experience

One course chosen from the approved Senior Experience courses listed below.

Approved Senior Experience Courses:

AGEC 478	Advanced Agribusiness Management	3
AGED 471	Senior Capstone in Agricultural Education	1
AGED 498	Internship (Max 10 credits)	1-10
ARCH 454	Architectural Design: Vertical Studio	6
ART 410	Professional Practices	2
ART 490	BFA Art/Design Studio	6
ART 491	Information Design	3
ART 495	BFA Senior Thesis	2
AVS 450	Issues in Animal Agriculture	2
BE 478	Engineering Design I	3
BE 479	Engineering Design II	3
BE 491	Senior Seminar	1
BIOL 401	Undergraduate Research	1-4
BIOL 405	Practicum in Anatomy Laboratory Teaching	2-4
BIOL 407	Practicum in Biology Laboratory Teaching	2-6
BIOL 408	Practicum in Human Physiology Laboratory Teaching	2-4
BIOL 411	Senior Capstone	2
BIOL 425	Experimental Field Ecology	3
BIOL 491	Practicum in Teaching	2
BUS 490	Strategic Management	3
CE 494	Senior Design Project	3
CHE 452	Environmental Management and Design	1-16
CHE 454	Process Analysis and Design II	3
CHEM 409	Proseminar	1
COMM 453	Communication Theory	3
CS 481	CS Senior Capstone Design II	3
ECE 481	EE Senior Design II	3
ECE 483	Computer Engineering Senior Design II	3
ECON 490	Economic Theory and Policy	3
ENGL 440	Client-Based Writing	3
ENGL 490	Senior Seminar	3
EDCI 401	Internship Seminar	1
EDCI 485	Secondary Internship	15
ENT 438	Pesticides in the Environment	3
ENVS 497	Senior Research	2-4
FCS 401	Professional Ethics and Practice in CFCS	1

FCS 424	Senior Experience: Apparel Design	4
FCS 432	Apparel Promotion and Merchandising	3
FCS 486	Nutrition in the Life Cycle	3
FCS 492	Nutrition Education in the Life Cycle	3
FCS 497	Internship Preschool	1-16
FISH 418	Fisheries Management	4
FISH 473	ECB Senior Presentation	1
FISH 495	Fisheries Seminar	1
FL 401	MLC International Experience	1
FOR 424	Silviculture Principles and Practices	4
FOR 427	Prescribed Burning Lab	3
FOR 473	ECB Senior Presentation	1
FS 489	Food Product Development	3
GEOG 493	Senior Capstone in Geography	3
GEOL 490	Geology Field Camp	3
HIST 495	History Senior Seminar	3
ID 452	Interior Design VI	6
INDT 484	Industrial Technology Capstone I	3
INTR 401	Career and Leadership Development	2
IS 495	International Studies Senior Seminar	3
JAMM 448	Law of Mass Media	3
JAMM 476	Advanced Digital Media Production II	3
LARC 480	The Resilient Landscape	3
MATH 415	Cryptography	3
ME 424	Mechanical Systems Design I	3
ME 426	Mechanical Systems Design II	3
MUSA 490	Half Recital	0
MUSA 491	Recital	0
MUSC 481	Senior Thesis in Music Theory II	1
MUSC 490	Senior Recital	0
MUSH 481	Senior Thesis in Music History II	1
MUST 432	Practicum: Music Teaching	11
MVSC 486	Healthy Active Lifestyle Assessment and Intervention	3
NRS 411	Environmental Project Management & Decision Making	4
NRS 473	ECB Senior Presentation	1
NRS 475	Conservation Planning and Management	4
ORGS 410	Capstone Project in Organizational Sciences	1-6
PEP 495	Practicum	1
PEP 498	Internship in Exercise Science & Health	1-16
PHIL 490	Senior Seminar	3
PHYS 407	Communicating Science	1
PHYS 492	Senior Research	1
POLS 490	Senior Experience	3
PSYC 415	History and Systems of Psychology	3
REC 498	Internship in Recreation, Sport, and Tourism	1-16

REM 456	Integrated Rangeland Management	3
REM 473	ECB Senior Presentation	1
RMAT 473	ECB Senior Presentation	1
RMAT/MKTG 495	Product Development and Brand Management	3
SOC 460	Capstone: Sociology in Action	3
SOC 461	Capstone: Justice Policy Issues	3
SOC 462	Senior Practicum	3
SOC 464	Criminology Abroad	3
SOIL 427	Sustainable Food Systems	3
THE 483	Senior Capstone Project	1
VTD 457	Capstone Design Studio I	6
WLF 473	ECB Senior Presentation	1
WLF 492	Wildlife Management	4

College of Graduate Studies
Proposed Catalog Changes
Effective Summer 2020

1. Replace the existing **Annual Enrollment** section of the **College of Graduate Studies – General Graduate Regulations** page with new **Continuous Registration** and **Graduate Finishing Status** sections:

~~Annual Enrollment Policy~~

~~Annual enrollment is required for all degree seeking graduate students. Annual enrollment is defined as registering for at least one credit at the 500 or higher level every 12 months. Professional development courses do not satisfy the annual enrollment requirement.~~

~~If annual enrollment is not maintained and the absence has been five or fewer terms, a request for reenrollment in the program is required prior to any future registration by completing the Request for Reenrollment form available on the College of Graduate Studies website. The reenrollment decision is made at the program level with final approval through the College of Graduate Studies and should be requested well in advance of the requested semester of return.~~

~~If annual enrollment is not maintained and the absence has been for more than five terms, a request for readmission to the program is processed through the Graduate Admissions Office as well as reenrollment through the College of Graduate Studies. The readmission decision is made at the program level and forwarded to the Graduate Admissions Office. The reenrollment decision is made at the program level and forwarded to the College of Graduate Studies.~~

~~A student may request approval of a planned leave if the anticipated absence will be longer than one year but for no more than five terms. Approval must be given in advance of the time of absence by completing the Approval of Planned Leave form with signatures from the major professor, program administrator, and the dean of the College of Graduate Studies.~~

~~A reenrollment fee is charged each time a reenrollment application or readmission form is processed. Any appeals to this policy are to be made to the dean of the College of Graduate Studies.~~

Continuous Registration

Students admitted to a graduate program at the University of Idaho are required to be continuously registered in the fall and spring semester through their degree programs. Continuous enrollment is a special course for which graduate students may register in place of credit-bearing courses any semester they are not attending the University of Idaho in order to remain admitted to their degree program. Students may request a Leave of Absence for a situation which, temporarily, will not allow them to continue in their program. A student may petition for a leave of absence for up to one year. Leave of Absence petitions are submitted to the College of Graduate Studies.

To meet the continuous enrollment requirement, students may register for any academic credit-bearing course(s) or in a continuous enrollment course. Continuous enrollment registration carries a reduced fee which is 25% of the cost of a regular academic credit. Registration in a continuous enrollment course, does not carry academic credit and therefore does not defer student loans.

Registration in a continuous enrollment course does maintain graduate student status and allows for the purchase of student health insurance – SHIP (contact the SHIP office for details on enrollment while in continuous registration status). Registration in a continuous enrollment course allows the student access to the library, laboratory, campus computer services, etc. Registration in a continuous enrollment course does not allow students access to any campus function or activity which is paid for by student fees (e.g. Rec Center). TA and RA positions are not available to students who are registered in a continuous enrollment course.

Students who do not maintain continuous enrollment by registering for regular courses or a continuous enrollment course will be required to apply for re-enrollment into their previous academic program. If a student does not enroll in either regular coursework or a continuous enrollment course for two consecutive terms (excluding Summer) they will be required to apply for re-admission to their previous graduate program if they wish to continue their studies. Re-admission and re-enrollment decisions are made at the program level and forwarded to the College of Graduate Studies. Students are allowed a maximum of two consecutive semesters of continuous enrollment registration. Beyond two semesters, the student must register for regular credit bearing courses or petition for a Leave of Absence through the College of Graduate Studies.
Students who wish to register for a continuous enrollment course must follow the same procedures and rules which apply to regular registration.

Graduate Finishing Status

It is expected that all graduate students using university facilities or faculty time be registered in an appropriate number of credits which reflects the amount of effort expected by the student and the faculty. Master's degree candidates who have completed their study plan and doctoral degree candidates who have completed their study plan and passed their preliminary examination but have yet to finish their research/project/performance may register in a finishing status course. Finishing status registration carries a reduced fee which is 25% of the cost of a regular academic credit. Students can register for a finishing status course for up to two semesters. Beyond two semesters, the finishing status course is not available, and the student must register for at least one credit of regular course work per term through graduation. Graduate degree candidates must be either enrolled for at least one regular academic credit or must register in a finishing status course during the term (Fall, Spring, or Summer) they will complete their degree requirements.

Registration in a finishing status course does not carry academic credit and therefore does not defer student loans. International students who wish to remain in the country are not eligible to register in a finishing status course and must register for a regular research credit.

Registration in a finishing status course does maintain graduate student status and allows for the purchase of student health insurance – SHIP (contact the SHIP office for details on enrollment while in graduate finishing status). Registration in a finishing status course allows the student access to the library, laboratory, campus computer services, etc. Registration in a finishing status course does not allow students access to any campus function or activity which is paid for by student fees (e.g. Campus Rec). TA and RA positions are not available to students registering in a finishing status course.

Students who wish to register for a finishing status course must follow the same procedures and rules which apply to regular registration.

2. Add the following **Provisional Admission** section to the **College of Graduate Studies – General Graduate Regulations** page:

Provisional Admission

Provisional admission is available to students who are academically eligible but lack departmental requirements or are deficient in coursework necessary for full admission to the program. The program is responsible to track the provisions and communicate with COGS when the student meets the conditions.   The conditions specified for a student's advancement to regular admission are established at the time of his or her acceptance and must not be changed (i.e., either strengthened or relaxed) thereafter.

A student who is not eligible for regular admission may be considered for provisional admission (on the Master's level only) if approved by the Director of Graduate Studies and there is evidence for success in graduate-level work as demonstrated by one of the following:

1. the student's undergraduate GPA shows satisfactory improvement

2. the student has taken post-baccalaureate course work with A and/or B grades

3. the student has relevant post-bachelors work experience and/or has been working for at least one year in the field of the proposed graduate major

4. the student has a letter of support from a faculty member in the discipline who is willing to serve as the student's major professor

Provisional admission is not available to International students who hold non-resident alien visas or students who are to be appointed to assistantships.

A student may not remain in provisional enrollment status for more than one academic year, or after the completion of 9 credits.

A student will be advanced to regularly admitted provided he or she maintains a GPA of at least 3.00 each semester (a higher GPA may be specified), fulfills the conditions that were specified at the time of initial enrollment, and receives no incompletes.

A student who does not meet the stated conditions for advancement cannot continue in the College of Graduate Studies or enroll in 500-level courses and is subject to normal disqualification and reinstatement procedures. It is the student's responsibility to be in touch with the administrative unit regarding his or her progress toward meeting the conditions for regular admission.

Academic units need not require a student to make up ALL of his or her academic deficiencies while in provisional enrollment. Performance on a limited selection of courses should suffice to demonstrate whether or not the student has the ability to do satisfactory graduate work. Remaining

deficiencies, if any, can be made up after the student has been regularly admitted. The academic unit must be sure that any courses the student is required to take while provisionally admitted will, in fact, be offered during that period.

3. Make the following changes to the Probation, Disqualification, and Reinstatement section of the **College of Graduate Studies – General Graduate Regulations** page:

Probation, Disqualification, and Reinstatement

Graduate students remain in good standing if the semester GPA and the cumulative GPA are 3.00 or higher. A graduate student is placed on academic probation after any semester or summer session in which a GPA of less than 3.00 is earned in courses placed on the graduate transcript, regardless of the student's cumulative GPA. Students on academic probation who attain a semester GPA of 3.00 or higher during the next or subsequent semester or summer session after being placed on probation, but whose cumulative GPA is still below a 3.00, will remain on academic probation until the cumulative GPA is a 3.00 or higher.

The student will be disqualified if a semester GPA of less than 3.00 (regardless of cumulative GPA) is earned on courses placed on the graduate transcript during the second, consecutive semester or summer session in which regular grades of A, B, C, D, or F are received.

~~If a graduate student who is on probation receives an Incomplete during a semester, the revert grade listed for the Incomplete will be used to calculate the GPA for that semester. If the calculated semester GPA is 3.00 or higher, the student will be allowed to register for a current or future semester. If the calculated semester GPA is less than a 3.00 GPA, the student will be disqualified and will not be allowed to register for current or future semesters or sessions. If the student has registered pending receipt of the revert grade, the student will be disenrolled. Once the work is completed and a final grade is given, the GPA will be automatically recalculated.~~

A graduate student may be reinstated after disqualification under the following conditions: the student may not enroll as a graduate student for at least one semester (fall or spring), ~~must get the positive recommendation of his or her program's administrator,~~ must have a major professor and approved study plan, must get the positive recommendation of his or her deparment chair/program director and major professor, and must get College of Graduate Studies permission. Reinstatement is granted for a specific semester only. The student must receive at least a 3.00 GPA the first semester back in the College of Graduate Studies. If a student does not register for that semester, he or she must again seek College of Graduate Studies permission for reinstatement. A student will remain on probation as long as the cumulative GPA is below a 3.00.

College of Agricultural and Life Sciences
Proposed Catalog Changes
Effective Summer 2021

1. Create the following **M.S. in Dietetics**:

Master of Science in Dietetics (M.S.)

Students seeking admission to the MSD program are required to complete the following undergraduate coursework. These courses can be completed during the fourth year of the BS Food and Nutrition major at the University of Idaho or will need to be completed as part of the first bridging year of the MSD.

Undergraduate Course Requirements (26 credits)

FCS 362	Intro. to Clinical Dietetics	3
FCS 389	Intro. to Clinical Nutrition Lab	1
FCS 463	Helping Skills in Dietetics	2
FCS 473	Community Nutrition	3
or HS 490	Health Promotion	
FCS 482	Quantity Food Production and Equipment	3
FCS 483	Quantity Food Production and Equipment Lab	2
FCS 486	Nutrition in the Lifecycle	3
FCS 492	Nutrition Education in the Lifecycle	3
FCS 491	Research Methods in Food and Nutrition	3
or PEP 455	Design and Analysis of Research in Mvmt Sciences	
STAT 431	Statistical Analysis	3

This degree will require 33 credits of 500-level courses and at least 1,200 hours of supervised experiential learning in nutrition and dietetics settings culminating in successful completion of a comprehensive final exam. It will be accredited through the Accreditation Council for Education in Nutrition and Dietetics (ACEND).

MSD Course Requirements (33 credits)

FCS 501	Graduate Seminar	4
FCS 509	Nutrition and Dietetics Professional Skills	1
FCS 565	Nutrition Therapy and Disease	4
FCS 566	Applied Clinical Dietetics	7
	with substantial supervised experiential learning	
FCS 573	Applied Community Nutrition	5
	with substantial supervised experiential learning	
FCS 587	Management and Leadership in Diet	4
FCS 588	Applied Food and Nutrition Management	7
	with substantial supervised experiential learning	
FCS 599	Non-thesis requirement	1

Idaho State Board of Education
Proposal for **Undergraduate/Graduate Degree** Program

Date of Proposal Submission:	October 31, 2019
Institution Submitting Proposal:	University of Idaho
Name of College, School, or Division:	College of Agricultural and Life Sciences
Name of Department(s) or Area(s):	Margaret Ritchie School of Family and Consumer Sciences

Program Identification for Proposed New or Modified Program:

Program Title:	Master of Science in Dietetics					
Degree:		Degree Designation		Undergraduate	x	Graduate
Indicate if Online Program:			x		No	
CIP code (consult IR /Registrar):	51.3101					
Proposed Starting Date:	Summer 2021					
Geographical Delivery:	Location(s)	Idaho	Region(s)	Region 2		
Indicate (X) if the program is/has:			x	Professional Fee		Online Program Fee
Indicate (X) if the program is:	X	Regional Responsibility		Statewide Responsibility		

Indicate whether this request is either of the following:

x	New Degree Program		☐	Consolidation of Existing Program
☐	Undergraduate/Graduate Certificates (30 credits or more)		☐	New Off-Campus Instructional Program
☐	Expansion of Existing Program		☐	Other (i.e., Contract Program/Collaborative

College Dean (Institution)	Date	Vice President for Research (Institution; as applicable)	Date
Graduate Dean or other official (Institution; as applicable)	Date	Academic Affairs Program Manager, OSBE	Date
FVP/Chief Fiscal Officer (Institution)	Date	Chief Academic Officer, OSBE	Date
Provost/VP for Instruction (Institution)	Date	Chief Financial Officer, OSBE	Date
President	Date	SBOE/Executive Director Approval	Date

> **Before completing this form, refer to Board Policy Section III.G., Postsecondary Program Approval and Discontinuance**. This proposal form must be completed for the creation of each new program. <u>All questions must be answered</u>.

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.

    Effective January 1, 2024, the Commission on Dietetic Registration (CDR) will require a minimum of a master's degree to be eligible to take the credentialing exam to become a registered dietitian nutritionist (RDN). The Margaret Ritchie School of Family and Consumer Sciences (FCS) is proposing to offer a new degree program called the Master of Science in Dietetics (MS D). This degree will include 55 credit hours (32 credits of 500-level courses) and at least 1,200 hours of supervised experiential learning in nutrition and dietetics settings culminating in successful completion of a comprehensive final exam. It will be accredited through the Accreditation Council for Education in Nutrition and Dietetics (ACEND). The purpose of the degree is to meet the requirements needed for graduates to take the credentialing exam to become RDNs (previously referred to as registered dietitians, RDs).

    Currently, FCS offers a bachelor of science in family and consumer sciences (BS FCS) with a major in Foods and Nutrition. Within this major is an ACEND-accredited coordinated program in dietetics that includes 62 hours of undergraduate course work and at least 1,200 hours of supervised experiential learning in nutrition and dietetics. Students who complete a bachelor's degree and the accredited coordinated program in dietetics are currently eligible to take the CDR credentialing exam to become RDNs. However, beginning January 1, 2024, those wishing to become RDNs must have a master's degree and complete an ACEND-accredited program. As we wish to continue to educate future RDNs, we are proposing to close the existing ACEND-accredited coordinated program at the baccalaureate level and utilize current resources in food, nutrition, and dietetics to offer an ACEND-accredited MS D.

    The current BS FCS major in foods and nutrition will remain and will function as an option for those students who wish to work as food and nutrition professionals. Some students will want to work as RDNs and will apply to the ACEND-accredited MS D. The current undergraduate enrollment of students in food and nutrition is expected to grow, as students will seek a seamless transition from the undergraduate to graduate degree. In fact, University of Idaho students will be encouraged to apply for the MS D in their junior year and begin the MS D in their senior year. Current students accepted into the program will compete the BS and MS within five years in this 3 + 2 program.

    Students who already have a BS degree in another major or from another institution who wish to work as RDNs may apply for the two year (four semesters) ACNED-accredited MS D. Since the program will be accredited, students accepted with a BS degree will complete the entire four semesters in sequence.

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:

1. Dietitians and Nutritionists

	State DOL data	**Federal DOL data**	**Other data source**
Local (Service Area)			
State	*https://www.bls.gov/oes/current/oes_id.htm#29-0000* *May 2018 Idaho Employment RSE is 10%*		*https://projectionscentral.com/Projections/LongTerm* *2016-2026 Long Term Occupational Projections in Idaho is 21.4% change with average annual openings of 30.*
Nation		*https://www.bls.gov/ooh/healthcare/dietitians-and-nutritionists.htm* *2018-2028 Job Outlook is 11% (much faster and average) and Employment change is 8,000.*	

The workforce needs for dietitians and nutritionists are growing faster than average. Therefore, there will be adequate employment opportunities for graduates. Furthermore, the workforce needs will be met by the MS D in exactly the same manner as those currently met for the BS FCS with a major in Food and Nutrition. Employment data from 2018 graduates of the coordinated program in dietetics indicates that 95% of graduates were employed in nutrition and dietetics or related fields within 12 months of graduation.

Our EMSI analysis indicates a 21% increase in the job market in Idaho through 2028, which is much higher than the national change (16.8%).

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 was used, please attach a copy of the survey instrument with a summary of results as **Appendix A.**

The most likely source of students who will be applying for the ACEND-accredited MS D are current undergraduates in Food and Nutrition. In the academic year 2018, there were

a total of 116 students in this area; 15 were freshman and 20 were sophomores. These students are anticipated to graduate as early as May 2022 and May 2021, respectively. Since the majority of students currently interested in foods and nutrition wish to work as RDNs, they will apply to the ACEND-accredited MS D in order to have a seamless baccalaureate degree to a master's degree. We will also recruit transfer students from, for example, Boise State University, College of Southern Idaho, College of Western Idaho, and Northern Idaho College among others.

We are currently seeking accreditation for 18 placements in each MS D cohort. All students will be required to be enrolled full-time. As this would be a two-year program, there would be 36 total students in the ACEND-accredited MS D. We will work to identify additional facilities and preceptors to provide supervised experiential learning, in an effort to continuously increase enrollment.

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

The national mandate for entry-level RDNs to complete a graduate degree and an ACEND accredited program will advance the field of nutrition and dietetics. The proposed MS D will keep future RDNS in higher education in the State of Idaho.

Many RDNs work in preventive health care, which is well documented to reduce medical expenses. Improved health care of the population can lower the state- and federally-subsidized health care costs, thereby improving the economy.

d. **Societal Need**: Describe additional societal benefits and cultural benefits of the program.

There is a growing national trend to change the culture of health in the United States. For instance, the Robert Wood Johnson Foundation supports a multimillion-dollar funding initiative to develop community partnerships with health care coalitions and higher education. Similarly, the Association of Public and Land-Grant Universities' new initiative – Healthy Food Systems, Healthy People – is also building healthier communities. Clearly, optimal nutrition fits well within these and other like initiatives and ensuring adequate nutrition counseling and care via RDNs is an important piece of this complex puzzle.

A growing and aging population will increase the demand for health care, including meals, nutrition education and nutrition counseling in schools, community health programs, home-healthcare agencies, prisons, and nursing homes.

e. If **Associate's degree, transferability**: NA

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 <u>by Idaho public institutions</u> (list the proposed program as well)		
Institution Name	**Degree name and Level**	**Program Name and brief description if warranted**
Idaho State University,	*BS Dietetics*	*ACEND-accredited didactic program in dietetics (DPD) prepares students to complete a dietetic*

Pocatello		*internship.*
Idaho State University, Pocatello, Twin Falls and Meridian	*MS/ Dietetic Internship*	*ACEND-accredited dietetic internship (DI) lasting 16 months, four semesters (fall, spring, summer, fall) that prepares students for careers as registered dietitian nutritionists. This program may only be completed AFTER an ACEND-accredited didactic program in dietetics.*

Similar Programs offered <u>by other Idaho institutions and by institutions in nearby states</u>		
Institution Name	Degree name and Level	Program Name and brief description if warranted
Washington State University, Spokane	*Master of Science Coordinated Program in Dietetics, Nutrition, and Exercise Physiology*	*ACEND-accredited coordinated program that combines course work and a minimum of 1200 supervised practice hours as part of master's program.*

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's didactic program in dietetics is currently offered at the baccalaureate level in Pocatello. Students who wish to pursue a career as a Registered Dietitian Nutritionist must first complete a four year undergraduate didactic program in dietetics and then be admitted to and complete a dietetic internship. Idaho State University offers a 16 month MS/ Dietetics Internship in Pocatello, Twin Falls and Meridian. Idaho State University offers the course work, the supervised experiential learning, and the degree that students in Southern Idaho need to be RDNs.

   The MS D at the University of Idaho will offer didactic and supervised experiential learning in a two-year degree. It will follow the "future education model" that has been put forth by the ACEND. It will be accredited under ACEND accreditation standards for graduate degree programs in nutrition and dietetics (future education model) published June 2017.

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

   A primary goal outlined in UI's strategic plan and process 2016-2025 is to increase enrollment. The MS D ACEND-accredited track will increase graduate enrollment initially by 36 full-time students pursuing a graduate degree in the MRSFCS within the College of Agricultural and Life Sciences (this would be a significant increase, as there were 17 graduate students in fall 2018 in the school). Enrollment of up to 42 students could easily be reached. Additional placements for supervised experiential learning will be identified in Regions 1, 2, and 3 in an effort to further increase enrollment to the communities' capacity. The ACEND-accredited track must incorporate supervised experiential learning, thereby allowing for the continuing effort this program provides in terms of outreach and engagement

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.

    This will be an accredited program through ACEND. The MS D was approved by ACEND in June, 2018 to be a "Demonstration Program." The MS D will be developed to meet the standards of the Graduate Degree Programs in Nutrition and Dietetics (Future Education Model) that incorporates course work and supervised experiential learning so that graduates are able to demonstrate competencies for entry-level practice. The director of the dietetics program in the Margaret Ritchie School of Family and Consumer Sciences will submit a self-study in November, 2019. A site-visit will be completed in February, 2020. The program will seek accreditation beginning fall 2021. Once accredited, the program will be reviewed for continuing accreditation every seven years.

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**. NA

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? N/A

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

    Yes __x__ No _____

    This program has been on our institution's approved 5-year plan as a "Master of Science in Nutrition and Dietetics or MSND." However, we would now like to call it a Master of Science in Dietetics or MS D.

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

    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.

Credit hours in required courses offered by the department (s) offering the program.	55
Credit hours in required courses offered by other departments:	0
Credit hours in institutional general education curriculum	0
Credit hours in free electives	0
Total credit hours required for degree program:	55

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

Courses that will be offered at the 300 and 400 level (23 credits)

(These courses will be taken in the fourth year of the BS and include the courses required for the degree BS Food and Nutrition Major in Food and Nutrition that will be on the catalog 20-21. Or these courses can be taken in the first year of MS D.)

FCS 482: Quantity Food Production and Equipment (3)
FCS 483: Quantity Food Production and Equipment Lab (2)
FCS 463: Helping Skills in Dietetics (2)
FCS 473: Community Nutrition (3)
FCS 486: Nutrition in the Lifecycle (3)
FCS 492: Nutrition Education in the Lifecycle (3)
FCS 362:Intro. to Clinical Dietetics (3)
FCS 389: Intro. to Clinical Nutrition Lab (1)
FCS 491: Research Methods in Food and Nutrition (3)

Courses that will be offered at the 500 level (32)

(With the exception of FCS 599, these courses need to be added to the catalog for 2021. They have been previously offered at the undergraduate level, therefore course change forms will be submitted early fall 2020 along with the curriculum form to the college and university curriculum committees).

FCS 509: Professional Skills in Nutrition and Dietetics (2)
FCS 565: Medical Nutrition Therapy (4)
FCS 566: Applied Clinical Dietetics (7- with substantial supervised experiential learning)

FCS 587: Management and Leadership in Dietetics (4)
FCS 588: Applied Food and Nutrition Management (7- with substantial supervised

experiential learning)
FCS 573: Applied Community Nutrition (7- with substantial supervised experiential learning)
FCS 599: Non-thesis requirement (1)

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.

Students will be required to demonstrate competency for entry-level practice as they complete "practicum" or "internship" in a variety of settings in community nutrition, clinical dietetics and food and nutrition management under the mentorship of a "preceptor." This is referred to as supervised experiential learning. Students will complete 320 hours of supervised experiential Applied Community Nutrition in the third semester. Each student will be placed in a community nutrition setting and learn to work as a community nutritionist. By the end of the semester the student will be able to demonstrate competency as an entry-level community nutritionist. Students will complete Advanced Applied Clinical Dietetics in the first eight weeks of their final semester where they will be placed in a hospital working under the supervision of an RDN for 320 hours of supervised experiential learning. By the end of eight weeks, the student will be able to demonstrate competency as an entry-level clinical dietitian. The final eight weeks of the final semester, the students will complete Applied Food and Nutrition Management. They will be placed in a hospital or a school district to complete 320 hours of supervised experiential learning under a director. By the end of the experience, students must be able to demonstrate competency as an entry-level food service director. Competencies are created and required by ACEND's Accreditation Standards for Graduate Degree Programs in Nutrition and Dietetics (Future Education Model).

In addition, at the completion of course work and supervised experiential learning, students will be required to successfully complete a comprehensive examination written and administered by graduate nutrition faculty in FCS. This will count as their MS project, and successful completion will be required for graduation. Students not passing the exam the first time will be offered a second chance within 4 weeks.

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 ACEND accreditation standards for graduate degree programs in nutrition and dietetics (future education model) require that students demonstrate seven learning outcomes. Students in the MS D will:

1. Apply foundational sciences to food and nutrition knowledge to meet the needs of individuals, groups and organizations.
2. Apply and integrate client/ patient-centered principles and competent nutrition and dietetics practice to ensure positive outcomes.
3. Apply food systems principles and management skills to ensure safe and efficient delivery of food and water.
4. Apply community and populations nutrition health theories when providing support to community or population nutrition programs.
5. Demonstrate leadership, business and management principles to guide practice and

achieve operational goals.
6. Integrate evidence-informed practice, research principles and critical thinking into practice.
7. Demonstrate professional behaviors and effective communication in all nutrition and dietetics interactions.

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.

    Each of the learning outcomes have competencies associated with them. The competencies are created and required by the ACEND accreditation standards for graduate degree programs in nutrition and dietetics (future education model). Furthermore, the competencies have performance indicators associated with them. The curriculum is mapped to ensure that each performance indicator is covered and that formative and summative assessment is occurring at multiple times throughout the program. A competency assessment plan will be written, reviewed annually in the spring by the faculty and the advisory board and updated, as needed. The plan will include each competency, the course(s) and/or supervised learning activity the competency is assessed, and the assessment methods use. Targets for achieving the competencies will be set. The process for tracking individual student's demonstration of performance indicators and competencies will be through the program management software e-value or the University's assessment software Campus Labs. The formative and summative assessment data will be submitted by the student, instructor, or preceptor as it occurs throughout each semester. The data will be analyzed by the program director, faculty and advisory board annually in the spring as part of the formal curriculum review.

    b. **Closing the loop.** How will you ensure that the assessment findings will be used to improve the program?

    A formal curriculum review will occur annually in the spring by the faculty and stakeholders and will use the results of the competency assessment and the program evaluation (student's time to completion, number taking the CDR credentialing exam, number passing the CDR credentialing exam, employment rates, and employment satisfaction) to determine strengths and areas for improvement. The curriculum review will result in actions to maintain or improve student learning.

    c. **Measures used.** What direct and indirect measures will be used to assess student learning?

    Direct measures include formative and summative assessment tools such as exam questions, projects with rubrics, direct observation cards, preceptor evaluations, etc. will be developed by the faculty to assess performance indicators that have been matched with competencies, all of which are created and required by the ACEND accreditation standards for graduate degree programs in nutrition and dietetics (future education model). In addition, the program will collect indirect measures from survey data from the preceptors, graduates, and employers (student's time to completion, number taking the CDR credentialing exam, number passing the CDR credentialing exam, employment rates, and employment satisfaction). The final comprehensive exam scores will be used to assess overall student learning and preparation for the

CDR credentialing exam for dietitian nutritionists. The final comprehensive exam will consist of four domains that is aligned with the program's seven learning outcomes. The final comprehensive exam is also aligned with the CDR credentialing exam for dietitian nutritionist.

    d. Timing and frequency. When will assessment activities occur and at what frequency?

Assessment activities will occur each semester in each course and supervised experiential learning setting. The final assessment will occur after the completion of course work and supervised experiential learning in the form of a final comprehensive exam.

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. N/A

There are no programs that currently offer an ACEND-accredited future education model future graduate program to prepare future RDNs to take the CRD credentialing exam at Idaho public institutions.

ISU offers a bachelor of science in dietetics. This is an ACEND-accredited didactic program in dietetics (DPD). Students then must apply for an ACEND-accredited dietetic internship (DI). ISU offers an ACEND-accredited Master of Science Dietetic Internship. Students must have a verification statement from a DPD and a verification statement from the DI to be eligible to take the CDR credentialing exam.

Existing Similar Programs: Historical enrollments and graduate numbers								
Institution and Program Name	Fall Headcount Enrollment in Program				Number of Graduates From Program (Summer, Fall, Spring)			
	FY14	FY15	FY16	FY17 (most recent)	FY14	FY15	FY16	FY17 (most recent)
BSU								
ISU (Bachelor's Degree in Dietetics)	16	16	17	17	18	19	18	15
UI								
LCSC								
CEI								
CSI								
CWI								
NIC								

14. **Projections for proposed program:** Using the chart below, provide projected enrollments and number of graduates for the proposed program:

Proposed Program: Projected Enrollments and Graduates First Five Years											
Program Name: Master of Science in Dietetics											
Projected Fall Term Headcount Enrollment in Program						Projected Annual Number of Graduates From Program					
FY 22 (first year)	FY 23	FY 24	FY 25	FY 26	FY 27	FY 22 (first year)	FY 23	FY 24	FY 25	FY 26	FY 27
18	36	36	36	36	36	0	18	18	18	18	18

The first cohort of students in the MS D will be enrolled fall 2021 and graduate spring 2023. Assuming the fiscal year 2022 begins July 1, 2021 and ends June 30, 2022, then the first cohort will enroll during the fiscal year 2022 and they will graduate during the fiscal year 2023. The first cohort will be 18 students, as we currently accommodate and enroll 18 students in the ACEND-accredited program that prepares future RDNS. The subsequent cohorts may be up to 21 students. As placements in region 1, 2, and 3 for supervised experiential learning grow, enrollment in each cohort may exceed 21.

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?

Currently, the ACEND-accredited coordinated program in dietetics that is offered at the baccalaureate level is accredited for 18 students. Accreditation is based on the program's capacity to meet the didactic and supervised experiential learning needs of students. The biggest factor in determining the number of students for which the program is accredited is the number of facilities and preceptors that can provide supervised experiential learning. The current facilities and preceptors will transition from working with the undergraduate students to working with the graduate students. We have sought accreditation for 18 students in the MS D, as we are confident in our capacity to meet the didactic and experiential learning needs of this number. Per ACEND policy, we may enroll up to 21 students in each new cohort in an effort to establish increased capacity.

There are many students who wish to work as RDNs. The current ACEND-accredited BS program is in demand. There are always more qualified applicants than there are seats. For example, in 2019 there were 30 qualified applicants. Therefore, enrollment in the MS D is expected to be at capacity. It is anticipated that 18 students will be accepted into and enrolled in the first cohort and every cohort after may see up to 21 students. Once the program is consistently able to meet the needs of 21 students, then the program will seek increased accreditation for 21 students in an effort to continuously increase enrollment up to the capacity of the communities that partner with the University of Idaho. The first cohort will graduate spring 2023.

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?

Historically, the minimum number of students in each University of Idaho cohort of future RDNs has been 12. A minimum of twelve students has proven to provide community that facilitates learning both inside and outside of the classroom.

The current undergraduate program preparing future RDNs requires teaching, advising, and program management from the equivalent of two full time faculty members. Since the current program will transition to the graduate level, the program needs can continue to be met with the equivalent of two full-time faculty members.

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?

Should the MS D degree not be successful after 7 years (as indicated by low enrollment), we will formally re-evaluate the basis of the issue via focus groups and surveys targeted to students, preceptors, and other stakeholders. If it is determined that there simply is insufficient need for the program, it will be phased out over a 2-year period so as to completing all students enrolled in the program.

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.

    Currently in the Niccolls Building, there is sufficient equipment to support the preparation of entry-level RDNs. Since preparation of entry-level RDNs will be transitioned from the undergraduate level to the graduate level there will continue to be adequate existing resources. The resources that are currently available are a computer lab, a newly-renovated (in 2014) foods lab, a dining room, and classrooms. In addition, there are contracts with facilities in which students are able to complete their supervised experiential learning in community nutrition, clinical dietetics, and food service management.

    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?

    The existing undergraduate program that completely prepares future RDNs will be closed. Therefore, the new master's program that prepares future RDNs will not impact the existing program.

    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 that will be needed at this time.

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.

The existing undergraduate program that prepares future RDNs will be closed. Therefore, the new master's program that prepares future RDNs will not impact the existing library resources.

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 library resources that will be needed at this time.

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?

The personnel resources that will be needed to implement the MS D are two FTE of teaching, the same number that are needed to support the existing accredited two-year coordinated program in dietetics. Since the coordinated program in dietetics will close and the MS D will open, there will be no additional personnel resources to implement the program.

Personnel that must be hired to support the proposed program only include those that recently resigned before AY 2019-2020. Once the two tenure-track positions in Food and Nutrition are re-filled, the program will be sustained. Two tenure-track positions would be approximately one FTE of instruction.

There is no need for additional sections of existing courses.

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 existing instructions, support, and administrative resources that will be needed to implement the MS D are the same as those that are needed to support the existing accredited two year coordinated program in dietetics. Since the coordinated program in dietetics will close and the MS D dietetics will open, there will be no additional instructions, support, and administrative resources to implement the program.

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?

The coordinated program in dietetics that is currently offered at the bachelors level will close and the MS D will open. Therefore, there will be no impact on existing programs.

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.

Personnel that must be hired to support the proposed program only include those that recently resigned before AY 2019-2020. Once the two tenure-track positions in Food and Nutrition are re-filled, the program will be sustained. Two tenure-track positions would be approximately one FTE of instruction.

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?

Current food and nutrition faculty in FCS teach courses needed to complete a food and nutrition major in the Bachelor of Science in family and consumer science and the coordinated program in dietetics. Most of the courses required in MS Dietetics will be similar courses as those that are offered in the undergraduate coordinated program in dietetics. This program is being discontinued and replaced with the MS Dietetics. Therefore, course load will not change significantly for the current faculty members. Rather the courses will change to be at the graduate level and to meet increased competency expected of an entry-level RDN.

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.
N/A

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.

   According to Board Policy V.R., 3.b., institutional local fees may be expended for professional fees to support the credentialing requirement, the accreditation requirement, and the extraordinary program costs. The anticipated costs of this program to maintain accreditation are $2,125 annually and $6,680 for the self-study/ site visit at the beginning of the program and then every seven years. These costs could be covered by charging a program fee of at least $100 per student per year. In addition, ACEND accredited programs will be required to purchase and maintain program management software in order to demonstrate compliance with accreditation requirements. These programs cost approximately $10,000 to implement and then average $165 per student per year to maintain. A total program fee of $265 per student per year would cover the costs associated with accreditation. This is indicated as student feeds under revenue on the budget template

   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.

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).

Please see accompanying spreadsheet.

Program Resource Requirements.

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

I. PLANNED STUDENT ENROLLMENT

	FY 2022		FY 2023		FY 2024		FY 2025	
	FTE	Headcount	FTE	Headcount	FTE	Headcount	FTE	Headcount
A. New enrollments	18	18	36	36	36	36	36	36
B. Shifting enrollments	0	0	0		0		0	
Total Enrollment	18	18	36	36	36	36	36	36

II. REVENUE

	FY 2022		FY 2023		FY 2024		FY 2025	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
1. New Appropriated Funding Request								
2. Institution Funds*	$170,170.00		$175,275.10		$180,533.35		$185,949.35	
3. Federal								
4. New Tuition Revenues from Increased Enrollments	$141,552.00		$291,597.12		$300,345.03		$309,355.38	
5. Student Fees	$4,770.00		$9,540.00		$9,540.00		$9,540.00	
6. Other (i.e., Gifts)								
Total Revenue	$316,492	$0	$476,412	$0	$490,418	$0	$504,845	$0

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

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

III. EXPENDITURES

	FY 2022		FY 2023		FY 2024		FY 2025	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
A. Personnel Costs								
1. FTE	2.0		2.0		2.0		2.0	
2. Faculty	$130,000.00		$133,900.00		$137,917.00		$142,054.51	
3. Adjunct Faculty								
4. Graduate/Undergrad Assistants								
5. Research Personnel								
6. Directors/Administrators	$0.00		$0.00		$0.00		$0.00	
7. Administrative Support Personnel	$0.00		$0.00		$0.00		$0.00	
8. Fringe Benefits	$40,170.00		$41,375.10		$42,616.35		$43,894.84	
9. Other:								
Total Personnel and Costs	$170,170	$0	$175,275	$0	$180,533	$0	$185,949	$0

	FY **2022**		FY **2023**		FY **2024**		FY **2025**	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
B. Operating Expenditures								
1. Travel								
2. Professional Services								
3. Other Services								
4. Communications								
5. Materials and Supplies								
6. Rentals								
7. Materials & Goods for Manufacture & Resale								
8. Miscellaneous								
Total Operating Expenditures	$0	$0	$0	$0	$0	$0	$0	$0

	FY **2022**		FY **2023**		FY **2024**		FY **2025**	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
C. Capital Outlay								
1. Library Resources								
2. Equipment								
Total Capital Outlay	$0	$0	$0	$0	$0	$0	$0	$0

	FY ___		FY ___		FY ___		FY ___	
D. Capital Facilities Construction or Major Renovation								
E. Other Costs								
Utilites								
Maintenance & Repairs								
Other								
Total Other Costs	$0	$0	$0	$0	$0	$0	$0	$0
TOTAL EXPENDITURES:	$170,170	$0	$175,275	$0	$180,533	$0	$185,949	$0
Net Income (Deficit)	$146,322	$0	$301,137	$0	$309,885	$0	$318,895	$0

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

II.2	Currently allocated funds, no additional support requested
II.5	Annual program fee of $265 ($100 for accreditation + $165 for management software) per student per year.
III.1	Requesting two faculty positions through faculty strategic hiring plan, as two food and nutrition faculty resigned just before AY 2019-2020.
III.2	Calculated using market rate of annual salary of $65,000 for two FTE
III.8	Calculated using fringe rate of 30.9% for two annual salaries of $65,000.

Office of the Registrar
Proposed Catalog Changes
Effective Summer 2020

Note for Faculty Senate: There will be a chart added under K-1-a, K-1-b, and K-1-c that contains the actual calculated GPA requirements for each college, for each honor. That calculation will be updated each year by the Office of the Registrar and will be based off the average institutional GPA from each college of the preceding five years (i.e., not counting the year the student will graduate). So for the 2020-2021 catalog, that calculation will include 2015-2020.

K - Academic Honors

K-1. Graduation with Honors

Candidates for baccalaureate degrees are graduated with honors if they have earned at least 56 credits in UI courses and meet the cumulative UI grade-point average as specified in K-1-a, K-1-b, or K-1-c. No credits earned through bypassed courses, credit by examination, experiential learning, or technical competence may be counted among these 56 credits.

Candidates for the degree of Juris Doctor are graduated with honors under the same conditions as describe in K-1-2, K-1-b, or K-1-c; except the grade-point average considered is based exclusively on the student's record in the College of Law. Honors are not awarded with degrees earned through the College of Graduate Studies.

Note: Graduation with honors is determined at the point in time when the degree is posted to the student's academic record based upon the student's grade point average at that time. Grade corrections subsequent to the posting of the degree will be processed by the Registrar's Office but will not impact the honors designation for the student.

K-1-a
Candidates whose grade-point averages would place them within the top 3 percent of graduates from their respective colleges over the preceding five years are graduated summa cum laude (with highest distinction). See chart below for qualifying grade-point averages for 2021 graduates.

K-1-b
Candidates whose grade-point averages would place them within the top 6 percent (but below the top 3 percent) of graduates from their respective colleges over the preceding five years are graduated **magna cum laude** (with great distinction). See chart below for qualifying grade-point averages for 2021 graduates.

K-1-c
Candidates whose grade-point averages would place them within the top 10 percent (but below the top 6 percent) of graduates from their respective colleges over the preceding five years are graduated **cum laude** (with distinction). See chart below for qualifying grade-point averages for 2021 graduates.

K-2. Dean's List

Undergraduate students who are registered for at least 12 credits (10 in the College of Law) and attain a grade-point average of 3.50 (3.00 in the College of Law) for a given semester are placed on lists prepared for the college deans. [Note: The 3.50 GPA is based on 12 graded credit hours (GPA hours) and does not include courses graded pass/fail.] These lists are publicized within UI and are distributed to news agencies.

Office of the Registrar
Proposed Catalog Changes
Effective Summer 2020

Existing Text:

E-5-b. Replacing a Grade by Repeating a Course

A student who has received a D or F in a course at UI may repeat the course at the UI provided credit has not been earned in a more advanced vertically related course in the same subject area. Although all grades remain on the record, the first repeat will replace the grade and credit earned initially in the course. The second and subsequent repeats of the same course will be averaged in the student's institutional GPA. See the College of Law section for the exception to this regulation applicable to students in that college.

Proposed Text:

E-5-b. ~~**Replacing a Grade by Repeating a Course**~~ **Repeating a Course for Grade and Grade Point Average Improvement**

An undergraduate student may repeat a course for grade and grade point average improvement. Although all grades remain on the record, the highest grade received will be calculated within the student's grade point average and credit earned in the course. Courses taken at other institutions will not qualify for repeat status unless the student can provide the Registrar's Office written proof from the appropriate UI department that the courses involved were equivalent or the course has already been evaluated by the academic department as equivalent. Enrollment for a repeated course beyond the third attempt require permission by the student's college.

A graduate student may repeat a course in which a grade of 'C' or lower has been earned only upon specific recommendation by the student's advisory committee and with approval of the Major Professor. All grades will remain on the student record. The grade earned in the repeated course will be used for grade point calculation. Enrollment will not be allowed for a third repeat attempt. Courses numbered 500, 501, 502, 503, 504, 597, 598, 599, 600, 601, 603, 604, and 698 may be repeated but not for grade replacement.

See the College of Law section for the exception to this regulation applicable to students in that college.

https://catalog.uidaho.edu/student-services/admission/

Admission to the University

- Application and First Year Admission Requirements
- Transfer Admission
- Readmission and Petition
- Dual Credit and Non-degree
- International Admission
- Transfer Credit Evaluation
- General Education Requirements for Transfer Students
- Graduate Admission
- Graduate Admission Categories
- Additional Information for International Students

Information about the undergraduate admission process and application forms are available from the Office of Admissions or online at www.uidaho.edu/admissions. Applicants for admission to the university must present satisfactory evidence of good character.

Application Procedures

All applicants for admission are required to submit:

1. The appropriate, completed application form (i.e., undergraduate, non-degree, or international). Failure to list all institutions attended or submission of inaccurate transcripts or other supporting documents as specified on the application form is considered fraud and subjects the applicant to immediate cancellation of his or her registration and/or dismissal from the university.

2. Official transcripts from the last high school and all colleges or universities attended. (See sections on first-year, transfer, non-degree, or international admission requirements for further details.) **Transcripts submitted in support of an application must be official and must be sent directly to the Office of Admissions by the issuing institution. Transcripts received become the property of the university and cannot be returned, copied, or forwarded.** Official transcripts must be signed by the registrar, superintendent, principal, or other authorized official of the school.

3. Applicants who are still in high school should apply during their senior year and should ask their high school counselor to send a copy of their current transcript and ACT or SAT scores to the Office of Admissions. If qualified, the applicant will be given an early notice of acceptance based on this record. Final acceptance will be granted when the university receives a final transcript mailed directly from the high school verifying that the applicant has graduated from a regionally accredited high school and has satisfied all admission requirements.

4. Scores from the College Board (SAT) or the American College Testing Program (ACT) if applying for admission to the freshman class. This includes transfer applicants with fewer than 14 transferable semester credits. International applicants are not required to submit ACT or SAT scores.

5. A non-refundable application fee of $60 for domestic applicants, $70 for international applicants, and $30 for applicants seeking readmission. Review of the application will be delayed until this fee is received. This fee is not charged to students applying for non-degree admission.

Application Deadlines. To provide time for evaluation and for notice of acceptance to reach the applicant, applications and credentials should be submitted to the Office of Admissions at least three weeks prior to the beginning of classes. International applicants have different deadlines (see "International Admission Requirements").

Priority Dates

Because funds are limited, to receive priority consideration for all available funds, student applicants must submit the Free Application for Federal Student Aid (FAFSA) to the federal processor by the priority date each year. The priority date for 2019-2020 is December 1. This priority date applies to incoming and continuing students, and students starting both fall and spring semesters. The link to the FAFSA page can be found on the Financial Aid homepage, https://www.uidaho.edu/financial-aid. In addition to the FAFSA, students who are new to the university must also have a complete application for admission on file by the December 1 priority date. Students who meet both priority dates will receive first consideration for funds for which they qualify. Students who do not meet both priority dates will still be considered for the guaranteed scholarship programs, Federal Pell Grants, and Federal Direct Loans which are available throughout the year.

Enrollment

Financial aid during the academic year is usually awarded in expectation of full-time enrollment: 12 credits per semester for undergraduate students, 10 credits per semester for law students, and 9 credits per semester for graduate students. If a student is receiving aid as a full-time student, he or she must be registered as a full-time student to receive the aid on the first day of class. Students are required to enroll full-time to receive scholarships, unless the donor specifies special circumstances allowing part-time enrollment. All students must enroll at least half-time (6 credits per semester for undergraduate students or 5 credits per semester for graduate and law students) to be eligible for Direct Loans. Students must be enrolled in the required number of credits through the 10th day of classes (census date) of the semester to continue receiving financial aid and scholarships for the semester.
For federal loan eligibility determinations, the following enrollment classifications will be used. Undergraduate enrollment will be 6-8 credits for half-time, 9-11 credits for three quarter time, and 12 or more credits for full time. Graduate enrollment will be 5-6 credits for half time, 7-8 credits for three quarter time, and 9 or more credits for full time. Law enrollment will be 5-6 credits for half time, 7-9 credits for three quarter time, and 10 or more credits for full time.

Notification of Admission. When all of an applicant's credentials have been received and he or she has been found eligible, a letter of acceptance will be sent. Acceptance is granted for a specified semester or summer session. If an applicant does not register for the term for which he or she applied and was accepted, it will be necessary to file a new application if entrance at a later time is desired.

First-Year Admission Requirements

First-year applicants graduating from high school prior to 1995 must meet the requirements in effect for their graduation year. A degree-seeking applicant applying directly from high school or with fewer than 14 semester credits of transferable college work earned after high school graduation must:

1. Submit ACT or SAT scores.

2. Graduate from a regionally accredited high school with a combination of cumulative GPA[1] and test scores[2] as defined in the following table:

High School GPA	ACT Composite	SAT EBRW + Math (March 2016 and after)	SAT Critical Reading + Math (pre-March 2016)
3.00-4.00	Any test score	Any test score	Any test score
2.60-2.99	15-36	830-1600	740-1600
2.50-2.59	17-36	910-1600	830-1600
2.40-2.49	19-36	990-1600	910-1600
2.30-2.39	21-36	1070-1600	990-1600
2.20-2.29	23-36	1140-1600	1070-1600

[1] Unweighted

[2] Written sections of the test not required for admission.

4. Complete specified high school courses with a minimum 2.00 GPA as listed below. A credit is defined as a course taken with a minimum of 70 hours of classroom instruction. A high school credit can be counted in only one category.

   a. **English:** A minimum of 8 credits (4 years), selected from composition and literature courses or courses that integrate composition, language, and literature.
   b. **Mathematics:** A minimum of 6 credits (3 years) including algebra I or applied math I, geometry or applied math II, and algebra II. An additional 2 credits are strongly recommended. Other courses may include probability, discrete math, analytic geometry, calculus, statistics, and trigonometry. **Four of the required mathematics credits must be taken in the 10th, 11th, and 12th grades.**
   c. **Social Science:** A minimum of 5 credits (2 ½ years), selected from American government (state and local), geography, U.S. history, world history, psychology, sociology, and economics (consumer economics courses approved by the Idaho State Board of Education may be counted toward this requirement).
   d. **Natural Science:** A minimum of 6 credits (3 years), selected from anatomy, biology, chemistry, geology, earth science, physical science, physiology, physics, zoology, and applied science courses jointly approved by the State Department of Education (SDOE) and the State Department of Professional-Technical Education (DSPTE) (maximum of two credits in this category). Ecology will count if SDOE approved. At least two credits must involve laboratory science experience. Note: A laboratory science course is defined as one in which at least one class period each week is devoted to providing students the opportunity to manipulate equipment, materials, or specimens; develop skills in observation and analysis; and discover, demonstrate, illustrate, or test scientific principles or concepts.
   e. **Humanities/Foreign Language:** A minimum of 2 credits (1 year), selected from literature, history, philosophy, foreign language, fine arts, and interdisciplinary humanities (related study of two or more of the traditional humanities disciplines). These courses should emphasize history, appreciation, theory, analysis, and/or critique. History courses beyond those required for state high school graduation may be counted. Foreign language study is strongly recommended. Native American language (five Idaho tribes) may meet this requirement if taught by certified high school faculty.
   f. **Other College Preparation:** A minimum of 3 credits (1 ½ years), of which no more than one credit may be in speech or debate (debate must be taught by a certified teacher). Other courses may

include studio/performing arts (art, dance, drama, and music) or foreign language (beyond any foreign language credit applied in the humanities/foreign language category). May include no more than two credits in SDPTE-approved classes in agricultural science and technology, business and office education, health occupations education, family and consumer sciences education, occupational family and consumer science education, trade, industrial, and technical education, and individualized occupational training.

Applicants with fewer than 14 semester hours of transfer credit completed after high school graduation must meet both first-year and transfer admission requirements, including submission of the required test scores. (See "First-Year Admission Requirements" above.)

Students who have participated in running start, dual credit or accelerated learning programs who concurrently enroll in college credit courses while still in high school need to meet first-year requirements for admission and submit all of the appropriate high school documentation regardless of the number of transferable credits completed. See First-Year Admission Requirements.

If a first-year applicant does not qualify for regular admission or satisfies one of the criteria below, he or she may apply to the Admissions Committee for consideration (see Applying to the Admissions Committee).

1. Graduates from a non-accredited high school,

2. Is home schooled,

3. Obtains a General Educational Development (GED) certificate,

4. Deserves consideration because of special circumstances (i.e. disadvantaged or minority status, delayed entry, returning veteran, a talented student wishing to enter college early, and/or similar situations).

Transfer Admission Requirements

Applicants who have been enrolled in other colleges or universities accredited by one of the regional accrediting agencies, such as the Northwest Commission on Colleges and Universities, and who have satisfactorily accumulated 14 or more transferable credits after high school graduation may be admitted with advance standing as transfer students.

In addition to a completed undergraduate admission application form, transfer applicants must submit the following credentials to the Undergraduate Admissions Office:

1. Official transcripts from each college or university previously attended. To be considered official transcripts must be mailed directly to the University of Idaho Undergraduate Admissions Office by the issuing institution. **Transcripts received become the property of the university and cannot be returned, copied or forwarded.**

2. Applicants with fewer than 14 semester hours of transfer credit since high school graduation must meet both first-year and transfer admission requirements, including submission of the required test scores. (See "First-Year Admission Requirements".)

3. Students participating in running start, dual credit or accelerated learning programs who are concurrently enrolled in college credit courses while still attending high school need to meet first-year requirements for admission and submit all the appropriate high school documentation regardless of the number of transferable credits completed. See First-Year Admission Requirements.

Transfer students are selected from those applicants who present a cumulative grade-point average of at least 2.00 (C) for all college-level study attempted in all accredited colleges attended, exclusive of courses for which credits are not allowed. Students transferring from out-of-state schools into the College of Engineering must have a cumulative grade-point average of at least 2.80. Admission of transfer students to the landscape architecture program will be based on GPA (typically limited to 2.5 or above), test scores (ACT/SAT), and a portfolio with a letter of intent submitted to the department.

Students admitted to the University of Idaho from other collegiate educational institutions must have complied with the academic regulations for continuance in the institution(s) that they have attended in addition to the academic regulations that are applied to students enrolled in this institution.

An applicant with previous college work who does not qualify for regular admission may also seek provisional acceptance by applying to the Admissions Committee for consideration (see Applying to the Admissions Committee).

Readmission Requirements

Students returning after two years from last attendance must complete an Application for Readmission and submit a $30 application fee and official transcripts from all colleges or universities attended since last enrolling at UI. (Also see regulation B-1) Application forms are available online at www.uidaho.edu/admissions.
Returning students who were not in good academic standing when they left the university need to submit the above materials and follow the appropriate reinstatement procedures as stated in regulation L-4. Contact the Admissions Office for more information (208-885-6326, admissions@uidaho.edu).

Applying to the Admissions Committee

Applicants who do not qualify for admission to the University of Idaho may petition the Admissions Committee. Such applicants must submit to the Undergraduate Admissions Office an application for admission, the appropriate fee, all required official transcripts and test scores, three signed letters of recommendation, and a written statement from the student that includes the student's goals, educational and/or professional objectives, an explanation of past academic performance, information and/or documentation regarding any extenuating circumstances, and any other information the student wishes to have considered. and a signed written statement of the student's objectives. This information should be received in the Undergraduate Admissions Office by August 1 for fall semester and December 1 for spring semester.

Students admitted through the Admissions Committee may be granted regular or provisional admission and will be subject to the regulations on academic probation, disqualification, and reinstatement (see regulation L). The Admissions Committee may assign provisionally admitted students a primary advisor. These students, while on provisional status, will need this advisor's approval before registering and

when making any changes to their registration. They may be required to attend pre-academic planning within an office or a program of the University.

Freshmen admitted provisionally may change to regular admission status upon satisfactory completion of 14 credits, 12 of which must be in four different categories of the general education requirements (see regulation J-3). Regular admission status must be attained within three semesters or the student will be dismissed, subject to the Admissions Committee's appeal procedures.

Transfer students admitted provisionally must enroll on probation, meet all conditions imposed by the committee, and complete the first semester with at least a 2.00 grade-point average or they will be dismissed, subject to the Admissions Committee's appeal procedure.

NOTE: THERE ARE NO CHANGES TO THE SUBSEQUENT SECTIONS OF THE ADMISSIONS SECTION OF THE CATALOG

University of Idaho

POLICY COVER SHEET

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

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

Faculty Staff Handbook (FSH)
☐ Addition ☐ Revision* ☐ Deletion* ☐ Emergency X Minor Amendment
Chapter & Title: **FSH 3920 Dismissal and Discipline of Exempt Employees**

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

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

Originator (see FSH 1460 C) Diane Whitney, Policy Coordinator   4/14/20

                              Name   Date

5-6151   dwhitney@uidaho.edu_____
Telephone   Email

Policy Sponsor, if different from Originator:
                                    Name   Date

Telephone   Email

Reviewed by General Counsel   X Yes ____No   Name & Date: Kent Nelson 4/14/20

1.   **Policy/Procedure Statement:** Briefly explain the reason for the proposed addition, revision, and/or deletion:
   This revision is needed to bring FSH 3920 into alignment with RGP II.L. The most significant change is the deletion of provisions providing for appeal to the Board, which is explicitly prohibited by Board policy. Other changes were made for clarity, to add citations, eliminate redundant language, etc.

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 immediately.

If not a minor amendment forward to: _____

_____

3920

DISMISSAL AND DISCIPLINE OF EXEMPT EMPLOYEES

PREAMBLE: This section outlines the procedures for the dismissal of exempt employees who are being dismissed before the end of their current term of appointment. For historical background, see 3910. Unless otherwise noted, the text is as of July 1996. The whole of the policy was substantially revised July 2002. Further information may be obtained from Human Resources (208-885-3638). [ed. 7-97, 7-01, 7-02, 9-06, 12-07]

CONTENTS:

A. Regents' Authority
B. Administrative Leave
C. Procedures Related to Discipline and Dismissal
D. Regents Appeals

A. REGENTS' AUTHORITY AND DEFINITION OF ADEQUATE CAUSE.

A-1. All exempt employees of the ~~regents~~ university are subject to discipline, up to and including dismissal, for adequate cause. "Adequate cause" as defined by Board of Regents policy means one (1) or more acts or omissions which, singly or in the aggregate, have directly and substantially affected or impaired an employee's performance of his professional or assigned duties or the interests of the ~~Board, institution, agency, school, or office~~regents or the university. In addition, any conduct seriously prejudicial to the ~~Board, an institution, agency, school or office~~regents or the university may constitute adequate cause for discipline, up to and including dismissal. Examples include, but are not limited to, one or more instances of sexual harassment or other form of harassment prohibited by law; immorality; criminality; dishonesty; unprofessional conduct; actions in violation of policies, directives, or orders of the ~~Board, an institution, agency, school, or office~~regents or the university; unsatisfactory or inadequate performance of duties; or failure to perform duties. RGP II.L3.

> **Commented [WD(1)]:** For consistency with FSH 3910 The language change is only intended to align the verbiage with FSH 3910, (eliminating Board of Regents terms that are not consistent with University usage) and not as a substantive change.

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B. ADMINISTRATIVE LEAVE. An exempt employee may be placed on administrative leave with pay until final action is taken by the department administrator or in the case of dismissal, by the president. *[ed. 12-07]*

C. PROCEDURES RELATED TO DISCIPLINE AND DISMISSAL. In each case, the issue of whether or not ~~good~~ adequate cause for discipline, ~~termination~~ or dismissal exists is to be determined by an equitable procedure, affording protection to the rights of the exempt employee and to the interests of the ~~state of Idaho and its system of higher education~~regents and the university. *[ed. 12-07]*

> **Commented [NK(2)]:** This word is consistent with Board Policy.

> **Commented [NK(3)]:** "termination" is not used in Board Policy – only "discipline up to and including dismissal…"

> **Commented [NK(4)]:** This matches language with the board policy but does not change the substance of the policy since the Board policy controls. Board policy limits discipline to instances of adequate cause.

C-1. Departmental, Division, and College Action. When ~~reason arises to question the fitness of an exempt employee~~the question arises as to whether adequate cause exists for discipline or dismissal, the immediate supervisory officer discusses the matter with the employee in a confidential personal conference. It is the duty of the immediate supervisor and the exempt employee to make a good faith effort to correct any and all deficiencies in the exempt employee's performance. A good faith effort must be made to identify and resolve performance problems at the lowest administrative level. *[ed. 12-07]*

C-2. University Action. If problems are not resolved, disciplinary action may be initiated using the following procedure.

a. The department administrator shall provide the employee with written notice of the contemplated discipline and specify a period of time during which the employee shall have the opportunity to respond in person or in writing.

b. The employee may respond or decline to respond affirmatively or through inaction.

c. After considering the employee's response, if any, the department administrator may impose discipline or, in the case of dismissal, recommend dismissal to the president.

_____

d. If there is a recommendation to dismiss, the president or his or her designee must notify the employee in writing. Such notice may be personally served upon the employee, or be sent by first-class mail, postage pre-paid, to the employee at the last known address on file for the employee. If the disciplinary action is other than dismissal, the department administrator provides the notice in the same way. The notice must contain a concise statement of the reasons for and nature of the discipline.

e. An employee may use the grievance process described in FSH 3890 to grieve disciplinary action.

f. The notice to the employee imposing discipline is the final decision of the university. The effective date of the discipline is not affected by the filing of a grievance under FSH 3890.

~~**D. REGENTS' APPEALS.** A nonclassified employee may elect to petition the Board to review any final personnel related decision of the chief executive officer. Any written petition must be filed in the Office of the State Board of Education within fifteen (15) calendar days after the employee receives written notice of final action under the internal procedures of the institution, agency, school, or office. The Board may agree to review the final action, setting out whatever procedure and conditions for review it deems appropriate, or it may choose not to review the final action. The fact that a written petition has been filed does not stay the effectiveness of the final decision nor does it grant a petition for review unless specifically provided by the Board. Board review is not a matter of right. An employee need not petition the Board for review in order to have exhausted administrative remedies for the purposes of judicial review. (RGP IIM).~~

> **Commented [WD(5):** Discipline, up to and including dismissal, of an employee is not appealable to the Board. RGP II.L.4.b.

University *of* Idaho

POLICY COVER SHEET

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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 X Minor Amendment
Chapter & Title: **FSH 3930 SEPARATION OF CLASSIFIED EMPLOYEES**

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

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

Originator (see FSH 1460 C) Diane Whitney, Policy Coordinator   **4/24/20**
                                Name   Date
5-
6151_____dwhitney@uidaho.edu_____
_____
Telephone   Email

Policy Sponsor, if different from Originator:
                                                              Name   Date
Telephone   Email

Reviewed by General Counsel   X Yes ____No   Name & Date: Kent Nelson 4/17/20

1.   **Policy/Procedure Statement:** Briefly explain the reason for the proposed addition, revision, and/or deletion to the Faculty Staff Handbook or the Administrative Procedures Manual.
        Minor edit per FSH 1460 to make policy consistent with controlling legal authority, IDAPA 15.04.01, and to make some minor clerical changes.

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.

        Effective immediately.

If not a minor amendment forward to: _____

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3930

SEPARATION OF CLASSIFIED EMPLOYEES

PREAMBLE: This section outlines procedures for the separation, by resignation or dismissal, of classified employees. It underwent significant revisions in 2002. In January 2017 revisions to C-3 were made to address a contradiction discovered in FSH 3360 B-2. Further information may be obtained from Human Resources (208-885-3609). [ed. 7-97, 6-09, rev. 7-02]

CONTENTS:

A. Resignations
B. Layoffs
C. Discipline Up To and Including Dismissal

A. RESIGNATIONS. Full-time classified employees who wish to resign are expected to give at least two weeks' notice.

B. LAYOFFS. [See also FSH 3970.]

B-1. For purposes of this section 3930 B, the term "unit" as used herein means an organizational unit determined by the Office of the pPresident, or designee for layoff purposes. In the absence of sufficient work or sufficient funds or in the event of a reorganization of a unit that results in the elimination of one or more positions, employees may be laid off according to the following procedure:

    a. The departmental unit administrator determines which position classification is to be reduced.

    b. Departmental Unit employees in that classification are categorized as follows: (1) disabled war veterans, (21) employees who are certified in the identified classificationwith permanent status [see 3360 A-3] in the class, (32) probationary employees who have permanent certified status in a lower prior position with a different classification, and (43) probationary employees without permanent certified status in any prior position with the Universityclass.

    c. Departmental employees in the classification are awarded retention points as follows: (1) one point for each month hour of state UI service that meets expectations or its prior equivalent ranking (or higher), (2) one additional point for each month hour of state UI service rated exceeds expectations or its prior equivalent ranking (or higher)satisfactory, and (3) one-half additional point for each month hour of state UI service rated above satisfactoryoutstanding or its prior equivalent ranking. In addition, veterans as defined in Idaho Code § 65-501 ++++++ are awarded additional points equivalent to 3 years of service that meets expectations.

    d. Employees in category (43) are to be laid off before any in category (32) are laid off, and so on, with highest priority for retention assigned to those in category (1). Within each category, the employee with the lowest number of retention points is the first to be laid off.

B-2. In every case of layoff, except as provided in 3970 G-2, the departmental unit administrator must give two weeks' notice to the employee and concurrently to the assistant vice president for human resourcessenior Human Resources executive. *[rev. 7-02]*

B-3. The assistant vice president for human resources will make every effort to place an employee being laid off in a position of the same classification and pay grade. If another position is not available, theThe laid-off employee's name is placed on a "layoff roster." An employee whose name is on this roster and who is qualified for the a vacant

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Commented [WD(1)]: This change to conform with IDAPA 15.04.01.141.05 Layoff Unit.

Commented [WD(2)]: "Veterans" (not "war veterans") are given preference through retention points, not through order of reduction in force. See IDAPA 15.04.01.141.03 and 143.03.
KN Note: "War" Veterans does not appear in IDAPA either; Recommended correction is to delete "disabled war veteran" from B-1.a and place "veterans" in B-1.c

Material change is removal of "war veterans" – remaining changes are clarifications of the types of employees without any material change in ranking.

Commented [WD(3)]: Compare to IDAPA 15.04.01.141

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Commented [NK(4)]: This is much more aligned to the veterans preference under IDAPA, but much broader than the "disabled war veterans"

Commented [WD(5)]: Point system changed to conform with IDAPA 15.04.01.141 and current UI annual evaluation terminology.

Commented [WD(6)]: For consistency with usage within FSH, to avoid having to revise when titles change.

Commented [NK(7)]: Needs clarification or removal

Commented [WD(8R7)]: Per last conversation with Brandi, my understanding is that the practical result is identical whether worded as it is currently or edited as shown, but the edited version aligns more closely to IDAPA and is procedurally cleaner.

position of the same classification or pay—grade assigned by the current class/comp system must be offered reinstatement to in that vacaent position in the classification from which he or she was laid off, or in a lower class in the same series, or in a class in which the employee has held permanent status with UI, before any other person may be promoted, transferred, reinstated, or hired for that class by any UI unit. Preference for reemployment from layoff rosters is determined as in B-1, i.e., those in category (1) are to be reemployed before any in category (2) and so on, and, within a category, the employee with the largest number of retention points is the first to be reemployed.

B-4. Names of employees laid off remain on the layoff roster until they decline three qualifying offers of employment or for one year, whichever occurs first, A qualifying offer is one that is in the same UI classification(s), BLS SOC code or CUPA code, relative value, market and duties for which the employee was laid off (based on current class/comp system) or for which the employee has been certified, is permanently funded, and is within 70 miles of the location worked at the time of the layoff. *[rev. 7-02]*

B-54. An employee who resigns voluntarily, is terminated for cause, or fails to satisfactorily complete the required probationary period is not eligible to be placed on the layoff roster.

C. DISCIPLINE UP TO AND INCLUDING DISMISSAL.

C-1. Adequate cause. The regents have defined adequate cause for discipline up to and including dismissal: "Adequate cause" means one (1) or more acts or omissions which, singly or in the aggregate, have directly and substantially affected or impaired an employee's performance of his professional or assigned duties or the interests of the Board, institution, agency, school, or office. In addition, any conduct seriously prejudicial to the Board, an institution, agency, school or office may constitute adequate cause for discipline, up to and including dismissal. Examples include, but are not limited to, one or more instances of sexual harassment or other form of harassment prohibited by law; immorality; criminality; dishonesty; unprofessional conduct; actions in violation of policies, directives, or orders of the Board, an institution, agency, school, or office; unsatisfactory or inadequate performance of duties, or failure to perform duties. *[ed. 7-02]*

C-2. Specific examples of behaviors that constitute adequate cause for discipline up to and including dismissal are: *[ed. 7-02]*

a. Failure to perform the duties and carry out the obligations imposed upon him or her by the state constitution, state statutes, or UI rules and regulations.

b. Inefficiency, incompetence, or negligence in the performance of duties.

c. Physical or mental incapability of performing assigned duties.

d. Refusal to accept a reasonable and proper assignment from an authorized superior.

e. Insubordination, conduct unbecoming an employee, or conduct detrimental to good order and discipline in his or her department.

f. Intoxication on duty.

g. Careless, negligent, or improper use or unlawful conversion of UI property, equipment, or funds.

h. Use of any influence that violates the principles of the merit system in an attempt to secure a promotion or privileges for individual advantage.

i. Conviction of official misconduct in office, conviction of any felony, or conviction of any other crime involving moral turpitude.

j. Acceptance of gifts in exchange for influence or favors given in his or her official capacity.

_____

k. Habitual pattern of failure to report for duty at the assigned time and place.

l. Habitual improper use of sick-leave privileges.

m. Unauthorized disclosure of confidential information.

n. Absence without leave.

o. Misstatement or deception in his or her application for UI employment.

p. Failure to obtain or maintain a current license or certification lawfully required as a condition for performing his or her duties.

q. Prohibited participation in political activities [see 6220 C].

C-3. Disciplinary Procedures. These procedures apply to discipline up to and including dismissal. Whenever a department administrator considers it necessary to discipline a classified employee, the administrator must provide the employee with written notice of the contemplated discipline and provide the employee an opportunity to respond and be heard. Such notice should also be sent to the assistant vice president for human resources. The notification is to clearly set forth the specific reasons for the contemplated disciplinary action. After the employee has exercised the opportunity to respond, or declined either affirmatively or through inaction, the department administrator may impose the discipline. If the discipline is dismissal the president or his designee must notify the employee in writing either personally served on the employee or sent by first-class mail, postage pre-paid to the employee at the last known address on file for the employee. When practical, notice of dismissal will be given at least two weeks' in advance of the effective date of dismissal. During the period between notification and effective date, the department administrator may require the employee to use accrued annual leave. *[rev. 1-17]*

C-4. Administrative Leave or Suspension. *[ed. 7-02]*

a. Suspension Defined. Suspension means an enforced period of absence from the workplace, with or without pay, for disciplinary purposes or pending investigation of allegations about employee behavior. All disciplinary actions including suspension and dismissal are matters that may be considered under employee grievance procedures [see 3860].

b. A departmental administrator may place a classified employee on administrative leave or suspension, with pay, immediately upon notice to the employee of contemplated disciplinary action, or pending investigation of charges that, if substantiated, would constitute adequate cause for dismissal.

c. Suspension on Felony Charges. A departmental administrator may place a classified employee on suspension, with pay, upon the issuance of an indictment for felony charges relating to conduct outside his or her employment and upon concurrent notification of the employee and the assistant vice president for human resources. Such suspensions may remain in effect during the time such charges are pending. Full reinstatement of all benefits and salary to which the employee would have otherwise been entitled will be provided to the employee upon a subsequent finding that the charges or information were without grounds or were dismissed.

d. Disciplinary Suspension. A departmental administrator may place a classified employee on suspension, without pay, for discipline, upon concurrent notification of the employee and the assistant vice president for human resources. Such suspensions must not exceed 30 calendar days.

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 XX Revision* ☐ Deletion* ☐ Emergency
Minor Amendment ☐

    Chapter & Title: **FSH3090 Temporary Hourly Employment**

Administrative Procedures Manual [APM] ☐ Addition ☐ Revision* ☐ Deletion* ☐ Emergency
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):   **Brandi Terwilliger**   **July 10, 2018**
(Please see FSH 1460 C)   Name   Date
    Telephone & Email: **885-3008**   **brandit@uidaho.edu**

Policy Sponsor: (If different than originator.)   Brian Foisy   July 10, 2018-Reviewed and Approved
                                      Name   Date
    Telephone & Email: **885-7590**   **brianfoisy@uidaho.edu**

Reviewed by General Counsel   _X_ Yes   ___ No Name & Date: Kim Rytter, July 10, 2018

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.
    Updating policy to reflect changes based on streamlined recruitment process that was finalized two years ago, current hiring practices and reflect current processes and procedures. Updates to ensure compliance with state policies.

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.
    No other policies or APM need updated due to changes.

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.

If not a minor amendment forward to: _____

Policy Coordinator Appr. & Date:	*FSH*	Track # _____
_____	Appr. _____	Date Rec.: _____
[Office Use Only]	FC _____	Posted: t-sheet _____
	GFM _____	h/c _____
APM	Pres./Prov. _____	web _____
F&A Appr.: _____	*[Office Use Only]*	Register: _____
[Office Use Only]		*(Office Use Only)*

3090

TEMPORARY HOURLY EMPLOYMENT

PREAMBLE: This section defines 'temporary hourly employment' (until the July 1997 update to the Handbook known as 'temporary irregular help') and outlines the procedures for establishing such positions and securing temporary hourly employees. This section appeared in the 1979 Handbook *and has been revised frequently for greater clarity and better to conform it to state and federal law the text following is July 1, 2002. For further information, contact Human Resources (208-885-45003602). [ed. 7-97, 7-02, 9-06, 3-20]*

CONTENTS:

A. Definition and Establishment of Positions
B. Appointments *[ed. 7-02]*
C. Benefits
D. Restrictions on Use of Grievance Procedures
E. Employment of Relatives
F. Supervision
G. STAR & COMET ProgramFAST Roster Program *[ed. 7-06, 3-20]*

A. Definition and Establishment of Positions. Temporary Hourly (TH) positions are positions in which the employee is compensated on an hourly basis as the services are needed. Employment can be terminated at will, and the employee has no expectation of continuing employment. This employment category does not include temporary board-appointed positions that are temporary due to contingency upon work and/or funding or other contingency as noted in employment letter. [See FSH 3080.] *[ed. 7-97, 7-00, 7-02, 3-20]*

> **A-1.** A TH position is established when there is a temporary or intermittent need for services not expected to exceed 1385 hours per calendar year. *[ed. 7-97]*
>
> > **a.** If the temporary services are expected to exceed 1385 hours in any one year or a one-year period, the department administrator will need to establish should consider establishing a temporary or continuing board-appointed position and advertise the position through the University's recruitment system. S[see FSH 3080 for establishing a board-appointed position]. *[rev. 7-02, 3-20]*
>
> **A-2.** Department administrators are authorized to engage TH employees to be paid from the Department's TH budgets on an hourly basis. *[ed. 7-97, 7-02]*
>
> **A-3.** Deans and directors are responsible to ensure and are expected to be able to document that recruitment, employment, personnel actions and personnel policies for TH employees comply with legal requirements and are conducted in a manner which is consistent with the principles of affirmative action and equal opportunity. Human Resources provides assistance in classifying positions, determining compensation ranges, writing job descriptions, recruiting, and hiring of temporary positions upon request. Required new hire paperwork, such as payroll and and verification of I-9 status, is processed and verified by Human Resources such as payroll and and verification of I-9 status. If a background check is required, it must be requested through Human Resources and the results obtained before any work is started and other paperwork is completed or before an EPAF is initiated. *[ed. 7-97, 9-06, 3-20]*
>
> **A-4.** Persons employed as TH employees may be terminated without prior notice without cause assigned. The supervisor may give advanced notice of termination when appropriate. *[ed 7-97, 3-20, rev. 7-02]*

B. Appointments. TH appointments must be entered and approved on the Electronic Personnel Action Form (EPAF) for each TH employee before employment begins. All data requested must be entered on the EPAF screen. *[ed 7-97, rev. 7-02]*

B-1. Each new TH employee must visit Human Resources to present information required to document I-9 status including and complete payroll, Social Security, tax withholding, and other related and required documents before beginning employment. Appropriate alternate arrangements are made for persons employed at locations away from Moscow. *[ed 7-97, 7-00, 9-06, 3-20]*

B-2. Contact Human Resources or a current HR Banner manual for instructions regarding reporting of hours worked. *[rev. 7-02, ed. 9-06]*

C. Benefits.

C-1. TH employees are eligible only for annual leave, sick leave and pay for holidays on which they do not work [see C-2 below and 3460 D-1, a] and said eligibility is contingent on participation in the Public Employees Retirement System (PERSI)., Ssee 3730 for PERSI eligibility). *[ed. 7-97, 3-20]*

a. Exemption from Social Security taxes for international students enrolled less than full-time or working more than 20 hours per week will be determined based on the visa type and length of stay in the United States. Contact HR for more information. *[rev. 7-02, ed. 9-06]*

b. TH employees normally working at least 20 hours a week for a period of five 5 months are required to participate in PERSI. Department administrators are expected to record PERSI eligibility upon submission of employee's EPAF. Those not normally working at least 20 hours a week are ineligible to participate in PERSI. (See policy 3730 for a discussion of PERSI eligibility.) PERSI eligibility is governed by PERSI rules in place at the time of hire. *[ed. 7-97, ed. 7-02; rev. 3-20]*

c. Department administrators are responsible for notifying Human Resources when a TH employee who is expected to qualify for participation in PERSI is hired. This is generally conducted through the selection of a PERSI eligible EPAF category. Human Resources/Payroll Services will inform department administrators and TH employees when the TH employee has worked 20 or more hours a week for four4 consecutive months. The notice will explain that the employee is approaching the threshold for PERSI enrollment. The UI may choose from among the following options when this threshold is about to be met: (1) terminate employment, (2) reduce hours to less than 20 hours per week, or (3) enroll the employee in PERSI. *[ed. 7-97, 9-06, rev. 7-02, 3-20]*

d. If the employee continues to work 20 or more hours a week (option 3 above) enrollment in PERSI is mandatory, and the enrollment will be retroactive to the original hiring date. When the employee is enrolled, the employing department and the employee are responsible for the appropriate contributions to PERSI from the date of hire. (See FSH 3730 for a complete discussion of contributions.) Employees may be allowed to spread these contributions over a period not to exceed six months.

e. TH employees working at least 30 hours per week for a period of five 5 months or longer are eligible to enroll in the University's medical and prescription healthcare plan under the Affordable Care Act (ACA). The ACA benefits, including contribution amounts, may differ from other employee groups and will be governed by the plan documents in effect at the time of eligibility. *[add. 3-20]*

C-2. TH employees who are paid for 40 or more hours in a biweekly pay period of 80 hours and who work for five consecutive months or longer are required to participate in PERSI and accrue annual leave during the first 10,400 hours of service (five years of full-time work) and sick leave on a pro-rata basis at the rate per hour worked which is represented by the proportion 96/2080. For example, an eligible TH employee who is paid for 62 hours in a two-week pay period accrues 2.9 hours of annual leave and 2.9 hours of sick leave (62 hours times 96/2080, rounded to

the nearest tenth of an hour). Sick leave accrual is unlimited; annual leave accrual is limited to 192 hours maximum. *[ed. 7-97, 7-00, rev. 7-02]*

a. ~~Department administrators~~ TH employees are responsible for entering ~~into the UI Human Resources Information System (HRIS),~~ the leave taken and hours worked into an electronic timesheet in VandalW~~w~~eb. Annual leave must be preapproved by the employee's supervisor. ~~by TH employees in their respective units.~~ Leave for each biweekly pay period must be ~~entered~~ submitted between the second Friday of the pay period for which leave is being reported, and the following Tuesday before 5 p.m. The reporting day may be altered if affected by closure of UI for a designated holiday or other time constraints affecting reporting requirements. {See FSH 3710 ~~B-6~~ for applicable leave policies~~reporting for board-appointed employees~~; questions regarding leave should be directed to Human Resources.} ~~The assistant vice president for H~~human resources or designee is responsible for monitoring paid leave taken by all UI employees. The provisions of this paragraph apply also to paid sick leave. *[ed. 7-97, 9-06, rev. 7-02, 3-20]*

b. If a TH employee obtains a board-appointed position, his or her accrued annual and sick leave ~~may~~ will be ~~paid out at the time of the new appointment, or~~ transferred~~.,~~ Employees may be asked to reduce or eliminate~~ae~~ annual leave prior to transferring to the hiring department. ~~at the new hiring department's discretion.~~ Sick leave is transferred. There is no annual leave pay out when transferring when positions without a required break in service. *[ed. 7-97, rev. 7-02, 3-20]*

c. Upon termination or resignation, a TH employee is paid for unused accrued annual leave. All unused sick leave is forfeited when a TH employee is separated from service and no compensation is paid for unused sick leave. If an employee returns to eligible service within three years after separation, any sick leave that was forfeited at the time of separation will be reinstated. *[ed. 7-97, ed. 7-02]*

d. Departments are responsible for maintaining accurate annual and sick-leave records for their TH employees and ensuring proper web timesheets are submitted and approved in VandalW~~w~~eb. ~~entering the records into the Banner system each pay period.~~ *[ed. 7-97, ed. 7-02, 3-20]*

D. Restrictions of Use of Grievance Procedures. TH employees do not have access to the grievance procedures outlined in FSH 3860; for matters pertaining to prohibited harassment or discrimination, TH employees should contact the ~~Director of Human Rights, Access and Inclusion~~Office of Civil Rights and Investigations. *[ed. 7-97, 7-98, 7-00, 7-02, 9-06, 6-09, 3-20]*

E. Employment of Relatives. The policies relating to the employment of relatives {~~see~~contained in FSH 6240 B and FSH 6241 B} apply to TH employees. *[ed. 7-97, 7-98, 7-00, 3-20]*

F. Supervision. The departmental administrator is responsible, subject to any provisions set by the appropriate dean or administrative officer, for the supervision of the employee's work. *[ed. 7-98, 7-00]*

G. ~~STAR AND COMET~~FAST Roster **Program.** Departmental administrators seeking part-time, short-term, intermittent or replacement TH clerical or laborer employees are encouraged to contact Human Resources regarding the ~~Secretarial Technical Assistance Resource (STAR)~~Flexible Administrative Support Temps Roster ~~program and the Combination of Maintenance Employment Tasks (COMET) program~~. Individuals in the FAST Roster ~~STAR and COMET~~ program~~s~~ seek temporary or part-time employment. Completed applications are available for departmental administrators to review. *[ed. 7-97, 7-00, 9-06, rev. 7-98, 7-02, 3-20]*

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: _____

Administrative Procedures Manual [APM] ☐ Addition XX Revision* ☐ Deletion* ☐ Emergency
Minor Amendment ☐
    Chapter & Title: **APM55.39 Retiree Benefits**_____

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):   __Brandi Terwilliger__   **January 8, 2020**__
(Please see FSH 1460 C)   Name   Date
    Telephone & Email: **885-3008**   brandit@uidaho.edu

Policy Sponsor: (If different than originator.)   __Brian Foisy_____
                                    Name   Date
    Telephone & Email: **885-7590**   brianfoisy@uidaho.edu

Reviewed by General Counsel __X__ Yes ____No   Name & Date: __K Rytter – Reviewed & Approved 1-8-2020__

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.
          Updated APM to reflect correct benefit offerings. Retiree Dental is no longer an option for retirees as of 1/1/2020

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

          This was done as a cost saving measure recommended by Retiree Benefit Advisory Group and Approved by UI Leadership.

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

          None

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.
          January 1, 2020

If not a minor amendment forward to: _____

Policy Coordinator Appr. & Date: _____ *[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)*
APM F&A Appr.: _____ *[Office Use Only]*		

55.39 -- Retiree Benefits

A. General. A retiree may qualify for certain UI retiree benefits by meeting the retirement criteria stated in FSH 3730. UI retirement benefits are subject to Regents' approval and may be altered or discontinued at any time. [See FSH 3730] *[ed. 12-18]*

> **A-1. Life Insurance**. The university retiree death benefit is available to Tier 1 retirees only and in a set amount based on Plan Documents at the time of the eventretirement. *[rev. 12-18, 3-20]*

> **A-2. Health Benefits**. Retirees who qualify may continue their medical and dental coverage for themselves as well as for their qualified dependents² after retirement. Health coverage for qualified retirees is provided in a Retiree Medical Plan. The retiree must accept Medicare Part A and B coverage when first eligible. Once the retiree qualifies for Medicare Parts A and B, these must be accepted when first eligible. Dental benefits cease upon Medicare eligibility. In the event thatIf Medicare Part A and B coverage is not accepted when the member first becomes eligible, coverage under the UI Retiree Health Medical Plan will cease and rights of participation in the Plan will forever be forfeited. Once Medicare coverage is accepted, it becomes primary under the retiree program and benefits with Medicare are coordinated on a carved-out basis. See Summary Plan Description for Retiree Medical Benefits at Benefits Website for more information. *[ed. 12-18]*

> There is no open enrollment period for retirees. Adding or dropping dependents requires a qualified life event change. *[ed. 12-18, 3-20]*

B. Process. TheA prospective retiree must meet with Benefit Services prior to retirement to determine eligibility for retiree medical and life insurance, as well as other benefits.

> **B-1. Confirm Llife Iinsurance Bbeneficiary Ddata**. At the time of retirement, the prospective retiree must review and update his or /her beneficiary data. These documents are are filed inmaintained on file in Benefit Services and may be reviewed at any time. Current beneficiary addresses are very important, as is notifying your beneficiary of the available benefit. *[ed. 12-18, 3-20]*

> **B-2. Payments Statements** for the retiree medical plan for either a qualified self-pay retiree and or any dependents are sent to the retiree at the address on file. Failure to pay contributions may result in cancellation of coverage and may affect eligibility for continued participation. *[ed. 12-18, 3-20]*

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: _____

Administrative Procedures Manual [APM] ☐ Addition XX Revision* ☐ Deletion* ☐ Emergency
Minor Amendment ☐
      Chapter & Title: __APM50.04 Verifying Employment Eligibility for New Employees__

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):   __Brandi Terwilliger__   __July 10, 2018__
(Please see FSH 1460 C)   Name   Date
      Telephone & Email: **885-3008**   **brandit@uidaho.edu**

Policy Sponsor: (If different than originator.)   Brian Foisy   July 10, 2018-Reviewed and Approved
                                            Name   Date
      Telephone & Email: **885-7590**   **brianfoisy@uidaho.edu**

Reviewed by General Counsel __X__Yes ____No Name & Date: __Kim Rytter, July 10, 2018__

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.
           Updating to comply with federal law and current process

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.
           None

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.
           ASAP

If not a minor amendment forward to: _____

50.04 -- Verifying Employment Eligibility for New Employees

Last updated ~~February 15, 2008~~
~~July 10, 2018~~March 10, 2020

A. General. The Immigration Reform and Control Act of 1986 requires the University to certify employment eligibility. ~~for new employees within 3 days of hire date. Because the certification process is combined with other new employee orientation procedures, including benefits enrollment, it is important that n~~New employees are required to ~~attend orientation or~~ visit Human Resources as soon as possible after acceptance of an official job offer, but no later than the first day of employment. Alternative arrangements for off-site locations will be provided ~~hiring--preferably on the first day at work. Additionally, by executive order Governor Otter requires Idaho educational institutions to use the Employment Eligibility Verification Pilot Program, E-Verify, to verify employment eligibility of new employees~~. *[rev. 2-08, 3-20]*

B. ~~A-1.~~ **Legal Requirements**.

B-1. Form I-9 Actions Required and Effective Date. The University of Idaho must verify identity and confirm eligibility to work in the United States for all employees hired after November 6, 1986, using the United States Citizenship and Immigration Services (USCIS) (formerly INS) Form I-9. *[ed. 2-08]*

B-2. ~~)~~ Form I-9 must be completed by the employee on or before the first day of employment, otherwise the UI could be liable for fines of $1000 or more per employee. The employee must report to HR on the first day of employment, or to an HR approved representative to complete I-9. The University of Idaho uses E-verify to verify eligibility to work in the United States and follows the rules and regulations as outlined.   The University will follow Federal requirements and processes to verify eligibility with the use of M-274 Handbook for Employers: Guidance for Completing Form I-9.

> **Commented [TB(1)]:** Having a detailed policy can subject the UI to additional fines and legal liability. As recommended by general counsel, specific language is removed and replaced in ii above with reference to the Federal requirements and M-274 Handbook. By referring specifically to the M-274, we don't have to risk our policy going out of date compared to the M-274, and, in case the UI is ever audited, or if there is ever a complaint about unlawful employment practices in relation to national origin, our policy is always consistent with the M-274.

~~E-Verify Actions Required and Effective Date. The University of Idaho must verify identity and confirm eligibility to work in the United States for all new employees hired after January 28, 2008, using the E-Verify program provided by United States Citizenship and Immigration Services in partnership with the Social Security Administration.)~~ Employees are required to provide original documents described by Form I-9 for the purpose of establishing identity and employment authorization. *[add. 3-20]*
- ~~i)   [add. 2-08]~~
- ~~ii)~~
- ~~iii)   Form I-9 Required. The UI is required to maintain a valid Form I-9 on file for every employee currently on the payroll who was hired after November 6, 1986, and for a minimum of three years after such employees are hired or one year after the employee terminates employment, whichever is greater. [ed. 2-08]~~
- ~~iv)~~
- ~~v)~~
- ~~vi)   Proof of Verification Required. For every employee currently on the payroll whose identity and work eligibility was verified after January 27, 2008, the University of Idaho is required to keep with the completed Form I-9 the verification number provided by E-Verify. [add. 2-08]~~
- ~~vii)~~
- ~~viii) Form I-9 Timing. Section 1 of the Form I-9 must be completed by the employee on or by the first day of work. Section 2 of the Form I-9 is required to be correctly completed within three days of the first day of work. BOTH Sections 1 and 2 of the Form I-9 must be completed on the first day of work IF the employee is expected to work less than three days. [ed. 2-08]~~
- ~~ix)~~
- ~~x)   E-Verify Timing. The E-Verify process must be initiated within three business days of the first day of work. The University must contact the employee as soon as possible to provide the employee an opportunity to contest a Tentative Non-confirmation. In the case of a Tentative Non-confirmation, the employee has eight Federal Government workdays from the date of referral to resolve the issue. The employee will not suffer any negative consequences during this process. [add. 2-08]~~
- ~~xi)~~
- ~~xii) vii) Re-verification. The Form I-9 is required to be re-verified under three conditions. Specifically, (1) an employee changes his or her name; or (2) the employee's work authorization is about to expire (usually occurs when renewed documents or status changes are issued by the USCIS), or (3) the employee has had a break in service, and the Form I-9 is three years old or older. The E-Verify process cannot be used to re-verify the Form I-9. [rev. 2-08]~~
- ~~xiii)~~

xiv) viii) Audit and Sanctions for Non-Compliance. The UI is subject to USCIS audit for compliance with this act, and the following sanctions for non-compliance:

xv)

xvi) a) Penalties for non-compliance range from $100 per incorrectly completed form; for technical violations up to $2,000 per unauthorized worker (for the first violation).

xvii)

xviii)b) An employer who fails to complete a valid Form I-9 within three days from the time a new employee begins work, and continues to employ that employee, is subject to fines up to $5,000 for the second violation, and up to $10,000 per violation for subsequent violations. [ed. 2-08]

B. Process.

B-1. Verifying identity and eligibility to work, and completing tax and benefit forms is necessary to process payroll payments for all university employees.

B-2. Sign-up for all board-appointed employees (faculty and staff) is done through New Employee Registration Benefit Orientation (NERBO) presented by Benefit Services in Human Resources (HR). Sign-up for all other employees can be done during regular University business hours at HR [See].

i) For new employees, such as new faculty, who are appointed several weeks or months in advance of the date they are expected to report for work, processing can be accomplished by mail.

BC.C. Procedures.

CCB-1. All Employees:

i) Prior to a new board appointed employee's first day at work the administrator extending an offer of employment (or designee):

a) Includes the following language in every letter of offer to a prospective employee: "This appointment is conditional upon satisfactory verification of eligibility to work in the United States through correct completion and submittal of United States Citizenship and Immigration Service I-9 Form to the University of Idaho by the end of the third day on which you perform services for the University." Additionally, the new employee should be directed to visit for documents and information needed to successfully complete the orientation paperwork. Should use the template offer letters found on the HR website for staff and the Provost Office for faculty which include appropriate contingent language.

b) Arranges for the new employee to begin work on Monday (unless the appointment coincides with the beginning of the fiscal year or a different day is required pursuant to the terms and conditions of a grant or contract, or Monday is a holiday).

c) Schedules new board appointed employees to attend New Employee Registration and Benefit Orientation (NERBO) within three days of beginning work. Orientations are held every Monday beginning at 8:30 a.m. at Human Resources. **Offer Letters.** The approved offer letter for staff are found on the HR web page and include the appropriate contingent language. The approved offer letters for faculty are obtained from the Office of the Provost.*[Rev. 3-20]*

C-2. Initial Verification. ii) On the new employee's first day at work the department, the supervisor :

a) mMust eEnsures that a new board appointed employee goes to HR to attends the New Employee Registration and Benefits Orientation (NERBO) on the first Monday at work, so that the employee has the opportunity to become informed about applicable UI fringe benefits, complete benefit registration forms and complete Form I-9 verification. *[ed. 2-08, rev. 3-20]*

(i)a. Exception for. oOff-campus eEmployees. Because it is not practical for employees working in locations other than Moscow to travel to Moscow on their first day at work, administrators HR-designated authorized I-9 representatives at those locations are required responsible to complete the following employment Form I-9 verification processing procedures for new employees. *[rev. 3-20]*

(a)1. Provide new employee orientation, if applicable. The HR-designated authorized I-9 representative must Oobtain and immediately fax Form I-9 along with any required documentation,.

Form W-4, Social Security card, Visa, passport ~~and other~~ new employee~~benefits~~ documents to HR at (208) 885-3602. *[rev. 2-08, 3-20]*

2.~~(b)~~ ~~Once confirmation is received from HR, the HR-~~designated authorized I-9 representative must ~~M~~mail the original Form I-9 along with any required documentation ~~,~~and other original new employee documents to ~~, verification number, and Form W-4 to~~ HR the same day. Retain a copy of Form I-9 only until receiving confirmation that the original was received by HR. Destroy all copies using proper procedure to protect confidential employee information. *[rev. 2-08, 3-20]*

3. ~~(c)~~ ~~The HR-~~designated authorized I-9 representative may ~~C~~contact HR for assistance in establishing consistent procedures for processing new employees. *[rev. 3-20]*

~~iii)~~b. ~~Within~~ ~~three days of a new employee's first day at work~~ the required timeframe:

1. ~~a)~~ HR will verify that identification and employment eligibility have been appropriately documented and a valid Form I-9 is on file. *[ed. 2-08]*

2. ~~b)~~ If a valid Form I-9 is not on file at HR by the close of the third business day after the employee begins work, the hiring administrator must inform the employee that employment must be ~~terminated~~ suspended immediately and handled as per federal law. *[ed. 2-08, rev. 3-20]*

3. ~~c)~~ If, after following all E-Verify procedures, identity and work eligibility has not been confirmed, the hiring administrator must inform the employee that employment will be immediately terminated and handled as per federal law. *[add. 2-08, rev. 3-20]*

4. ~~d)~~ It is the responsibility of the hiring administrator to ensure an EPAF is entered to effect the appointment and termination, if necessary. In the event of termination, the hiring administrator must immediately inform the employee that employment is being terminated as per federal law. ~~due to failure to present verification of eligibility to work in the United States~~. *[rev. 3-20]*

C-3.~~iv)~~ Ongoing monitoring.

a. ~~a)~~ Employees whose initial Form I-9 documentation was valid for a specified period of time are responsible for re-verifying their employment eligibility. HR will monitor continued employment eligibility status for such employees. *[ed. 2-08]*

b. ~~b)~~ If employees with temporary employment eligibility do not re-verify eligibility, HR will immediately notify the departmental administrator.

c. ~~c)~~ Once notified, it is the departmental administrator's responsibility to terminate employment of employees whose status changes from "eligible to work" in the United States to "ineligible to work" and immediately inform the employee of that action.

~~D~~**DC.** **Information.** Call Employment Services at (208) 885-~~3880~~3728 for additional information regarding employment verification requirements for new employees.

~~D~~**DC-1. Penalties for Non-compliance.** Human Resources reviews all I-9 documentation for compliance with federal guidelines. Notification to the supervisor and other appropriate administrators will occur when necessary. Non-compliance will result in a unit-level assessment fee and may result in disciplinary action. Pursuant to the principle that accountability follows responsibility, financial responsibility for any penalties assessed against the University for non-compliance with the Immigration Reform and Control Act of 1986~~,~~ which result from failure to adhere to these procedures~~,~~ lies with the management unit responsible for the action which led to the violation. *[rev. 3-20]*

~~DC~~**D-2. Procedures May Change.** These procedures may change to stay in compliance with federal law. Our policy will always remain consistent with the M-274 Handbook for Employers: Guidance for Completing Form I-9. Changes are announced by HR as necessary. *[rev. [3-20]*

> **Commented [TB(3):** May need to include mention of monetary penalties that are being contemplated at the moment.

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: _____

Administrative Procedures Manual [APM] ☐ Addition XX Revision* ☐ Deletion* ☐ Emergency
Minor Amendment ☐
     Chapter & Title: **APM50.53 Temporary Hourly Employment** _____

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):   **Brandi Terwilliger**   **July 10, 2018**
(Please see FSH 1460 C)   Name   Date
     Telephone & Email: **885-3008**   **brandit@uidaho.edu**

Policy Sponsor: (If different than originator.)   Brian Foisy   July 17 2018-Reviewed and Approved
                                         Name   Date
     Telephone & Email: **885-7590**   **brianfoisy@uidaho.edu**

Reviewed by General Counsel   __X__Yes   ____No Name & Date: Kim Rytter, July 17, 2018

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.
        Updating to reflect current process, procedures and approved streamlined process.

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.
        None

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.
        ASAP

If not a minor amendment forward to: _____

Policy Coordinator Appr. & Date:	FSH	Track # _____
_____	Appr. _____	Date Rec.: _____
[Office Use Only]	FC _____	Posted: t-sheet _____
	GFM _____	h/c _____
	Pres./Prov. _____	web _____
APM		Register: _____
F&A Appr.: _____	*[Office Use Only]*	*(Office Use Only)*
[Office Use Only]		

50.53 -- Temporary Hourly Employment
Last updates ~~November 7, 2006~~July 10, 2018

A. General. Temporary employment (Temporary Hourly or TH) positions are paid on an hourly basis as the services are needed. TH positions are not board-appointed positions. ~~Employment can be terminated at will with twenty-four (24) hours notice and the employee has no expectation of continuing employment.~~ Temporary hourly employees have no expectation of continuing employment and can be terminated at will. See FSH 3090 for additional information.

A-1. Establishment of Temporary Hourly (TH) Positions. A Temporary Hourly (TH) position is established when there is a temporary or intermittent need for services not to exceed 1385 hours or one (1) year, whichever is less ~~per year~~. If the temporary services are expected to exceed 1385 hours per year, the ~~, the departmental administrator should consider~~ department establish~~ing~~es a temporary (contingent) board-appointed position that would be eligible for full subsidized benefits. Departmental administrators are authorized to engage temporary help to be paid from the department's budgets on an hourly basis. All TH positions are covered by FLSA, so hours worked over 40 per week are paid at 1.5 times the hourly rate. TH employees do not accrue compensatory time.

i) Short-term Clerical Positions. Departmental administrators seeking part-time, short-term intermittent or replacement TH clerical employees are encouraged to contact ~~Employment Services in~~ Human Resources regarding the Flexible Administrative Support Temps (FAST) ~~Secretarial Technical Assistance Resource (STAR)~~Roster program. Application materials completed by individuals on the FAST~~STAR~~ roster seeking temporary or part-time employment are available for departmental administrators to review.

ii) Exception. Teaching Assistants (TAs) and Research Assistants (RAs) serve pursuant to wage agreements which specify the hourly wage to be paid over the period of an academic or fiscal year. In all other respects, these employees are student TH employees whose terms and conditions of employment are described below.~~)~~

A-2. Fringe Benefits. TH employees ~~are~~may not be eligible for the same health benefits as appointed employees. Benefits are determined by the benefit plan documents. ~~health, life, dependent life, accidental death and dismemberment insurance, or short or long-term disability insurance.~~ Eligibility for a Vandal Card, annual leave, sick leave and pay for holidays on which the employee~~y~~ do~~es~~ not work is contingent on participation in the Public Employees Retirement System of Idaho (PERSI).

i) Social Security. TH employees who are students enrolled half-time or greater do not participate in Social Security.

ii) Retirement. TH employees not working at least 20 hours a week are not eligible to participate in PERSI. Those working more than 20 hours a week are eligible if they work at least five consecutive months and are not full-time students. Those who are eligible are required to participate in PERSI.

a) If, at the time of initial employment, the employer anticipates that the employee will qualify for participation in PERSI (because the employee is not a student employee and employment is anticipated to average 20 hours or more a week for five months or longer), the administrator should authorize PERSI enrollment for the employee to avoid retroactive enrollment requirements.

b) If the duration or amount of employment is not projected to exceed an average of 20 hours a week for five months, or if the amount or duration of employment are not known, the employee may defer participation until five months have elapsed.

c) In the event the employee actually works an average of 20 hours a week or more for five months or longer, he or she is required to enroll in PERSI. Retroactive contributions to PERSI for the five- ~~5~~ month period is required by state

law. Retroactive adjustments for annual and sick leave accruals are credited to the employee's leave banks, but retroactive holiday pay is not.

d) If the employee elects to participate and then does not in fact work more than 20 hours a week for at least five months, he or she is entitled to a refund of the PERSI contributions.

e) Departmental administrators are responsible for notifying Benefit Services, in writing, when an TH employee who is expected to qualify for participation in PERSI is hired and which of the options above the employee has chosen.

f) Human Resources/PayrollBenefit Services will inform all employers departments and TH employees not already participating in PERSI that the TH employee is required to enroll in PERSI because he or she has worked 20 hours or more per week for five5 consecutive months. The employers departments and employees must then agree on one of the following options: (1) termination of employment, (2) a reduction of hours to less than 20 hours per week, or (3) enrollment of the employee in PERSI.

iii) Sick and Annual Leave.

a) TH employees who are paid for 40 or more hours in a biweekly pay period of 80 hours and who participate in PERSI accrue vacation and sick leave on a pro-rata basis at the rate of .0462 hours of vacation leave and .0462 hours of sick leave for each hour they are paid. TH employees who do not participate in PERSI do not accrue sick or annual leave.

b) If an employee is transferred from TH status to a regular bBoard-appointed position, ment, he or shethe employee accrues vacation leave and sick leave, on the basis described above, from the date of his or her initial employment or July 1, 1979, whichever is the latterlater.

iv) Family Medical Leave. In compliance with the Family Medical Leave Act of 1993, the UI will provide up to 12 weeks of unpaid leave to eligible employees for certain family and medical reasons. Employees are eligible if they have worked for the UI at least one year and for 1250 hours over the 12-month period before leave begins.

B. Hiring Temporary Employees. The term "Temporary" includes student hourly positions.

B-1. Responsibilities. Deans and directors are responsible to ensure and be able to document that recruitment, employment, personnel actions and personnel policies for TH employees comply with legal requirements and are conducted in a manner which is consistent with the principles of affirmative action and equal opportunity.

Departmental administrators must be able to document that TH recruitment, employment and other personnel actions for TH employees are conducted in a manner consistent with the principles of affirmative action and equal opportunity. Human Resources provides assistance in classifying positions, determining compensation ranges, writing job descriptions, recruiting and, hiring of positions if requested. Human Resources , and verification verifies of I-9 fFormsstatus. To provide guidance with compliance of UI policies and legal requirements, and to assist with recruiting qualified candidates, Employment ServicesHuman Resources offers an the online electronic Applicantrecruitment Tracking sSystem (ATS). For more information on how to post a temporary position, contact Employment ServicesHuman Resources at (208) 885-3737.

B-2. Process.

i) i) Hiring managers, supervisors and departments may elect not to use the electronic applicant recruitment system and are responsible for following proper hiring policies and procedures as, outlined in the Faculty Staff Handbook and Administrative Proceduresal Manual, as well as adhering to state and federal employment laws. Deans and directors are responsible to ensure, and be able to document that recruitment, employment, personnel actions and personnel policies for TH employees comply with legal

requirements and are conducted in a manner which is consistent with the principles of affirmative action and equal opportunity.

a) If desired, Human Resources can provide assistance in the dDevelopment of the Job Description. or contact Human Resources for assistance. Contact your Affirmative Action Coordinator for assistance on to gain access to posting your job and reviewingreceive applications using the electronic applicant recruitment online Applicant Trackings System. Review applications, interview applicants, and select the best qualified candidate. Employment Services may have a roster of applications for some positions available for departmental administrators to review within 24 hours' notice to reduce recruitment time. For more information contact Employment ServicesHuman Resources at (208) 885-3638737.

a) A list of exceptions to conducting a temporary search, approved by the Human Rights Compliance Officer, is available on the Human Resources website at www.hr.uidaho.edu, or contacting (208) 885-3737.

ii) Persons needing to hire employees for out-of-state positions through the University must contact the Risk Management Officer at (208) 885-7177 BEFORE before hiring to ensure worker's compensation coverage. Penalties can be assessed for failing to maintain worker's compensation coverage.

iii) Advise the selected applicant to visit Human Resources to present verification of eligibility to work and other required complete payroll, Social Security, tax withholding, and related documents, and to receive information about UI employment, before beginning employment.

a) Exception. Appropriate alternate arrangements are made for persons employed at locations away from Moscow.

iv) Appoint the employee by entering onan on-line Electronic Personnel Action (EPAF) form [See 50.03], before employment begins and after a satisfactory criminal background check has been received from Human Resources if applicable, I-9 fForm processed, and other required new hire paperwork completed. appropriate benefit and tax forms are completed.

B-2. Payroll Processing. The employing department enters hours worked on the on-line Banner PHAHOUR screens. The hours worked and any annual or sick leave used are entered on the on-line systems by 5:00 p.m. on the Tuesday after the end of the pay period See FSH 3090 for entering hours worked and APM 55.05 for information on Employee Pay Check Distribution.[See 55.05].

B-3. Sick and Annual Leave Reporting. Employing departments are responsible for maintaining vacation and sick leave records for their TH employees and entering leave used into the on-line systems each pay period. See FSH 3090 for information on sick and annual leave reporting. For step-by-step instructions on entering leave taken and time worked, see HRIS Banner instructions distributed during HRIS module training.

B-4. Information. Additional information regarding job descriptions, hourly rates, hiring, payroll processing, benefits and other conditions of employment for student and temporary hourly employees may be obtained from Employment Services at (208) 885-3638737 or employment@uidaho.edu.

B-5. Establishing Rate of Pay. The rate of pay for all TH should be based on a defined job description. Employees must be paid at or above the current minimum wage and at a rate consistent with the job responsibilities. Departmental administrators must be able to document that TH recruitment, employment and other personnel actions for TH employees are conducted in a manner consistent with the principles of affirmative action and equal opportunity and compliance with University policies and procedures.

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: _____

Administrative Procedures Manual [APM] ☐ Addition XX Revision* ☐ Deletion* ☐ Emergency
Minor Amendment ☐

      Chapter & Title: **APM50.55 Writing University of Idaho Job Descriptions** (Title Change)

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):   **Brandi Terwilliger**   **July 10, 2018**
(Please see FSH 1460 C)   Name   Date
      Telephone & Email: **885-3008**   **brandit@uidaho.edu**

Policy Sponsor: (If different than originator.)   Brian Foisy   July 10, 2018-Reviewed and Approved
                                      Name   Date
      Telephone & Email: **885-7590**   **brianfoisy@uidaho.edu**

Reviewed by General Counsel   _X_ Yes   ____ No Name & Date: _Kim Rytter, July 10, 2018_

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.
        Updating to current process and language

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.
        None

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.
        ASAP

If not a minor amendment forward to: _____

Policy Coordinator
Appr. & Date:
 	
_____
[Office Use Only]
	FSH
	
	Appr. _____
	FC _____
	GFM _____
	Pres./Prov. _____
		Track # _____
		Date Rec.: _____
		Posted: t-sheet _____
		    h/c _____
		    web_____
		Register: _____

APM F&A Appr.: _____ *[Office Use Only]*	*[Office Use Only]*	*(Office Use Only)*

50.55 -- Writing ~~Results-Oriented Job~~University of Idaho Job Descriptions
Last updated ~~November 7, 2006~~~~July 10 2018~~March 2020

A. General. ~~Results-oriented~~University of Idaho job descriptions (UIJD) for staff are written statements ~~of~~defining a specific job based on the findings of a job analysis. The job description includes duties and responsibilities, minimum and preferred qualifications needed to perform the job, and working conditions. The job description is the foundation for performance expectations, classification, and compensation. ~~the results that must be accomplished, the duties that must be performed in order to accomplish the results, and the minimum qualifications needed to perform those duties.~~ Job descriptions provide a base to which management and employees can refer when questions arise. They provide the employee with a clear definition of the skills needed, the duties expected to be performed, the relative importance of priority of duties and responsibilities, the results that are expected, and the criteria to be considered in evaluation of performance.

B. Process. Job descriptions for new positions are prepared prior to recruitment by the administrator responsible for hiring, with assistance from ~~Employment Services in~~Human Resources. Job descriptions are the ~~"measuring stick"~~standard by which employee performance is evaluated. ~~T~~therefore, job descriptions for continuing employees are reviewed annually by the supervisor, with the employee, and revised if necessary.

~~C. **Procedures**. To prepare a results-oriented job description (or to convert an existing job description to the results-oriented format), the administrator determines the desired results and identifies representative duties which will accomplish each result. Included are examples of specific tasks, types of equipment that must be operated and the frequency of operation; potential exposure to chemicals, human or animal fluids or secretions, vapors, dust or hazardous materials; educational requirements, certificates or licenses; work schedules; skill requirements, and necessary physical abilities. Essential and marginal functions, and the approximate percent of time allocated to each process, are identified. All job descriptions should contain the following specific elements of information:~~

~~C-1. **Job Title**. Use the official title of the position. Each title has a title number. Employment Services maintains the university's title table and this information is available by contacting Employment Services at (208) 885-3611.~~

~~C-2. **Job Summary**. A statement that highlights the major purpose and functions of the position. The purpose of the job summary is to give the employee an overall impression of the scope of work.~~

~~C-3. **Reporting Relationship**. Include an organization chart which shows where the position fits into the department or unit. The chart should show the title to which the position reports and the titles of employees supervised, if any.~~

~~C-4. **Responsibilities**. Identify the results to be accomplished and provide examples of major duties and responsibilities which will accomplish those results, listing them in order of importance. Also include the percentage of time to accomplish each result. The sum of the percentages must equal 100%. Identify each duty or result as essential or marginal. Essential elements of a position identify the need for the position, i.e., the reason the position exists. Marginal elements are required to be performed, but are not the reason for which this particular position exists and usually require a small percentage of time.~~

~~C-5. **Minimum Qualifications**. Summarize the knowledge required, the experience and education, the physical demands, any licenses or certificates required, and the equipment to be used on the job. Minimum qualifications must be tied to the essential duties and responsibilities. Applicants who do not meet minimum qualifications cannot be forwarded to the search committee.~~

~~C-6. **Additional Desirable Qualifications**. Education or experience that is desired but not required. Examples might include specific scores on clerical exams, typing speed, knowledge of a particular software product.~~

~~D. **Information**.~~

~~D-1. **Equal Opportunity Employer**. The University of Idaho follows federal and state regulations in the employment process. These include but are not limited to the Fair Labor Standards Act, Affirmative Action, Equal Employment Opportunity, Americans With Disabilities Act, Age Discrimination in~~

Employment Act, Vietnam Era Veterans Readjustment Assistance Act, State of Idaho Codes affecting employment and other applicable regulations. Employment Services, the Affirmative Action Office, and Auditing Services assure that the University of Idaho is in compliance with these regulations. Questions about any of these codes, regulations or procedures may be addressed to the compensation and classification analyst in Employment Services.

D-2.C. Preparation of University of Idaho Results-Oriented Job Descriptions. The Employment Services analystHuman Resources is available to offer assistance in the development or revision of the results-oriented job descriptions. Training materials for writing UIJD can be found on the HR webpage. Forms are available at www.hr.uidaho.edu/downloads to help organize the material in the standard UI format. Contact Human Resources at (208) 885-3638 or Employment Services at (208) 885-3611 or hrbpemployment@uidaho.edu for additional assistance.

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: _____

Administrative Procedures Manual [APM] ☐ Addition ☒ Revision* ☐ Deletion* ☐ Emergency
Minor Amendment ☐
    Chapter & Title: **20.23 Payment Card Processing** _____

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)   <u>Linda Campos</u>   <u>3/21/2019</u>
                                  Name   Date
    Telephone & Email: **5-6530**   **lcampos@uidaho.edu**

Policy Sponsor: (If different than originator.)   <u>Brian Foisy</u>   <u>3/22/19</u>   *[signature]* 3/21/19
                                    Name   Date
    Telephone & Email: 5-7090   brianfoisy@uidaho.edu

Reviewed by General Counsel   _X__Yes   ____No Name & Date: __Kent Nelson 3/7/2019_____

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.
    These sections of the APM have been updated to reflect changes in the PCI compliance rules and best practice policy language from peer institutions.

II.   **Fiscal Impact:** What fiscal impact, if any, will this addition, revision, or deletion have?
    There are no foreseeable fiscal impacts.

III.   **Related Policies/Procedures:** Describe other policies or procedures existing that are related or similar to this proposed change.
    No related policies will change due to changes made.

IV.   **Effective Date:**   This policy shall be effective upon approval by the VP for Finance and Administration in order to ensure compliance with law..

If not a minor amendment forward to: _____

Policy Coordinator Appr. & Date:	FSH	Track #
_____	Appr. _____ FC	Date Rec.: _____ Posted: t-sheet

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

APM 20.23 - Payment Card Processing
Created/updated date: ~~March 31, 2017~~

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 ~~March 31, 2017~~. [rev. 3/17]

Contents:
A. Definitions
B. Policy
C. Scope
D. Process, Procedure and Guidelines
E. Exceptions
F. Contact Information

A. Definitions.

> **A-1. Owner.** The senior employee with direct responsibility for all credit card payment processing activities for their unit. [ed. 3-17]
>
> **A-2. Contact.** The documented employee on file responsible for maintenance and coordination of payment card systems for their unit. [ed. 3-17]
>
> **A-3. Operator.** Any employee tasked with processing card payments for their unit.
>
> **A-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]
>
> **A-5. PCI-DSS**: Payment Card Industry – Data Security Standards.
>
> **A-6. PA-DSS:** Payment Application – Data Security Standards.
>
> **A-7. SAQ**: Self-Assessment Questionnaire.
>
> **A-8. Merchant**: Any University unit that accepts debit or credit cards as part of its business process.
>
> **A-9. Unit:** refers to primary management units within the University of Idaho (University), including recognized colleges, administrative units, and recognized University Centers located remotely from the main Moscow campus. [add. 3-17]
>
> **A-10. Vendor:** Any person or company contracted by the University to facilitate payment card transactions. [ren. 3-17]
>
> **A-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]

B. Policy. All University of Idaho owners, contacts, and operators of any point-of-sale systems, credit payment terminals, or credit processing systems must maintain compliance with current PCI-DSS.

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B-1. Pre-approval.:

a. (1) Only Merchants and Vendors pre-approved 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 and 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 thea minimum, members of ITS Security Office and Controller's Office must be involved to adequately assess and vet the provider.

(1) f. (6) 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 completion. If applicable, a list of service providers must be maintained by the unit Contact, and the compliance status of each vendor must be verified annually. [ed. 3-17]

g. (7) (2) Any post-authorization 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]

(1) 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.

(2) 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.

B-3. Personnel.:

(1) 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]

(2) 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]

(3) 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]

B-4. Documentation. 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 when required 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]

B-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]

(1) a. The inventory list must include for each device: [rev. 3-17]
a) 1. Make and model of device
b) 2. Physical location of device
c) 3. Device serial number or asset tag
d) 4. List of employees with explicit permission to use the device
(2) b. The Controller's Office must be notified immediately when [add. 3-17]
a) 1. New devices are placed into service
2. Old devices are removed from service
b) 3. A device's physical location is permanently changed

B-6. Usage policies for critical technologies.
(1) 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.
(2) 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).
(3) 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.
(4) 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
i. 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]

(5) 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]

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a) **1.** 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]

(6) **g.** Remote access to critical technologies must:

a) **1.** Be limited to only uniquely identified employees or Vendors with a business need;

b) **2.** Be configured to automatically disconnect when inactive; [ed. 3-17]

c) **a.** Restrict Vendor access accounts to active monitoring, with immediate deactivation after use. [ed. 3-17]

(7) **h.** Copying, moving or storing cardholder data on local hard drives or removable electronic media is prohibited.

B-7. Security of and Access to Cardholder Information: [add. 3/17]

(1) **a.** Cardholder data cannot 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 be requested or accepted by email or any other digital messaging technology. If an email is received containing cardholder data it should be immediately deleted and removed from trash folders.

(2) **d.** Access to stored cardholder data will be restricted to board appointed employees on a need to know/use basis only.

a) **1.** Temporary or student employees must not be granted access to sensitive cardholder information.

(3) **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.

a) **1.** All forms containing cardholder data must be processed as soon as possible to reduce the duration of time information is stored.

b) **2.** If hard-copy cardholder data must be stored it will be stored in securely locked storage for processing as soon as possible.

(4) **f. Under no circumstance will the CVC/CVV/CID code be stored digitally or on paper**

(5) Cardholder data temporarily stored on paper must be immediately disposed of when entered by

a) **1.** Cross-cut shredding the information

b) **2.** Placing information into an approved Vendor supplied lockbox subsequently destroyed by the Vendor.

B-8. 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 208-885-2522)
- Controller's Office (pci-compliance@uidaho.edu or 208-885-2719)
- 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.

B-9. 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/ [ren. 3-17]

B-10. Consequences: 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 the ITS Security Office. [ren. 3-17]

C.   **Scope.** This policy applies to all entities processing credit cards directly or on behalf of the University of Idaho.

D.   **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://support.uidaho.edu/TDClient/KB/?CategoryID=10http://www.uidaho.edu/infrastructure/its/departments/security
http://www.uidaho.edu/finance/controller [ed. 3-17]

E.   **Exceptions.** Requests for exceptions in all or part of this policy may be submitted in writing to the University Controller or his or her designee, for review and possible approval. Any exceptions must be renewed annually.

F.   **Contact Information.** The Controller's Office can assist with questions regarding this policy and PCI compliance. Phone: (208) 885-2719 or pci-compliance@uidaho.edu. *[ed. 3-17]*

University of Idaho

POLICY COVER SHEET

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

[3/09]

Administrative Procedures Manual [APM] ☐X Addition ☐ Revision* ☐ Deletion* ☐ Emergency
Minor Amendment ☐

Chapter & Title: APM 40.23 SOLID WASTE DISPOSAL

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):   **Charles Zillinger; Mary George – 9/27/17**
 (Please see FSH 1460 C)   Name   Date
Telephone & Email: 885-6633, charlesz@uidaho.edu 885-5222, maryg@uidaho.edu

Policy Sponsor: (If different than originator.)   Brian Foisy
                                                  Name   Date
      Telephone & Email: 5-6174, brianfoisy@uidaho.edu

Reviewed by General Counsel   _X_Yes ____No Name & Date: Kent Nelson 10/11/19

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.
This new policy is derived from the portion of the former APM 40.22 LES services addressing solid waste disposal. (APM 40.22 has been reassigned to the new Nuisance Animals policy.)

II.   **Fiscal Impact:** What fiscal impact, if any, will this addition, revision, or deletion have?
There are no expected fiscal impacts from this policy. This policy was already in place. It has been edited to remove some extraneous language, but the main content remains intact.

III.   **Related Policies/Procedures:** Describe other policies or procedures existing that are related or similar to this proposed change.
APM 35.11 – Biohazard Safety
APM 35.40 – Hazardous Waste Management

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.

If not a minor amendment forward to: _____

Policy Coordinator Appr. & Date: _____ *[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)*
APM F&A Appr.: _____ *[Office Use Only]*		

40.2~~3~~2 -- Municipal Solid Waste Disposal~~Landscape & Exterior Services (LES)~~
~~July 20, 2018~~October 2019~~09~~

Preamble: Municipal solid waste disposal is heavily regulated by federal, state, and local agencies. Regulations change frequently requiring ongoing compliance. Waste receptacles are placed on campus and managed by University of Idaho (UI) Facilities Services for university-produced municipal solid waste.

A. Definitions ~~A&B were put in 40.22 -- nuisance animals.~~

A-1~~C~~. ~~Recycling, Surplus and~~ **Municipal Solid Waste**.~~:   (RSSW) Programs.~~ A~~a~~ny solid waste produced by normal daily university activities, including residence halls, but excluding extraordinary/~~/~~unacceptable, hazardous, or infectious waste. ~~Recycling stations are located at over 300 sites on campus, including, classroom buildings, residence halls and housing areas that are serviced by outside collection stations. Recycling and solid waste crews make over 500 stops per week to service the campus. For questions concerning the type of wastes recycled please refer to the Recycling Quick Reference [available from Facilities Services]. Any questions or concerns, contact RSSW at (208) 885-6222.~~ [ed. 9-07, rev. 7-18]

A-2. Extraordinary/Unacceptable Waste.~~:~~ Construction and remodeling waste and debris; furniture; metals; electronic waste; batteries; free liquids; sharps; concert and large events debris; and any waste produced outside of normal university business operations or residence hall activities.

A-3~~C4~~. **Hazardous Waste**~~/Sharps Disposal~~. ~~Hazardous wastes are those materials~~Materials that are ignitable, corrosive, reactive, or toxic. See APM 35.40. ~~See APM 20.10, Requests for Collection of Hazardous Materials, or call the Environmental Health and Safety Office (EHS) at (208) 885-6524 for further information.~~ [ed. 3-09]

A-4. Infectious Waste.~~:~~ ~~w~~Waste that is capable of causing infectious disease; items contaminated with blood, saliva, or other body substances; or those items actually or potentially infected with pathogenic material. See APM 35.11.

A-5. Sharps.~~:~~ A~~a~~ny item having corners, edges, or projections capable of cutting or piercing the ~~--~~skin. (Usually related to bio-hazardous materials, but not necessarily.)

A-6. Electronic Waste (E-waste).~~:~~ ~~for this policy, electronic waste is any~~Any unit that has a plug, battery, or microchip, including but~~, and includes but it~~ not limited to televisions, computer screens, printers, printed circuit boards, and power supplies~~, etc.~~

A-7. Solid Waste Receptacles.~~:~~ A~~a~~ll containers (including tow units, toters, dumpsters, rolloffs, trash cans) placed on campus by the university or~~ by~~ the local municipal waste authority for deposit of university-produced municipal solid waste.

~~C-1. **Solid Waste Disposal**. Solid Waste Disposal at UI is broken down into two major categories: (1) Normal day-to-day solid waste generation by campus buildings/departments, and (2) Extraordinary solid waste generation that comes from campus events; construction;~~

remodeling; building cleanouts; building upgrades; and other non-routine functions. Billings accrue for all non-general education building in Category 1 and for all Category 2 solid waste generation. Generating parties are required to pay the additional cost of the solid waste disposal for these situations. For more details about solid waste billing, contact RSSW at (208) 885-6222. Dumpster units located around campus are intended for disposal of normal non-hazardous materials generated on a daily basis. Use of these dumpsters for Category 2 functions is prohibited, and arrangements should be made with RSSW to handle these situations. *[ed. 9-07]*

B. Policy. Use of university waste receptacles for disposal of any refuse other than municipal solid waste ~~-i~~is prohibited. Use of these receptacles without authorization or written permission is considered theft and is in violation of state laws. UI Residents are authorized users, and as such, are excluded from this provision. ~~Use of university waste receptacles for disposal of extraordinary/unacceptable solid waste is prohibited.~~ Arrangements ~~must be made to handle these situations~~for disposal of waste other than municipal solid waste must be made prior to an event, situation, or project that will generate such waste.

~~BC-12. **Theft of Services**. All solid waste receptacles Each dumpster located on campus are for the sole use of the UI. Use of these receptacles , is signed with the following: "This dumpster is the use of the University of Idaho." The unauthorized use of this container is prohibited. Anyone using this container without authorization or written permission is considered theft and is in violation of state laws. Idaho Code 18-2403. "Theft of Service" and aAnyone caught doing so can may be prosecuted. No contractor, vendor, or UI employee or staff/student/faculty member should shall dispose of private waste using any trash through UI solid waste receptacledumpsters. (UI Residents are "authorized" users, and as such, are excluded from this provision.)~~

C. Scope. This policy applies to all use of university solid~~e~~ waste receptacles.

D. Contact Information. UI Facilities Services is responsible for university waste management, except hazardous, chemical, radioactive, and biological/infectious waste. Information about waste management services and any potential costs ~~are~~is located on the Facilities website http://www.uidaho.edu/infrastructure/facilities/les/solid-waste.

Information on the disposal of hazardous materials can be found on the UI Public Safety and Security website http://www.uidaho.edu/infrastructure/pss/ehs/safety-programs/hazmat.

Information on the disposal of biological or infectious materials can be found on the UI Office of Research Assurances website https://www.uidaho.edu/research/faculty/research-assurances/biosafety.

GE. **References.**
        Idaho Code 18-2403, Section 5 – Theft of Services
        UI Administrative Procedures Manual – 35.11 Biohazard Safety
        UI Administrative Procedures Manual – 35.40 Hazardous Waste Management

~~C-3. **Recyclables and Hazardous Materials in the Solid Waste Stream**. Items that are recyclable or are considered to be a hazardous or toxic waste should not be disposed of through the solid waste disposal system. If there is any question about whether an item should be disposed of in the solid waste stream, please contact RSSW at (208) 885-6222 with your query. Certain items can and will be rejected by our waste haulers because of more stringent disposal regulations. The following list provides examples of recyclable or hazardous material items that should not go into the regular solid waste stream: *[ed. 9-07]*~~

• #1 and #2 Plastic	• Fluorescent tubes
• Aluminum cans	• Glass bottles
• Any UI equipment/property – Contact Surplus Property Office at (208) 885-2091.	• Magazines
• Batteries – Alkaline, Lithium, Lead acid, or Rechargeable. Contact EHS at (208) 885-6524 for disposal.	• Newspapers
• Chemicals – Contact EHS at (208) 885-6524 for disposal.	• Oils – Contact EHS at (208) 885-6524 for disposal.
• Colored ledger paper	• Packing peanuts
• Computer monitors	• Phone books
• Computer paper	• Reusable office supplies
• Corrugated cardboard	• Solvents & cleaners – Contact EHS at (208) 885-6524
• FAX & Printer toner cartridges – Most manufacturers now provide return envelops for reclaiming spent cartridges when a new one is purchased. Please follow manufacturer return guidelines.	• Tin cans
• Federal property (UI red tagged items) – Contact Surplus Property Office at (208) 885-2091.	• White ledger paper

C-5. **Surplus Property Office**. For further information or questions, please refer to APM 10.41, or contact Surplus Property Office at surplus@uidaho.edu or (208) 885-2091.

D. **Roof Leaks**. When a roof leak occurs, Facilities Services should be contacted at (208) 885-6246 immediately. A maintenance repairperson will be dispatched to contain the water and minimize water damage. Maintenance personnel will attempt to determine the cause of the leak and take steps to stop the leak. [Note: Some repair work must be postponed for dry weather in order to properly fix the leak.] If the roof leak is discovered during non-working hours or on a holiday, call the Steam Plant at (208) 885-6271 for immediate response. Steam Plant personnel will dispatch maintenance workers to minimize damage to buildings and contents. *[ed. 9-07]*

E. **Snow Removal**. During normal working hours every effort is made to keep building entries and steps clear of snow and ice. Sanding is used as needed. When snow on sidewalks reaches one inch, teams are dispatched to remove the snow. Every weekday morning, sidewalks are checked for ice or frost. If needed, the tractor or hand crew will sand them. When an event is occurring on campus, the snow removal team clears and sands/rocks sidewalks, streets, and parking lots around the event site, prior to the event.

E-1. **Street and Parking Lot Snow Removal**. When two or more inches of snow have fallen, or a heavy frost or ice are present, street and parking lot snow removal and sanding/rocking begins.

E-2. **Disabled Parking and Walkway Area Snow Removal**. Parking spaces for the disabled in parking lots and streets are cleared as a priority while the major campus walkways are cleared. Class schedules of disabled students are distributed to sidewalk tractor

operators and grounds workers. Every effort is made to provide clear routes for disabled students.

E-3. **Information or Service Requests**. Any problems or requests concerning snow or ice removal, call the Customer Service Center at Facilities Services, (208) 885-6246. *[ed. 9-07]*

F. **Campus Storage**. Rental space for UI departments is available on a short or long term basis. Contact LES at (208) 885-6633 for current prices and space availability.

G. **Garage/LES Shops (GLS)**. The UI Garage performs routine preventative maintenance and repairs for all UI vehicles as requested by the owning department. For major or highly technical repairs, vehicles are sent out to various specialized shops in the Palouse region. GLS technicians also repair and maintain all Facilities equipment from small engine work to road graders. For questions or service appointments contact GLS by email at garage@uidaho.edu or call (208) 885-7104. *[rev. 9-07]*

H. **Parking Lot Problems**. Parking and Transportation Services determines the maintenance activities in the parking lots on campus and directs Facilities Services for work to be completed. To report parking lot problems, contact Parking and Transportation Services at (208) 885-6424 or by email at parking@uidaho.edu, or visit www.uidaho.edu/parking. *[ren. & ed. 9-07 (was B), ed. 7-09]*

I. **Site Lighting Problems**. Exterior lighting for streets and campus is maintained by the Electric Shop. All problems should be reported to Facilities Services at (208) 885-6246 or facilities@uidaho.edu. *[ren. & ed. 9-07 (was B-2)]*

University of Idaho

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)
X Addition ☐ Revision* ☐ Deletion* ☐ Emergency ☐ Minor Amendment
Chapter & Title: **FSH 3175 Financial Stewardship Responsibilities**

Administrative Procedures Manual (APM)
☐ Addition ☐ Revision* X Deletion* ☐ Emergency ☐ Minor Amendment
Chapter & Title: **APM 25.01 Financial Stewardship Responsibilities**

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

Originator (see FSH 1460 C) ___Trina Mahoney_____ 3/27/20
　　　　　　　　　　　　　　　　Name　　　　　　　　　　　　　　　　　　　　　　Date

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Policy Sponsor, if different from Originator:　　Brian Foisy　　　　　　3-30-2020
　　　　　　　　　　　　　　　　　　　　　　　Name　　　　　　　　　　Date

Telephone　　　　　　　　　　　　　　　Email

Reviewed by General Counsel ___X__Yes ____No Name & Date: Kent Nelson 4/16/20

1. **Policy/Procedure Statement:** Briefly explain the reason for the proposed addition, revision, and/or deletion to the Faculty Staff Handbook or the Administrative Procedures Manual.

   Text revised to align with the current structure and expectations related to financial stewardship, and section moved from APM to FSH as part of ongoing effort to house policy in FSH and procedures in APM.

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.

   Part of comprehensive revision of APM 25.01 through 25.05

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.

If not a minor amendment forward to: _____

FSH 3175

25.01 - Financial Stewardship Responsibilities
Last updated August 3, 2005

Preamble: This section formerly resided in the Administrative Procedures Manual as APM 25.01. In 2020 it was moved to FSH 3175.

A. General. Unit administrators of the university's financial resources are identified as financial stewards. They are responsible for implementing, maintaining and following proper administrative and accounting procedures, and for complying with all relevant governmental and regulatory requirements. In addition, unit administrators are required to certify an understanding the UI's Statement of University Financial Resource Stewardship. (See Section B below) (Also see APM Chapters 10.00, 20.00, 45.00, 50.00, 55.00, 65.00, and 70.00)

As financial stewards, fundamental oversight responsibilities include: As the Chief Financial Officer for the University, the Vice President for Finance and Administration and his or her designees within the Division of Finance and Administration are responsible for managing the overall financial resources for the university. This includes providing leadership in budget and financial accountability, policy, systems and reporting, as well as internal controls in cooperation with Internal Auditing Services.

All individuals involved with management of financial resources, including those within individual units, are responsible for:

   A-1. Complying with Policy and Procedures. Learning, following and upholding financial policies and procedures established by the University.

   A-2. Maintaining Adequate Records. Maintaining processes and procedures in accordance with record-keeping requirements established by the University.

   A-3. Creation of Budgets. Contributing to or constructing budgets based on a thorough analysis of need while complying with any applicable guidelines and instructions issued by the Division of Finance and Administration.

   A-4. Ensure Ensuring Budget Compliance. Expending or committing any funds within approved University budgets using appropriate financial, accounting, purchasing and other approved

University university procedures, and maintaining records appropriate to these transactions.

A-54**. Monitoring Current Budget or Fund Status**. Monitoring current expenditures and revenues regularly for budgeting and accountability purposes.

A-65**.** ~~Ensure~~ **Ensuring Proper Salary and Wage Payments**. Reconciling reports of time and effort to assure correct payment of salaries and wages to employees, including leave and overtime.

~~**A-6. Substantiate Substantiating Creation of Budgets**. Contributing to or constructing budgets based on a thorough analysis of need while complying with any applicable guidelines and instructions issued by the UI Institutional Planning and Budget Office. Division of Finance and Administration.~~

A-7. ~~Ensure~~ **Ensuring Adequate Internal Controls**. Implementing basic management controls, including segregation of duties to maintain appropriate checks and balances, in order to ensure that transactions are appropriately executed and recorded and expenditures ~~disbursements~~ have a valid business purpose and are necessary and reasonable.

A-8. Correcting Internal Control Weaknesses. Correcting management internal control weaknesses that could lead to noncompliance with fiscal policies, waste, misuse, misappropriation, or destruction of assets, including data and data integrity.

A-9. Reporting Improprieties. Reporting to the Director of Internal Audit , Internal Audit Services, all suspected or known (a) misappropriation of assets, (b) s, misuses of ~~u~~University property, facilities or equipment, (c) falsification of financial records or reports, (d) unauthorized or improper destruction of assets (including data and data integrity) and (e) conflicts of interest.

A-10. ~~Ensure~~ **Ensuring Confidentiality and Safeguarding of Sensitive Information**. Maintaining the confidentiality of University ~~Uu~~niversity financial information as required.

A-11. Ensuring Accountability and Compliance. Performing periodic internal reviews to ensure continued compliance with University ~~Uu~~niversity financial policies and administrative and accounting procedures.

A-12. Ensure Proper Computer Security. **Maintaining systems security and a secure computer environment for financial and other University records.**

A-13. Monitor for Potential Conflict of Interest. **Identifying potential conflicts of interest and taking effective action to avoid or prevent these conflicts.**

B. Procedure. Unit administrators of the university's financial resources are responsible for familiarity with these particular financial stewardship responsibilities. In conjunction with these responsibilities is a requirement to certify understanding of such policy and procedures. Specifically, unit administrators will: The Division of Finance and Administration is responsible for developing and making available guidance on budget and financial accountability, policy, systems and reporting. Unit administrators are responsible for familiarity with the above financial stewardship responsibilities and should ensure that introduction to these policies is included in the training of staff with financial duties. The annual performance evaluation for individuals involved with management of financial resources should include an evaluation of compliance with this policy.

B-1. Certify Understanding of the Institution's 'Statement of University Financial Resource Stewardship'. **Specifically, unit administrators having responsibility for a Departmental Code (roll-up), as identified in Banner (financial reporting system), are required to certify their understanding of Statement of University Financial Resource Stewardship.**

B-2. Supervisory Review and Signature Required. **Unit administrators will review the Statement of University Financial Resource Stewardship with their supervisor, sign, retain a personal copy, and file a copy in the departmental personnel file.**

B-3. Annual Performance Review. **The annual performance evaluation for the above identified responsible unit administrators will include an evaluation of compliance with the requirements of the Statement of University Financial Resource Stewardship.**

C. Forms. **See attached Statement of University Financial Resource Stewardship.**

DC. Information. For additional information regarding financial stewardship responsibilities, contact the Office of the Vice President for Finance and

Administration at 885-6174. ~~In addition, the following references are provided for information purposes.~~

~~D-1. **UI Executive Council**. Executive Council agenda item 2003-0011, Improved Management Controls over Deficit Spending.~~

~~D-2. **UI Executive Council**. Executive Council agenda item 2003-0012, Transparent, Arms-length, Business-like with Ancillary and Auxiliary Services.~~

~~D-3. **Miscellaneous References**. There are other professional organizations that outline specific ethical conduct relative to the profession. Review of the following websites is encouraged:~~

~~i) **National Association of College and University Business Officers**, NACUBO), http://www.nacubo.org~~

~~ii) **National Association of State Universities and Land-Grant Colleges** (NASULGC), http://www.nasulgc.org/Default.htm~~

~~iii) **Council on Governmental Regulations** (COGR), http://www.cogr.edu~~

University of Idaho

POLICY COVER SHEET

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

Administrative Procedures Manual (APM)
☐ Addition ☒ Revision* ☐ Deletion* ☐ Emergency ☐ Minor Amendment
Chapter & Title: _Current: 26.02 Controls over Deficit spending_
_____Revised: 25.02 Financial Balance Management_

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

Originator (see FSH 1460 C) _Trina Mahoney_____ 10/30/2019
_____Name_____Date

5-4387_____ tmahoney@ uidaho.edu
Telephone_____Email

Policy Sponsor, if different from Originator _____ 2-10-20
_____Name_____Date

Telephone Email

Reviewed by General Counsel X Yes No Name & Date: __Kent Nelson 4/15/20

_____ deletion to the Faculty Staff Handbook or the Administrative Procedures Manual.

1. **Policy/Procedure Statement:** ~~Briefly explain the reason for the proposed addition, revision, and/or~~ Update entire policy to reflect the process and responsibilities as well as changes to the Chart of Accounts

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. This revision addresss deficit and reserve policy formerly in APM sections 25.03, 25.04 and 25.05 so these are proposed to be deleted

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.

If not a minor amendment forward to: _____

Policy Coordinator Appr. & Date: _[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)_
APM F&A Appr.: _____ _[Office Use Only]_		

25.02 -- ~~Controls over Deficit Spending~~Financial Balance Management
Last updated August 3, 2005

A. General: This procedure ~~is intended to prevent the accumulation of deficits from year to year~~outlines responsibilities related to balance management including but not limited to deficits and reserve or other balance requirements as established by the ~~u~~University . ~~All fund types are subject to 'Controls Over Deficit Spending'. In addition, this procedure is based on the principle of materiality and a defined "material deficit," which directs the level of management oversight of the Responsibility Center Management (RCM). For further background please see Executive Council item EC 2003-0011. [Link TBP]~~

> **A-1. Fund Types ~~Subject to Controls Over Deficits~~Covered by This Policy**. ~~All fund types are covered by this policy. Fund type generally is defined by its revenue source (e.g. appropriated revenue or local revenue). The method of control may vary depending on the fund type. Funds types include, but are not limited to the following:~~All operating funds, with the exception of sponsored programs and service centers, as well as unexpended plant (capital project) and renewal and replacement funds are covered by this policy.
>
> ~~i) U1, D1, D2, D8, General Education and other State Appropriations~~
> ~~ii) X1 and X2, Auxiliary Enterprises~~
> ~~iii) U3, Local Service~~
> ~~iv) U7, Special Local Service~~
> ~~v) U4, Gift/Donations orgs.~~
> ~~vi) D3, Scholarship, restricted~~
> ~~vii) D4, Grants and Contracts~~
> ~~viii) U5, Scholarship, unrestricted~~
> ~~ix) Z3, Agency~~
> ~~x) Px, Plant and capital~~
>
> **A-2. Definition of Deficit.** ~~"Material Deficit" for Fund Types U1, D1, D2, D3, D4, and D8.~~ A negative budget balance for fund types managed by budget balance or a negative fund balance for fund types managed by fund balance. Please contact the University Budget and Planning Office if you have questions regarding how a particular fund type is managed.
>
> **A-3. Definition of ~~Reportable~~ Material Reportable Deficit .~~:~~**

a. Any fiscal year-§end deficit balance, regardless of amount, at the Level 3 Org level (as defined by the Banner organization hierarchy) for appropriated fund types (10, 20 and 24 as of this policy but please contact the University Budget and Planning Office to verify if needed) and the centrally allocated fund type (11). Any fiscal year--end deficit balance at the individual fund level in excess of $5,000 for all other fund types, excluding Sponsored Programs (fund type 22).

b. Please see APM SectionChapter 45 for policies and procedures related to Sponsored Programs (fund type 22).

c. Please see APM Section 20.20 for policies and procedures related to Service Centers (fund type 15).

The accumulation of deficits within appropriated and/or grant and contract funds are not allowed and thus a material deficit cannot exist. The UI Institutional Planning and Budget Office (IPBO) is responsible for oversight of appropriated funds and Business and Accounting Services is responsible for oversight of grant and contract funds.

A-3. Definition of "Material Deficit" for Fund Types Px, X1, X2, U3, U4, and U7. For purposes of establishing 'controls' over deficit spending, material deficits are defined for Prior Accumulated Deficits (existing as of June 30, 2002), and Current Period Deficits (any fiscal period after June 30, 2003). Specifically,

i) Material Deficits at June 30, 2002, (Prior Accumulated Deficits). At the RCM level, a single fund with an accumulated deficit of $25,000 or more is considered material. (See APM 25.03)

ii) Material Deficits after June 30, 2003, (Current Operating Deficits). A current fiscal year operating deficit is considered material if (a) it exceeds 5% of current year operating expenses; or (b) is greater than $9,999.99. (See APM 25.04)

iii) Scholarship and Agency Funds. Scholarship and agency funds (D3, U5 and Z3) are addressed in separate sections of the APM [Link TBP].

B. ProcessProcedure – Operating and Renewal and Replacement Funds

B-1. Individual Units. It is the responsibility of each unit to routinely review fund or budget balances, to resolve deficit balances not due to timing within a reasonable timeframe and no later than fiscal year end, and to adhere to any reserve or other balance requirements as established by the university.

B-2. Division of Finance and Administration. It is the responsibility of the University Budget and Planning Office or the office designated by the Vice President for Finance and Administration to communicate to campus current expectations and procedures used to implement this policy. These communications may include deficit reporting plans and other university actions aimed at managing university financial resources, including but not limited to the establishment of minimum balances or reserve targets.

The University Budget and Planning Office or other designated office will run periodic mid-year and fiscal year-end balance reports and identify deficit balances or balances not meeting established balance or reserve requirements. These reports will be distributed to unit executives (vice presidents and president) with the expectation that units will work to resolve deficits prior to fiscal year end or to meet balance or reserve requirements. The frequency of mid-year report generation and distribution is at the discretion of the Vice President for Finance and Administration.

Final reports of all balances will be generated after fiscal year end closing with remaining material reportable deficits or balances not meeting balance or reserve requirements highlighted. These reports will be distributed to the Vice President for Finance and Administration as well as the unit executives (vice presidents and president). Each executive office will be responsible for working with individual units to gather and approve the following:

Explanation of timing issues, or
1. Resolution plans for all material reportable deficits not due to timing, and
2. Resolution plans for all balances not meeting balance or reserve requirements should such requirements extend to the following fiscal year.

The Vice President for Finance and Administration should be notified of any approved resolution plans which extend beyond the next fiscal year end. Failure on the part of responsible units to reach resolution in accordance with approved resolution plans will result in the

executive overseeing the unit being required to provide funding sources for the unresolved material reportable deficits or required balance or reserve.

C. Procedure – Capital Project Funds (Ffund Ttype 90)

C-.1. Individual Units. It is the responsibility of the unit(s) sponsoring a capital project to provide project funding prior to any expenditures or expenditure commitments. A pProject may be funded in phases, but full funding for each phase must be in place prior to implementation. Exceptions must be approved by the Vice President for Finance and Administration or his/her designee.

C-2. Division of Finance and Administration. It is the responsibility of the University Budget and Planning Office or the office designated by the Vice President for Finance and Administration to review all capital project fund balances on a routine basis. The University Budget and Planning Office or other designated office will work with units throughout the fiscal year to ensure any material reportable deficits are resolved. The Vice President of Finance and Administration and the executive overseeing the unit will be notified of any unresolved material reportable deficit which does not have prior approval (see C.1).

D. Information. For additional information on budget management, reporting processes, or current reserve or balance requirements, please contact the University Budget and Planning Office at budget@uidaho.edu.

. Please reference APM 25.03 for instructions as to how to retire Prior Accumulated Deficits. Please reference APM 25.04 for instructions as to how to manage situations of Current Operating Deficits.

C. **Information and/or Training Support**. Upon implementation of new policies and procedures relating to controls over deficits, employee training will be provided for purposes of establishing controls over deficit spending. Recognizing that these policies and/or procedures are dynamic in their response to changing management practices, no specific training programs are outlined per se. The Division of Finance and Administration (DFA) and IPBO are responsible for delivering initial training programs, which will consist of, but not be limited to the following components.

Program training relating financial condition and stewardship and associated impacts of deficit spending.

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Report interpretation (e.g., elements, math, and purpose).

Data mining, report generation, warehouse access, and Banner training.

Reporting timelines, due dates, etc.

Ongoing training and refresher sections.

University of Idaho

POLICY COVER SHEET

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

Administrative Procedures Manual (APM)
☐ Addition ☐ Revision* ☒ Deletion* ☐ Emergency ☐ Minor Amendment
Chapter & Title: 25.03 Operating Deficits - Prior Accumulated material Deficits

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

Originator (see FSH 1460 C) __Trina Mahoney_____ 10/30/2019
                                   Name   Date

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Telephone   Email

Policy Sponsor, if different from Originator _____ 2-10-20
                                               Name   Date

Telephone Email

Reviewed by General Counsel X Yes __No Name & Date: Kent Nelson 4/15/20

1.   **Policy/Procedure Statement:** Briefly explain the reason for the proposed addition, revision, and/or deletion to the Faculty Staff Handbook or the Administrative Procedures Manual.
        Part of revision to all deficit policy sections - revise and consolidate under 25.02 (no need for sep. policy for prior year, current year)

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.
        25.03, 25.04 & 25.05 will be deleted, with all deficit policy information in a revised version of 25.02

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.

If not a minor amendment forward to: _____

Policy Coordinator Appr. & Date:	FSH	Track # _____
_____	Appr. _____	Date Rec.: _____
[Office Use Only]	FC _____	Posted: t-sheet _____
	GFM _____	h/c _____
	Pres./Prov. _____	web _____
APM		Register: _____
F&A Appr.: _____	*[Office Use Only]*	*(Office Use Only)*
[Office Use Only]		

~~25.03 -- Operating Deficits - Prior Accumulated~~

~~A. **General**. This procedure establishes guidelines for developing a Prior Accumulated Material Deficit Retirement Plan (the Plan) and identifies procedures and accountability measures used to address the management of material deficits. For further policy information see Executive Council item EC 2003-0011. [Link TBP]~~

~~A-1. **Effective Period**. This procedure shall remain in effect until June 30, 2006, or until such time as all prior deficits are retired, whichever comes last.~~

~~B. **Procedure**. Responsibility Center (RC) Managers are responsible for developing a Prior Accumulated Material Deficit Retirement Plan. This Plan should address the following issues:~~

~~B-1. **Modification of Fiscal 2003 Deficit Plans**. During FY 2003, the Institutional Planning and Budget Office (IPBO) requested RC Managers to submit plans addressing deficits of $25,000 or greater as of June 30, 2002. These plans should be modified and incorporated into the Prior Accumulated Material Deficit Retirement Plan as required by this section.~~

~~B-2. **FY 2004 Planning**. Procedures for preparing FY 2004 Prior Accumulated Material Deficit Retirement Plans are as follows:~~

~~i) **Purpose**. The purpose of the Plan is to provide formal documentation that defines repayment terms and the retirement of material deficits accumulated as of June 30, 2002, for each fund within each RC. At least one annual installment will be required to be made no later than May 31st of each fiscal year.~~

~~ii) **Plan elements**.~~

- ~~Date certain: A deadline for final payment.~~
- ~~Revenue sources: Identification of revenue sources for repayment.~~
- ~~Repayment periods: Established periodic payment dates.~~

~~iii) **Deadline**. All material deficits must be retired no later than June 30, 2006.~~

~~iv) **Plan Resources**. Any unrestricted source of revenue may be identified to retire deficits. Multiple repayment sources may be identified~~

v) **Plan Submission**. Plans and accompanying documentation must be completed by January 31, 2004, and submitted to the IPBO. Plans will be reviewed and then forwarded to the Finance and Business Affairs Committee for their review.

vi) **Plan Review**. The Finance and Business Affairs Committee shall review all Plans for compliance with applicable criteria and provide feedback to the RCM. Plans may be returned to the RCM if unacceptable or additional information is needed.

vii) **Plan Approval**. The Finance and Business Affairs Committee shall forward approved plans to the President for their signature.

viii) **Plan Format**. See attached memorandum of understanding (MOU) sample, Prior Accumulated Material Deficit Retirement Plan.

B-3. **Monitoring the Retirement of Prior Accumulated Material Deficits**.

i) **Assessment**: The annual installment for retiring prior deficits will be transferred by each RC Manager no later than May 31st of each year.

ii) **Progress Reports**. Each RCM shall submit a yearly progress report to IPBO who will review and forward to the Finance and Business Affairs Committee. Plan progress reports shall be due August 15th of each year.

C. **Accountability Measure**. Each RC Manager's annual performance evaluation shall include an assessment of financial management performance. One indicator of performance is the progress made on retiring prior accumulated deficits and will be measured by the terms defined in each Plan.

D. **Information**. For additional information regarding preparation and submission of the Plan, contact IPBO at (208) 885-6718.

University of Idaho

POLICY COVER SHEET

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

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

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

Administrative Procedures Manual (APM)
☐ Addition ☐ Revision* ☒ Deletion* ☐ Emergency ☐ Minor Amendment
Chapter & Title: 25.04 Operating Deficits - Current Year

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

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                            Name   Date
5-4387   tmahoney@uidaho.edu
Telephone   Email

Policy Sponsor, if different from Originator [signature]   2-10-20
                                            Name   Date
_____
Telephone   Email

Reviewed by General Counsel X Yes No Name & Date: Kent Nelson 4/15/20

1. **Policy/Procedure Statement:** Briefly explain the reason for the proposed addition, revision, and/or deletion to the Faculty Staff Handbook or the Administrative Procedures Manual.
   Part of revision to all deficit policy sections - revise and consolidate under 25.02

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.
   25.03, 25.04 and 25.05 will be deleted, with all deficit policies in a revised version of 25.02

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.

If not a minor amendment forward to: _____

Policy Coordinator Appr. & Date: _____ [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)
APM F&A Appr.: _____ [Office Use Only]		

25.04 -- Operating Deficits - Current Year
Last updated August 3, 2005

A. **General**. This policy and procedure addresses (1) Individual organization (Org) deficits that occur within the fiscal year, (2) Reports used for executive level monitoring and oversight, and (3) The process for resolving operating deficits. This section applies to all current year operating deficits, in contrast to APM 25.03, which addresses the retirement of prior accumulated material deficits.

A-1. **Current Year Operating Deficits**. Current year operating deficits are not acceptable for any Fund within any Fund Type. Nevertheless, operating deficits may occur during the operations of a fiscal year. Exception reports will be created for monitoring by Responsibility Center and Executive level managers.

A-2. **Expense Patterns**. Since current year operations are dynamic, expense patterns of each Fund are used as the benchmark for identifying and reporting current operating deficits. There are two reporting thresholds:

i) Current-year operating deficits exceeding 5% of current year operating expenses.

ii) Any deficit less than 5% of current year operating expenses, but greater than $9,999.99, i.e., $10,000.00 and greater.

B. **Procedures**.

B-1. **Non-Sufficient Funds (NSF)**. NSF checking through Banner is available for all Organizations and will continue to be the primary tool for checking expense budget availability. If expense budget is not available, the expenditure may not be allowed. Banner's capability for performing this check is facilitated through the Budget Office.

B-2. **Exception Reporting**. Exception reports are created based on criteria identified in the following sections and are available based on Organization security from Banner at anytime. No further action is required if a Fund is not reported as an exception.

i) Exception Reports are not created for appropriated and grant funds (Fund Types U1, D1, D2, D4, D8). Appropriated funds are controlled by the Institutional Planning and Budget Office (IPBO) and by definition cannot be overspent. Business and Accounting Services (BAAS) is responsible for grant and contract funds oversight.

ii) Fund Balance Reporting, (Fund Types X1, X2, D3, U3, U4, U7). Individual fund balances will be monitored to assess each Fund's financial condition. This process compares current year actual revenues to actual expenses, which results in either a positive or negative contribution to the prior year ending fund balance. Only those meeting the 5% or $10,000 threshold will be reported, (the exception). (Note, encumbrances are treated as expenses.)

iii) Revenue Monitoring, (Fund Types X1, X2, D3, U3, U4, U7). In addition to NSF checking and Fund Balance Reporting, these fund types, (auxiliary and local service), will have revenue budgets monitored against actual cash receipts. This process provides a clear view of revenue activity and whether enough revenues are being generated to support budgeted expenses.

B-3. **Impact of Reporting Inventory**. Units that book and carry a physical inventory, (e.g. Idaho Press & Chemistry Stores), may not recognize inventory as cash (liquid) for purposes of these reports.

B-4. **Remedial Actions**. The following actions are required for current operating deficits:

i) Correcting Deficits. RCs are expected to correct deficits without additional administrative action. RC's can decrease expenses or increase revenues, freeze the activity or take other actions within their control to eliminate a deficit.

ii) Bridging Fiscal Years. Any RC that has a revenue-timing situation in which revenues lag expenses and is expected to span fiscal years; must report this in the status report identified below.

iii) Exception Reports. All RCs for which an exception report (See B-2(ii) above) has been generated shall prepare a report regarding the RC's plan to eliminate the deficit by year-end. The report shall include the following elements:

a. Purpose, a brief description of the activity

b. Specific action, (e.g. decrease expenses or increase revenues)

c. Other courses of action including cessation of operation

d. Plan to carryover deficit, (receivables to cover, should be booked)

e. Include other supporting documentation as necessary

iv) Report Reviews. Reports are submitted to BAAS and IPBO who are responsible for reviewing RC reports on material operating deficits. BAAS and IPBO will appoint two member teams to meet with each responsibility center manager or designee to discuss remedial actions prior to forwarding to the Finance and Business Affairs Committee with recommendations.

B-5. **Clearing All Deficits**. In addition to material current year operating deficits, all deficits, regardless of size, (those under 5% or $10,000), must be cleared by fiscal year end.

C. **Sample Form**. See attached Remediation Report — Current Year Operating Deficits.

D. **Information**. For additional information regarding current year operating deficits, contact either IPBO at (208) 885-6718, or BAAS at (208) 885-2719. Also, see Executive Council item EC 2003-0011.

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Administrative Procedures Manual (APM)
☐ Addition ☐ Revision* ☒ Deletion* ☐ Emergency ☐ Minor Amendment
Chapter & Title: 25.05 Establishing Required Cash Reserve Targets

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

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Reviewed by General Counsel X Yes No Name & Date: Kent Nelson 4/15/20

1. **Policy/Procedure Statement:** Briefly explain the reason for the proposed addition, revision, and/or deletion to the Faculty Staff Handbook or the Administrative Procedures Manual.
   Part of revision to all deficit policy sections - revise and consolidate under 25.02

2. **Fiscal Impact:** What fiscal impact, if any, will this addition, revision, or deletion have?
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3. **Related Policies/Procedures:** Describe other UI policies or procedures related or similar to this proposed change, or that will be impacted by it.
   25.03, 25.04 and 25.05 will be deleted, with all deficit policies in a revised version of 25.02

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.

If not a minor amendment forward to: _____

Policy Coordinator Appr. & Date:	*FSH*	Track # _____
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[Office Use Only]	FC _____	Posted: t-sheet _____
	GFM _____	h/c _____
APM	Pres./Prov. _____	web _____
F&A Appr.: _____		Register: _____
[Office Use Only]	*[Office Use Only]*	*(Office Use Only)*

25.05 -- Establishing Required Cash Reserve Targets

Last updated August 3, 2005

A. **General**: Responsibility Center Managers shall establish appropriate cash reserves at the Responsibility Center (RC) level. Cash reserves are considered necessary because of the volatility in certain revenue generating activities to guard against economic downturns and other unexpected situations. Establishing a prudent reserve policy increases institutional net assets as well as creating greater financial strength and flexibility. (See APM 25.xx)

A.1. **Cash Reserves Should Relate to Expenses**. Annual expense activity demonstrates what is required for a unit to carryout its business. Expenses, rather than revenues, are better indicators of operating size or activity since they are typically less volatile and under direct management control. Accordingly, expense activity is the basis for determining appropriate cash reserve levels.

A.2. **Target Cash Reserves at Five Percent (5%) of Expenses**. Each RC cash reserve benchmark will be based on a rolling average of expenditures from the previous three years. The cash reserves should then be targeted at 5% of the average expenditure benchmark.

B. **Procedures**. Responsibility Centered Managers are responsible for developing cash reserves. These reserves should comply with the following criteria.

B.1. **General Education and Other State Appropriations** (Fund Types U1, D1, D2, D8). Unit administrators of appropriated funds are encouraged to maintain a level of cash reserve suitable for the unit for consideration of factors affecting state appropriations such as holdbacks, economic downturns and legislative decision-making. This balance may exceed the recommended 5% of average expenditures.

B.2. **Gift/Donations (U4) Scholarships, Restricted (D3) and Grants and Contract (D4)**. These fund types are not required to maintain cash reserves.

B.3. **Auxiliary and Local Services**, (Fund Types X1, X2, U3, U4, U7). These fund types will establish cash reserve balances as a sound business practice. Specifically, the following criteria is identified for adequate cash reserves:

i) Rolling Average of Expenditures. Each RC cash reserve is based on a rolling average of expenditures from the previous three years.

ii) Required Cash Reserve. The target reserve (benchmark) balance is established with cash, not inventory or accounts receivable not booked, (accruals).

iii) Target Cash Reserve at 5%. The minimum reserve is targeted at 5% of the previous three year average expenditure benchmark.

iv) Exceed Minimum Cash Reserves When Prudent. A greater minimum reserve may be established if activities are exceptionally volatile or other circumstances justify such.

v) Cash Reserves Required by June 30, 2006. Each RC shall be responsible for creating cash reserves at the 5% level by the end of fiscal year 2006.

vi) Adjusting Cash Reserve Balances. Ensuing cash reserve benchmarks will be adjusted to reflect the impact that current year expenditures have to the rolling three-year average.

B-4. **Intervention and Remedial Action**s: Annually, the Institutional Planning and Budget Office (IPBO) will report progress to the President on cash reserves. Throughout the year the RCs shall monitor their cash reserve accumulation toward their respective targets.

i) Required Reporting of Cash Reserve Deficiencies. If an RC fails to make progress in meeting the target, the RC will provide a plan to the President identifying the method and date certain the reserve accumulation will be back on schedule, but the June 30, 2006, target deadline must be met.

B-5. Annual Update of Average Expenditure Level. IPBO will create an annual report re-calculating the rolling three-year average of expenses and advise each RC of their revised cash reserve target.

C. **Information**. For additional information regarding establishment of cash reserve budgets contact IPBO at (208) 885-6718. Also, see Executive Council item EC 2003-0011.